



**BTEC**

# **HIGHER NATIONALS**

## **Business**

### **Specification**

First Teaching from September 2019

First Certification from September 2020

**Higher National  
Certificate Lvl 4**

**Higher National  
Diploma Lvl 5**

## **Edexcel, BTEC and LCCI qualifications**

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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](https://qualifications.pearson.com/en/support/contact-us.html).

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# 1 Introduction

BTEC is one of the world's most successful and best-loved applied learning brand, engaging students in practical, interpersonal and thinking skills for more than thirty years.

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer's needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

When redeveloping the Pearson BTEC Higher National qualifications in Business, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. We also worked closely with the relevant professional bodies, to ensure alignment with recognised professional standards.

There is now a greater emphasis on employer engagement and work readiness. The new Pearson BTEC Higher National qualifications in Business are designed to reflect this increasing need for high quality professional and technical education pathways at Levels 4 and 5, thereby providing students with a clear line of sight to employment and to progression to a degree at Level 6.

## 1.1 The Student Voice

Students are at the heart of what we do. That is why, from the outset, we consulted with students in the development of these qualifications. We involved them in writing groups, sought their feedback, and added their voices and views to those of other stakeholders.

The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

## 1.2 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher Nationals are designed to help students secure the knowledge skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for work, for example by undertaking a group project, or responding to a client brief. A student may even achieve exemption from professional or vendor qualifications, or student membership of selected professional bodies, to help them on their journey to professional competence.

At the same time the Pearson BTEC Higher Nationals are intended to keep doors open for future study should a student wish to progress further in their education after their level 5 study. They do this by allowing space for the development of higher education study skills, such as the ability to research. Clear alignment of level of demand with the Framework for Higher Education qualification descriptors at level 4 and 5 means that students wishing to progress to level 6 study should feel better prepared. The Pearson BTEC Higher Nationals address these various requirements by providing:

- A range of general and specialist units, both core and optional, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans.
- Fully revised content that is closely aligned with the needs of employers, professional bodies and higher education for a skilled future workforce.
- Learning outcomes mapped against Professional Body standards, where appropriate.
- Assessments and projects chosen to help students progress to the next stage (this means some are set by the centre to meet local needs, while others are set by Pearson).
- An approach to demand at level 4 and 5 which is aligned with the Framework for Higher Education Qualifications (FHEQ).
- Support for student and tutors including Schemes of Work and Example Assessment Briefs

### **1.3 HN Global**

Pearson BTEC Higher Nationals are supported by a specially designed range of digital resources, to ensure that tutors and students have the best possible experience during their course. These are available from the HN Global website, [www.ighernationals.com](http://www.ighernationals.com)

With HN Global, tutors can access Programme Specifications which contain useful information on programme planning and quality assurance processes. Tutors can also view Schemes of Work and Example Assessment Briefs, helping them create meaningful courses and assessments. HN Global also allows tutors to create and annotate reading lists for their students and keep up-to-date on the latest news regarding HN programmes.

## **1.4 Qualification titles**

### **Pearson BTEC Level 4 Higher National Certificate in Business**

### **Pearson BTEC Level 5 Higher National Diploma in Business**

Specialist pathways are included within brackets in the qualification title:

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

## **1.5 Qualification codes**

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:

Pearson BTEC Level 4 Higher National Certificate in Business: 601/8364/0

Pearson BTEC Level 5 Higher National Diploma in Business: 601/8365/2

## **1.6 Awarding institution**

Pearson Education Ltd

## 1.7 Key features

Pearson BTEC Higher National qualifications in Business offer:

- A stimulating and challenging programme of study that will be both engaging and memorable for students.
- The essential subject knowledge that students need to progress successfully into further study or the world of work.
- A simplified structure: students undertake a substantial core of learning in the Higher National Certificate and can build on this in the Higher National Diploma, with optional units linked to their specialist area of study.
- Seven specialist pathways in the Level 5 Diploma, so there is something to suit each student's preference of study and future progression plans.
- Refreshed content that is closely aligned with Professional Body, employer and higher education needs.
- Assessments that consider cognitive skills (what students know) along with effective and applied skills (respectively how they behave and what they can do)
- Unit-specific grading and Pearson-set assignments.
- A varied approach to assessment that supports progression to Level 6 and also allows centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles.
- Quality assurance measures – as outlined in sections 6 and 7 of this Programme Specification – to ensure that all stakeholders (e.g. professional bodies, universities, businesses, colleges and students) can feel confident in the integrity and value of the qualifications.
- A qualification designed to meet the needs and expectations of students aspiring to work in an international business environment.

### Qualification frameworks

Pearson BTEC Higher National qualifications are designated higher education qualifications in the UK. They are aligned to 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

Students completing their Pearson BTEC Higher Nationals in Business will be aiming to go on to employment or progress to a final year at university. Therefore, it was essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications.

We are very grateful to the university and further education tutors, employers, Professional Body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

- Association of Chartered Certified Accountants (ACCA)
- Chartered Institute of Procurement & Supply (CIPS)
- Chartered Institute of Personnel & Development (CIPD)
- Chartered Institute of Management Accountants (CIMA)
- Chartered Institute of Marketing (CIM)
- Royal Holloway College
- Skills CFA
- University of Bournemouth
- Wade Financial
- Ealing, Hammersmith and West London College
- Northampton University
- University of Leeds
- North Tech
- FSB (Federation of Small Businesses)

These qualifications have also been approved by the following professional bodies as suitable qualifications for Students wanting to progress onto their approved courses at the appropriate level. The professional bodies include:

- ACCA
- CIMA
- CIPS
- CIPD

## 1.9 Professional Body exemptions

In redeveloping the Pearson BTEC Higher National qualifications in Business, we have worked closely with the following Professional Bodies:

- Association of Chartered Certified Accountants (ACCA)
- Chartered Institute of Management Accountants (CIMA)
- Chartered Institute of Procurement and Supply (CIPS)
- Chartered Institute of Personnel and Development (CIPD)

With their agreement we have secured exemptions from certain units/papers for students achieving Pearson BTEC Higher National qualifications in Business. (For exemption information see *Appendix 1*.) This adds value to the qualification by offering students access to continuing professional development.

For example, some units in the Pearson BTEC Higher National Diploma in Business have been constructed based on the aims, outcomes and content of certain units of the qualifications of the ACCA. Students completing these Pearson BTEC Higher National units will have covered the aims, outcomes and content of the ACCA units, and they can then claim exemption from the ACCA qualification.

## 1.10 Apprenticeship Standards

The BTEC Level 5 Higher National Diploma in Business does map to the Level 5 Higher Apprenticeship Standard Operations/Departmental Manager. The General Business with the delivery of the right combination of units will meet the knowledge and skills components of the Standard. The Specialist Business Management pathway also provides full mapping if delivered with the appropriate optional units. Please refer to Appendix 7. The Optional units that predominantly meet mapping requirements are as follows:

- Unit 32: Business Strategy
- Unit 33: Business IT Systems
- Unit 34: Business Systems
- Unit 35: Developing Individuals Organisations & Teams
- Unit 36: HR – Value and contributions to organisation success
- Unit 42: Planning for Growth



## 2 Programme purpose and objectives

### 2.1 Purpose of the Pearson BTEC Higher Nationals in Business

The purpose of Pearson BTEC Higher Nationals in Business is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the business sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

### 2.2 Objectives of the Pearson BTEC Higher Nationals in Business

The objectives of the Pearson BTEC Higher Nationals in Business are as follows:

- To equip students with business skills, knowledge and the understanding necessary to achieve high performance in the global business environment.
- To provide education and training for a range of careers in business, including management, administration, human resources, marketing, entrepreneurship, accounting and finance.
- To provide insight and understanding into international business operations and the opportunities and challenges presented by a globalised market place.
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.
- To provide opportunities for students to enter or progress in employment in business, or progress to higher education qualifications such as an Honours degree in business or a related area.
- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.
- To provide opportunities for those students with a global outlook to aspire to international career pathways.
- To provide opportunities for students to achieve a nationally-recognised professional qualification.
- To offer students the chance of career progression in their chosen field.
- To allow flexibility of study and to meet local or specialist needs.
- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.

We meet these objectives by:

- Providing a thorough grounding in business principles at Level 4 that leads the student to a range of specialist progression pathways at Level 5 relating to individual professions within the business sector.
- Equipping individuals with commercial acumen, understanding and business skills for success in a range of administrative and management roles in business.
- Enabling progression to a university degree by supporting the development of appropriate academic study skills.
- Enabling progression to further professional qualifications in specific business areas by mapping to units in a range of professional business qualifications.

### **Who is this qualification for?**

The Pearson BTEC Higher National qualifications in Business are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of the business sector and are designed for students who wish to pursue or advance their career in business. In addition to the knowledge, understanding and skills that underpin the study of the business sector, Pearson BTEC Higher Nationals in Business give students experience of the breadth and depth of the sector that will prepare them for further study or training.

## **2.3 Aims of the Level 4 Higher National Certificate in Business**

The Level 4 Higher National Certificate in Business offers students a broad introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of skills and experience through the selection of optional units across a range of occupational sectors at Level 4. This effectively builds underpinning core skills while preparing the student for subject specialisation at Level 5. Students will gain a wide range of sector knowledge tied to practical skills gained in research, self-study, directed study and workplace scenarios.

At Level 4 students develop a broad knowledge and awareness of key aspects of the business sector through six core units, which include one unit assessed by a Pearson-set assignment. The units are:

- Business and the Business Environment
- Marketing Essentials
- Human Resource Management
- Management and Operations
- Management Accounting
- Managing a Successful Business Project (Pearson-set unit).

The centre can also choose two further optional units at Level 4 from the following:

- Business Law
- Innovation and Commercialisation
- Entrepreneurship and Small Business Management
- Financial Accounting.

Graduates successfully completing the Higher National Certificate will be able to demonstrate a sound knowledge of the basic concepts of business. They will be able to communicate accurately and appropriately and they will have the qualities needed for employment that requires some degree of personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to business, show resilience under pressure, and meet challenging targets within a given resource.

## 2.4 Aims of the Level 5 Higher National Diploma in Business

The Level 5 Higher National Diploma in Business offers students seven specialist pathways designed to support progression into relevant occupational areas or on to degree-level study. These pathways are linked to Professional Body standards (where appropriate) and can provide professional status and progression to direct employment.

The Level 5 Higher National Diploma offers the following specialist pathways for students who wish to concentrate on a particular aspect of business:

- Accounting and Finance
- Business Management
- Entrepreneurship and Small Business Management.
- Human Resource Management
- Marketing
- Operations Management
- Law

There is also a non-specialist 'General Business' pathway, which allows students to complete a Level 5 Higher National Diploma without committing to a particular professional specialism. This offers additional flexibility to providers and students.

Holders of the Level 5 Higher National Diploma will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

\*Please note that the Law pathway is intended to support progression and articulation to UK degree level study and is, therefore, based on English law. As well as the numerous career paths for which even an introduction to law provides, a law degree is advantageous for a career in the legal industry and a 2.1 university degree is often required for those students wishing to become a Barrister or Solicitor. Post-degree, recognised professional training must be undertaken; Bar Professional Training courses for Barristers and Legal Practice Course, Professional Skills Course for Solicitors in addition to a period of training. Pearson expects that individual centres delivering the law pathway manage the progression expectations of their students accordingly, and they are also advised to ensure that current articulation agreements are in place to enable students to achieve a Bachelor of Laws qualification (LLB).

## 2.5 What could these qualifications lead to?

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

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the business sector through:

- Entering employment
- Continuing existing employment
- Linking with the appropriate Professional Body
- Committing to Continuing Professional Development (CPD)
- Progressing to university.

### 2.5.1 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:

- BSc (Hons) in Business and Management
- BA and BSc (Hons) in Business Studies
- BSc (Hons) in International Management.

### University recognition and articulations

We work with a number of universities around the world to recognise and accept Pearson BTEC Higher Nationals as a qualification for entry onto an undergraduate degree. Many universities now allow advanced entry onto the second or third year of a degree. Some universities have direct articulations on to the second or third year of a bachelor's degree programme with Pearson BTEC Higher Nationals. Students should be aware that university admission criteria is always subject to change and understand the course entry requirements for subject, year and grade before applying.

For more information on entry requirements, including 2+1 articulations, please visit: <https://degreecoursefinder.pearson.com>

Students should always check the entry requirements for degree programmes at specific Higher Education providers. After completing a Pearson BTEC Higher National Certificate or Diploma, students can also progress directly into employment.

## 2.5.2 Employment

The skills offered as part of the Pearson BTEC Higher National Diploma can provide graduates with the opportunity to work in many different areas of the business sector. Below are some examples of job roles each qualification could lead to:

Pathway	Job Roles
Accounting and Finance	Chartered Accountant Accounting Technician Financial Advisor
Business Management	Business Manager Business Development Manager Business Advisor Office Manager
Human Resource Management	Human Resources Officer Training and Development Officer Recruitment Consultant Human Resources Manager
Marketing	Channel Marketing Manager Sales and Promotion Marketing Executive Communications Planner Digital Marketing Executive
Operations Management	Logistics and Distribution Manager Supply Chain Manager Service Delivery Manager
Law	Legal Assistant/Intern Barrister's Clerk Company Secretary Paralegal
General/All Pathways	Retail Manager Sales Manager Business Consultant General Manager

These job roles are based on descriptions from The National Occupational Standards for Business and Management – industry standards for skills, developed in collaboration with employers, professional bodies and others which make it easier for employers to describe job roles, externally and internally.

## 2.6 Use of Maths and English within the curriculum

Those working within business cannot just rely on their technical skills and must ensure they develop all relevant employability skills to increase employment opportunities. For example, they will be required to communicate appropriately with stakeholders throughout their career, so 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 throughout these qualifications in accordance with industry requirements and below are some examples of how these skills are developed in the Pearson BTEC Higher National curriculum:

- Written reports
- Formal presentations
- Informal conversations
- Use of professional, sector specific language

Some aspects of business e.g. accounting and finance require maths skills and we strongly recommend all students to complete diagnostic maths assessments preferably before beginning a Higher National course, as well as having an A\* to C grade GCSE Maths and/or 9 to 4 in GCSE Maths, prior to starting the course (see *Entry requirements in section 3.2* of this specification).

## 2.7 How Higher Nationals in Business provide both transferable employability skills and academic study skills

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. Pearson Higher National business qualifications embed throughout the programme the development of key skills, attributes and strengths required by 21st century employers.

Where employability skills are referred to in this specification, this generally refers to skills in five main categories:

- **Cognitive and problem-solving skills:** critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.

- **Intra-personal skills:** self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.
- **Interpersonal skills:** effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.
- **Commercial skills:** sector awareness; sales; marketing/promotion; budget management/monitoring.
- **Business skills:** awareness of types of companies, company formation, invoicing, calculating fees, business management.

Pearson Example Assessment Briefs make recommendations for a range of real or simulated assessment activities, for example, group work where appropriate, to encourage development of collaborative and interpersonal skills or a solution focused case study to provide the opportunity to develop cognitive skills. There are specific requirements for the assessment of these skills, as relevant, within the assessment grids for each unit. Example Assessment Briefs are for guidance and support only and can be customised and amended according to localised needs and requirements. All assignments must still be moderated as per the internal verification process.

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

- Active research skills
- Effective writing skills
- Analytical skills
- Critical thinking
- Creative problem-solving
- Decision-making
- Team building
- Exam preparation skills
- Digital literacy
- Competence in assessment methods used in higher education.

To support you in developing these skills in your students, we have developed a map of Higher Education relevant transferable and academic study skills, available in appendices.



## 3 Planning your programme

### 3.1 Delivering the Higher Nationals in Business

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

You should assess your students very carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage. You should check the qualification structures and unit combinations carefully when advising students.

You will need to ensure that your students have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When students are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### 3.2 Entry requirements and admissions

Although Pearson do not specify formal entry requirements, as a centre it is your responsibility to ensure that the students you recruit have a reasonable expectation of success on the programme.

For students who have recently been in education, the entry profile is likely to include 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 awarded by an approved further education institution
- Related work experience
- An international equivalent of the above.

Centres may wish to consider applicants' prior learning when considering their acceptance on a Pearson BTEC Higher Nationals, through Recognition of Prior Learning. (For further information please refer to *page 65* of this document.)

### 3.2.1 English language requirements

Pearson's mission is to help people make more of their lives through learning. In order for students to be successful on Pearson BTEC Higher National qualifications which are **both** taught and assessed in English, it is critical that they have an appropriate level of English language skills.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications.

All centres delivering the new Pearson BTEC Higher National qualifications must ensure that all students who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the levels identified below, before being recruited to the programme **where the programme is both taught and assessed in English:**

- Common European Framework of Reference (CEFR) level B2
- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications which are taught in a language other than English, but are assessed in English.

All centres delivering the new Pearson BTEC Higher National qualifications **wholly or partially** in a language other than English, but who are assessed in English, must ensure that all students can demonstrate capability in English at a standard equivalent to the levels identified below, on completion of the programme:

- Common European Framework of Reference (CEFR) level B2
- PTE **51**
- IELTS **5.5**; Reading and Writing must be at **5.5**
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

### 3.2.2 Centre approval

To ensure that centres are ready to assess students and that we can provide the support that is needed all centres must be approved before they can offer these qualifications. For more information about becoming a centre and seeking approval to run our qualifications please visit the support section on our website (<http://qualifications.pearson.com/>).

### 3.2.3 Level of sector knowledge required

We do not set any requirements for tutors, but we do recommend that centres assess the overall skills and knowledge of the teaching team, which should be relevant, up to date and at the appropriate level.

### 3.2.4 Resources required

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver Pearson BTEC Higher Nationals. For some units, specific resources are required, this is clearly indicated in the unit descriptors.

### 3.2.5 HN Global support

HN Global is an online resource that supports centre planning and delivery of Pearson BTEC Higher Nationals by providing appropriate teaching and learning resources. For further information see *Sections 5 and 6* of this Programme Specification.

### 3.2.6 Modes of delivery

Subject to approval by Pearson, centres are free to deliver Pearson BTEC Higher Nationals using modes of delivery that meet the needs of their students. We recommend making use of a wide variety of modes, including:

- Full-time
- Part-time
- Blended learning.

### 3.2.7 Recommendations for employer engagement

Pearson BTEC Higher Nationals are vocational qualifications and as an approved centre you are encouraged to work with employers on the design, delivery and assessment of the course. This will ensure that students enjoy a programme of study that is engaging and relevant, and which equips them for progression. There are suggestions in section 5.2 about how employers could become involved in delivery and/or assessment, but these are not intended to be exhaustive and there will be other possibilities at a local level.

### 3.2.8 Support from Pearson

We provide a range of support materials, including Schemes of Work and suggested assignments, with supporting templates. You will be allocated a Standards Verifier early in the planning stage, to support you with planning your assessments, and there will be training events and support from our Subject Leads.

### 3.2.9 Student employability

All Pearson BTEC Higher Nationals have been designed and developed with consideration of National Occupational Standards, where relevant, and have been mapped to relevant Professional Body standards (see *Appendix 1*).

Employability skills such as team working and entrepreneurialism as well as practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable students to develop a portfolio of evidence demonstrating the breadth of their skills and knowledge in a way that equips them for employment.

## 3.3 Access to study

This section focuses on the administrative requirements for delivering a Pearson BTEC Higher National qualification. It will be of value to Quality Nominees, Programme Leaders and Examinations Officers.

Our policy regarding access to our qualifications is that:

- They should be available to everyone who is capable of reaching the required standards.
- They should be free from any barriers that restrict access and progression.
- There should be equal opportunities for all those wishing to access the qualifications. We refer Centres to our Pearson Equality and Diversity Policy, which can be found in the support section of our website (<http://qualifications.pearson.com/>).

Centres are required to recruit students to Higher National programmes with integrity. They will need to make sure that applicants have relevant information and advice about the qualification, to make sure it meets their needs. Centres should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification. For students with disabilities and specific needs, this review will need to take account of the support available to the student during the teaching and assessment of the qualification. For further guidance and advice please refer to Section 9 on reasonable adjustments.

### **3.4 Student registration and entry**

All students should be registered for the qualification, and appropriate arrangements made for internal and external verification. For information on making registrations for the qualification, you will need to refer to the information manual available in the support section of our website (<http://qualifications.pearson.com/>).

Students can be formally assessed only for a qualification on which they are registered. If students' intended qualifications change (for example, if a student decides to choose a different specialist pathway), then the centre must transfer the student to the chosen pathway appropriately. Please note that student work cannot be sampled if the student is not registered or is registered on an incorrect pathway.

### **3.5 Access to assessments**

Assessments need to be administered carefully, to ensure that all students are treated fairly, and that results and certification are issued on time, allowing students to move on to chosen progression opportunities.

Our equality policy requires that all students should have equal opportunity to access our qualifications and assessments, and that 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 in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic.
- All students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found on the Joint Council for Qualifications website (<http://www.jcq.org.uk/>).

## 3.6 Administrative arrangements for internal assessment

### 3.6.1 Records

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

### 3.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment, to ensure that he or she has 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 with protected characteristics are available on the support section of our website (<http://qualifications.pearson.com/>).

### 3.6.3 Special consideration

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

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

### **3.6.4 Appeals against assessment**

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

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

If your centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal s/he can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: [enquiries@oiahe.org.uk](mailto: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](mailto:nipso@nipso.org.uk)

## **3.7 Dealing with malpractice in assessment**

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

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

Further details regarding malpractice and advice on preventing malpractice by students, can be found in the support section of our website (<http://qualifications.pearson.com/>).

In the interests of students and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice. The procedures we ask you to adopt when tackling malpractice vary between units that are internally assessed and those that are externally assessed.

### 3.7.1 Internally assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. Full information on dealing with malpractice and the actions we expect you to take is available on the support section of our website (<http://qualifications.pearson.com>). Pearson may conduct investigations if it is believed that a centre is failing to conduct internal assessment according to Pearson policies. The above document gives further information, provides examples, and details the penalties and sanctions that may be imposed.

### 3.7.2 Student malpractice

Student malpractice refers to any act by a student that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Heads of centres are required to report incidents of any suspected student malpractice that occur during Pearson external assessments. Student malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form should be emailed to [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions 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.

### 3.7.3 Staff and centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Heads of centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible should be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com)



Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *Suspected Malpractice in Examinations and Assessments*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)

Where Pearson receives allegations of malpractice from other sources (for example, Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of students) should also be reported to the Investigations Team, using the same method.

Heads of centres/Principals/Chief Executive Officers or their nominees are required to inform students and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

Pearson reserves the right in cases of suspected malpractice to withhold the issue of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld. We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

### 3.7.4 Sanctions and appeals

Wherever malpractice is proven, we may impose sanctions or penalties. Where student malpractice is evidenced, penalties may be imposed such as:

- Disqualification from the qualification
- Being barred from registration for Pearson qualifications for a specified period of time.

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

- Working with you to create an improvement action plan
- Requiring staff members to receive further training
- Placing temporary blocks on your certificates
- Placing temporary blocks on registrations of students
- Debarring staff members or the centre from delivering Pearson qualifications
- Suspending or withdrawing centre approval status.

Your centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (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 our *Enquiries and Appeals Policy* available in the support section on our website (<http://qualifications.pearson.com/>).

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email ([pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com)), who will inform you of the next steps.

## 4 Programme structure

### 4.1 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 that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

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

- Core and specialist units are mandatory
- Specialist units are designed to provide a specific occupational focus to the qualification and are aligned to Professional Body standards
- Required combinations of optional units are clearly set out in the tables below.

All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a TQT of 150 hours and 60 hours of Guided Learning.

**Total Qualification Time (TQT)** Higher National Certificate (HNC) = 1,200 hours

**Total Qualification Time (TQT)** Higher National Diploma (HND) = 2,400 hours

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment

- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

**Guided Learning Hours (GLH)** are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

**Total Guided Learning (GL) Higher National Certificate (HNC) = 480 hours**

**Total Guided Learning (GL) Higher National Diploma (HND) = 960 hours**

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## 4.2 Programme structures

The 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
- The specialist units
- The optional units
- The maximum credit value in units that can be centre commissioned.

When combining units for a Pearson Higher National qualification, it is the centre's responsibility to make sure that the correct combinations are followed.

#### 4.2.1 Pearson BTEC Level 4 Higher National Certificate in Business

- Qualification credit value: a minimum of 120 credits. This is made up of eight units, each with a value of 15 credits.
- **Total Qualification Time (TQT)** Higher National Certificate (HNC) = 1,200 hours
- **Total Guided Learning (GL)** Higher National Certificate (HNC) = 480 hours
- There is a required mix of core and optional units totalling 120 credits. All units are at Level 4.
- In some cases a maximum of 30 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the centre and approved by Pearson. Core units may not be substituted and are mandatory. For more information please refer to Higher National Commissioned Qualifications.

Pearson BTEC Level 4 Higher National Certificate in Business		Unit credit	Level
Core Unit <i>Mandatory</i>	<b>1 Business and the Business Environment</b>	15	4
Core Unit <i>Mandatory</i>	<b>2 Marketing Essentials</b>	15	4
Core Unit <i>Mandatory</i>	<b>3 Human Resource Management</b>	15	4
Core Unit <i>Mandatory</i>	<b>4 Management and Operations</b>	15	4
Core Unit <i>Mandatory</i>	<b>5 Management Accounting</b>	15	4
Core Unit <i>Mandatory</i>	<b>6 Managing a Successful Business Project (Pearson-set)</b>	15	4
Optional Unit	<b>7 Business Law</b>	15	4
Optional Unit	<b>8 Innovation and Commercialisation</b>	15	4
Optional Unit	<b>9 Entrepreneurship and Small Business Management</b>	15	4
Optional Unit	<b>10 Financial Accounting</b>	15	4

- Qualification credit value: a minimum of 240 credits, of which 120 credits are at Level 5, and 120 credits are at Level 4 and usually attained via the HNC.
- **Total Qualification Time (TQT)** Higher National Diploma (HND) = 2, 400 hours
- **Total Guided Learning (GL)** Higher National Diploma (HND) = 960 hours
- There is a required mix of core, specialist and optional units totalling 240 credits. The core units required for each Level 5 specialist pathway (in addition to the specialist units) are Business Research Project, which is weighted at 30 credits, and Organisational Behaviour, weighted at 15 credits.
- The requirements of the Higher National Certificate (or equivalent) have to be met. In some cases a maximum of 60 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the centre and approved by Pearson. Core units and specialist units may not be substituted and are mandatory. For more information please refer to Higher National Commissioned Qualifications.

#### 4.2.2 Pearson BTEC Level 5 Higher National Diploma in Business

The Level 5 Higher National Diploma consists of the Level 4 Higher National Certificate (above) **plus** an additional 120 credits at Level 5 delivered via the General Business pathway **or** one of the following seven specialist pathways:

- Accounting and Finance
- Business Management
- Entrepreneurship and Small Business Management
- Human Resource Management
- Marketing
- Operations Management
- Law.

Please note that the Law pathway is intended to support progression and articulation to UK degree level study and is, therefore, based on English law. As well as the numerous career paths for which even an introduction to law provides, a law degree is advantageous for a career in the legal industry and a 2.1 university degree is often required for those students wishing to become a Barrister or Solicitor. Post-degree, recognised professional training must be undertaken; Bar Professional Training courses for Barristers and Legal Practice Course, Professional Skills Course for Solicitors in addition to a period of training. Pearson expects that individual centres delivering the law pathway manage the progression expectations of their students accordingly, and they are also advised to ensure that current articulation agreements are in place to enable students to achieve a Bachelor of Laws qualification (LLB).

<b>Pearson BTEC Level 5 Higher National Diploma in Business</b>		<b>Unit credit</b>	<b>Level</b>
<b>Core units:</b>			
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 Business and the Business Environment</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Marketing Essentials</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Human Resource Management</b>	15	4
Core unit <i>Mandatory</i>	<b>4 Management and Operations</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Management Accounting</b>	15	4
Core unit <i>Mandatory</i>	<b>6 Managing a Successful Business Project (Pearson-set)</b>	15	4
Optional unit	<b>Plus one Optional Level 4 unit (see below)</b>	15	4
Optional unit	<b>Plus one Optional Level 4 unit (see below)</b>	15	4
<b>Level 5 Units:</b>			
<p><b>* Please note that centres can choose any of the 5 optional units from the units listed in the optional unit bank. The units have been grouped according to business specialism for ease of recognition. It is strongly advised to choose one unit from each optional group to deliver a comprehensive general business qualification.</b></p>			
Core unit <i>Mandatory</i>	<b>11 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>12 Organisational Behaviour</b>	15	5
Optional unit	<b>Plus one Optional unit from any optional group (see below)</b>	15	5
Optional unit	<b>Plus one Optional unit from any optional group (see below)</b>	15	5
Optional unit	<b>Plus one Optional unit from any optional group (see below)</b>	15	5
Optional unit	<b>Plus one Optional unit from any optional group (see below)</b>	15	5
Optional unit	<b>Plus one Optional unit from any optional group or from a specialist pathway (see below)</b>	15	5

Optional unit bank		Unit credit	Level
<b>Optional Level 4 units:</b>			
Optional unit	<b>7 Business Law</b>	15	4
Optional unit	<b>8 Innovation and Commercialisation</b>	15	4
Optional unit	<b>9 Entrepreneurship and Small Business Management</b>	15	4
Optional unit	<b>10 Financial Accounting</b>	15	4
<b>Optional Level 5 units:</b>			
<b>Group A: Accounting and Finance</b>			
Optional unit	<b>30 Taxation</b>	15	5
Optional unit	<b>31 Statistics for Management</b>	15	5
<b>Group B: Business and Operations Management</b>			
Optional unit	<b>32 Business Strategy</b>	15	5
Optional unit	<b>33 Business IT Systems</b>	15	5
Optional unit	<b>34 Business Systems</b>	15	5
<b>Group C: Human Resource Management</b>			
Optional unit	<b>35 Developing Individuals, Teams and Organisations</b>	15	5
Optional unit	<b>36 Human Resources – Value and Contribution to Organisational Success</b>	15	5
<b>Group D: Marketing</b>			
Optional unit	<b>37 Consumer Behaviour and Insight</b>	15	5
Optional unit	<b>38 Customer Value Management</b>	15	5
Optional unit	<b>39 Sales Management</b>	15	5
Optional unit	<b>40 International Marketing</b>	15	5
Optional unit	<b>41 Brand Management</b>	15	5
<b>Group E: Entrepreneurship and Small Business Management</b>			
Optional unit	<b>42 Planning for Growth</b>	15	5
Optional unit	<b>43 Tapping into New and International Markets</b>	15	5
Optional unit	<b>44 Pitching and Negotiation Skills</b>	15	5



<b>Group F: E-Commerce</b>			
Optional Unit	<b>45 E-Commerce and Strategy</b>	15	5
Optional Unit	<b>46 Social Media and Practice</b>	15	5
Optional Unit	<b>47 Business Intelligence</b>	15	5

Pearson BTEC Level 5 Higher National Diploma in Business (Accounting and Finance)		Unit credit	Level
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 Business and the Business Environment</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Marketing Essentials</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Human Resource Management</b>	15	4
Core unit <i>Mandatory</i>	<b>4 Management and Operations</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Management Accounting</b>	15	4
Core unit <i>Mandatory</i>	<b>6 Managing a Successful Business Project (Pearson-set)</b>	15	4
Optional unit	<b>Plus one Optional Level 4 unit (see below)</b>	15	4
Optional unit	<b>Plus one Optional Level 4 unit (see below)</b>	15	4
<b>Level 5 units:</b>			
Core unit <i>Mandatory</i>	<b>11 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>12 Organisational Behaviour</b>	15	5
Specialist unit <i>Mandatory</i>	<b>13 Financial Reporting</b>	15	5
Specialist unit <i>Mandatory</i>	<b>14 Advanced Management Accounting</b>	15	5
Specialist unit <i>Mandatory</i>	<b>15 Financial Management</b>	15	5
Optional unit	<b>Plus one Optional Level 5 unit (see below)</b>	15	5
Optional unit	<b>Plus one Optional Level 5 unit (see below)</b>	15	5

Optional unit bank		Unit credit	Level
<b>Optional units Level 4:</b>			
Optional unit	<b>7 Business Law</b>	15	4
Optional unit	<b>8 Innovation and Commercialisation</b>	15	4
Optional unit	<b>9 Entrepreneurship and Small Business Management</b>	15	4
Optional unit	<b>10 Financial Accounting</b>	15	4
<b>Optional units Level 5:</b>			
Optional unit	<b>30 Taxation</b>	15	5
Optional unit	<b>31 Statistics for Management</b>	15	5
Optional unit	<b>32 Business Strategy</b>	15	5
Optional unit	<b>33 Business IT Systems</b>	15	5
Optional unit	<b>34 Business Systems</b>	15	5
Optional unit	<b>35 Developing Individuals, Teams and Organisations</b>	15	5
Optional unit	<b>36 Human Resources – Value and Contribution to Organisational Success</b>	15	5
Optional unit	<b>37 Consumer Behaviour and Insight</b>	15	5
Optional unit	<b>38 Customer Value Management</b>	15	5
Optional unit	<b>39 Sales Management</b>	15	5
Optional unit	<b>40 International Marketing</b>	15	5
Optional unit	<b>41 Brand Management</b>	15	5
Optional unit	<b>42 Planning for Growth</b>	15	5
Optional unit	<b>43 Tapping into New and International Markets</b>	15	5
Optional unit	<b>44 Pitching and Negotiation Skills</b>	15	5
Optional Unit	<b>45 E-Commerce and Strategy</b>	15	5
Optional Unit	<b>46 Social Media and Practice</b>	15	5
Optional Unit	<b>47 Business Intelligence</b>	15	5

Pearson BTEC Level 5 Higher National Diploma in Business (Management)		Unit credit	Level
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 Business and the Business Environment</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Marketing Essentials</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Human Resource Management</b>	15	4
Core unit <i>Mandatory</i>	<b>4 Management and Operations</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Management Accounting</b>	15	4
Core unit <i>Mandatory</i>	<b>6 Managing a Successful Business Project (Pearson-set)</b>	15	4
Optional unit	<b>Plus one Optional Level 4 unit (see below)</b>	15	4
Optional unit	<b>Plus one Optional Level 4 unit (see below)</b>	15	4
<b>Level 5 units:</b>			
Core unit <i>Mandatory</i>	<b>11 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>12 Organisational Behaviour</b>	15	5
Specialist unit <i>Mandatory</i>	<b>16 Operations and Project Management</b>	15	5
Specialist unit <i>Mandatory</i>	<b>17 Understanding and Leading Change</b>	15	5
Specialist unit <i>Mandatory</i>	<b>18 Global Business Environment</b>	15	5
Optional unit	<b>Plus one Optional Level 5 unit (see below)</b>	15	5
Optional unit	<b>Plus one Optional Level 5 unit (see below)</b>	15	5

Optional unit bank		Unit credit	Level
<b>Optional units Level 4:</b>			
Optional unit	<b>7 Business Law</b>	15	4
Optional unit	<b>8 Innovation and Commercialisation</b>	15	4
Optional unit	<b>9 Entrepreneurship and Small Business Management</b>	15	4
Optional unit	<b>10 Financial Accounting</b>	15	4
<b>Optional units Level 5:</b>			
Optional unit	<b>30 Taxation</b>	15	5
Optional unit	<b>31 Statistics for Management</b>	15	5
Optional unit	<b>32 Business Strategy</b>	15	5
Optional unit	<b>33 Business IT Systems</b>	15	5
Optional unit	<b>34 Business Systems</b>	15	5
Optional unit	<b>35 Developing Individuals, Teams and Organisations</b>	15	5
Optional unit	<b>36 Human Resources – Value and Contribution to Organisational Success</b>	15	5
Optional unit	<b>37 Consumer Behaviour and Insight</b>	15	5
Optional unit	<b>38 Customer Value Management</b>	15	5
Optional unit	<b>39 Sales Management</b>	15	5
Optional unit	<b>40 International Marketing</b>	15	5
Optional unit	<b>41 Brand Management</b>	15	5
Optional unit	<b>42 Planning for Growth</b>	15	5
Optional unit	<b>43 Tapping into New and International Markets</b>	15	5
Optional unit	<b>44 Pitching and Negotiation Skills</b>	15	5
Optional Unit	<b>45 E-Commerce and Strategy</b>	15	5
Optional Unit	<b>46 Social Media and Practice</b>	15	5
Optional Unit	<b>47 Business Intelligence</b>	15	5

<b>Pearson BTEC Level 5 Higher National Diploma in Business (Entrepreneurship and Small Business Management)</b>		<b>Unit credit</b>	<b>Level</b>
<b>Core level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 Business and the Business Environment</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Marketing Essentials</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Human Resource Management</b>	15	4
Core unit <i>Mandatory</i>	<b>4 Management and Operations</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Management Accounting</b>	15	4
Core unit <i>Mandatory</i>	<b>6 Managing a Successful Business Project (Pearson-set)</b>	15	4
Optional unit	<b>Plus one optional Level 4 unit (see below)</b>	15	4
Optional unit	<b>Plus one optional Level 4 unit (see below)</b>	15	4
<b>Core and specialist Level 5 units:</b>			
Core unit <i>Mandatory</i>	<b>11 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>12 Organisational Behaviour</b>	15	5
Specialist unit <i>Mandatory</i>	<b>27 Identifying Entrepreneurial Opportunities</b>	15	5
Specialist unit <i>Mandatory</i>	<b>28 Launching a New Venture</b>	15	5
Specialist unit <i>Mandatory</i>	<b>29 Managing and Running a Small Business</b>	15	5
Optional unit	<b>Plus one optional Level 5 unit (see below)</b>	15	5
Optional unit	<b>Plus one optional Level 5 unit (see below)</b>	15	5

Optional unit Bank		Unit credit	Level
<b>Optional units Level 4:</b>			
Optional unit	<b>7 Business Law</b>	15	4
Optional unit	<b>8 Innovation and Commercialisation</b>	15	4
Optional unit	<b>9 Entrepreneurship and Small Business Management</b>	15	4
Optional unit	<b>10 Financial Accounting</b>	15	4
<b>Optional units Level 5:</b>			
Optional unit	<b>30 Taxation</b>	15	5
Optional unit	<b>31 Statistics for Management</b>	15	5
Optional unit	<b>32 Business Strategy</b>	15	5
Optional unit	<b>33 Business IT Systems</b>	15	5
Optional unit	<b>34 Business Systems</b>	15	5
Optional unit	<b>35 Developing Individuals, Teams and Organisations</b>	15	5
Optional unit	<b>36 Human Resources – Value and Contribution to Organisational Success</b>	15	5
Optional unit	<b>37 Consumer Behaviour and Insight</b>	15	5
Optional unit	<b>38 Customer Value Management</b>	15	5
Optional unit	<b>39 Sales Management</b>	15	5
Optional unit	<b>40 International Marketing</b>	15	5
Optional unit	<b>41 Brand Management</b>	15	5
Optional unit	<b>42 Planning for Growth</b>	15	5
Optional unit	<b>43 Tapping into New and International Markets</b>	15	5
Optional unit	<b>44 Pitching and Negotiation Skills</b>	15	5
Optional Unit	<b>45 E-Commerce and Strategy</b>	15	5
Optional Unit	<b>46 Social Media and Practice</b>	15	5
Optional Unit	<b>47 Business Intelligence</b>	15	5

Pearson BTEC Level 5 Higher National Diploma in Business (Human Resource Management)		Unit credit	Level
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 Business and the Business Environment</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Marketing Essentials</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Human Resource Management</b>	15	4
Core unit <i>Mandatory</i>	<b>4 Management and Operations</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Management Accounting</b>	15	4
Core unit <i>Mandatory</i>	<b>6 Managing a Successful Business Project (Pearson-set)</b>	15	4
Optional unit	<b>Plus one Optional Level 4 unit (see below)</b>	15	4
Optional unit	<b>Plus one Optional Level 4 unit (see below)</b>	15	4
<b>Level 5 units:</b>			
Core unit <i>Mandatory</i>	<b>11 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>12 Organisational Behaviour</b>	15	5
Specialist unit <i>Mandatory</i>	<b>19 Resource and Talent Planning</b>	15	5
Specialist unit <i>Mandatory</i>	<b>20 Employee Relations</b>	15	5
Specialist unit <i>Mandatory</i>	<b>21 Strategic Human Resource Management</b>	15	5
Optional unit	<b>Plus one Optional Level 5 unit (see below)</b>	15	5
Optional unit	<b>Plus one Optional Level 5 unit (see below)</b>	15	5



Optional unit bank		Unit credit	Level
<b>Optional units Level 4:</b>			
Optional unit	<b>7 Business Law</b>	15	4
Optional unit	<b>8 Innovation and Commercialisation</b>	15	4
Optional unit	<b>9 Entrepreneurship and Small Business Management</b>	15	4
Optional unit	<b>10 Financial Accounting</b>	15	4
<b>Optional units Level 5:</b>			
Optional unit	<b>30 Taxation</b>	15	5
Optional unit	<b>31 Statistics for Management</b>	15	5
Optional unit	<b>32 Business Strategy</b>	15	5
Optional unit	<b>33 Business IT Systems</b>	15	5
Optional unit	<b>34 Business Systems</b>	15	5
Optional unit	<b>35 Developing Individuals, Teams and Organisations</b>	15	5
Optional unit	<b>36 Human Resources – Value and Contribution to Organisational Success</b>	15	5
Optional unit	<b>37 Consumer Behaviour and Insight</b>	15	5
Optional unit	<b>38 Customer Value Management</b>	15	5
Optional unit	<b>39 Sales Management</b>	15	5
Optional unit	<b>40 International Marketing</b>	15	5
Optional unit	<b>41 Brand Management</b>	15	5
Optional unit	<b>42 Planning for Growth</b>	15	5
Optional unit	<b>43 Tapping into New and International Markets</b>	15	5
Optional unit	<b>44 Pitching and Negotiation Skills</b>	15	5
Optional Unit	<b>45 E-Commerce and Strategy</b>	15	5
Optional Unit	<b>46 Social Media and Practice</b>	15	5
Optional Unit	<b>47 Business Intelligence</b>	15	5

Pearson BTEC Level 5 Higher National Diploma in Business (Marketing)		Unit credit	Level
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 Business and the Business Environment</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Marketing Essentials</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Human Resource Management</b>	15	4
Core unit <i>Mandatory</i>	<b>4 Management and Operations</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Management Accounting</b>	15	4
Core unit <i>Mandatory</i>	<b>6 Managing a Successful Business Project (Pearson-set)</b>	15	4
Optional unit	<b>Plus one Optional Level 4 unit (see below)</b>	15	4
Optional unit	<b>Plus one Optional Level 4 unit (see below)</b>	15	4
<b>Level 5 units:</b>			
Core unit <i>Mandatory</i>	<b>11 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>12 Organisational Behaviour</b>	15	5
Specialist unit <i>Mandatory</i>	<b>22 Product and Service Development</b>	15	5
Specialist unit <i>Mandatory</i>	<b>23 Integrated Marketing Communications</b>	15	5
Specialist unit <i>Mandatory</i>	<b>24 Digital Marketing</b>	15	5
Optional unit	<b>Plus one Optional Level 5 unit (see below)</b>	15	5
Optional unit	<b>Plus one Optional Level 5 unit (see below)</b>	15	5

Optional unit bank		Unit credit	Level
<b>Optional units Level 4:</b>			
Optional unit	<b>7 Business Law</b>	15	4
Optional unit	<b>8 Innovation and Commercialisation</b>	15	4
Optional unit	<b>9 Entrepreneurship and Small Business Management</b>	15	4
Optional unit	<b>10 Financial Accounting</b>	15	4
<b>Optional units Level 5:</b>			
Optional unit	<b>30 Taxation</b>	15	5
Optional unit	<b>31 Statistics for Management</b>	15	5
Optional unit	<b>32 Business Strategy</b>	15	5
Optional unit	<b>33 Business IT Systems</b>	15	5
Optional unit	<b>34 Business Systems</b>	15	5
Optional unit	<b>35 Developing Individuals, Teams and Organisations</b>	15	5
Optional unit	<b>36 Human Resources – Value and Contribution to Organisational Success</b>	15	5
Optional unit	<b>37 Consumer Behaviour and Insight</b>	15	5
Optional unit	<b>38 Customer Value Management</b>	15	5
Optional unit	<b>39 Sales Management</b>	15	5
Optional unit	<b>40 International Marketing</b>	15	5
Optional unit	<b>41 Brand Management</b>	15	5
Optional unit	<b>42 Planning for Growth</b>	15	5
Optional unit	<b>43 Tapping into New and International Markets</b>	15	5
Optional Unit	<b>44 Pitching and Negotiation Skills</b>	15	5
Optional Unit	<b>45 E-Commerce and Strategy</b>	15	5
Optional Unit	<b>46 Social Media and Practice</b>	15	5
Optional Unit	<b>47 Business Intelligence</b>	15	5

Pearson BTEC Level 5 Higher National Diploma in Business (Operations Management)		Unit credit	Level
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 Business and the Business Environment</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Marketing Essentials</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Human Resource Management</b>	15	4
Core unit <i>Mandatory</i>	<b>4 Management and Operations</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Management Accounting</b>	15	4
Core unit <i>Mandatory</i>	<b>6 Managing a Successful Business Project (Pearson-set)</b>	15	4
Optional unit	<b>Plus one Optional Level 4 unit (see below)</b>	15	4
Optional unit	<b>Plus one Optional Level 4 unit (see below)</b>	15	4
<b>Level 5 units:</b>			
Core unit <i>Mandatory</i>	<b>11 Research Project (Pearson-Set)</b>	30	5
Core unit <i>Mandatory</i>	<b>12 Organisational Behaviour</b>	15	5
Specialist unit <i>Mandatory</i>	<b>25 Principles of Operations Management</b>	30	5
Specialist unit <i>Mandatory</i>	<b>26 Supply Chain Management</b>	15	5
Optional unit	<b>Plus one Optional Level 5 unit (see below)</b>	15	5
Optional unit	<b>Plus one Optional Level 5 unit (see below)</b>	15	5

Optional unit bank		Unit credit	Level
<b>Optional units Level 4:</b>			
Optional unit	<b>7 Business Law</b>	15	4
Optional unit	<b>8 Innovation and Commercialisation</b>	15	4
Optional unit	<b>9 Entrepreneurship and Small Business Management</b>	15	4
Optional unit	<b>10 Financial Accounting</b>	15	4
Optional unit	<b>30 Taxation</b>	15	5
Optional unit	<b>31 Statistics for Management</b>	15	5
Optional unit	<b>32 Business Strategy</b>	15	5
Optional unit	<b>33 Business IT Systems</b>	15	5
Optional unit	<b>34 Business Systems</b>	15	5
Optional unit	<b>35 Developing Individuals, Teams and Organisations</b>	15	5
Optional unit	<b>36 Human Resources – Value and Contribution to Organisational Success</b>	15	5
Optional unit	<b>37 Consumer Behaviour and Insight</b>	15	5
Optional unit	<b>38 Customer Value Management</b>	15	5
Optional unit	<b>39 Sales Management</b>	15	5
Optional unit	<b>40 International Marketing</b>	15	5
Optional unit	<b>41 Brand Management</b>	15	5
Optional unit	<b>42 Planning for Growth</b>	15	5
Optional unit	<b>43 Tapping into New and International Markets</b>	15	5
Optional unit	<b>44 Pitching and Negotiation Skills</b>	15	5
Optional Unit	<b>45 E-Commerce and Strategy</b>	15	5
Optional Unit	<b>46 Social Media and Practice</b>	15	5
Optional Unit	<b>47 Business Intelligence</b>	15	5

<b>Pearson BTEC Level 5 Higher National Diploma in Business (Law) *</b> <b>Please note that specialist units have been developed and written to follow the English Legal system and common law.</b>		<b>Unit credit</b>	<b>Level</b>
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 Business and the Business Environment</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Marketing Essentials</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Human Resource Management</b>	15	4
Core unit <i>Mandatory</i>	<b>4 Management and Operations</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Management Accounting</b>	15	4
Core unit <i>Mandatory</i>	<b>6 Managing a Successful Business Project (Pearson-set)</b>	15	4
Optional unit	<b>7 Business Law *This is a pre-requisite unit for the law pathway</b>	15	4
Optional unit	<b>Plus one Optional Level 4 unit (see below)</b>	15	4
Core unit <i>Mandatory</i>	<b>11 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>12 Organisational Behaviour</b>	15	5
Specialist unit <i>Mandatory</i>	<b>48 Law of Contract and Tort</b>	15	5
Specialist unit <i>Mandatory</i>	<b>49 Company Law and Corporate Governance</b>	15	5
Specialist unit <i>Mandatory</i>	<b>50 Consumer and Intellectual Property Law</b>	15	5
Optional unit	<b>Plus one Optional Level 5 unit (see below)</b>	15	5
Optional unit	<b>Plus one Optional Level 5 unit (see below)</b>	15	5

Optional unit bank		Unit credit	Level
<b>Optional units Level 4:</b>			
Optional unit	<b>8 Innovation and Commercialisation</b>	15	4
Optional unit	<b>9 Entrepreneurship and Small Business Management</b>	15	4
Optional unit	<b>10 Financial Accounting</b>	15	4
<b>Optional Level 5 units:</b>			
Optional unit	<b>30 Taxation</b>	15	5
Optional unit	<b>31 Statistics for Management</b>	15	5
Optional unit	<b>32 Business Strategy</b>	15	5
Optional unit	<b>33 Business IT Systems</b>	15	5
Optional unit	<b>34 Business Systems</b>	15	5
Optional unit	<b>35 Developing Individuals, Teams and Organisations</b>	15	5
Optional unit	<b>36 Human Resources – Value and Contribution to Organisational Success</b>	15	5
Optional unit	<b>37 Consumer Behaviour and Insight</b>	15	5
Optional unit	<b>38 Customer Value Management</b>	15	5
Optional unit	<b>39 Sales Management</b>	15	5
Optional unit	<b>40 International Marketing</b>	15	5
Optional unit	<b>41 Brand Management</b>	15	5
Optional unit	<b>42 Planning for Growth</b>	15	5
Optional unit	<b>43 Tapping into New and International Markets</b>	15	5
Optional unit	<b>44 Pitching and Negotiation Skills</b>	15	5
Optional Unit	<b>45 E-Commerce and Strategy</b>	15	5
Optional Unit	<b>46 Social Media and Practice</b>	15	5
Optional Unit	<b>47 Business Intelligence</b>	15	5

\*Please note that the Law pathway is intended to support progression and articulation to UK degree level study and is, therefore, based on English law. As well as the numerous career paths for which even an introduction to law provides, a law degree is advantageous for a career in the legal industry and a 2.1 university degree is often required for those students wishing to become a Barrister or Solicitor. Post-degree, recognised professional training must be undertaken; Bar Professional Training courses for Barristers and Legal Practice Course, Professional Skills Course for Solicitors in addition to a period of training. Pearson expects that individual centres delivering the law pathway manage the progression expectations of their students accordingly, and they are also advised to ensure that current articulation agreements are in place to enable students to achieve a Bachelor of Laws qualification (LLB).

### 4.2.3 Meeting local needs and centre devised units

Centres should note that Pearson BTEC Higher National qualifications have been developed in consultation with centres, employers and relevant professional organisations. The units were designed to meet the skill needs of the sector and thereby allow coverage of the full range of employment within the sector. Centres should make maximum use of the choices available to them within the specialist pathways to meet the needs of their students, as well as the local skills and training needs.

Where centres identify a specific need that cannot be addressed using the units in this specification, centres can seek approval to use units from other RQF Pearson BTEC Higher National qualifications, through the MLN process (refer to *Commissioned qualification design and validation service* of our website

<http://qualifications.pearson.com> or get in touch your Pearson regional contact for application details. Centres will need to justify the rationale for importing units from other RQF Pearson BTEC Higher National specifications. **Meeting local need applications must be made in advance of delivery and before 31 January in the year of student registration.**

The flexibility to import standard units from other RQF Pearson BTEC Higher National specifications is **limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits in a BTEC HND qualification (30 credits at Level 4 and 30 credits at Level 5)**. This is an overall maximum of units that can be imported. MLN units cannot be used at the expense of the mandatory units in any qualification nor can the qualification's rules of combination, as detailed in the specification, be compromised. It is the responsibility of the centre requesting the MLN to ensure that approved units are used only in eligible combinations.

For the **Pearson BTEC Higher National Diploma in Business**, the maximum number of credits that can be imported by pathway are as follows:



Qualification	Pathway	Import at Level 4	Import at Level 5
<b>Pearson BTEC Level 5 Higher National Diploma in Business</b>	<b>Accounting and Finance</b>	30	30
	<b>Business Management</b>	30	30
	<b>Entrepreneurship and Small Business Management</b>	30	30
	<b>Human Resource Management</b>	30	30
	<b>Marketing</b>	30	30
	<b>Operations Management</b>	30	30
	<b>Law</b>	15	30

#### 4.2.4 Pearson BTEC Higher National Commissioned Development

Where MLN does not provide enough flexibility in terms of qualification structure, centres can request design and development of units by Pearson to meet their specific needs. This is offered by the following types of developments; full commission or partial commission.

We would be pleased to discuss your ideas for a Pearson BTEC Higher National Commissioned Development. For more information please refer to the *Commissioned qualification design and validation service* on our website <http://qualifications.pearson.com>

Once the centre is ready to proceed with a commissioned development, an application must be made, which provides a clear rationale for the development request. Pearson will review the application and may confirm or deny the request. The commissioned unit(s) will be authored by Pearson, in full consultation within the commissioning centre. Applications must be made one year in advance of the first year of commissioned unit(s) delivery.

### 4.3 Pearson-set Assignments

At both Level 4 and Level 5, as part of the Core units, there are Pearson-set assignments. Each year, Pearson will issue a *Theme* and (for Level 4) a set of related *Topics*. Centres will develop an assignment, to be internally assessed, to engage students in work related to the Pearson-set Theme.

At Level 4, tutors will select a Topic to further define the students' approach to the Theme and assignment. At Level 5, it is expected that students will define their own Topic, in negotiation with tutors, based on the Pearson-set Theme.

For 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 a functional area (e.g. HR, Marketing, Finance) within an organisation to promote profitability and financial sustainability.
- Implementing CSR activities within organisations to meet sustainable objectives.

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

The aim of the Pearson-set assignments are to provide a common framework for centres to develop work that will allow cross-sector benchmarking, through the standardisation of student work, and identification and sharing of ‘best practice’ in higher education teaching and learning. Pearson will share the ‘best practice’ results with all centres. For further information about Pearson-set Assignments and assessment, *section 6.0* of this specification.

## 4.4 Unit descriptor example

The Unit Descriptor is how we define the individual units of study that make up a Higher National qualification. Students will study and complete the units included in the programme offered at your centre.

We have described each part of the unit, as below. You may refer to any of the Unit Descriptors in *Section 10* of this programme specification.

<b>Unit Title</b>	A broad statement of what the unit will cover.
<b>Unit Code</b>	The Ofqual unit designation
<b>Unit Type</b>	There are three unit types: core (mandatory to all pathways); specialist (mandatory to specific pathways); and optional (available to most pathways)
<b>Unit level</b>	All Pearson BTEC Higher National units are at Level 4 or Level 5
<b>Credit value</b>	The credit value is related to total qualification time (TQT) and unit learning hours (ULH), and is easy to calculate. 1 credit is equal to 10 ULH, so 15 credits are equal to 150 ULH. To complete a Higher National Certificate or Diploma students are expected to achieve the appropriate number of credits
<b>Introduction</b>	Some general notes on the unit, setting the scene, stating the purpose, outlining the topics and skills gained on completion of the unit
<b>Learning Outcomes</b>	The Learning Outcomes are explicit statements that clearly express what students will be able to do after the completion of the unit. There are, typically, four Learning Outcomes for each unit.
<b>Essential Content</b>	This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.

**Learning Outcomes and Assessment Criteria**

Each unit sets out the 'Pass', 'Merit' and 'Distinction' criteria for that unit. When assignments are graded, a tutor will refer to this table, which connects the unit's Learning Outcomes with the student's work. This assignment may be graded at 'Pass', 'Merit' or 'Distinction level, depending on the quality of the students work.

**Recommended Resources**

Lists the resources appropriate to support the study of this unit. This includes books, journals and online material to support learning. The programme tutor may suggest alternatives and additions, usually with a local application or relevance.

## Web resources – referencing:

Some units have web resources as part of their recommended resources lists. Hyperlinking to these resources directly can be problematic as locations and addresses of resources can change over time. To combat this we have referenced web resources as follows:

- [1] A link to the main page of the website
- [2] The title of the site
- [3] The name of the section or element of the website where the resource can be found
- [4] The type of resource it is, which may be one of the following –
  - research
  - general reference
  - tutorials
  - training
  - e-books
  - report
  - wiki
  - article
  - datasets
  - development tool
  - discussion forum

## Web

- |  |  |
|--|--|
| [1] <a href="http://sdbb.db.aist.go.jp">sdbb.db.aist.go.jp</a> | [2] National Institute for Advanced Industrial Science and Technology (AIST) |
|  | [3] Spectral Database for Organic Compounds, SDBS                            |
|  | [4] (General reference)  |
| [1] <a href="http://rsc.org">rsc.org</a>                       | [2] Royal Society of Chemistry   |
|  | [3] Learn Chemistry  |
|  | [4] (General reference)  |

## 5 Teaching and learning

The aim of this section is to provide guidance to centres so that they can engage students in a dynamic, interactive and reflective learning experience. This experience should effectively prepare students to successfully engage in the assessments, which will measure depth, as well as breadth, of knowledge. Teaching should stimulate academic engagement, develop challenging yet constructive discourse and encourage students to reflect on their own performance in preparation for a professional career. Additionally, centres are encouraged to expose students to autonomous and independent learning, which will facilitate the development of their academic skills, experiences and techniques required as they progress from one level of study to the next.

Centres are encouraged to develop programmes that have a distinctive focus on entry into work, delivering a curriculum that embeds employability, has a strong commitment to ethics and diversity, and introduces students to contemporary as well as seminal research. All teaching and learning should reflect the expectations of employers and society, and be informed and guided by external benchmarks such as professional and statutory bodies. In so doing students completing a Higher National in Business will have the attributes, skills, principles and behaviours that will enable them to make a valuable contribution to local, national and international commerce.

The contributions students make to their own experiences, alongside the experience of their peers, is invaluable. Student engagement and the student voice should form a significant aspect of a student's life. Centres are encouraged to gather student opinions on a range of teaching and learning matters, which would be used to inform and enhance future practice within a programme of study and within a centre.

### 5.1 Delivering quality and depth

A high quality teaching and learning experience should include qualified and experienced lecturers, an interactive and engaging curriculum, motivated and inspired students, and a support system that caters for the pastoral as well as academic interests of students.

In addition to delivering a quality learning experience, centres must also encourage students to have a deeper understanding of the subject where they are able to go beyond the fundamentals of explaining and describing. Students are expected to show they can analyse data and information, make sense of this and then reach evaluative judgements. At the higher levels of study there is an expectation that students will be able to apply a degree of criticality to their synthesis of knowledge. This criticality would come from exposure to appropriate and relevant theories, concepts and models.

One of the reasons for delivering a quality learning experience, which has depth as well as breadth, is the benchmarking of the qualification to the Framework for Higher Education Qualifications (FHEQ). It also meets requirements set by the Regulated Qualifications Framework (RQF). The first stage of a Higher National in Business is the Higher National Certificate (HNC), which is aligned with Level 4 of both frameworks; with the Higher National Diploma (HND) aligned with Level 5. This means that the HNC has the same level of demand and expectations as the first year of a degree programme, with the HND having the same level of demand and expectations as the second year of a degree programme.

Centres are expected to provide a broadly similar experience for students to that which they would have if they attended a similar programme at a university. This could mean:

- Providing access to library facilities which has, as a minimum, available copies (physically and/or electronically) of all required reading material
- Access to research papers and journals
- Utilising a virtual learning environment (VLE) to support teaching
- Working with local employers (see below) to present real-life case studies
- Creating schemes of work that embrace a range of teaching and learning techniques
- Listening to the student voice.

Irrespective of the type of programme on which a student is enrolled, it is highly advisable that students are inducted onto their Higher National programme. This induction should include an introduction to the course programme and academic study skills that will be essential in supporting their research and studies, and, therefore, enhance the learning experience.

An induction programme should consist of the following:

- Course programme overview
- Preparing for lessons
- Effective engagement in lectures and seminars
- Making the most out of their tutor
- Assignment requirements
- Referencing and plagiarism
- Centre policies
- Academic study skills.

Pearson offer Higher National Global Study Skills to all students– an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. This is available on the HN Global website [www.highernationals.com](http://www.highernationals.com). HN Global provides a wealth of support to ensure that tutors and students have the best possible experience during their course. With HN Global, students can converse with other students from around the world, find useful training on how to prepare for their studies and get access to comprehensive online career services.

In addition, there is a wide range of free-to-access websites that can be used to support students in developing their learning and academic study skills.

## **5.2 Engaging with employers**

Just as the student voice is important, so too is the employer's. Employers play a significant role in the design and development of all regulated qualifications, including the Higher Nationals in Business. This input should extend into the learning experience, where engagement with employers will add value to students, particularly in transferring theory into practice.

Centres should consider a range of employer engagement activities. These could include:

- Field trips to local businesses
- Inviting members of the local business community to present guest lectures
- Using employers to judge the quality of assessed presentations
- (For the more entrepreneurial) establishing a panel of experts who students can pitch an idea to.

While detailed guidance on assessment has been provided in this specification (see Section 6), it is worth considering the involvement of employers when determining assessment strategies and the use of different assessment vehicles. This enables centres to design assessments that are more closely related to what students would be doing in the workplace. Employers are able to comment on relevance and content, as well as the challenge presented by an assessment. Notwithstanding this, ultimately it is the centre's responsibility to judge the extent to which any employer contributes to teaching and learning.



### 5.3 Engaging with students

Students are integral to teaching and learning. As such it is important that they are involved as much as possible with most aspects of the programme on to which they are enrolled. This input could include taking into account their views on how teaching and learning will take place, their role in helping to design a curriculum, or on the assessment strategy that will test their knowledge and understanding.

There are many ways in which to capture the student voice and student feedback, both formal and informal. Formal mechanisms include the nomination of student representatives to act as the collective student voice for each student cohort, student representation at course team meetings, and an elected Higher Education representative as part of the Student Union. Student forums should also take place periodically throughout the year with minutes and action plans updated and informing the overall annual course monitoring process. Unit specific feedback can also be collated by students completing unit feedback forms, end of year course evaluations, and scheduled performance review meetings with their tutor.

However, this should not be the only time when feedback from students is sought. Discourse with students should be constant, whereby teachers adopt a 'reflection on action' approach to adjust teaching, so that students are presented with an environment that is most supportive of their learning styles. Just as employers could have an input into assessment design, so too could students. This will support the development of assignments that are exciting and dynamic, and fully engage students in meaningful and informative assessment.

The biggest advantage of consulting students on their teaching, learning and assessment is securing their engagement in their own learning. Students are likely to feel empowered and develop a sense of ownership of all matters related to teaching, learning and assessment, not just their own experiences. Students could also view themselves as more accountable to their lecturers, ideally seeing themselves as partners in their own learning and not just part of a process.

## 5.4 Planning and structuring a programme

Learning should be challenging yet exciting; teaching should be motivating and inspirational. Consequently, both teaching and learning should form part of a programme structure that is active, flexible and progressive, and has an industry focus wherever possible.

It is important for a programme structure to be effectively planned, taking into account the nature of the student cohort, the primary mode of delivery (face-to-face or distance learning) and the level of study. It is also advisable to consider the student voice (whether that voice is heard through end of programme feedback, or through on-going dialogue) when planning how and when students will be exposed to a particular subject. One other vital source of information that centres would do well to embrace is the feedback from tutors who have been and/or will be delivering learning.

It is recommended that centres establish a programme planning forum where various stakeholders are represented. This forum could consider different perspectives of teaching and learning and how these are planned into an effective programme structure. Consideration could be given to, for example, the holistic and consistent use of Virtual Learning Environments (VLEs), a programme of field trips, a strategy for engaging with employers, and how and when to assess learning.

Consideration should be given to a number of factors when planning a programme structure. These include:

- The sequencing of units
- Whether to have condensed or expanded delivery
- Teaching and learning techniques.

### 5.4.1 Sequencing units

The level of demand embedded within a unit is benchmarked to recognised standards. This applies to all units within a level of study, and this means that all Level 4 units have similar demands, as do all Level 5 units. However, this does not mean that units can, or should, be delivered in any order. For example, in the Higher National Diploma in Business it is strongly advised that Level 4 units are delivered, and achieved, by students before progression to Level 5. However, students are able to progress to level 5 with a minimum of 90 credits at Level 4.

Within each level it is advisable to sequence units so that those providing fundamental knowledge and understanding are scheduled early in the programme. It may also be advisable to schedule the assessment of units requiring the practice and application of more advanced skills later in the programme.

For example, at Level 4, Unit 1 Business and the Business Environment and Unit 4 Management and Operations could be the first two units that Higher National Certificate students are exposed to. The former introduces students to the fundamentals of business, how it is structured and the internal and external factors that influence business strategy and operations. The latter provides students with an opportunity to gain an understanding of how organisations operate and how they are managed and led. At Level 5 centres could sequence, for example, Unit 12 Organisational Behaviour before Unit 17 Understanding and Leading Change. The former provides a broader understanding of what influences the behaviour of individuals and teams, with the latter using this knowledge to develop strategies to deliver change in an organisation.

### 5.4.2 Condensed, expanded and mixed delivery

The next consideration is whether to deliver a unit in a condensed format alongside other units, or to deliver units over an extended period. The following tables provide examples of this, based on four units being delivered in one teaching block.

#### Condensed version:

Weeks 1 to 6	Week 7	Weeks 8 to 13	Week 14
Unit 1	Assessment	Unit 3	Assessment
Unit 2		Unit 4	

#### Expanded version:

Weeks 1 to 12	Weeks 13 and 14
Unit 1	Assessment
Unit 2	
Unit 3	
Unit 4	

**Mixed version:**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit 1													Assessment
Unit 2					Assessment	Unit 3							

The decision to deliver a condensed, expanded or mixed programme would depend on a number of factors, including availability of resources, when placements are planned, the subjects to be taught and the requirements of students. Each version has advantages: the condensed version would provide an opportunity for students to gain early success and achievement. This will enhance their self-efficacy, sense of belief in their ability to succeed, and self-confidence, with tutors being able to identify and respond to less able students early in the teaching and learning cycle. The advantages of the expanded version include providing a longer timescale for students to absorb new knowledge and, therefore, potentially improve success, and giving tutors an opportunity to coach and support less able students over a longer period of time. The mixed version, with some units spanning over the entire period and others lasting for shorter periods, provides opportunities for learning in some units to support development in others. This format may be particularly suited to a combination of practical and theoretical units. In all cases, the choice of which type of unit sequence must consider student opportunities as well as staff and physical resources of the centre.

As there are pros and cons to all approaches, the use of a planning forum would help to ensure the most suitable approach is taken. For example, centres could choose to deliver the first teaching block using the expanded version, with the subsequent teaching block being delivered through a condensed approach.

It should be noted that the above consideration would apply equally to programmes that are being delivered face-to-face or through distance learning.

### 5.4.3 Drawing on a wide range of delivery techniques

As part of planning the range of techniques that will be used to deliver the syllabus, centres should also consider an appropriate combination of techniques for the subject.

The table below lists some of the techniques that centres could introduce into a planned programme structure.

Technique	Face-to-face	Distance learning
Lectures and seminars	These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of students, where the focus is on sharing knowledge through the use of presentations.	Delivery would be through video conferencing and/or pre-recorded audio and/or visual material, available through an online platform. Synchronous discussion forums could also be used.
Workshops	These are used to build on knowledge shared via tutors and seminars. Teaching can be more in-depth where knowledge is applied, for example to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study.	While more challenging to organise than for face-to-face delivery, workshops should not be dismissed. Smaller groups of three or four students could access a forum simultaneously and engage in the same type of activity as for face-to-face.
Tutorials	These present an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment.	Other than not necessarily being in the same room as a student, tutors could still provide effective tutorials. Video conferencing tools provide the means to see a student, which makes any conversation more personal.
Virtual Learning Environments (VLEs)	These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable.	A VLE is a must if students are engaged with online delivery through distance or blended learning, as this would be the primary or the key source of learning. Where distance learning is primarily delivered through hard copies of workbooks, etc., the same principle would apply as for face-to-face learning.

Technique	Face-to-face	Distance learning
Blended learning	The combination of traditional face-to-face learning and online learning. This can enable the students to gain personalised support, instruction and guidance while completing assigned activities and tasks remotely.	Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints.
Work-based learning	Any opportunity to integrate work-based learning into a curriculum should be taken. This adds realism and provides students with an opportunity to link theory to practice in a way in which case studies do not. Many full-time students are involved in some form of employment, either paid or voluntary, which could be used, where appropriate, as part of their learning, for example when assignments require students to contextualise a response to a real organisation.	It is likely that the majority of distance learning students would be employed and possibly classed as mature students. Bringing theory to life through a curriculum, which requires work-based application of knowledge, would make learning for these students more relevant and meaningful. Perhaps more importantly, assessment should be grounded in a student's place of work, wherever possible.
Guest speakers	These could be experts from industry or visiting academics in the subject area that is being studied. They could be used to present a lecture/seminar, a workshop or to contribute to assessment. The objective is to make the most effective use of an expert's knowledge and skill by adding value to the teaching and learning experience.	As long as the expert has access to the same platform as the students then the value-added contribution would still be very high. Consideration would need to be given to timings and logistics, but with some innovative management this technique would still have a place in distance learning programmes.
Field trips	Effectively planned field trips, which have a direct relevance to the syllabus, would add value to the learning experience. Through these trips students could relate theory to practice, have an opportunity to experience organisations in action, and potentially open their minds to career routes.	The use of field trips could be included as part of a distance learning programme. They will add the same value and require the same planning. One additional benefit of field trips for distance learning is that they provide an opportunity for all students in a cohort to meet, which is a rare occurrence for distance learning students.

#### 5.4.4 Assessment considerations

Centres should design assessment for learning. This is where an assessment strategy requires students to engage with a variety of assessment tools that are accessible, appropriately challenging, and support the development of student self-efficacy and self-confidence. To ensure that assignments are valid and reliable, centres must implement robust quality assurance measures and monitor the effectiveness of their implementation (see section 6 of this Programme Specification). This includes ensuring that all students engage in assessment positively and honestly.

Assessment also provides a learning opportunity for all stakeholders of the assessment to have access to feedback that is both individual to each student and holistic to the cohort. Feedback to students should be supportive and constructive. Student self-efficacy (and therefore self-confidence) can be significantly enhanced where feedback not only focuses on areas for improvement but recognises the strengths a student has. At the cohort level, similar trends could be identified that inform future approaches to assessments and teaching. Assessment is an integral part of the overall learning process and assessment strategy must be developed to support effective, reflective, thinking business practitioners for the future. Assessment can be either formative, summative or both.

#### **5.4.5 Formative assessment**

Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards.

Through formative assessment tutors can identify students' differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback, otherwise some students may feel that others are being given more than their share of verbal feedback.

#### **5.4.6 Summative assessment**

Summative assessment is where students are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective it should also give students additional formative feedback to support on-going development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations from which students develop the necessary knowledge and skills required for the summative assessment.

#### **5.4.7 Assessment feedback**

Effective assessment feedback is part of continuous guided learning which promotes learning and enables improvement. It also allows students to reflect on their performance and helps them understand how to make effective use of feedback. Constructive and useful feedback should enable students to understand the strengths and limitations of their performance, providing positive comments where possible as well as explicit comments on how improvements can be made. Feedback should reflect the learning outcomes and assessment criteria to also help students understand how these inform the process of judging the overall grade.

The timing of the provision of feedback and of the returned assessed work also contributes to making feedback effective. Specific turnaround time for feedback should be agreed and communicated with both tutors and students. Timing should allow students the opportunity to reflect on the feedback and consider how to make use of it in forthcoming assessments, taking into account the tutor's workload and ability to provide effective feedback.

#### **5.4.8 Designing valid and reliable assessments**

To help ensure valid and reliable assignments are designed and are consistent across all units, centres could consider a number of actions.

##### ***Use of language***

The first aspect of an assignment that a centre could focus on is ensuring that language makes tasks/questions more accessible to students.

Due consideration must be given to the command verbs (i.e. the verbs used in unit assessment criteria) when considering the learning outcomes of a unit. Assignments must use appropriate command verbs that equate to the demand of the learning outcome. If the outcome requires 'analysis' then 'evaluative' requirements within the assignment must not be set when testing that outcome. This would be viewed as over-assessing. Similarly, it is possible to under-assess where analytical demands are tested using, for example, explanatory command verbs.



The following can be used as a guide to support assignment design:

- Ensure there is a holistic understanding (by tutors and students) and use of command verbs.
- Set assignment briefs that use a single command verb, focusing on the highest level of demand expected for the learning outcome(s) that is (are) being tested.
- Assignments should be supported by additional guidance that helps students to interpret the demand of the assessment criteria.
- Time-constrained assessments should utilise the full range of command verbs (or acceptable equivalents) appropriate to the academic level. Modes of time-constrained assessments include in-class tests and exams that could be both open- or closed-book. Centres should pay close consideration to ensuring tests and exams are not replicated during the course of the year.

### ***Consistency***

This relates to the consistency of presentation and structure, the consistent use of appropriate assessment language, and the consistent application of grading criteria. Where assignments are consistent, reliability is enhanced. Where validity is present in assignments this will result in assignments that are fit for purpose and provide a fair and equitable opportunity for all students to engage with the assignment requirements.

### ***Employing a range of assessment tools***

Just as variation in teaching methods used is important to the planning of a programme structure, so too is the use of a range of assessment tools appropriate to the unit and its content. Centres should consider taking a holistic view of assessment, ensuring a balanced assessment approach with consideration given to the subject being tested and what is in the best interests of students. As mentioned above, consultation with employers could add a sense of realism to an assessment strategy. (A comprehensive list of assessment tools is provided in section 6.2 *Setting effective assignments*.)

No matter what tool is used, assignments should have a sector focus (whether this is in a workplace context or through a case study), and be explicitly clear in its instructions. In the absence of a case study a scenario should be used to provide some context. Finally, students should be clear on the purpose of the assignment and which elements of the unit it is targeting.

## 6 Assessment

BTEC Higher Nationals in Business are assessed using a combination of internally assessed **centre-devised internal assignments** (which are set and marked by centres) and internally assessed **Pearson-set assignments** (which are set by Pearson and marked by centres). Pearson-set assignments are mandatory and target particular industry-specific skills. The number and value of these units are dependent on qualification size:

- For the HNC, one Core, 15 credit, unit at Level 4 will be assessed by a mandatory Pearson-set assignment targeted at particular skills.
- For the HND, two Core units: one Core, 15 credit, unit at Level 4 and one Core, 30 credit, unit at Level 5, will be assessed by a mandatory Pearson-set assignment targeted at particular skills.
- All other units are assessed by Centre-devised internal assignments.

The purpose and rationale of having Pearson-set units on Higher Nationals is as follows:

- **Standardisation of student work** – Assessing the quality of student work, that it is meeting the level and the requirements of the unit across all centres, that grade decisions and assessor feedback are justified and that internal verification and moderation processes are picking up any discrepancies and issues.
- **Sharing of good practice** – We will share good practice in relation to themes such as innovative approaches to delivery, the use of digital literacy, enhancement of student employability skills and employer engagement. **These themes will align to those for QAA Higher Education Reviews.**

An appointed External Examiner (EE) for the centre will ask to sample the Pearson-set assignment briefs for review as part of the remote sampling request. Although this is not a mandatory requirement for centres we strongly advise that centres seek guidance and support from their EE on the Pearson-set assignment. The EE may also include the Pearson-set units in the centre visit sample of student work.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from professional bodies, employers and higher education.

In developing an overall plan for delivery and assessment for the 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.

### 6.0.1 Example Assessment Briefs

Each unit has supporting Example Assessment Briefs that are included in this Programme Specification. They are there to give you an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The Example Assessment Briefs, with the exception of the mandatory Pearson-set unit, provide tutors with suggested types of assignment and structure that can be adopted and, if so, **must** be adapted accordingly.

## 6.1 Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com/>). All the assessment team will need to refer to this document.

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

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

### 6.1.1 Assessment through assignments

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

An assignment is issued to students as an **assignment brief** with a hand-out date, a completion date and clear requirements for the evidence that students are expected to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

### 6.1.2 Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the student to show 'analysis' and the related P criterion requires the student to 'explain', then to satisfy the M criterion a 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. In *Appendix 4* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria. Therefore:

- **To achieve a Pass**, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework.
- **To achieve a Merit**, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome.
- **To achieve a Distinction**, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.

### 6.1.3 The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, and these roles are listed below. Full information is given in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com/>).

- **The Programme Leader** has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Programme Leader registers with Pearson annually and acts as an assessor, supports the rest of the assessment team, makes sure they have the information they need about our assessment requirements, and organises training, making use of our guidance and support materials.
- **Internal Verifiers** (IVs) oversee all assessment activity in consultation with the Programme Leader. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Programme Leader. Normally, IVs are also assessors, but they do not verify their own assessments.
- **Assessors** set or use assignments to assess students to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Programme Leader. They work with the Programme Leader and IVs to ensure that the assessment is planned and carried out in line with our requirements.
- Your **External Examiner** (EE) will sample student work across assessors. Your EE will also want to see evidence of internal verification of assignments and assess decisions.

#### 6.1.4 Effective organisation

Internal assessment needs to be well organised so that student progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you in this through, for example, providing training materials and sample documentation. Our online HN Global service can also help support you in planning and record keeping.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students are able to complete assignments on time.

#### 6.1.5 Student preparation

To ensure that you provide effective assessment for your students, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements. From induction onwards you will want to ensure that students are motivated to work consistently and independently to achieve the requirements of the qualifications. They need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give your students a guide that explains:

- How assignments are used for assessment
- How assignments relate to the teaching programme
- How students should use and reference source materials, including what would constitute plagiarism.

The guide should also set out your centre's approach to operating assessments, such as how students must submit assignments/work and the consequences of submitting late work and the procedure for requesting extensions for mitigating circumstances.

## **6.2 Setting effective assessments**

### **6.2.1 Setting the number and structure of assessments**

In setting your assessments you need to work with the structure of assessments shown in the relevant section of a unit. This shows the learning aims and outcomes and the criteria that you are expected to follow.

Pearson provide online Example Assessment Briefs for each unit to support you in developing and designing your own assessments.

In designing your own assignment briefs you should bear in mind the following points:

- The number of assignments for a unit must not exceed the number of learning outcomes listed in the unit descriptor. However, you may choose to combine assignments, either to cover a number of learning outcomes or to create a single assignment for the entire unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning outcomes are fully addressed in the programme overall. If you choose to take this approach you need to make sure that students are fully prepared, so that they can provide all the required evidence for assessment, and that you are able to track achievement in assessment records.
- A learning outcome must always be assessed as a whole and must not be split into two or more elements.
- The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

You do not have to follow the order of the learning outcomes of a unit in setting assignments, but later Learning Outcomes often require students to apply the content of earlier learning outcomes, and they may require students to draw their learning together.

Assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. Students need to be treated fairly by being given the opportunity to achieve a higher grade, if they have the ability.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning outcomes. **The specified unit content must be taught/delivered.** The evidence for assessment need not cover every aspect of the teaching content, as students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

### 6.2.2 Providing an assignment brief

A good assignment brief is one that, through providing challenging and authentic sector/work-related tasks, motivates students to provide appropriate evidence of what they have learnt.

An assignment brief should have:

- A vocational scenario: this could be a simple situation or a full, detailed set of vocational requirements that motivates the student to apply their learning through the assignment.
- Clear instructions to the student about what they are required to do, normally set out through a series of tasks.
- An audience or purpose for which the evidence is being provided.
- An explanation of how the assignment relates to the unit(s) being assessed.

### 6.2.3 Forms of evidence

BTEC Higher Nationals have always allowed for a variety of forms of assessment evidence to be used, provided they are suited to the type of learning outcomes being assessed. For many units, the practical demonstration of skills is necessary and, for others, students will need to carry out their own research and analysis, working independently or as part of a team.

The Example Assessment Briefs give you information on what would be suitable forms of evidence to give students the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, students should be assessed using varied forms of evidence.

These are some of the main types of assessment:

- Written reports, essays
- In-class tests
- Examinations
- Creation of financial documents
- Creation of planning documents
- Work-based projects
- Academic posters, displays, leaflets
- PowerPoint (or similar) presentations
- Recordings of interviews/role plays
- Working logbooks, reflective journals
- Presentations with assessor questioning
- Time-constrained assessment.

(Full definitions of different types of assessment are given in *Appendix 5*.)

The form(s) of evidence selected must:

- Allow the student to provide all the evidence required for the learning outcomes and the associated assessment criteria at all grade levels.
- Allow the student to produce evidence that is their own independent work.
- Allow a verifier to independently reassess the student to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that students are enabled to produce independent work. For example, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a number of examples that can be used in varied combinations.



## 6.3 Making valid assessment decisions

### 6.3.1 Authenticity of student work

An assessor must assess only student work that is authentic, i.e. the student's own independent work. Students must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. A student declaration must state that:

- Evidence submitted for the assignment is the student's own
- The student understands that false declaration is a form of malpractice.

Assessors must ensure that evidence is authentic to a student through setting valid assignments and supervising them during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Centres may use Pearson templates or their own templates to document authentication.

During assessment an assessor may suspect that some or all of the evidence from a student is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. (See *section 3.7* in this Programme Specification for further information.)

### 6.3.2 Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a student can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- The explanation of key terms in *Appendix 4* of this document
- Examples of moderated assessed work
- Your Programme Leader and assessment team's collective experience.

### 6.3.3 Dealing with late completion of assignments

Students must have a clear understanding of the centre's policy on completing assignments by the deadlines that you give them. Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in line with your centre policies (see also Section 3.6 "Administrative arrangements for internal assessment").

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not advantaged by having additional time or the opportunity to learn from others. Centres should develop and publish their own regulations on late submission; and, this should make clear the relationship between late submission and the centre's mitigating circumstances policy.

Centres may apply a penalty to assignments that are submitted beyond the published deadline. However, if a late submission is accepted, then the assignment should be assessed normally, when it is submitted, using the relevant assessment criteria; with any penalty or cap applied after the assessment. Where the result of assessment may be capped, due to late submission of the assignment, the student should be given an indication of their uncapped mark; in order to recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement.

As with all assessment results, both the uncapped and capped marks should be recorded and ratified by an appropriate assessment board; taking into account any mitigating circumstances that may have been submitted.

#### 6.3.4 Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to students. The information given to the student:

- Must show the formal decision and how it has been reached, indicating how or where criteria have been met.
- May show why attainment against criteria has not been demonstrated.
- Must not provide feedback on how to improve evidence but how to improve in the future.

#### 6.3.5 Resubmission opportunity

An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification **shall be expected to undertake a reassessment**.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project- or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

### 6.3.6 Repeat Units

A student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:

- At Centre discretion and Assessment Board, decisions can be made to permit a repeat of a unit.
- The student must study the unit again with full attendance and payment of the unit fee.
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.
- Units can only be repeated once.

### 6.3.7 Assessment Boards

Each centre is expected by Pearson to hold Assessment Boards for all of its BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- The grades achieved by students on the individual units
- Extenuating circumstances
- Cases of cheating and plagiarism
- Progression of students on to the next stage of the programme
- The awards to be made to students
- Referrals and deferrals.

Assessment Boards may also monitor academic standards. The main boards are normally held at the end of the session, although if your centre operates on a semester system there may be (intermediate) boards at the end of the first semester. There may also be separate boards to deal with referrals.

Where a centre does not currently have such a process then the External Examiner (EE) should discuss this with the Quality Nominee and Programme Leader, stressing the requirement for Assessment Boards by both Pearson and QAA and that Assessment Board reports and minutes provide valuable evidence for QAA's Review of College Higher Education process.

## 6.4 Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Programme Leader must have an assessment plan, produced as a spreadsheet. When producing a plan the assessment team will wish to consider:

- The time required for training and standardisation of the assessment team.
- The time available to undertake teaching and carrying out of assessment, taking account of when students may complete external assessments and when quality assurance will take place.
- The completion dates for different assignments.
- Who is acting as Internal Verifier (IV) for each assignment and the date by which the assignment needs to be verified.
- Setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of students.
- How to manage the assessment and verification of students' work, so that they can be given formal decisions promptly.
- How resubmission opportunities can be scheduled.

The Programme Leader will also maintain records of assessment undertaken. The key records are:

- Verification of assignment briefs
- Student authentication declarations
- Assessor decisions on assignments, with feedback given to students
- Verification of assessment decisions.

Examples of records and further information are available in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com>).

## 6.5 Calculation of the final qualification grade

### 6.5.1 Conditions for the Award

#### Conditions for the Award of the HND

To achieve a Pearson BTEC 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;
- achieved at least a pass in 105 credits at level 4.

#### Conditions for the award of the HNC

To achieve a Pearson BTEC Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4.

### 6.5.2 Compensation Provisions

#### Compensation Provisions for the HND

Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15 credit units completed at level 4 and similarly if they have attempted but not achieved a Pass in one of the 15 credit units at level 5. However, they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

#### Compensation Provisions for the HNC

Students can still be awarded an HNC if they have not achieved a Pass in one of the 15 credit units completed, but have completed and passed the remaining units.

### 6.5.3 Calculation of the overall qualification grade

The calculation of the overall qualification grade is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified'; i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

### **Points per credit**

Pass: 4

Merit: 6

Distinction: 8

### **Point boundaries**

<b>Grade</b>	<b>Point boundaries</b>
<b>Pass</b>	420–599
<b>Merit</b>	600–839
<b>Distinction</b>	840 +

## 6.5.4 Modelled Learner 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

### 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

## 7 Quality assurance

Pearson's quality assurance system for all Pearson BTEC Higher National programmes is benchmarked to Level 4 and Level 5 on the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering Pearson BTEC Higher National programmes comprise five key components:

- 1 The approval process
- 2 Monitoring of internal centre systems
- 3 Independent assessment review
- 4 Annual programme monitoring report
- 5 Annual student survey.

### 7.1 The approval process

Centres new to the delivery of Pearson programmes will be required to seek approval initially through the existing centre approval process and then through the programme approval process. Programme approval for new centres can be considered in one of two ways:

- Desk-based approval review
- Review and approval visit to the centre.

Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- Have the human and physical resources required for effective delivery and assessment.
- Understand the implications for independent assessment and agree to abide by these.
- Have a robust internal assessment system supported by 'fit for purpose' assessment documentation.
- Have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Applications for approval must be supported by the head of the centre (Principal or Chief Executive, etc.) and include a declaration that the centre will operate the programmes strictly, as approved and in line with Pearson requirements.



Centres seeking to renew their programme approval upon expiry of their current approval period may be eligible for the Automatic Approval process, subject to the centre meeting the eligibility criteria set out by Pearson.

Regardless of the type of centre, Pearson reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

## 7.2 Monitoring of internal centre systems

Centres will be required to demonstrate on-going fulfilment of the centre approval criteria over time and across all Higher National programmes. The process that assures this is external examination, which is undertaken by External Examiners. Centres will be given the opportunity to present evidence of the on-going suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting student registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's standards.

Pearson will affirm, or not, the on-going effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied, in order to assist the centre in correcting the problem.

## 7.3 Independent assessment review

The internal assessment outcomes reached for all Pearson BTEC Higher National programmes benchmarked to Level 4 and Level 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ), are subject to a visit from a Pearson appointed External Examiner. The outcomes of this process will be:

- To confirm that internal assessment is to national standards and allow certification, **or**
- To make recommendations to improve the quality of assessment outcomes before certification is released, **or**
- To make recommendations about the centre's ability to continue to be approved for the Pearson BTEC Higher National qualifications in question.

## **7.4 Annual Programme Monitoring Report (APMR)**

The APMR is a written annual review form that provides opportunity for centres to analyse and reflect on the most recent teaching year. By working in collaboration with centres, the information can be used by Pearson to further enhance the quality assurance of the Pearson BTEC Higher National programmes. An overview report is produced to outline the findings of the APMR each year. This can be accessed on HigherNationals.com at <http://monitoring-report.highernationals.com>

## **7.5 Annual student survey**

Pearson will conduct an annual survey of Pearson BTEC Higher National students. The purpose of the survey is to enable Pearson to gain a snapshot of every Higher National student's experience as part of the quality assurance process, by engaging with students studying on these programmes. Each centre that has sufficient students engage with the survey will get their own bespoke report about their results. The report can be accessed on HN Global at <http://hnglobal.highernationals.com>

## **7.6 Centre and qualification approval**

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by staff and students.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the individual unit descriptors to check for any specific resources required.
- The result, we believe, is qualifications that will meet the needs and expectations of students worldwide.

## 7.7 Continuing quality assurance and standards verification

We produce annually the latest version of the Pearson Quality Assurance Handbook, available in the support section of our website (<http://qualifications.pearson.com>). It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- A centre delivering Pearson BTEC Higher National programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering.
- The centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved Centres a range of materials and opportunities for reviewing internal materials through the assessment checking service. This is intended to exemplify the processes required for effective assessment and provide examples of effective standards. Approved Centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment.
- An approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for Pearson BTEC Higher Nationals include:

- Making sure that all centres complete appropriate declarations at the time of approval
- Undertaking approval visits to centres
- Making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- Assessment sampling and verification through requested samples of assessments, completed assessed student work and associated documentation
- An overarching review and assessment of a centre's strategy for assessing and quality-assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting. Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC Higher National qualifications.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 8 Recognition of Prior Learning and attainment

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

Pearson encourages centres to recognise students' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance on RPL please refer to the Recognition of Prior Learning policy document available in the support section of our website (<https://qualifications.pearson.com>).

## 9 Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds consideration of 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, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of students, and aims to ensure that all students have equal access to educational opportunities. Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, students with and without disabilities are offered learning opportunities that are equally accessible to them, by means of inclusive qualification design.

Pearson's equality policy requires all students to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be 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 in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic.
- All students achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Pearson's policy regarding access to its qualifications is that:

- They should be available to everyone who is capable of reaching the required standards
- They should be free from any barriers that restrict access and progression
- There should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit students to Higher National qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications, and that the qualification will meet their needs. Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the student within the centre during their programme of study and any specific support that might be necessary to allow the student to access the assessment for the qualification. Centres should consult our policy documents on students with particular requirements.

### **Access to qualifications for students with disabilities or specific needs**

Students taking a qualification may be assessed in a recognised regional sign language, where it is permitted for the purpose of reasonable adjustments. 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 the document Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units . See the support section of our website for both documents (<http://qualifications.pearson.com/>).

## **10 Pearson BTEC Higher Nationals in Business Units**



# Unit 1: Business and the Business Environment

**Unit code** L/508/0485

**Unit type** Core

**Unit level** 4

**Credit value** 15

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## Introduction

The aim of this unit is to provide students with 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 organisations (including for profit and not for profit), their size and scope (for instance, micro, SME, 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 gained in this unit will help students to choose their own preferred areas of specialism in future studies and in their professional career.

## Learning Outcomes

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

- 1 Explain the different types, size and scope of organisations.
- 2 Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure.
- 3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations.
- 4 Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors.

## Essential Content

### LO1 Explain the different types, size and scope of organisations

#### *Different types of organisations:*

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

Micro, small, 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 and private 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.

Stakeholders and responsibilities of organisations to meet different stakeholder interests and expectations.

### LO2 Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure

#### *The various functions within an organisation:*

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

How functions relate to overall organisation mission and objectives.

#### *Organisational structure:*

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

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

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

*The context of the macro environment:*

The application of the PESTLE framework and how organisations need to monitor and forecast external influences.

How the macro environment influences/impacts upon business activities: the impact of the digital revolution on production and consumption; the impact of social technologies; cybersecurity; emerging BRICS markets, the global shift in economic and social power and ethical and sustainable growth.

How organisations go through the transformation process and overcome resistance to change in response to the changing market environment.

**LO4 Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors**

*Frameworks for analysis:*

Introduction to SWOT and/or TOWS analysis and how they can assist in the decision-making process within organisations.

Key external macro factors including the competitive environment and government intervention that influence organisations and business.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Explain the different types, size and scope of organisations			<b>LO1 and LO2</b>  <b>D1</b> Provide a critical analysis of the complexities of different types of business structures and the interrelationships of the different organisational functions.
<b>P1</b> Explain different types and purposes of organisations; public, private and voluntary sectors and legal structures.  <b>P2</b> Explain the size and scope of a range of different types of organisations.	<b>M1</b> Analyse how the structure, size and scope of different organisations link to the business objectives and product and services offered by the organisation.		
<b>LO2</b> Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure			
<b>P3</b> Explain the relationship between different organisational functions and how they link to organisational objectives and structure.	<b>M2</b> Analyse the advantages and disadvantages of interrelationships between organisational functions and the impact that can have upon organisational structure.		

Pass	Merit	Distinction
<b>L03</b> Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations		<b>L03 and L04</b>  <b>D2</b> Critically evaluate the impacts that both macro and micro factors have upon business objectives and decision-making.
<b>P4</b> Identify the positive and negative impacts the macro environment has upon business operations, supported by specific examples.	<b>M3</b> Apply appropriately the PESTLE model to support a detailed analysis of the macro environment within an organisation.	
<b>L04</b> Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors		
<b>P5</b> Conduct internal and external analysis of specific organisations in order to identify strengths and weaknesses.  <b>P6</b> Explain how strengths and weaknesses interrelate with external macro factors.	<b>M4</b> Apply appropriately SWOT/TOWS analysis and justify how they influence decision-making.	

## Recommended Resources

### Textbooks

BARON, P. (2012) *Business and its Environment*. 7th Ed. London: Prentice Hall.

PALMER, A. and HARTLEY, B. (2011) *The Business Environment*. 7th Ed. Maidenhead: McGraw-Hill.

WEATHERLEY, P. (Editor) and OTTER, D. (Editor) (2014) *The Business Environment: Themes and Issues in a Globalised World*. 3rd Ed. Oxford: Oxford University Press.

WORTHINGTON, I. and BRITTON, C. (2014) *The Business Environment*. 7th Ed. Harlow Pearson.

### Links

This unit links to the following related units:

*Unit 2: Marketing Essentials*

*Unit 12: Organisational Behaviour*

*Unit 18: Global Business Environment*

*Unit 25: Principles of Operations Management*

*Unit 32: Business Strategy*

*Unit 34: Business Systems*

## Unit 2: Marketing Essentials

<b>Unit code</b>	<b>R/508/0486</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

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### Introduction

This unit is designed to introduce students to the principles of marketing, enabling them to develop a basic marketing plan and to employ elements of the marketing mix to achieve results. While they will learn the underpinning theories and frameworks, they will also be able to relate these to real-world examples, including products/services that they encounter in their own daily lives.

Organisations such as Apple, Google, VISA, Burberry, Zara, Cadbury, Nestle, Unilever, Coca-Cola, Unicef, BP and small local businesses all have at least one thing in common: they all use marketing to influence us to engage with their products and/or services. Whether it is becoming a loyal customer buying a product and service or donating to a charity, organisations use a range of marketing techniques and tools to inform and influence us.

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

### Learning Outcomes

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

- 1 Explain the role of marketing and how it interrelates with other functional units of an organisation.
- 2 Compare ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives.
- 3 Develop and evaluate a basic marketing plan.

## Essential Content

### LO1 **Explain the role of marketing and how it interrelates with other functional units of an organisation**

#### *Definitions and the marketing concept:*

Definitions of marketing and the nature of marketing.

The development of the marketing concept, including current and future trends.  
How the external environment influences and impacts upon marketing activity.

#### *The role of marketing:*

The structure and operations of marketing departments.

Overview of marketing processes that include analysis, strategic planning and the marketing mix.

The different roles of marketing within both a B2C and B2B context.

#### *The interrelationships of functional units:*

Marketing as a business function.

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

### LO2 **Compare ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives**

#### *The 7Ps marketing mix:*

Product: Differences between products and services, importance of brands, product development and product lifecycle.

Price: Pricing context, pricing strategies and tactics.

Place: Channel management, supply chain management and logistics.

Promotion: Integrated communication mix and promotional tools.

People: The different roles of 'people' in marketing, including customer interfacing and support personnel. The different skills, attitudes and behaviour of people delivering the product or service to customers.

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

Process: Systems and processes involved in delivering a consistent service.  
Different types of processes used to expedite the marketing function.



*Achieving overall business objectives:*

The shift from the 4Ps to the 7Ps and the significance of the extended marketing mix.

An overview of the marketing planning process (Analysis, Planning, Implementation and Control) and marketing strategy.

### **LO3 Develop and evaluate a basic marketing plan**

*Marketing planning:*

The importance and value of marketing plans.

The links between marketing plans, marketing objectives and marketing strategies.

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

*Structure and development of marketing plans:*

Market segmentation and target market selection.

Setting goals and objectives, situational analysis tools and techniques, creating a marketing strategy and allocation of resources and monitoring and control measures.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>L01</b> Explain the role of marketing and how it interrelates with other functional units of an organisation			<b>D1</b> Critically analyse and evaluate the key elements of the marketing function and how they interrelate with other functional units of an organisation.
<b>P1</b> Explain the key roles and responsibilities of the marketing function.  <b>P2</b> Explain how roles and responsibilities of marketing relate to the wider organisational context.	<b>M1</b> Analyse the roles and responsibilities of marketing in the context of the marketing environment.  <b>M2</b> Analyse the significance of interrelationships between marketing and other functional units of an organisation.		
<b>L02</b> Compare ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives			<b>L02 and L03</b>  <b>D2</b> Design a strategic marketing plan that tactically applies the use of the 7Ps to achieve overall marketing objectives.
<b>P3</b> Compare the ways in which different organisations apply the marketing mix to the marketing planning process to achieve business objectives.	<b>M3</b> Evaluate different tactics applied by organisations to demonstrate how business objectives can be achieved.		
<b>L03</b> Develop and evaluate a basic marketing plan			
<b>P4</b> Produce and evaluate a basic marketing plan for an organisation.	<b>M4</b> Produce a detailed, coherent evidence-based marketing plan for an organisation.		

## Recommended Resources

### Textbooks

BRASSINGTON, F. and PETTITT, S. (2012) *Essentials of Marketing*. 3rd Ed. Harlow: Pearson.

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

JOBBER, D. and CHADWICK, F. (2012) *Principles and Practice of Marketing*. 7th Ed. Maidenhead: McGraw-Hill.

KOTLER, P. and ARMSTRONG, G. (2013) *Principles of Marketing*. London: Prentice Hall.

MCDONALD, M. and WILSON, H. (2011) *Marketing Plans: How to Prepare Them, How to Use Them*. 7th Ed. Chichester: John Wiley and Sons.

### Journals

*Journal of Marketing*

*Harvard Business Review*

### Websites

American Marketing Association                      [www.ama.org](http://www.ama.org)

Chartered Institute of Marketing (UK)           [www.cim.co.uk](http://www.cim.co.uk)

### Links

This unit links to the following related units:

*Unit 1: Business and the Business Environment*

*Unit 22: Product and Service Development*

*Unit 23: Integrated Marketing Communications*

*Unit 37: Consumer Behaviour and Insight*

*Unit 40: International Marketing*

## Unit 3: Human Resource Management

<b>Unit code</b>	<b>Y/508/0487</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

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### Introduction

The aim of this unit is to enable students to appreciate and apply principles of effective Human Resource Management (HRM). People are the lifeblood of any organisation and being able to attract, recruit and retain talented staff is at the core of all HRM activity. This unit will explore the tools and techniques used in HRM to maximise the employee contribution and how to use HR methods to gain competitive advantage. Students will explore the importance of training and development in building and extending the skills base of the organisation and ensuring it is relevant to the ever-changing business environment. Students will also consider the growing importance of becoming a flexible organisation with an equally flexible labour force, and become familiar with techniques of job design and with different reward systems.

The unit investigates the importance of good employee relations and the ways in which employers engage with their staff and possibly with trade unions. Students will gain an understanding of the law governing HRM processes as well as the best practices which enable an employer to become an 'employer of choice' in their labour market.

## **Learning Outcomes**

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

- 1 Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives.
- 2 Evaluate the effectiveness of the key elements of Human Resource Management in an organisation.
- 3 Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation.
- 4 Apply Human Resource Management practices in a work-related context.

## Essential Content

### LO1 **Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives**

#### *The nature and scope of HRM:*

Definitions of HRM.

What are the main functions and activities of HRM.

The 'Best Fit' approach vs 'Best Practice'.

The hard and soft models of HRM.

Workforce planning.

Types of labour market, labour market trends and PESTLE.

The internal labour market.

Analysing turnover, stability and retention.

The impact of legal and regulatory frameworks.

The impact that advances in technology have had upon improving the efficiency of HR practices.

#### *Recruitment:*

Sources of recruitment: internal vs external recruitment.

Job analysis, job descriptions, personal specifications and competency frameworks.

#### *Selection:*

Main methods of selection: strengths and weaknesses of each.

Reliability and validity as key criteria.

#### *On-boarding and induction:*

The issues affecting successful induction and socialisation of employees.

## LO2 **Evaluate the effectiveness of the key elements of Human Resource Management in an organisation**

### *Learning, development and training:*

Differentiating development and training.

Identifying training needs – the training gap.

Types of training.

Evaluation of training.

### *Job and workplace design:*

Reward management: extrinsic and intrinsic rewards from work.

The link between motivational theory and reward.

Series of job design-job extension techniques.

### *The flexible organisation:*

Types of flexibility: numerical, structural and functional flexibility.

Models of flexible organisations (e.g. Handy, Atkinson).

Flexible working options in modern organisations.

Benefits to employers and benefits to employees of flexible working practices.

### *Performance and reward:*

Performance management and methods used to monitor employee performance.

Types of payment and reward system.

Methods of a determination.

### **LO3 Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation**

#### *Employee relations:*

Maintaining good employee relations.

Strategies for building and improving employee relations and engagement.

#### *Employee relations and the law:*

The purpose of employment law.

Key legal issues and constraints (e.g. equality, data protection, health and safety, redundancy, dismissal, employment contracts).

Ethical and social responsibilities.

#### *Trade unions and workplace representation:*

The role of trade unions – local/national.

Collective agreements.

Discipline, grievances and redundancy – best practice.

### **LO4 Apply Human Resource Management practices in a work-related context**

#### *Job and person specifications:*

Preparing job specifications and person specifications applicable to the recruitment context and needs of the organisations, taking into account legislation and company policies.

#### *Recruitment and selection in practice:*

The impact of technology on improving the recruitment and selection process; the use of online resources, digital platforms and social networking.

Designing and placing job advertisements.

Shortlisting and processing applications.

Interviewing preparation and best practice.

Selection best practice.



## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>L01</b> Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives		<b>D1</b> Critically evaluate the strengths and weaknesses of different approaches to recruitment and selection, supported by specific examples.
<b>P1</b> Explain the purpose and the functions of HRM, applicable to workforce planning and resourcing an organisation.  <b>P2</b> Explain the strengths and weaknesses of different approaches to recruitment and selection.	<b>M1</b> Assess how the functions of HRM can provide talent and skills appropriate to fulfil business objectives  <b>M2</b> Evaluate the strengths and weaknesses of different approaches to recruitment and selection.	
<b>L02</b> Evaluate the effectiveness of the key elements of Human Resource Management in an organisation		<b>D2</b> Critically evaluate HRM practices and application within an organisational context, using a range of specific examples.
<b>P3</b> Explain the benefits of different HRM practices within an organisation for both the employer and employee.  <b>P4</b> Evaluate the effectiveness of different HRM practices in terms of raising organisational profit and productivity.	<b>M3</b> Assess different methods used in HRM practices, providing specific examples to support evaluation within an organisational context.	

Pass		Merit	Distinction
<b>L03</b> Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation			<b>L03 and L04</b>  <b>D3</b> Critically evaluate employee relations and the application of HRM practices that inform and influence decision-making in an organisational context.
<b>P5</b> Analyse the importance of employee relations in respect to influencing HRM decision-making.  <b>P6</b> Identify the key elements of employment legislation and the impact it has upon HRM decision-making.	<b>M4</b> Evaluate the key aspects of employee relations management and employment legislation that affect HRM decision-making in an organisational context.		
<b>L04</b> Apply Human Resource Management practices in a work-related context			
<b>P7</b> Illustrate the application of HRM practices in a work-related context, using specific examples.	<b>M5</b> Provide a rationale for the application of specific HRM practices in a work-related context.		

## Recommended Resources

### Textbooks

ARMSTRONG, M. and TAYLOR, S. (2014) *Armstrong's Handbook of Human Resource Management Practice*. 13th Ed. London: Kogan Page.

BACH, S. and EDWARDS, M. (2013) *Managing Human Resources*. Oxford: Wiley.

BRATTON, J. and GOLD, J. (2012) *Human Resource Management: Theory and Practice*. 5th Ed. Basingstoke: Palgrave.

TORRINGTON, D, et al. (2011) *Human Resource Management*. 8th Ed. London: Prentice Hall.

CIPD (Chartered Institute of Personnel and Development) available at [www.cipd.co.uk](http://www.cipd.co.uk).

### Links

This unit links to the following related units:

*Unit 7: Business Law*

*Unit 12: Organisational Behaviour*

*Unit 19: Resource and Talent Planning*

*Unit 20: Employee Relations*

*Unit 21: Strategic Human Resource Management*

*Unit 29: Managing and Running a Small Business*

## Unit 4: Management and Operations

**Unit code** D/508/0488

**Unit type** Core

**Unit level** 4

**Credit value** 15

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### Introduction

The aim of this unit is to help students understand the difference between the function of a manager and the role of a leader. Students will consider the characteristics, behaviours and traits which support effective management and leadership. In addition, this unit will introduce the concept of operations as both a function and a process which all organisations must adopt to conduct business. Students will be introduced to contemporary and historical theories and concepts which will support their learning for this unit.

On successful completion of this unit students will have developed sufficient knowledge and understanding of how management and operations make a positive, efficient and effective contribution to an organisation at a junior level. This could be in the role of a team leader or managing a specific aspect of an operation function and/or process.

Underpinning all aspects of the content for this unit you will consider topics under two broad headings: management and operations.

## **Learning Outcomes**

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

- 1 Differentiate between the role of a leader and the function of a manager.
- 2 Apply the role of a leader and the function of a manager in given contexts.
- 3 Demonstrate an appreciation of the role leaders and managers play in the operations function of an organisation.
- 4 Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment.

## Essential Content

### LO1 **Differentiate between the role of a leader and the function of a manager**

#### *Management theory:*

Contemporary and seminal theories of management such as management by objectives, classical management theories, behavioural theory and contingency theory.

#### *Leadership vs management:*

The definitions and differences of both a leader and a manager.

Management functions such as planning, organising, controlling and directing.

Theories of leadership traits, style and contingency.

Transformational and Transactional Leadership.

Action Centred Leadership.

'Hard' management skills and 'soft' leadership skills.

### LO2 **Apply the role of a leader and the function of a manager in given contexts**

#### *How situations affect the role of a leader and function of a manager:*

Situational leadership, systems leadership, task or relationship-orientated approaches.

The application of chaos theory and management by objectives.

**LO3 Demonstrate an appreciation of the role leaders and managers play in the operations function of an organisation**

*Theories of operations and operations management:*

Six sigma, lean production and queuing theory.

*Different operations management approaches:*

The use of different management approaches: Principles of Total Quality Management (TQM), Just-in-Time Inventory and the concept of continuous improvement (Kaizen)

*Operational functions:*

Control and Distribution Systems.

Transformation of raw material into finished goods/services.

Process design.

Capacity management.

Logistics and inventory management.

Scheduling.

**LO4 Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment**

*Different dimensions of contemporary business environment:*

The relationship that leadership and management have in the context of corporate social responsibility; culture, values, ethics and sustainability.

The relationship with stakeholders and meeting stakeholder expectations in the context of encouraging, developing and sustaining entrepreneurship and intrapreneurship.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Differentiate between the role of a leader and the function of a manager		<b>LO1 and LO2</b> <b>D1</b> Critically analyse and evaluate the different theories and approaches to leadership in given contexts.
<b>P1</b> Define and compare the different roles and characteristics of a leader and a manager.	<b>M1</b> Analyse and differentiate between the role of a leader and function of a manager by effectively applying a range of theories and concepts.	
<b>LO2</b> Apply the role of a leader and the function of a manager in given contexts		
<b>P2</b> Examine examples of how the role of a leader and the function of a manager apply in different situational contexts. <b>P3</b> Apply different theories and models of approach, including situational leadership, systems leadership and contingency.	<b>M2</b> Examine strengths and weaknesses to appraise different approaches to situations within the work environment.	



Pass		Merit	Distinction
<b>LO3</b> Demonstrate an appreciation of the role leaders and managers play in the operations function of an organisation			<b>LO3 and LO4</b>  <b>D2</b> Critically evaluate application of operations management and factors that impact on the wider business environment.
<b>P4</b> Explain the key approaches to operations management and the role that leaders and managers play.	<b>P5</b> Explain the importance and value of operations management in achieving business objectives.	<b>M3</b> Evaluate how leaders and managers can improve efficiencies of operational management to successfully meet business objectives.	
<b>LO4</b> Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment			
<b>P6</b> Assess the factors within the business environment that impact upon operational management and decision-making by leaders and managers.	<b>M4</b> Analyse how these different factors affect the business environment and wider community.		

## Recommended Resources

### Textbooks

HILL, A and HILL, T. (2011) *Essential Operations Management*. London: Palgrave.

PETTINGER, R. (2007) *Introduction to Management*. 4th Ed. London: Palgrave Macmillan.

SLACK, N., BRANDON-JONES, A. and JOHNSTON, R. (2013) *Operations Management*. 7th Ed. Harlow: Pearson.

SCHEDLITZKI, D. and EDWARDS, G. (2014) *Studying Leadership: Traditional and Critical Approaches*. London: SAGE.

### Links

This unit links to the following related units:

*Unit 12: Organisational Behaviour*

*Unit 17: Understanding and Leading Change*

*Unit 25: Principles of Operations Management*

*Unit 33: Business Information Technology Systems*

*Unit 34: Business Systems*

## Unit 5: Management Accounting

<b>Unit code</b>	<b>H/508/0489</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

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### Introduction

The overall aim of this unit is to introduce the fundamentals of management accounting which apply to the wider business environment and the organisations which operate within that environment. Students will explore how management accounting uses financial data to aid planning decisions, and the monitoring and control of finance within organisations.

On successful completion of this unit students will be in a position to present financial statements in a workplace context and be able to assist senior colleagues with financial business planning. In addition, students will have the fundamental knowledge and skills to progress onto a higher level of study.

### Learning Outcomes

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

- 1 Demonstrate an understanding of management accounting systems.
- 2 Apply a range of management accounting techniques.
- 3 Explain the use of planning tools used in management accounting.
- 4 Compare ways in which organisations could use management accounting to respond to financial problems.

## Essential Content

### LO1 **Demonstrate an understanding of management accounting systems**

#### *Introduction to management accounting:*

What is management accounting? Definition of management accounting.

What is a management accounting system?

Why is it important to integrate these within an organisation?

Explore the origin, role and principles of management accounting.

The distinction between management and financial accounting.

#### *Different types of management accounting systems:*

Cost-accounting systems, inventory management systems, job-costing systems and price-optimising systems.

Benefits of different types of systems.

#### *Presenting financial information:*

Why information should be relevant to the user, reliable, up to date and accurate.

Why the way in which the information is presented must be understandable.

Different types of managerial accounting reports.

### LO2 **Apply a range of management accounting techniques**

#### *Microeconomic techniques:*

What is meant by cost? Different costs and cost analysis.

Cost-volume profit, flexible budgeting and cost variances.

Applying absorption and marginal costing.

#### *Product costings:*

Fixed and variable costs, cost allocation.

Normal and standard costing, activity-based costing and the role of costing in setting price.

*Cost of inventory:*

Definition and meaning of inventory costs and different types of inventory costs.

The benefits of reducing inventory costs to an organisation.

Valuation methods.

Cost variances.

Overhead costs.

**LO3 Explain the use of planning tools used in management accounting**

*Using budgets for planning and control:*

Preparing a budget.

Different types of budgets e.g. capital and operating.

Alternative methods of budgeting.

Behavioural implications of budgets.

*Pricing:*

Pricing strategies.

How do competitors determine their prices?

Supply and demand considerations.

*Common costing systems:*

Actual costing, normal costing and standard costing systems.

How cost systems differ depending on the costing activity: job costing, process costing, batch costing and contract costing.

*Strategic planning:*

Applying PEST, SWOT, balance scorecard or Porter's Five Forces analysis to the financial position of an organisation.

#### **LO4 Compare ways in which organisations could use management accounting to respond to financial problems**

##### *Identifying financial problems:*

Using benchmarks, key performance indicators (financial and non-financial) and budgetary targets to identify variances and problems.

##### *Financial governance:*

Definitions of financial governance, and how this can be used to pre-empt or prevent financial problems.

Using financial governance to monitor strategy.

##### *Management accounting skill sets:*

What are the characteristics of an effective management accountant?

How can these skills be used to prevent and/or deal with problems?

##### *Effective strategies and systems:*

The development of strategies and systems which require effective and timely reporting, full disclosure of financial positions and are responsibly owned and governed.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Demonstrate an understanding of management accounting systems		<b>D1</b> Critically evaluate how management accounting systems and management accounting reporting is integrated within organisational processes.
<b>P1</b> Explain management accounting and give the essential requirements of different types of management accounting systems. <b>P2</b> Explain different methods used for management accounting reporting.	<b>M1</b> Evaluate the benefits of management accounting systems and their application within an organisational context.	
<b>LO2</b> Apply a range of management accounting techniques		<b>D2</b> Produce financial reports that accurately apply and interpret data for a range of business activities.
<b>P3</b> Calculate costs using appropriate techniques of cost analysis to prepare an income statement using marginal and absorption costs.	<b>M2</b> Accurately apply a range of management accounting techniques and produce appropriate financial reporting documents.	
<b>LO3</b> Explain the use of planning tools used in management accounting		<b>LO3 and LO4</b> <b>D3</b> Evaluate how planning tools for accounting respond appropriately to solving financial problems to lead organisations to sustainable success.
<b>P4</b> Explain the advantages and disadvantages of different types of planning tools used for budgetary control.	<b>M3</b> Analyse the use of different planning tools and their application for preparing budgets and forecasts.	
<b>LO4</b> Compare ways in which organisations could use management accounting to respond to financial problems		
<b>P5</b> Compare how organisations are adapting management accounting systems to respond to financial problems.	<b>M4</b> Analyse how, in responding to financial problems, management accounting can lead organisations to sustainable success.	

## Recommended Resources

### Textbooks

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

EDMONDS, T. and OLDS, P. (2013) *Fundamental Managerial Accounting Concepts*. 7th Ed. Maidenhead: McGraw-Hill.

HORNGREN, C., SUNDEN, G., STRATTON, W., BURGSTALLER, D. and SCHATZBERG, J. (2013) *Introduction to Management Accounting*. Global Ed. Harlow: Pearson.  
(This text is available electronically and is supported by access to an online course)

SEAL, W. et al (2014) *Management Accounting*. 5th Ed. Maidenhead: McGraw-Hill.

### Links

This unit links to the following related units:

*Unit 10: Financial Accounting*

*Unit 13: Financial Reporting*

*Unit 14: Advanced Management Accounting*

*Unit 15: Financial Management*

*Unit 29: Managing and Running a Small Business*



## Unit 6: Managing a Successful Business Project

<b>Unit code</b>	<b>D/508/0491</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

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### Introduction

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

The aim of this unit is to offer students an opportunity to demonstrate the skills required for managing and implementing a project. They will undertake independent research and investigation for carrying out and executing a business project which 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 within a work-related context, determine appropriate outcomes, decisions or solutions and present evidence to various stakeholders in an acceptable and understandable format.

## **Learning Outcomes**

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

- 1 Establish project aims, objectives and timeframes based on the chosen theme.
- 2 Conduct small-scale research, information gathering and data collection to generate knowledge to support the project.
- 3 Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis.
- 4 Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance.

## Essential Content

### LO1 **Establish project aims, objectives and timeframes based on the chosen theme**

#### *Project management:*

What is project management and what does it involve?

The key stages of project management.

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

#### *Initiation of the project and project planning phase:*

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

Steps and documentation required in the initiation phase.

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

The work breakdown structure.

Use of Bar and Gantt Charts for effective planning.

### LO2 **Conduct small-scale research, information gathering and data collection to generate knowledge to support the project**

#### *Project execution phase:*

Selecting appropriate methods of information gathering, data collection and material resourcing.

The distinct phases which support a coherent and logical argument.

Use of secondary research to inform a primary empirical study.

Qualitative and quantitative research methods.

#### *Field work:*

Selecting a sample of the consumer market, businesses or individuals (those who meet certain characteristics relevant to the research theme) is used to gather data (qualitative or quantitative).

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

*Ethics, reliability and validity:*

All research should be conducted ethically – how is this achieved and reported?

Research should also be reliable (similar results achieved from a similar sample) and valid (the research should measure what it aimed to measure).

*Analysing information and data:*

Using data collection tools such as interviews and questionnaires.

Using analytical techniques such as trend analysis, coding or typologies.

**LO3 Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis**

*Communicating outcomes:*

Consider the method (e.g. written, verbal) and the medium (e.g. report, online, presentation).

Both method and medium will be influenced by the project research and its intended audience.

*Convincing arguments:*

All findings/outcomes should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the project process.

Developing evaluative conclusions.

*Critical and objective analysis and evaluation:*

Secondary and primary data should be critiqued and considered with an objective mindset.

Objectivity results in more robust evaluations where an analysis justifies a judgement.

#### **LO4 Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance**

##### *Reflection for learning and practice:*

The difference 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:*

To include reflection in action and reflection on action.

How to use reflection to inform future behaviour, particularly directed towards sustainable performance.

##### *Reflective writing:*

Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way.

##### *Generalisation:*

Many studies result in generalised findings. Research which has its basis in a specific field such as Human Resource Management (HRM) and in a specific context should avoid generalised conclusions.

Outcomes should be specific and actionable.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Establish project aims, objectives and timeframes based on the chosen theme		<b>LO1 and LO2</b>  <b>D1</b> Critically evaluate the project management process and methods applied for gathering information and data collection
<b>P1</b> Devise project aims and objectives for a chosen scenario.  <b>P2</b> Produce a project management plan that covers, aim and deliverables, time, quality, communication, risk and resources.  <b>P3</b> Produce a work breakdown structure and a Gantt Chart to provide timeframes and stages for completion.	<b>M1</b> Produce a comprehensive project management plan, milestone schedule and project schedule for monitoring and completing the aims and objectives of the project.	
<b>LO2</b> Conduct small-scale research, information gathering and data collection to generate knowledge to support the project		
<b>P4</b> Carry out small-scale research applying primary and secondary methods appropriate for meeting project aims and objectives.	<b>M2</b> Evaluate the accuracy and reliability of primary and secondary methods applied.	

Pass		Merit	Distinction
<b>L03</b> Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis			<b>L03 and L04</b>  <b>D2</b> Critically evaluate and reflect on the project outcomes, the decision-making process and changes or developments of the initial project management plan to support justification of recommendations and learning during the project.
<b>P5</b> Present findings and data using appropriate tools and techniques.	<b>P6</b> Communicate appropriate recommendations as a result of findings and data analysis to draw valid and meaningful conclusions.	<b>M3</b> Evaluate the selection of appropriate tools and techniques for accuracy and authenticity to support and justify recommendations.	
<b>L04</b> Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance			
<b>P7</b> Reflect on the value of undertaking the project to meet stated objectives and own learning and performance.	<b>M4</b> Evaluate the value of the project management process to meet stated objectives and support own learning and performance.		

## Additional Evidence Requirements

In addition to the above assessment criteria students will also be required to complete a project logbook to record ideas, changes and developments as they progress and complete the project.

## Recommended Resources

### Textbooks

COSTLEY, C., ELLIOT, G. and GIBBS, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-researchers*. London: SAGE.

FLICK, U. (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London: SAGE.

GRAY, D. (2009) *Doing Research in the Real World*. 2nd Ed. London: SAGE.

SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2012) *Research Methods for Business Students*. 6th Ed. Harlow: Pearson.

### Journals

*International Journal of Quantitative and Qualitative Research*.

*Qualitative Research Journal*.

### Links

This unit links to the following related units:

*Unit 8: Innovation and Commercialisation*

*Unit 11: Research Project*

*Unit 16: Operations and Project Management*



## Unit 7: Business Law

**Unit code** H/617/0736

**Unit level** 4

**Credit value** 15

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### Introduction

The aim of this unit is to enhance students' understanding of how business law is applied to the running of a business organisation. Students will gain knowledge of business law and examine the impact of the law on business operations and decision-making. Throughout the unit students will identify legal solutions available to business owners and assess their suitability. Their experiences in this unit will help them better understand the different areas of law that apply. They will be able to illustrate the impact of the law on normal business operations and when registering a company and inviting shareholders to invest in it. They will gain an understanding of the law in relation to market abuse and director responsibilities. Students will be able to recognise the application of employment law between employers and employees.

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

## **Learning Outcomes**

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

- 1 Explain the nature of the legal system.
- 2 Illustrate the potential impact of the law on a business.
- 3 Examine the formation of different types of business organisations.
- 4 Recommend appropriate legal solutions to resolve areas of dispute.

## Essential Content

### LO1 Explain the nature of the legal system

#### *The legal system:*

What constitutes a legal system?

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

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

The differences between civil and criminal law.

#### *The justice system:*

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

Organisation of the judiciary.

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

#### *The impact of Law:*

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

Competition Law

Data protection

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

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

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

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

*The nature and formation of a company:*

Unincorporated V's incorporated legal structures

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

Classification of companies e.g. public and private companies, limited and unlimited

Starting up a business organisation and registration requirements

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

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

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

*Legal solutions for different types of dispute resolution:*

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

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

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

*Alternative Dispute Resolution:*

The role of Alternative Dispute Resolution (ADR)

Civil litigation procedures and funding

Tribunals

The role of unions

Citizens Advice.

## Learning Outcomes and Assessment Criteria

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

## Recommended Resources

### Textbooks

ADAMS, A. (2016) *Business Law for Students*. 9th ed. London: Pearson.

ANDREWS, N. (2011) *Contract Law*. Cambridge: Cambridge University Press.

ELLIOTT, C and QUINN, F. (2015). *The English Legal System*. 16th Ed. London: Pearson

HONEYBALL, S. (2016) *Honeyball and Bowers Text to Employment Law*. 14th ed. Oxford: Oxford University Press.

MARSON, J and FERRIS, M. (2015) *Business Law*. 4th ed. Oxford: Oxford University Press.

### Links

This unit links to the following related units:

*Unit 1: Business and the Business Environment*

*Unit 19: Resource and Talent Planning*

*Unit 20: Employee Relations*

*Unit 29: Managing and Running a Small Business*

*Unit 48: Law of Contract and Tort*

*Unit 49: Company Law and Corporate Governance*

*Unit 50: Sales and Consumer Law*

## Unit 8: Innovation and Commercialisation

**Unit code** M/508/0494

**Unit Level** 4

**Credit value** 15

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### Introduction

This unit aims to equip students with a comprehensive understanding of innovation and commercialisation.

In today's competitive landscape it is critical that organisations continually innovate both their product offering and processes to ensure that they remain competitive in the market. Furthermore, adopting a more commercially driven approach is vital to maximise the Return on Investment (ROI).

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

### Learning Outcomes

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

- 1 Explain the context for innovation and determine the difference between invention and innovation.
- 2 Explain the different types of innovation.
- 3 Discuss the process required to commercialise innovation.
- 4 Evaluate the range of methods for protecting ideas and understand their advantages and disadvantages.

## Essential Content

### LO1 **Explain the context for innovation and determine the difference between invention and innovation**

#### *Innovation vs invention:*

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

Definition of invention and how invention is created.

Turning invention into innovation and sources of innovation.

#### *Innovation management:*

Creating a structure and culture of innovation; getting the organisation to know the difference between invention and innovation.

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

### LO2 **Explain the different types of innovation**

#### *Processing different types of innovation:*

The use of the innovation funnel to manage new solution/idea development.

Overview of the different types of innovation with a focus on disruptive and incremental innovation, and exploring pros and cons of each approach.

The 4Ps and innovation space strategy.

The development of frugal innovation in response to necessity vs market driven innovation.



### LO3 **Discuss the process required to commercialise innovation**

#### *Commercialisation of innovation:*

Adopting the New Product Development (NPD) and commercialisation funnel to drive new products to market; building the Innovation Business Case, in-market testing and iteration routes to market and market launch.

#### *Planning innovation:*

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

Consideration of big data and cognitive systems to predict behaviours and future trends, social media and constructing multimedia platforms for promotion and distribution.

#### *Accessing funding and resources:*

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

Consideration of resources a small business may require to commercialise their offering (e.g. office space, etc.)

### LO4 **Evaluate the range of methods for protecting ideas and understand their advantages and disadvantages**

#### *Intellectual property:*

The definition of intellectual property (IP).

Exploiting knowledge and intellectual property rights.

Overview of key IP tools including copyrights, trademarks, design rights and patents.

The role of branding in protecting the innovation and the limitations of IP in an international context.

The implications of growth of open source and open innovation platforms upon IP.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Explain the context for innovation and determine the difference between invention and innovation		<b>LO1 and LO2</b>  <b>D1</b> Critically analyse how innovation is developed, embedded and measured in an organisational context.
<b>P1</b> Explain innovation and determine its importance to organisations in comparison with invention.  <b>P2</b> Explain how organisational vision, leadership, culture and teamwork can shape innovation and commercialisation.	<b>M1</b> Analyse different sources of innovation, and how organisations can foster and develop an environment and culture of innovation.	
<b>LO2</b> Explain the different types of innovation		
<b>P3</b> Explain the 4Ps of innovation and explain the use of the innovation funnel to examine and shape innovative ideas.  <b>P4</b> Explain developments in frugal innovation and provide examples of how it is used in an organisational context.	<b>M2</b> Analyse and apply the innovation funnel in an organisational context.  <b>M3</b> Appraise the role of frugal innovation in an organisational context.	

Pass		Merit	Distinction
<b>L03</b> Discuss the process required to commercialise innovation			<b>L03 and L04</b>  <b>D2</b> Critically evaluate the nature of innovation and the context in which it is developed, providing evidence-based judgements on how organisations can overcome challenges to develop successful innovations.
<b>P5</b> Explain the importance of the commercial funnel and the application of New Product Development (NPD) processing for commercialisation of innovation.  <b>P6</b> Build an Innovation Business Case for an organisation, including ways to access funding.	<b>M4</b> Build a detailed Innovation Business Case which includes how to measure its overall effectiveness using appropriate techniques available to test, iterate and improve.		
<b>L04</b> Evaluate the range of methods for protecting ideas and understand their advantages and disadvantages			
<b>P7</b> Evaluate the different tools that organisations can use to develop, retain and protect knowledge and intellectual property.	<b>M5</b> Present supported evidence-based evaluation of these different tools in the context of the wider business environment.		

## Recommended Resources

### Textbooks

BESSANT, J, and TIDD, J. (2015) *Innovation and Entrepreneurship*. 3rd Ed. Oxford: Wiley.

DRUCKER, P. (2006) *Innovation and Entrepreneurship*. London: Harper Business.

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

TROTT, P. (2012) *Innovation Management and New Product Development*. Harlow: Pearson.

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

### Links

This unit links to the following related units:

*Unit 9: Entrepreneurship and Small Business Management*

*Unit 22: Product and Service Development*

*Unit 27: Identifying Entrepreneurial Opportunities*

*Unit 28: Launching a New Venture*

*Unit 42: Planning for Growth*

## Unit 9: Entrepreneurship and Small Business Management

**Unit code** T/508/0495

**Unit level** 4

**Credit value** 15

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### Introduction

This unit provides students with an understanding of the definition and scope of entrepreneurship and an understanding of the enablers and barriers to business start-up.

Students will learn about the influence of national culture and economy on entrepreneurship and will explore the personal characteristics of entrepreneurs and the impact of personal situational factors, including education and background. Students will also learn about the role and importance of small firms to the economy, and about social enterprise and the social economy. Students will also be expected to understand the balance of risk and reward in starting a new venture and they will investigate and reflect on their own entrepreneurial and enterprising characteristics. Examples of entrepreneurs and start-up organisations will be discussed and students will be expected to draw on local, personal and general knowledge together with their learning to be able to identify the characteristics of entrepreneurial ventures.

### Learning Outcomes

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

- 1 Explore and illustrate the range of venture types that might be considered entrepreneurial.
- 2 Assess the impact of small businesses on the economy.
- 3 Determine and assess the key aspects of an entrepreneurial mindset.
- 4 Examine the different environments that foster or hinder entrepreneurship.

## Essential Content

### LO1 **Explore and illustrate the range of venture types that might be considered entrepreneurial**

#### *Scoping and defining entrepreneurship:*

What is entrepreneurship? Defining entrepreneurship, entrepreneurial activity and enterprise.

The differences between serial entrepreneurs, intrapreneurs and owner-managers.

#### *The typology of entrepreneurship:*

Lifestyle and growth firms. Entrepreneurship in a corporate or public sector context.

Roles and characteristics of micro, small and medium-sized organisations.

#### *Social enterprise:*

Understanding social enterprise, social entrepreneurs and the growth of the social economy.

### LO2 **Assess the impact of small businesses on the economy**

#### *Where entrepreneurial ideas come from:*

Definitions of creativity and innovation.

The main sources of generating business and entrepreneurial ideas.

How businesses protect intellectual property rights.

#### *The role and importance of small firms:*

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

Factors to consider: size, turnover, profit, rate of growth, innovation, sustainability and adaptability.

#### *International aspects of entrepreneurship:*

How international differences impact upon business start-up.

### **LO3 Determine and assess the key aspects of an entrepreneurial mindset**

#### *Entrepreneurial characteristics and mindset:*

Research on personal characteristics of entrepreneurs and small business owners. Different lines of argument relating to characteristics of entrepreneurs such as are entrepreneurs born or made? Or can characteristics be learnt and adopted by anyone?

#### *Skills set of the entrepreneur:*

The types of skills that typify entrepreneurs and how these skills differentiate from other organisation managers.

#### *Personal entrepreneurial tendency:*

Entrepreneurial characteristics and situational factors in a personal context, including family upbringing, lifestyle, cultural differences and personal motivation and drivers.

### **LO4 Examine the different environments that foster or hinder entrepreneurship**

#### *The factors that influence the decision to start a business:*

The range of factors that influence the choice to start-up a business, including personal background and education, national culture, economic circumstances and character traits.

#### *The risks and rewards of business start-up:*

The potential rewards of business start-up.

The risks and uncertainties of business start-up and how they can be mitigated.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>L01</b> Explore and illustrate the range of venture types that might be considered entrepreneurial		<b>D1</b> Critically examine the scope, development and growth of entrepreneurial ventures.
<b>P1</b> Examine different types of entrepreneurial ventures and explain how they relate to the typology of entrepreneurship.  <b>P2</b> Explore the similarities and differences between entrepreneurial ventures.	<b>M1</b> Investigate a diverse range of entrepreneurial ventures to demonstrate an understanding of entrepreneurship in both the public and corporate sector.	
<b>L02</b> Assess the impact of small businesses on the economy		<b>D2</b> Critically evaluate how small businesses have an impact on different levels of the economy (local, regional, national) and in an international context.
<b>P3</b> Interpret and assess relevant data and statistics to illustrate how micro and small businesses impact on the economy.  <b>P4</b> Explain the importance of small businesses and business start-ups to the growth of the social economy.	<b>M2</b> Evaluate the differences small, medium and large businesses make to the economy, applying relevant data and statistics.	
<b>L03</b> Determine and assess the key aspects of an entrepreneurial mindset		<b>D3</b> Analyse the characteristic traits, skills and motivational drivers of successful entrepreneurs, supported by specific examples.
<b>P5</b> Determine the characteristic traits and skills of successful entrepreneurs that differentiate them from other business managers.  <b>P6</b> Assess how aspects of the entrepreneurial personality reflect entrepreneurial motivation and mindset.	<b>M3</b> Explore different lines of argument relating to entrepreneurial characteristics.	



Pass	Merit	Distinction
<b>LO4</b> Examine the different environments that foster or hinder entrepreneurships		<b>D4</b> Critically analyse how background and experience influences entrepreneurs, both positively and negatively, by comparing and contrasting examples.
<b>P7</b> Examine, using relevant examples, how background and experience can hinder or foster entrepreneurship.	<b>M4</b> Analyse the link between entrepreneurial characteristics and the influence of personal background and experience to specific successful entrepreneurs.	

## Recommended Resources

### Textbooks

BURNS, P (2011) *Entrepreneurship and Small Business*. 3rd Ed. Basingstoke: Palgrave MacMillan.

DOWN, S. (2010) *Enterprise, Entrepreneurship and Small Business*. London: Sage.

CARTER, S. and JONES-EVANS, D. (2012) *Enterprise and Small Business: Principles, Practice and Policy*. London: Pearson.

GRIFFITHS, A. and WALL, S. (2011) *Economics for Business and Management*. 3rd Ed. Harlow: Pearson.

### Journals

*Journal of Small Business Management*. Oxford: Wiley-Blackwell.

([http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1540-627X](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-627X))

### Links

This unit links to the following related units:

*Unit 1: Business and the Business Environment*

*Unit 27: Identifying Entrepreneurial Opportunities*

*Unit 28: Launching a New Venture*

*Unit 29: Managing and Running a Small Business*

## Unit 10: Financial Accounting

**Unit code** A/508/0496

**Unit level** 4

**Credit value** 15

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### Introduction

Balancing the books is at the heart of all business management. The overall aim of this unit is to introduce students to essential financial accounting principles and techniques which will enable them to record and prepare basic final accounts. Students will learn how to prepare accounts for sole traders and partnerships as well as limited companies.

On successful completion of this unit students will be able to contribute effectively to the accounting function of an organisation, or to understand how to record and prepare basic financial accounts for their own business. They will have the knowledge and skills required to progress to a higher level of study.

### Learning Outcomes

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

- 1 Record business transactions using double entry book-keeping, and be able to extract a trial balance.
- 2 Prepare final accounts for sole-traders, partnerships and limited companies in accordance with appropriate principles, conventions and standards.
- 3 Perform bank reconciliations to ensure company and bank records are correct.
- 4 Reconcile control accounts and shift recorded transactions from the suspense accounts to the right accounts.

## Essential Content

### LO1 **Record business transactions using double entry book-keeping, and be able to extract a trial balance**

#### *Business transactions:*

Giving consideration to the types of business transactions (sales, purchases, receipts and payments) and the regulations which apply to financial accounting.

#### *Double entry book-keeping:*

Double entry recording in sales, purchases and cash book before posting to the ledger accounts.

Manual and electronic systems will be introduced and how, why and when these are used.

Effectively recording debits and credits; regulations that apply to financial accounting.

#### *Trial balance:*

Understanding how the trial balance is produced and its role in the identification and rectification of errors; the components of a trial balance and their importance will be considered.

### LO2 **Prepare final accounts for sole-traders, partnerships and limited companies in accordance with appropriate principles, conventions and standards**

#### *Financial reports and financial statements:*

What is the difference between the two?

How, why and when are each one produced?

Different types of financial statements and what they cover.

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

*Types of accounts:*

Preparing final accounts e.g. for sole-traders, partnerships or limited companies.

*Principles and conventions:*

Understanding accounting rules and principles.

Understanding the concepts and conventions of consistency, materiality and full disclosure.

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

*Bank reconciliation:*

What is meant by bank reconciliation and why is it required? How is this achieved? Why is this necessary?

Who would be interested in the outcome of a reconciliation?

*The process of reconciliation:*

Ensuring that all entries relating to a particular period are correctly entered in the ledger system to support the preparation of the profit and loss account and balance sheet.

Using tools and techniques to check the general ledger accounts and balances against liquid holdings and cash reserves.

*Differences:*

Identify differences between the balance in the accounting book and in the bank statement.

Identifying variances through a bank reconciliation.

Ensuring the same entry for every debit and credit entry, and that the balance for each account is calculated and entered correctly.

**LO4 Reconcile control accounts and shift recorded transactions from the suspense accounts to the right accounts**

*Control accounts:*

What are they?

How and why are they used?

How do they support effective financial management?

*Suspense accounts:*

How do they differ from control accounts?

Why are they required?

*Reconciling these accounts:*

Why is reconciliation required?

How is this conducted?

The role of debtors and creditors accounts.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Record business transactions using double entry book-keeping, and be able to extract a trial balance		<b>D1</b> Apply trial balance figures to show which statement of financial accounts they will end up in.
<b>P1</b> Apply the double entry book-keeping system of debits and credits. Record sales and purchases transactions in a general ledger.  <b>P2</b> Produce a trial balance applying the use of the balance off rule to complete the ledger.	<b>M1</b> Analyse transactions to show the progression from a previous trial balance to the next one using double entry book-keeping.	
<b>LO2</b> Prepare final accounts for sole-traders, partnerships and limited companies in accordance with appropriate principles, conventions and standards		<b>D2</b> Compare the essential features of each financial account statement to analyse the differences between them in terms purpose, structure and content.
<b>P3</b> Prepare final accounts from given trial balance.  <b>P4</b> Produce final accounts for a range of examples that include sole-traders, partnerships and limited companies.	<b>M2</b> Make adjustments to balances of sum accounts for example, accruals, depreciation and prepayments before preparing the final accounts.	
<b>LO3</b> Perform bank reconciliations to ensure company and bank records are correct		<b>D3</b> Prepare accurate bank reconciliations that apply appropriate tools and techniques to check general accounts and balance sheets.
<b>P5</b> Apply the bank reconciliation process to prepare a number of bank reconciliations.	<b>M3</b> Apply the reconciliation process demonstrating the use of deposit in transit, outstanding checks and Not Sufficient Funds (NSF) check.	

Pass	Merit	Distinction
<b>LO4</b> Reconcile control accounts and shift recorded transactions from the suspense accounts to the right accounts		<b>D4</b> Produce accurate accounts that have been reconciled applying the appropriate methods.
<b>P6</b> Explain the process taken to reconcile control accounts and clear suspense accounts using given account examples.	<b>M4</b> Demonstrate understanding of the different types of accounts and how and why they are reconciled.	



## Recommended Resources

### Textbooks

ATRILL, P. and McLANEY, E. (2012) *Accounting and Finance for Non-Accounting Specialists*. 8th Ed. Harlow: Pearson.

DYSON, J. R. (2010) *Accounting for Non-Accounting Students*. 8th Ed. London: Prentice Hall.

GLAUTIER, M. (2010) *Accounting Theory and Practice*. Harlow: Prentice Hall.

LOUGHRAN, M. (2011) *Financial Accounting for Dummies*. New Jersey: Wiley Publishing.

MCLANEY, E. and ATRILL, P. (2012) *Accounting: An introduction*. 6th Ed Harlow: Pearson.

### Journals

*Journal of Accounting, Auditing and Finance*

*Journal of Business Finance and Accounting*

*International Journal of Managerial and Financial Accounting*

### Links

This unit links to the following related units:

*Unit 5: Management Accounting*

*Unit 13: Financial Reporting*

*Unit 14: Advanced Management Accounting*

*Unit 15: Financial Management*

*Unit: Managing and Running a Small Business*

## Unit 11: Research Project

<b>Unit code</b>	<b>R/508/0522</b>
<b>Unit type</b>	<b>Core unit</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>30</b>

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### Introduction

This unit is assessed by a Pearson-set assignment. Students will choose their own project based on a theme provided by Pearson (this will change annually). The project must be related to their specialist pathway of study (unless the student is studying the general business pathway). This will enable students to explore and examine a relevant and current topical aspect of business in the context of the business environment and their chosen specialist pathway.

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop research aims, objectives and outcomes, and to present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process during which recommendations for future, personal development are key learning points.

On successful completion of this unit students will have the confidence to engage in problem-solving and research activities which are part of the function of a manager. Students will have the fundamental knowledge and skills to enable them to investigate workplace issues and problems, determine appropriate solutions and present evidence to various stakeholders in an acceptable and understandable format.

## **Learning Outcomes**

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

- 1 Examine appropriate research methodologies and approaches as part of the research process.
- 2 Conduct and analyse research relevant to a business research project.
- 3 Communicate the outcomes of a research project to identified stakeholders.
- 4 Reflect on the application of research methodologies and concepts.

## Essential Content

### LO1 **Examine appropriate research methodologies and approaches as part of the research process**

#### *Developing a research proposition:*

The importance of developing methodical and valid propositions as the foundation for a research project.

Rationale – the purpose and significance for research question or hypothesis.

The value of the philosophical position of the researcher and the chosen methods.

Use of Saunders's research onion as a guide to establishing a methodological approach.

#### *Literature review:*

Conceptualisation of the research problem or hypothesis.

The importance of positioning a research project in context of existing knowledge.

Significance and means of providing benchmarks by which data can be judged.

#### *Qualitative, quantitative and mixed method research:*

Key theoretical frameworks for research.

Advantages and limitations of qualitative and quantitative research approaches and methods.

### LO2 **Conduct and analyse research relevant for a business research project**

#### *Research as a process:*

Research has distinct phases which support a coherent and logical argument. This includes using secondary research to inform a primary, empirical, study.

### *Selecting a sample:*

The importance of gathering data and information (qualitative or quantitative) to support research analysis.

Selecting sample types and sizes that are relevant to the research.

Considering sampling approaches and techniques including probability and nonprobability sampling.

### *Ethics, reliability and validity:*

Research should be conducted ethically. How is this achieved and reported?

Research should also be reliable (similar results would be achieved from a similar sample) and valid (the research measures what it aimed to measure).

### *Analysing data:*

Using data collection tools such as interviews and questionnaires.

Using analytical techniques such as trend analysis, coding or typologies.

## **LO3 Communicate the outcomes of a research project to identified stakeholders**

### *Stakeholders:*

Who are they?

Why would they be interested in the research outcomes?

What communication method do they expect?

### *Communicating research outcomes:*

Consideration of different methods of communicating outcomes (e.g. written word, spoken word) and the medium (e.g. report, online, presentation). The method and medium will be influenced by the research and its intended audience.

### *Convincing arguments:*

No matter what the method/medium, all research should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the research process.

The importance of developing evaluative conclusions.

#### LO4 **Reflect on the application of research methodologies and concepts**

##### *Reflection for learning and practice:*

Difference between reflecting on performance and evaluating a research project. The former considers the research process; the latter considers the quality of the research argument and use of evidence.

Reflection on the merits, limitations and potential pitfalls of the chosen methods.

##### *The cycle of reflection:*

To include reflection in action and reflection on action.

Considering how to use reflection to inform future behaviour and future considerations.

##### *Reflective writing:*

Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Examine appropriate research methodologies and approaches as part of the research process		<b>LO1 and LO2</b> <b>D1</b> Critically evaluate research methodologies and processes in application to a business research project to justify chosen research methods and analysis.
<b>P1</b> Produce a research proposal that clearly defines a research question or hypothesis supported by a literature review. <b>P2</b> Examine appropriate research methods and approaches to primary and secondary research.	<b>M1</b> Evaluate different research approaches and methodology and make justifications for the choice of methods selected based on philosophical/ theoretical frameworks.	
<b>LO2</b> Conduct and analyse research relevant for a business research project		
<b>P3</b> Conduct primary and secondary research using appropriate methods for a business research project that consider costs, access and ethical issues. <b>P4</b> Apply appropriate analytical tools, analyse research findings and data.	<b>M2</b> Discuss merits, limitations and pitfalls of approaches to data collection and analysis.	
<b>LO3</b> Communicate the outcomes of a research project to identified stakeholders		<b>D2</b> Communicate critical analysis of the outcomes and make valid, justified recommendations.
<b>P5</b> Communicate research outcomes in an appropriate manner for the intended audience.	<b>M3</b> Communicate coherently outcomes to the intended audience demonstrating how outcomes meet set research objectives.	

Pass	Merit	Distinction
<b>L04</b> Reflect on the application of research methodologies and concepts		<b>D3</b> Demonstrate critical reflection and insight that results in recommended actions for improvements and future research considerations.
<b>P6</b> Reflect on the effectiveness of research methods applied for meeting objectives of the business research project.  <b>P7</b> Consider alternative research methodologies and lessons learnt in view of the outcomes.	<b>M4</b> Demonstrate reflection and engagement in the resource process leading to recommended actions for future improvement.	



## Recommended Resources

### Textbooks

COSTLEY, C., ELLIOT, G. and GIBBS, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-researchers*. London: SAGE.

FLICK, U. (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London: SAGE.

GRAY, D. (2009) *Doing Research in the Real World*. 2nd Ed. London: SAGE.

SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2012) *Research methods for Business Students*. 6th Ed. Harlow: Pearson.

### Journals

*International Journal of Quantitative and Qualitative Research*.

*Qualitative Research Journal*.

### Links

This unit links to the following related units:

*Unit 6: Managing a Successful Business Project*

*Unit 16: Operations and Project Management*

## Unit 12:

## Organisational Behaviour

<b>Unit code</b>	<b>H/508/0525</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

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### Introduction

The aim of this unit is to develop a student's understanding of the influence culture, politics and power have on the behaviour of others in an organisational context. Students will be in a position to apply the principles of organisational behaviour to a variety of business situations.

On successful completion of this unit students will have an understanding and awareness of key influences which affect the behaviour of individuals, teams and organisations as a whole. They will be able to use this knowledge to make an immediate and positive contribution in the workplace, whether that role is as part of a team or as a team leader. This will be achieved through a strong appreciation of working in a team, having a more profound perspective of what makes people and organisations do what they do, and how to adjust one's own behaviour to reflect the circumstances and situation.

### Learning Outcomes

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

- 1 Analyse the influence of culture, politics and power on the behaviour of others in an organisational context.
- 2 Evaluate how to motivate individuals and teams to achieve a goal.
- 3 Demonstrate an understanding of how to cooperate effectively with others.
- 4 Apply concepts and philosophies of organisational behaviour to a given business situation.

## Essential Content

### LO1 **Analyse the influence of culture, politics and power on the behaviour of others in an organisational context**

#### *Influence of culture:*

Classifications of culture (power, role, task and person).

The importance of cultural-difference awareness.

Hofstede's dimensions of culture theory and application.

The rise of globalisation and digital technology and how they have influenced and shaped organisational culture in the 21st century.

Principles of Network theory and Systems theory as frameworks to understand organisations.

Organisational psychology.

#### *Influence of politics:*

Organisational politics and differentiation between personal, decisional, structural and organisational change.

#### *Influence of power:*

Power as a property viewpoint: individual, relationships and embedded in structures.

Bases and types of power, power controls and power sources.

### LO2 **Evaluate how to motivate individuals and teams to achieve a goal**

#### *Motivational theories:*

Extrinsic and intrinsic motivation.

Motivational theorists and theories: content theories (Maslow, Herzberg and Alderfer) and process theories (Vroom, Adams, Latham and Locke).

The implications of motivational theory on management and leadership within organisations.

#### *Behavioural psychology:*

Definition of emotional intelligence and the importance of soft skills for managers and teams.

Task vs relationship leadership and psychodynamic approach to behaviour.

### LO3 **Demonstrate an understanding of how to cooperate effectively with others**

*Different types of organisational teams:*

Including functional, problem-solving, project teams.

The impact of technology on organisational teams: the role of virtual team development and networking.

*Team dynamics and teamwork:*

Definitions of the terms group and team, and the differences.

Tuckman's Team Development model and the impact of development stages on individual development.

Belbin's typology for managing effective teams and considering roles and skills required for effective teams.

Soft and hard communication, co-operation and competition.

Benefits and risks of teams.

Conflict resolution.

### LO4 **Apply concepts and philosophies of organisational behaviour to a given business situation**

*Concepts and philosophy:*

*People: Perception, individual differences, motivation, empowerment*

*Organisations: Social System, mutual interest, ethics*

*Philosophies: autocratic, custodial, collegial, supportive and system*

Path-goal theory leadership styles that improve team performance and productivity.

Contemporary barriers to effective behaviour, situational resistance, social capital theory and contingency theory.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Analyse the influence of culture, politics and power on the behaviour of others in an organisational context			<b>LO1 and LO2</b>  <b>D1</b> Critically evaluate the relationship between culture, politics, power and motivation that enables teams and organisations to succeed providing justified recommendations.
<b>P1</b> Analyse how an organisation's culture, politics and power influence individual and team behaviour and performance.		<b>M1</b> Critically analyse how the culture, politics and power of an organisation can influence individual and team behaviour and performance.	
<b>LO2</b> Evaluate how to motivate individuals and teams to achieve a goal			
<b>P2</b> Evaluate how content and process theories of motivation and motivational techniques enable effective achievement of goals in an organisational context.		<b>M2</b> Critically evaluate how to influence the behaviour of others through the effective application of behavioural motivational theories, concepts and models.	
<b>LO3</b> Demonstrate an understanding of how to cooperate effectively with others			<b>LO3 and LO4</b>  <b>D2</b> Critically analyse and evaluate the relevance of team development theories, concepts and philosophies that influence behaviour in the work place to improve business performance and productivity
<b>P3</b> Explain what makes an effective team as opposed to an ineffective team.		<b>M3</b> Analyse relevant team and group development theories to support the development of cooperation within effective teams.	
<b>LO4</b> Apply concepts and philosophies of organisational behaviour to a given business situation			
<b>P4</b> Apply concepts and philosophies of organisational behaviour within an organisational context and given business situation.		<b>M4</b> Evaluate how concepts and philosophies of OB inform and influence behaviour within a given business situation.	

## Recommended Resources

### Textbooks

ARCHER, D. and CAMERON, A. (2013) *Collaborative Leadership; Building Relationships, Handling Conflict and Sharing Control*. 2nd Ed. London: Routledge.

BY, R.T. and BURNES, B. (2013) *Organizational Change, Leadership and Ethics: Leading Organisations Towards Sustainability*. London: Routledge.

HUCZYNSKI, A. and BUCHANAN, D. (2013) *Organisational Behaviour*. 8th Ed. Harlow: Pearson.

LEVI, D. (2014) *Group Dynamics for Teams*. 4th Ed. London: SAGE.

ROLLINSON, D. (2008) *Organisational Behaviour and Analysis: An Integrated Approach*. 4th Ed. London: Pearson.

### Links

This unit links to the following related units:

*Unit 1: Business and the Business Environment*

*Unit 3: Human Resource Management*

*Unit 4: Management and Operations*

*Unit 12: The Global Business Environment*

*Unit 17: Understanding and Leading Change*

*Unit 20: Employee Relations*

*Unit 21: Strategic Human Resource Management*

*Unit 35: Developing Individuals, Teams and Organisations*

## Unit 13: Financial Reporting

**Unit code** K/508/0526

**Unit level** 5

**Credit value** 15

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### Introduction

The overall aim of this unit is to develop the knowledge, understanding and skills which are required in the preparation of financial statements. Students will become aware of the appropriate financial standards which influence and inform the production of financial statements. They will also explore the conceptual frameworks for financial reporting and how they are related to the reporting of financial information.

On successful completion of this unit students will be in a position to prepare, analyse and audit financial statements in a workplace context and be able to assist senior colleagues in the interpretation of complex financial information. In addition, students will have the fundamental knowledge and skills to progress on to a higher level of study.

### Learning Outcomes

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

- 1 Analyse the context and purpose of financial reporting.
- 2 Interpret financial statements.
- 3 Evaluate financial reporting standards and theoretical models and concepts.
- 4 Evaluate international differences in financial reporting.

## Essential Content

### LO1 Analyse the context and purpose of financial reporting

#### *Context of financial reporting:*

Complying with regulatory frameworks.

The governance of financial reporting including duties and responsibilities of responsible officers.

Unincorporated or incorporated organisations.

#### *Purpose of financial reporting:*

Meeting user expectations and legislation.

Ensuring all organisations comply with the same rules and standards. Seeking funding/investment.

Predicting future financial positions and cash flow.

### LO2 Interpret financial statements

#### *Importance and purpose of analysing financial statements:*

Using financial statements to communicate financial positions with stakeholders.

#### *Ratio analysis:*

These would include, but not limited to, the use of liquidity ratios, ROI, WACC and debtor periods to determine financial positions.

#### *Cash flow, profit and loss and balance sheets:*

Considering how to use cash flow statements to monitor inflows and outflows of cash.

Using the profit and loss account to summarise the financial performance of an organisation in a given time period.

Using a balance sheet as a snapshot of an organisation's position regarding assets and liabilities.



### **LO3 Evaluate financial reporting standards and theoretical models and concepts**

#### *Financial reporting standards:*

As a common global language.

How does it facilitate understanding of financial matters across international boundaries?

Differences between International Accounting Standards (IAS) and the International Financial Reporting Standards (IFRS).

#### *Role and use of IFRS:*

Benefits to organisations, governments, investors and other key stakeholders.

Consider the nations which adopt the IFRS and how this is advantageous and/or disadvantageous.

#### *Theories, models and concepts:*

Equity theory.

Legitimacy theory.

Models of reporting and models for auditing.

### **LO4 Evaluate international differences in financial reporting**

#### *International differences:*

Different financial reporting principles in relation to international companies.

The international differences before the IFRS and how countries have responded to the IFRS.

International differences in external financial reporting and factors that influence differences.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Analyse the context and purpose of financial reporting		<b>D1</b> Critically analyse the different regulatory frameworks and governance of financial reporting for specific stakeholders.
<b>P1</b> Analyse the context of financial reporting including regulatory frameworks and governance of financial reporting.  <b>P2</b> Analyse the purpose of financial reporting for meeting organisational objectives, development and growth.	<b>M1</b> Appraise the context and purpose of financial reporting in meeting stakeholder needs and expectations.	
<b>LO2</b> Interpret financial statements		<b>D2</b> Using appropriate theories and models suggest how organisations can effectively respond to existing and potential financial problems.
<b>P3</b> Interpret profit and loss, cash flow and balance statements  <b>P4</b> Calculate and present financial ratios for organisational performance and investment.	<b>M2</b> Interpret results of financial ratios of performance and financial status, and investor ratios for users of financial statements to inform decision-making.	

Pass		Merit	Distinction
<b>L03</b> Evaluate financial reporting standards and theoretical models and concepts			<b>L03 and L04</b>  <b>D3</b> Critically evaluate the application of IFRS in application to specific countries and differences in financial reporting based on models and theories.
<b>P5</b> Explain the benefits of International Accounting Standards (IAS) and International Financial Reporting Standards (IFRS).  <b>P6</b> Evaluate the models of financial reporting and auditing.	<b>M3</b> Critically evaluate financial reporting and auditing through the coherent application of theories and models to support judgements and conclusions.		
<b>L04</b> Evaluate international differences in financial reporting			
<b>P7</b> Evaluate the differences and importance of financial reporting across different countries.	<b>M4</b> Critically evaluate the factors that influence international differences in financial reporting.		

## Recommended Resources

### Textbooks

ATRILL, P. and McLANEY, E. (2012) *Accounting and Finance for Non-Accounting Specialists*. 8th Ed. Harlow: Pearson.

ELLIOT, B. and ELLIOT, J. (2013) *Financial Accounting and Reporting*. 16th Ed. Harlow: Pearson.

GRUENING, H. V., SCOTT, D. and TERBLANCHE, S. (2011) *International Financial Reporting Standards: A Practical Guide*. 6th Ed. Washington: The World Bank.

MELVILLE, A. (2011). *International Financial Reporting: A Practical Guide*. 4th Ed. Harlow: Pearson.

WEYGANDT, J. et al (2013) *Financial Accounting, IFRS edition*. 2nd Ed. Oxford: Wiley.

### Journals

*Journal of Business Finance and Accounting*

*Review of Finance and Accounting*

### Links

This unit links to the following related units:

*Unit 10: Financial Accounting*

*Unit 14: Advanced Management Accounting*

*Unit 15: Financial Management*

# Unit 14: Advanced Management Accounting

**Unit code** Y/508/0537

**Unit level** 5

**Credit value** 15

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## Introduction

The overall aim of this unit is to develop students' understanding of management accounting. The focus of this unit is on critiquing management accounting techniques and using management accounting to evaluate company performance. Students will explore how the decisions taken through the use of management accounting techniques influence managerial behaviour across an organisation.

On successful completion of this unit students will be in a position to support an organisation to create value through effective decision-making where management accounting is used, to some degree, to control members of an organisation. In addition, students will have the fundamental knowledge and skills to progress on to a higher level of study.

## Learning Outcomes

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

- 1 Analyse the purpose for developing and presenting financial information.
- 2 Evaluate the use of management accounting techniques to support organisational performance.
- 3 Analyse actual and standard costs to control and correct variances.
- 4 Evaluate how a changing business environment impacts on management accounting.

## Essential Content

### LO1 Analyse the purpose for developing and presenting financial information

#### *Users of financial information:*

This would include investors, senior management, banks and government.

#### *Developing financial statements:*

Critiquing why financial information should be developed into statements.

The value of financial statements in support of a financial plan and decision-making.

#### *Presenting financial information:*

Critiquing the use of profit and loss statements, trial balances, cash flow statements and balance sheets as methods to present financial information.

### LO2 Evaluate the use of management accounting techniques to support organisational performance

#### *Microeconomic techniques:*

These would include cost analysis, cost-volume profit, flexible budgeting and cost variances. Also consider absorption and marginal costing.

#### *Cost allocation:*

Considering the theoretical aspects as well as how this is applied in practice.

#### *Capital and capital budgeting:*

The meaning behind these terms will be discussed, their importance and their use. Techniques include Net Present Value (NPV), Internal Rate of Return (IRR), Discounted Cash Flow (DCF) and pay back periods.

### LO3 Analyse actual and standard costs to control and correct variances

#### *Actual costs:*

What does this mean?

How is actual cost determined?

How does this differ to estimated or standard costs?

#### *Standard costs:*

What does this mean?

How is standard cost determined?

How does estimating standard costs result in variances?

*Variances:*

Variance analysis as a concept and a technique.

Negative and positive variances.

How can a negative variance be considered a positive and vice versa?

*Controlling and correcting variances:*

Integrating variance analysis into budget monitoring across an organisation.

Reporting systems for monitoring and controlling variances.

Schedule variance vs cost variance.

#### **LO4 Evaluate how a changing business environment impacts on management accounting**

*Analysing changes to a business environment:*

Internal and external analysis techniques.

Comparing the outcomes of analysis to inform decisions and to evaluate possible implications for management accounting.

*Impact of the business environment on management accounting systems:*

Using technology to enhance and support processes and procedures.

The role of improved communication within a system to expedite decision-making.

*Impact of change on management accounting systems:*

Determining the impact of different types of change.

Deciding how to respond to different types of change.

Ensuring effective communication and acceptance of change.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Analyse the purpose for developing and presenting financial information			<b>D1</b> Critically evaluate financial information supported by effective and appropriate judgements.
<b>P1</b> Analyse the purpose and presentation of financial information from the perspective of different stakeholders.	<b>M1</b> Evaluate how and why financial information should be developed and appropriately presented to support financial planning and decision-making.		
<b>LO2</b> Evaluate the use of management accounting techniques to support organisational performance			<b>LO2 and LO3</b> <b>D2</b> Critically evaluate the application of different management accounting techniques and variances to support conclusions and recommendations.
<b>P2</b> Evaluate the use of different management accounting techniques in application to supporting organisational performance.	<b>M2</b> Evaluate the value and importance of a range of management accounting techniques by assessing both advantages and disadvantages.		
<b>LO3</b> Analyse actual and standard costs to control and correct variances			
<b>P3</b> Analyse the concept of variance analysis in its importance for organisational budget control.  <b>P4</b> Analyse actual and standard costs to control and correct variances.	<b>M3</b> Evaluate the advantages and disadvantages of different types of variances.		
<b>LO4</b> Evaluate how a changing business environment impacts on management accounting			<b>D3</b> Critically evaluate the impact of changes, and support justified recommendations for future communication and acceptance of change.
<b>P5</b> Evaluate how external and internal factors changing the business environment impact upon management accounting.	<b>M4</b> Determine the impact of different types of change and the decisions made to respond to these changes.		



## Recommended Resources

### Textbooks

DRURY C. (2012) *Management and Cost Accounting*. 8th Ed. Boston: Cengage Learning.

EDMONDS, T. and OLDS, P. (2013) *Fundamental Managerial Accounting Concepts*. 7th Ed. Maidenhead: McGraw-Hill.

HORNGREN, C., SUNDEN, G., STRATTON, W., BURGSTAHLER, D. and SCHATZBERG, J. (2013) *Introduction to Management Accounting*. (Global edition) Harlow: Pearson.

SEAL, W. et al (2014) *Management Accounting*. 5th Ed. Maidenhead: McGraw-Hill.

ZIMMERMAN, J. L. (2014) *Accounting for Decision-making and Control*, 8th Ed. New York: McGraw-Hill.

### Journals

*Journal of Business Finance and Accounting*

*Review of Finance and Accounting*

### Links

This unit links to the following related units:

*Unit 5: Management Accounting*

*Unit 10: Financial Accounting*

*Unit 13: Financial Reporting*

*Unit 15: Financial Management*

## Unit 15: Financial Management

**Unit code** M/508/0527

**Unit level** 5

**Credit value** 15

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### Introduction

The overall aim of this unit is to introduce students to basic financial management principles and strategies. Students will consider the importance of maximising shareholder wealth and long term growth. The main focus of this unit is to introduce students to, and develop their knowledge of, financial management decision-making and how this is used to support sustainable organisational performance. Students will also develop an appreciation of the role of a management accountant within a financial management system.

On successful completion of this unit students will be in a position to contribute effectively to the financial management function of an organisation. They will be able to support senior management accountants in reaching decisions which will impact on the financial performance of an organisation. In addition, they will have the fundamental knowledge and skills of financial management to progress onto a higher level of study.

### Learning Outcomes

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

- 1 Apply different approaches used to support effective decision-making.
- 2 Analyse financial management principles which are used to support effective financial strategies.
- 3 Evaluate the role of management accountants and accounting control systems.
- 4 Evaluate ways in which financial decision-making supports sustainable performance.

## Essential Content

### LO1 **Apply different approaches used to support effective decision-making**

#### *Knowledge-based approach:*

A concept which primarily focuses on quantitative, objective and factual information to inform decision-making.

#### *Formal vs informal approaches:*

How the formal approach (using structure, systems, processes) differs from the informal approach (relationships, networks, unwritten rules).

#### *The role of stakeholders in decision-making:*

The contribution of internal stakeholders (the employees and manager's perspective on the situation) and the contribution of external stakeholders (e.g. suppliers or investors vested interests) to decision-making.

#### *'Make or buy' decisions:*

Reaching a strategic decision to internally make or externally buy based on significant influencing factors.

#### *Limiting factor analysis:*

Determine the impact of different constraints on production which could prevent sales/growth maximisation.

#### *Key factor analysis:*

The use of internal and external factors to determine the profitability of a product or service.

### LO2 **Analyse financial management principles which are used to support effective financial strategies**

#### *Setting objectives to achieve financial goals:*

Setting short, medium and long term goals and how these help to determine which aspect of financial data is used to create objectives.

*Ethical financial management:*

Why an organisation should conduct its financial activities in an ethical way. This requirement extends to making ethical decisions.

*Maximising shareholder wealth:*

Shareholders expect a return on an investment, a key strategic goal of any financial plan.

*Delivering sustainable long term growth:*

Use financial data to inform decisions which will lead to, and support, sustainable long term growth.

**LO3 Evaluate the role of management accountants and accounting control systems**

*Key functions of a management accountant:*

The application of financial management techniques to generate, interpret and present financial data to support effective decision-making.

*Financial management systems:*

The collection of activities ensuring effective financial management and the management of financial risk.

The use of new and advanced technologies to build integrated and inclusive financial systems.

The operational benefits and risks of new technology.

*Cost control and effective financial planning:*

Using past performance data, known information and predictions to control costs and support operational, tactical and strategic planning.

*Internal and external controls:*

Understanding what the controls are and why it is important to have both internal and external controls in place.

*Using financial management to detect and prevent fraud:*

Understanding what constitutes fraud, the implications of engaging in fraudulent activity and the techniques employed to detect and prevent fraud.

**LO4 Evaluate ways in which financial decision-making supports sustainable performance**

*Using information from financial ratios to inform decisions:*

Building on a fundamental understanding of how financial ratios are used and the data they provide, the use of this information to inform decisions is strategically and operationally important to all organisations.

*Using investment appraisal to inform decisions:*

Determine how the outcomes of investment appraisal techniques, such as NPV, IRR, ROCE and Payback periods, are used to inform the most appropriate action to maximise ROI.

*Appreciate the value of cash flow statements, trial balances and break even to financial decision-making:*

Each of these techniques are evaluated to determine their value as informants of decision-making.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Apply different approaches used to support effective decision-making			<b>D1</b> Critique the use of different formal and informal approaches to support decision-making in given organisational examples.
<b>P1</b> Apply different formal and informal approaches used to support effective decision-making in given organisational examples.	<b>M1</b> Analyse formal and informal approaches applied to support decision-making, addressing both advantages and disadvantages.		
<b>LO2</b> Analyse financial management principles which are used to support effective financial strategies			<b>D2</b> Critically evaluate the importance of key financial management principles in supporting and delivering effective financial strategies for long term financial sustainability.
<b>P2</b> Analyse the key financial management principles required by organisations to achieve effective financial strategies for long term financial sustainability.	<b>M2</b> Critically analyse the key financial management principles and their importance in delivering effective financial strategies for long term financial sustainability.		
<b>LO3</b> Evaluate the role of management accountants and accounting control systems			<b>LO3 and LO4</b> <b>D3</b> Make justified recommendations on how the role of management accountants and accounting control systems can be improved to support financial decision-making in order to achieve long term financial sustainability.
<b>P3</b> Evaluate the role of management accountants and their value as part of an integrated system.	<b>M3</b> Critically evaluate the role of management accountants and accounting control systems to support a culture of ethical financial management.		
<b>P4</b> Evaluate the use of accounting control systems and their value as part of an integrated business system.			
<b>LO4</b> Evaluate ways in which financial decision-making supports sustainable performance			
<b>P5</b> Evaluate the ways in which financial decision-making is important for supporting long term financial sustainability.	<b>M4</b> Critically evaluate how different ways of financial decision-making support long term financial sustainability.		

## Recommended Resources

### Textbooks

AERTS, W. and WALTON, P. (2013) *Global Financial Accounting and Reporting: Principles and Analysis*. 3rd Ed. Cengage Learning EMEA.

ATRILL, P., (2014) *Financial Management for Decision Makers*. 7th Ed. Harlow: Pearson.

CORNWALL, J. R., VANG, D. O. and HARTMAN, J.M. (2012) *Entrepreneurial Financial Management: an applied approach*. 3rd Ed. London: M.E. Sharpe.

WEETMAN, P., (2013) *Financial and Management Accounting: An Introduction*. 6th Ed. Harlow: Pearson.

### Journals

*European Financial Management Journal*

*International Journal of Financial Management and Accounting*

*Journal of Multinational Financial Management*

### Links

This unit links to the following related units:

*Unit 5: Management Accounting*

*Unit 13: Financial Reporting*

*Unit 30: Taxation*

# Unit 16: Operations and Project Management

**Unit code** T/508/0528

**Unit level** 5

**Credit value** 15

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## Introduction

The aim of this unit is to develop students' understanding of contemporary operations theory as a function of a modern organisation. Students explore key benchmarks and processes which will enable effective critique of an operation function. Students will also consider the fundamentals of project management utilising the prescribed, but well established, project life cycle.

On successful completion of this unit students will have developed sufficient knowledge and understanding of operations and project management to make an effective and immediate contribution to the way in which an organisation conducts its business. Students will also be in a strong position to contribute to, as well as lead, small-scale projects.

Underpinning all aspects of the content for this unit will be the consideration of the strategic role of operations management and planning and control of resources, and project management theories and the project life cycle.

## Learning Outcomes

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

- 1 Review and critique the effectiveness of operations management principles.
- 2 Apply the concept of continuous improvement in an operational context.
- 3 Apply the project life cycle (PLC) to a given context.
- 4 Review and critique the application of the PLC used in a given project.



## Essential Content

### LO1 Review and critique the effectiveness of operations management principles

*Operations vs operations management:*

Operations as a concept and as a function vs management as strategic oversight

*Operations as a concept:*

Different approaches to operations management, Taylor's theory of Scientific Management, flexible specialisation, lean production, mass customisation and agile manufacturing.

The operation process in a service sector and manufacturing sector organisation.

The relationship between operations and other business functions.

*Operations management:*

Overseeing the design, implementation and effectiveness of an operations function.

Utilising control systems and contingencies to ensure efficiency.

The use of Six Sigma and Lean principles to improve efficiency and effectiveness.

### LO2 Apply the concept of continuous improvement in an operational context

*Improving the effectiveness and efficiency of the operations function:*

Policies and processes including cost reduction and quality improvement.

Continuous improvement as a philosophy and approach using the application of Lean principles within a cycle of continuous improvement.

Operations as a cross-organisation activity and not simply an independent function.

The significant impact that technology has had upon operational functions and information flows.

Consideration of software systems Enterprise Resource Planning systems (ERP), Supply Chain Management (SCM), New-Product development (NPD) and Customer Relationship Management (CRM).

*Improving quality:*

Reducing defects through Total Quality Management, the concept of Kaizen and process re-engineering.

### **LO3 Apply the Project Life Cycle (PLC) to a given context**

#### *The Project Life Cycle (PLC):*

The phases and activities of the PLC: initiation, planning, execution and closure.

Developing the business case for a project and undertaking feasibility study.

#### *The theories and practice of project management:*

To include agile methodologies, project management tools and project leadership within the PLC.

#### *Project documentation:*

To include the project initiation document, project plan, cost benefit analysis and work breakdown structure.

#### *Directing projects:*

Differentiating between large and small-scale projects and those used in the public, private or not-for-profit sectors.

### **LO4 Review and critique the application of the PLC used in a given project**

#### *Holistic and focused critiques:*

The broader influence/impacts of a project alongside a detailed analysis of the application of the PLC.

#### *Performance measurement:*

To include milestones, targets, deliverables, benchmarks (internal and external) and key performance indicators.

#### *The review and critique process:*

Using project monitoring to inform an evaluation.

The importance of reliability and validity in evaluation.

Programme theory and logic models to support a review.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Review and critique the effectiveness of operations management principles			<b>LO1 and LO2</b>  <b>D1</b> Apply appropriate theories, concepts and/or models to justify strategies of a continuous improvement plan for achieving improved efficiency.
<b>P1</b> Conduct a review and critique of the implementation of operations management principles within an organisational context.		<b>M1</b> Review and critique the implementation of operations management in relation to Six Sigma methodology and Lean principles	
<b>LO2</b> Apply the concept of continuous improvement in an operational context			
<b>P2</b> Prepare a continuous improvement plan based on the review and critique of operations management principles within an organisational context.		<b>M2</b> Analyse the effectiveness of a continuous improvement plan using appropriate theories, concepts and/or models.	
<b>LO3</b> Apply the Project Life Cycle (PLC) to a given context			<b>LO3 and LO4</b>  <b>D2</b> Critically evaluate the PLC through a practical and theoretical exploration of its effectiveness to draw valid conclusions and recommendations for improvement.
<b>P3</b> Apply each stage of the PLC to a given project, producing necessary supporting documentation for completing the project.		<b>M3</b> Analyse the rationale for the project methodologies, tools and leadership within the PLC for the given project.	
<b>LO4</b> Review and critique the application of the PLC used in a given project			
<b>P4</b> Review and critique the effectiveness of the PLC in application to the chosen project using appropriate theories, concepts and models.		<b>M4</b> Critically analyse how the use of appropriate theories, concepts and models in the PLC will differentiate between large and small-scale projects.	

## Recommended Resources

### Textbook

ANDERSON, M., A., ANDERSON, E. and PARKER, G. (2013) *Operations Management for Dummies*. New Jersey: John Wiley and Sons.

PENDLETON, D. and FURNHAM, A. (2012) *Leadership: All You Need to Know*. London: Palgrave Macmillan.

REIS, G. (2007) *Project Management Demystified*. 3rd Ed. London: Taylor and Francis.

SLACK, N., BRANDON-JONES, A. and Johnston, R (2013) *Operations Management*. 7th Ed. Harlow: Pearson.

### Journals

*International Journal of Project Management*

*Journal of Change Management*

*Journal of Operations Management*

### Links

This unit links to the following related units:

*Unit 4: Management and Operations*

*Unit 6: Managing a Successful Business Project*

*Unit 25: Principles of Operations Management*

*Unit 26: Supply Chain Management*

## Unit 17

# Understanding and Leading Change

**Unit code** A/508/0529

**Unit level** 5

**Credit value** 15

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### Introduction

The aim of this unit is to prepare students to anticipate, plan and deliver organisational change. In addition students will be able to predetermine appropriate and timely interventions required to maximise the benefits and minimise the risk of organisational change.

On successful completion of this unit students will have developed sufficient knowledge and understanding of leadership in the context of organisational change to make an effective and immediate contribution to the way in which an organisation determines and responds to change drivers. Students will also be in a strong position to contribute to change initiatives as well as to consider the strategies required to change resisters.

### Learning Outcomes

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

- 1 Compare ways in which change impacts on an organisation's strategy and operations.
- 2 Evaluate the influences that drivers of change have on organisational behaviour.
- 3 Determine how barriers to change influence leadership decision-making.
- 4 Apply a range of leadership approaches to a change initiative.

## Essential Content

### LO1 **Compare ways in which change impacts on an organisation's strategy and operations**

#### *Change as a constant requirement:*

What is change in a business context?

How does position and perception influence a view of change as negative or positive?

Types of organisational change:

To include structural and strategic, and people and processes.

#### *Drivers of change:*

Consideration of internal and external drivers which could be based on a PEST and/or SWOT analysis.

#### *Dealing with change:*

To include planned and emergent change, strategies for change and the Bohner and Arnold Change Impact Analysis.

### LO2 **Evaluate the influences that drivers of change have on organisation behaviour**

#### *Change and the impact on organisational behaviour:*

Considering the psychological impact of change on people.

How change impacts on team dynamics and how people are led and managed.

#### *Recognising drivers of change:*

Using analytical tools such as PEST and SWOT.

Selecting the most significant drivers in a given context.

#### *Responding to drivers of change:*

Using systems theory and continuous improvement models to predict and proactively plan for change.

Using the Burke-Litwen model to make the change process efficient and effective.

### **LO3 Determine how barriers to change influence leadership decision-making**

#### *Initiated or imposed change:*

Deciding to be pre-emptive and proactive or responsive and reactive will be based on the situation and the nature/scope of the change.

Adaptive and constructive change.

#### *Barriers and resistance to change:*

Using a force field analysis to understand likely opposition and support for change in a contemporary context.

Schein's organisational culture model, self-efficacy perceptions and situational resistance when determining barriers.

#### *Leadership and decision-making:*

Doing the right thing is important when dealing with change as change mostly affects people. Decisions should be considered with this in mind.

### **LO4 Apply a range of leadership approaches to a change initiative**

#### *Situational leadership:*

The context of a task/activity/challenge determines the appropriate leadership style/approach.

#### *Initiating change:*

Where change is initiated then leaders have more control, more time and, therefore, more opportunity to select the best approach to apply.

When change is imposed then these opportunities are reduced or even negated.

#### *Change theories, concepts and models:*

The key theories, concepts and models, including Kotter's 8-step Change model, Lewin's change management model, change through strategic communication, change and movement through leadership, the principles of change leadership.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Compare ways in which change impacts on an organisation's strategy and operations			<b>LO1 and LO2</b>  <b>D1</b> Draw conclusions and recommendations with valid justifications for planning effectively for change and applying change impact analysis.
<b>P1</b> Compare different organisational examples where there has been an impact of change on an organisation's strategy and operations.	<b>M1</b> Assess the different drivers for change in each of the given examples and the types of organisational change they have affected.		
<b>LO2</b> Evaluate the influences that drivers of change have on organisational behaviour			
<b>P2</b> Evaluate the ways in which internal and external drivers of change affect leadership, team and individual behaviours within an organisation.  <b>P3</b> Evaluate measures that can be taken to minimise negative impacts of change on organisational behaviour.	<b>M2</b> Critically evaluate the long term implications of internal and external drivers of change within an organisation.		
<b>LO3</b> Determine how barriers to change influence leadership decision-making			<b>D2</b> Make valid decisions and outcomes based on force field analysis in the context of meeting organisational objectives.
<b>P4</b> Explain different barriers to change and determine how they influence leadership decision-making in a given organisational context.	<b>M3</b> Use force field analysis to analyse both driving and resisting forces to show how they influence decision-making in a given organisational context.		



Pass	Merit	Distinction
<b>LO4</b> Apply a range of leadership approaches to a change initiative.		<b>D3</b> Critically evaluate the effectiveness of leadership approaches and models of change management.
<b>P5</b> Apply different leadership approaches to dealing with change in a range of organisational contexts.	<b>M4</b> Evaluate the extent to which leadership approaches can deliver organisational change effectively applying appropriate models and frameworks.	

## Recommended Resources

### Textbooks

LEWIS, L. K. (2011) *Organizational Change: Creating Change Through Strategic Communication*. Chichester: Wiley-Blackwell.

MEE-YAN, C-J. and HOLBECHE, L. (2015) *Organizational Development: a Practitioner's Guide for OD and HR*. London: Kogan Page.

NORTHOUSE, P. G. (2010) *Leadership Theory and Practice*. 5th Ed. London: SAGE.

PENDLETON, D. and FURNHAM, A. (2012) *Leadership: All You Need to Know*. London: Palgrave Macmillan.

STANFORD, N. (2013) *Organization Design: Engaging with Change*. 2nd Ed. London: Routledge.

### Journals

*Journal of Change Management*

*Journal of Organisational Change Management*

*Leadership*

### Links

This unit links to the following related units:

*Unit 4: Management and Operations*

*Unit 12: Organisational Behaviour*

*Unit 20: Employee Relations*

*Unit 21: Strategic Human Resource Management*

*Unit 35: Developing Individuals, Teams and Organisations*

*Unit 36: Human Resources – Value and Contribution to Organisational Success*

## Unit 18: Global Business Environment

**Unit code** M/508/0530

**Unit level** 5

**Credit value** 15

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### Introduction

The aim of this unit is to explore the wider position some organisations have in the global environment. Students will appreciate the complexities of operating in a global environment, and this will enable them to offer greater breadth and depth to an organisation's current or aspirational global presence.

On successful completion of this unit students will have developed an understanding of the wider global environment in which organisations operate. This will enable students to add value to an organisation as they will be able to apply their knowledge in such a way that they could advise senior managers (in either large or small organisations) on global matters which they may not have ordinarily considered.

### Learning Outcomes

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

- 1 Analyse the key factors which drive globalisation.
- 2 Determine the strategic complexities associated with operating in a global environment.
- 3 Evaluate how operating in a global market influences an organisation's structure, culture and functions.
- 4 Evaluate the influence of globalisation on organisational decision-making and strategy.

## Essential Content

### LO1 Analyse the key factors which drive globalisation

*Driving factors of globalisation:*

Analyse the concept and theory of globalisation in terms of cultural, economic, political and social dimensions.

What are the factors that drive globalisation? International economic integration, foreign direct investment, international business and trade.

Factors in relation to cost, market, environment and competition.

The significant impact of the digital revolution: creating better products and services at lower cost, the impact of social media and other applications (e.g. cloud computing) connecting the global community and digitized design, manufacturing, and distribution systems making products and services available to a global market.

### LO2 Determine the strategic complexities associated with operating in a global environment

*Global strategic complexities:*

The impacts of international trade law.

The economics of globalisation and the environmental impacts of globalisation in the context of the challenges they pose for risk and diversification strategies.

The complexities of the international supply chain management.

### LO3 Evaluate how operating in a global market influences an organisation's structure, culture and functions

*Influences on structure, culture and functions:*

How does the global market influence organisations in the context of McKinsey 7S model of organisational structure?

The governance of a multi-national organisation and leadership within an international context.

Using Hofstede's Dimensions of Culture demonstrate how national cultural differences have an influence upon organisations.

The influence of ethical and sustainable globalisation.

**LO4 Evaluate the influence of globalisation on organisational decision-making and strategy**

*Influences on decision-making and strategy:*

The principles of leadership change and the process of internationalisation.

International expansion strategies and strategic decision-making in relation to risk and diversification.

The impact of barriers to international trade upon decision-making and strategy.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Analyse the key factors which drive globalisation		<b>LO1 and LO2</b>  <b>D1</b> Critically evaluate the global business environment, including the opportunities and challenges faced by organisations.
<b>P1</b> Analyse key factors of cost, market, environment and competition that drive global commerce and trade.	<b>M1</b> Critically analyse the impact that key factors have upon the global business environment in terms of opportunities and challenges.	
<b>LO2</b> Determine the strategic complexities associated with operating in a global environment		
<b>P2</b> Explain the complexity of strategic challenges faced by organisations when operating in a global environment supported by specific examples.	<b>M2</b> Evaluate strategic challenges in context of risk and diversification strategies and the supply chain flow.	

Pass		Merit	Distinction
<b>L03</b> Evaluate how operating in a global market influences an organisation's structure, culture and functions			<b>L03 and L04</b>  <b>D2</b> Critique strategies that can be adopted by organisations operating in a global business environment, making valid and justified recommendations of how they should adapt their organisational structure and decision-making processes.
<b>P3</b> Evaluate the influences of globalisation on organisational governance and leadership, structure, culture and functions.  <b>P4</b> Evaluate the influences of ethical and sustainable globalisation on organisational functions.	<b>M3</b> Critically evaluate influences of globalisation in application to appropriate theories and models relating to organisational structure and culture.		
<b>L04</b> Evaluate the influence of globalisation on organisational decision making and strategy			
<b>P5</b> Evaluate the different ways decision making can work effectively in a global context.  <b>P6</b> Determine and articulate the various routes to internationalisation an organisation may adopt, including key barriers.	<b>M4</b> Critically evaluate the key barriers in doing business internationally and make recommendations on how they can be overcome.		

## Recommended Resources

### Textbooks

BARTLETT, C. and BEAMISH, P. (2011). *Transnational Management: Texts, Cases, and Readings in Cross-Border Management*. 6th Ed. Maidenhead: McGraw-Hill.

DANIELS, J. D., RADEBAUGH, L.H. and SULLIVAN D.P. (2013) *International Business Environments and Operations*. 14th Ed. Harlow: Pearson.

DERESKY, H. (2014). *International Management: Managing Across Borders and Cultures*. 8th Ed. Harlow: Pearson.

GUAY, T. R. (2014) *The Business Environment of Europe: Firms, Governments, and Institutions*. Cambridge: Cambridge University Press.

PENG, M. (2014) *Global Business*. 3rd Ed. Cengage Learning.

### Links

This unit links to the following related units:

*Unit 1: Business and the Business Environment*

*Unit 12: Organisational Behaviour*

*Unit 40: International Marketing*

*Unit 43 Tapping into New and International Markets*



## Unit 19:

## Resource and Talent Planning

**Unit code** T/508/0531

**Unit level** 5

**Credit value** 15

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### Introduction

This unit offers students the opportunity to develop knowledge and understanding to ensure that an organisation has the skills it requires, at the time it requires them, to meet its strategic intent. Sustainable organisation performance and growth requires a constant reassessment of skills, requirements which will then inform the training and development of existing employees. However, there will always be the need to recruit new staff to support organisational growth, or to replace those who leave. This unit focuses on the latter, and students will engage in learning that provides fundamental knowledge relating to recruitment, selection, succession planning and talent management.

On successful completion of this unit students will have the knowledge and skills to make a positive contribution to the human resource function of an organisation. Students will appreciate the way different organisations are managed, thereby putting themselves in a position to contribute to effective resource and talent planning in the context of diverse and distributed locations.

### Learning Outcomes

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

- 1 Analyse labour market trends and appropriate legal requirements which influence workforce planning.
- 2 Determine current and anticipated skills requirements in varying contexts.
- 3 Apply the appropriate documents and processes which contribute to effective recruitment and selection.
- 4 Evaluate how to manage the human resource life-cycle within the context of a HR strategy.

## Essential Content

### LO1 **Analyse labour market trends and appropriate legal requirements which influence workforce planning**

*Workforce planning and talent management:*

What is HR strategy?

What is talent and talent management?

What is workforce planning?

Discuss the links of a systematic approach to talent resourcing and strategic HRM.

*Labour market trends and legal restrictions:*

Labour market trends that influence HR processes, including demographics, the changing economic, political composition of a population and social trends.

Trend analysis and analysis of labour demand and supply forecasting

Analyse specific HR legislation constraints and requirements.

Contemporary HR issues; the role of human and social capital, the rise in ethical awareness, increased competitive intensity and globalisation, skills development to align with advancements in new technologies and an emerging technological workforce culture.

### LO2 **Determine current and anticipated skills requirements in varying contexts**

*Job analysis:*

What is job analysis?

Methods of job analysis and the collection of data and information. Applying skills requirement analysis and supply and demand forecasts.

The importance of job analysis for creating appropriate job descriptions and job specifications.

*Job design:*

What is job design?

Considering job responsibility, job variety and job enrichment.

The application of succession planning to identify and develop skills and abilities of employees.

Methods of performance management vs talent management to monitor, develop and manage employee contribution to meeting overall business objectives.

**LO3 Apply the appropriate documents and processes which contribute to effective recruitment and selection**

*Recruitment and selection policies and processes:*

Recruitment and selection processes and methods assessing their validity and reliability.

Recruitment methods, including both the use of external and internal sources.

Selection methods for short listing and assessing applicants.

The legal and financial aspects and implications of different recruitment and selection methods.

How to effectively administer recruitment and selection policies.

**LO4 Evaluate how to manage the human resource life-cycle within the context of a HR strategy**

*The HR life-cycle:*

The concept of the HR/employee life-cycle and HR solutions for ensuring effective management of key stages of the HR life-cycle: recruitment and selection, onboarding and orientation, performance management, succession planning, and exit and transition.

Key HR legislation considerations in relation to the HR life-cycle.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Analyse labour market trends and appropriate legal requirements which influence workforce planning			<b>LO1 and LO2</b>  <b>D1</b> Critically analyse the impact of labour market trends and skills requirements on workforce planning and make appropriate recommendations for effective response to supply and demand forecasts, succession planning and performance management.
<b>P1</b> Analyse current labour market trends that influence talent management and workforce planning.  <b>P2</b> Explain the different types of legal requirements an organisation must take into account when workforce planning.	<b>M1</b> Analyse the impact of labour market trends and legal requirements on the workforce planning of a specific organisation.		
<b>LO2</b> Determine current and anticipated skills requirements in varying contexts			
<b>P3</b> Based on current labour market trends and legal requirements determine current and anticipated skills requirements for a range of organisational examples.	<b>M2</b> Analyse current and anticipated skills requirements in response to identified labour market trends and legal requirements for a range of organisational examples.		
<b>LO3</b> Apply the appropriate documents and processes which contribute to effective recruitment and selection			<b>D2</b> Make valid judgements and recommendations on how appropriate documents and processes can be improved for effective talent resourcing.
<b>P4</b> Produce appropriate examples of job description and person specification documents for effective recruitment and selection.  <b>P5</b> Apply different recruitment and selection methods for effective talent resourcing and planning.	<b>M3</b> Evaluate different processes and methods of recruitment and selection for effective talent resourcing.		

Pass	Merit	Distinction
<b>L04</b> Evaluate how to manage the human resource life-cycle within the context of HR strategy		<b>D3</b> Critically evaluate how stages of the HR life-cycle can be applied separately and integrated to support strategic talent management.
<b>P6</b> Evaluate the stages of the HR life-cycle applied to specific HR contexts.  <b>P7</b> Evaluate how stages of the HR life-cycle are integrated within organisational HR strategy.	<b>M4</b> Evaluate the importance of the HR life-cycle in relation to strategic talent management.	

## Recommended Resources:

### Textbooks

BRATTON, J. and GOLD, K. (2012) *Human Resource Management Theory and Practice*. 5th Ed. London: Palgrave MacMillan.

TAYLOR, S. (2010) *Resourcing and Talent Management*. 5th Ed. London: CIPD.

TORRINGTON, D., HALL, L. and TAYLOR, S. (2014) *Human Resource Management*. 9th Ed. Harlow: Prentice Hall.

PILBEAM, S. (2010). *People Resourcing and Talent Planning: HRM in Practice*. 4th Ed. London: Prentice Hall.

VARIOUS, *Human Resource Management*. Hoboken, USA: John Wiley & Sons, Inc., Hoboken, [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1748-8583](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1748-8583)

Chartered Institute for Personnel and Development website: [www.cipd.co.uk](http://www.cipd.co.uk)

### Links

This unit links to the following related units:

*Unit 1: Business and the Business Environment*

*Unit 7: Business Law*

*Unit 3: Human Resource Management*

*Unit 20: Employee Relations*

*Unit 21: Strategic Human Resource Management*

*Unit 35: Developing Individuals, Teams and Organisations*

## Unit 20: Employee Relations

**Unit code** A/508/0532

**Unit level** 5

**Credit value** 15

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### Introduction

The aim of this unit is to develop students' understanding of the extent to which employee relationships impact on stakeholders who are internal and external to an organisation. Students will also be in a position to judge the possible outcome of employee relationship situations which will support an effective conflict avoidance intervention. Students will develop the skills required to understand the models, practice and process of employee relations in a broad context.

On successful completion of this unit students will have the confidence to contribute to the effective management of the employment relationship in a number of situations and context. Students will be in a strong position to advise employers on matters such as equality and diversity, contemporary developments in employee relations and conflict avoidance.

### Learning Outcomes

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

- 1 Apply the principles of employee relations in an organisational context.
- 2 Determine appropriate advice relating to rights, duties and obligations of the employment relationship.
- 3 Analyse the role of different stakeholders who support positive employment relationships.
- 4 Evaluate the broader impact of negative and positive employee relationships.

## Essential Content

### LO1 **Apply the principles of employee relations in an organisational context**

#### *Employee relations:*

As a principle and as a concept. The value of positive employee relations as opposed to the potential negative impact of negative employee relations.

#### *Power and politics in organisations:*

Where does the power really lie?

How can this be determined?

Types of power, including expert power and referent power.

The damaging effects of 'office politics'.

#### *Legislation and law:*

The fundamentals of employment law and their relationship to employee relations.

Contracts, terms and conditions of employment.

The impact of legislation on human capital development and the free movement of trade.

#### *Key contemporary trends in employee relations:*

Contextualised and contemporary, national and/or regional trends.



## **LO2 Determine appropriate advice relating to rights, duties and obligations of the employment relationship**

*The rights of employees and the rights of employers:*

Consider how both could be beneficial to the employment relationship.

Consider how they are legally binding and the implications if the law/legislation is broken.

*The psychological contract:*

Consider the unwritten expectations which could be based on culture, values and/or ethics.

How important is the psychological contract to employees and employers?

*Developing positive employee relations:*

Making the work-life balance a key principle for an organisation.

Consider opportunities to improve work-life balance through flexible working or annualised hours.

*Protecting the rights of employees:*

Ensuring duties and obligations are met.

Consider the role of unions and collective bargaining.

## **LO3 Analyse the role of different stakeholders who support positive employment relationships**

*Determining positive employee relationships:*

The perception of this will vary between stakeholders. Employees are key and should be the main concern of an employer.

*Effective relationship management:*

Understanding stakeholder expectations through a stakeholder analysis.

Positive employee engagement and involvement.

Seeing employees as partners.

#### LO4 **Evaluate the broader impact of negative and positive employee relationships**

##### *Managing conflict:*

How to identify conflict in the workplace.

Why does conflict exist?

Is all conflict bad?

Impact of negative relationships on employee motivation:

Examples would include, increased absenteeism, reduced productivity and/or increase in error rate.

##### *Impact of positive relationships on employee motivation:*

Examples would include, greater cooperation, increase in commitment and/or effective communications.

##### *Employee welfare:*

As a concept and as a concern. The unitary and pluralist perspectives of employee relations and their impact on employee welfare.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Apply the principles of employee relations in an organisational context		<b>LO1 and LO2</b> <b>D1</b> Explore various mechanisms for managing the employment relationship and make justified solutions for a range of specific organisational examples.
<b>P1</b> Discuss the value and importance of employee relations in application to specific organisational examples. <b>P2</b> Explain the fundamentals of employment law that apply to specific organisational examples.	<b>M1</b> Using specific examples, analyse the value and importance of employee relations in terms of improving business outcomes.	
<b>LO2</b> Determine appropriate advice relating to rights, duties and obligations of the employment relationship		
<b>P3</b> Explain the different types of rights, duties and obligations an employer and employee has within the workplace. <b>P4</b> Determine appropriate advice relating to rights, duties and obligations of the employment relationship for a range of given organisational examples.	<b>M2</b> Evaluate the psychological contract and support for employee work life balance in relation to rights, duties and obligations of the employment relationship	

Pass		Merit	Distinction
<b>L03</b> Analyse the role of different stakeholders who support positive employment relationships			<b>L03 and L04</b>  <b>D2</b> Make justified conclusions and recommendations based on critical insight into the role of different stakeholders and the broader impact of employee relationships.
<b>P5</b> Analyse how stakeholder engagement and contribution can support positive employment relationships within an organisation	<b>M3</b> Examine in detail different stakeholder perspectives and interests in the broader business environment to support positive employment relationships.		
<b>L04</b> Evaluate the broader impact of negative and positive employee relationships			
<b>P6</b> Evaluate the impact of both positive and negative employee relations within the workplace.	<b>M4</b> Critically evaluate how both positive and negative employee relationships can affect employee engagement, motivation and performance.		

## Recommended Resources

### Textbook

AYLOTT, E. (2014) *Employee Relations*. London: Kogan Page.

BRIDGER, E. (2014) *Employee Engagement*. London: Kogan Page.

WILLIAMS, S. (2014) *Introducing Employment Relations: A Critical Approach*. 3rd Ed. Oxford: Oxford University Press.

### Journals

*Employee Relations: An International Journal*

*Employee Relations*

*Work, Employment and Society*

### Links

This unit links to the following related units:

*Unit 3: Human Resource Management*

*Unit 7: Business Law*

*Unit 12: Organisational Behaviour*

*Unit 17: Understanding and Leading Change*

*Unit 29: Managing and Running a Small Business*

# Unit 21: Strategic Human Resource Management

**Unit code** F/508/0533

**Unit level** 5

**Credit value** 15

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## Introduction

The aim of this unit is to explore the contribution strategic Human Resource Management (HRM) makes towards the development and support of sustainable organisational strategies. Students will develop an understanding and appreciation of seminal and contemporary models, theories and concepts which enable HR managers to make positive contributions to sustainable organisational change and growth from an HR perspective.

On successful completion of this unit students will have the confidence to contribute to strategic decision-making in an HR context. This will be based on strong theoretical and applied foundations which will add value to an organisation's HR function and role.

## Learning Outcomes

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

- 1 Analyse key external and contextual developments which influence HR strategy.
- 2 Apply contemporary theoretical and practical knowledge of HR development.
- 3 Evaluate how appropriate change management models support HR strategy.
- 4 Evaluate the contribution of HR management and development to sustainable business performance and growth.

## Essential Content

### LO1 **Analyse key external and contextual developments which influence HR strategy**

*Strategic HRM and external influences:*

What is strategic HRM and what are the benefits?

What are the main external influences on HR strategy?

What are the generic HR strategies that these external factors influence?

*External and contextual developments:*

Contemporary trends and developments in HR such as the impact of globalisation, workforce diversity, changing skills requirements, continuous improvement and processes for improving productivity.

Changes in HR policy and practice related to current trends and developments.

The use of cloud technology for aligning people and processes.

The impact of technology on the recruitment and selection process, monitoring employees and supporting performance management.

HR issues in the private, public and third sectors

### LO2 **Apply contemporary theoretical and practical knowledge of HR development**

*The theory of HR:*

The history of HR development from personnel to HRM and the growth of strategic HRM.

Links between organisational strategy and HR strategy: the universalist and contingency approaches to HRM.

*The impact of theory on HR practices:*

The relevance of theory to developing organisational HR practice.

Contemporary HR theories and practices such as flexible work arrangements, performance management, e-recruitment and the 540 performance appraisal.

The concept of applied HR strategy.

### **LO3 Evaluate how appropriate change management models support HR strategy**

*Change management strategies, models and concepts:*

The concept of organisational behaviour and the impact of change on organisational behaviour.

The use of different approaches towards change management, including: Kotter's 8-Step Change model, Lewin's Three Step Change model.

The relevance of the psychological contract in relation to managing change.

The use of Nudge theory to support organisational change and behaviour.

*HR Strategy:*

How does change management support and influence HR strategy?

HR workforce planning, recruitment processes, managing employee motivation and performance management.

### **LO4 Evaluate the contribution of HR management and development to sustainable business performance and growth**

*Sustainable performance and business growth:*

What is sustainable growth?

How does HRM support sustainable business performance and growth?

The 'best fit' perspective and resource-based view emphasis on achieving competitive advantage.

Evaluating the contribution of HR management through benchmarking and Key Performance Indicators (KPIs), 10-C checklist of HRM, the model of capability for skills evaluation and the use of performance management systems.



## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>L01</b> Analyse key external and contextual developments which influence HR strategy		<b>D1</b> Critically evaluate the influences of key external and contextual developments applying relevant theories, models and concepts.
<b>P1</b> Determine key current trends and developments that influence an organisation's HR strategy.  <b>P2</b> Analyse how both external and internal factors influence HR strategy and practice.	<b>M1</b> Critically analyse the influences of the external and contextual developments and discuss how this impacts on the HR strategy of an organisation.	
<b>L02</b> Apply contemporary theoretical and practical knowledge of HR development		<b>D2</b> Evaluate how human resource theory relates to practice in a specific organisational example, comparing and contrasting this with other possible organisational contexts.
<b>P3</b> Apply relevant theories and concepts relating to the growth and development of strategic HRM to specific organisational examples.	<b>M2</b> Examine how human resources theory relates to practice in a specific organisational example, identifying areas where this will differ in other organisational situations.	
<b>L03</b> Evaluate how appropriate change management models support HR strategy		<b>D3</b> Critique how change management strategies, models and concepts could be implemented together with reference to consequential benefits and potential drawbacks for an organisation.
<b>P4</b> Evaluate how appropriate change management models support HR strategy in application to relevant organisational examples.	<b>M3</b> Provide valid justifications for the application of chosen change management strategies, models and concepts to demonstrate how they effectively support HR strategy.	

Pass	Merit	Distinction
<b>L04</b> Evaluate the contribution of HR management and HR development to sustainable business performance and growth		<b>D4</b> Critically reflect on how HR monitoring and evaluating techniques contribute to sustainable performance and growth addressing potential consequences of their implementation.
<b>P5</b> Discuss how HR outcomes can be monitored and measured and apply this to a specific organisational situation.  <b>P6</b> Evaluate how effective HR management and development can support sustainable performance and growth to meet organisational objectives.	<b>M4</b> Make suggestions for HR development techniques applicable in a given organisational situation and provide an account of how they could be applied and how they contribute to sustainable performance and growth.	

## Recommended Resources

### Textbook

ARMSTRONG, A. (2011) *Armstrong's Handbook of Strategic Human Resource Management*. 5th Ed. London: Kogan Page.

CAMPBELL, D., EDGAR, D. and STONEHOUSE, G. (2011) *Business Strategy: An Introduction*. 3rd Ed. Basingstoke: Palgrave Macmillan.

KEW, J. and STREDWICK, J. (2013) *Human Resource Management in a Business Context*. 2nd Ed. London: CIPD.

LEWIS, L. K. (2011) *Organizational Change: Creating Change Through Strategic Communication*. Chichester: Wiley-Blackwell.

VARIOUS, *Human Resource Management*. Hoboken, USA: John Wiley & Sons, Inc., Hoboken, [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1748-8583](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1748-8583)

### Web

[www.cipd.co.uk](http://www.cipd.co.uk) Chartered Institute for Personnel and Development  
(General)

### Links

This unit links to the following related units:

*Unit 3: Human Resource Management*

*Unit 12: Organisational Behaviour*

*Unit 17: Understanding and Leading Change*

*Unit 19: Resource and Talent Planning*

*Unit 35: Developing Individuals, Teams and Organisations*

*Unit 36: Human Resources – Value and Contribution to Organisational Success*

# Unit 22: Product and Service Development

**Unit code** J/508/0534

**Unit level** 5

**Credit value** 15

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## Introduction

This unit explores the journey from ideas generation through to the launch of a new product or service. It examines the processes behind new product development (NPD) and it also considers the potential risks involved. Through the combination of theory and practice students will develop knowledge and understanding and be able to apply that knowledge within either an organisational or entrepreneurial context.

Almost every day we encounter new products and services through a variety of marketing promotions. But how do they get from a single idea to, in some cases, becoming a household item and brand? How did, for instance, the mobile phone, e-books, 24/7 banking services and fast food become part of our lives? Moreover, why do some products enjoy a long and profitable life span, whilst others disappear almost overnight? What are the secrets to success?

## Learning Outcomes

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

- 1 Explain and demonstrate processes involved in new product or service development.
- 2 Assess the life-cycle stage of the products or services in a company's portfolio and evaluate whether innovation, adaptation or renovation are needed for the individual products or services.
- 3 Design and pitch a new/renovated product or service.
- 4 Demonstrate an ability to critically reflect on the skills of team working, creative development and presentation.

## Essential Content

### LO1 **Explain and demonstrate processes involved in new product or service development**

#### *The product/service concept:*

Definition and meaning of both product and service concept, including tangible and intangible attributes.

The level of customer integration in product/service development and marketing.

The product-service system to support sustainable performance.

#### *New product/service development:*

Ideas generation, ideas screening/selection, creative methods, concept testing (marketing research) and business analysis.

Risks associated with new product/service development: competitor activity, customer behaviour, macro factorial and internal technical changes, levels of investment and change of strategic aims.

Minimising the risk of new product failure: compatibility, trialability, observability and complexity.

Minimising the risks in service management: intangibility, perishability, inseparability and variability.

The use of digital technology in researching, designing, testing and development of new products and services.

Software systems for New Product Development (NPD).

### LO2 **Assess the life-cycle stage of the products or services in a company's portfolio and evaluate whether innovation, adaptation or renovation are needed for the individual products or services**

#### *Products and services:*

Five product levels: Core benefits, basic product, expected product, augmented product and potential product.

Market classifications of products and services within both B2C and B2B contexts.

*Product life-cycle and services:*

Different forms and operation of a product life-cycle.

Product life-cycle management: repositioning and revitalising the product.

*Product line and service management choices:*

Standardisation vs adaptation.

Macro factors and their influence/impact upon the development of new/adapted products and services.

Trends and the role of innovation.

### **LO3 Design and pitch a new/renovated product or service**

*New product development or service innovation:*

Market testing.

Product launch (linking to marketing communications) and distribution.

Guidance on designing and pitching new/adapted products/services.

New or improved service launch, marketing communications and generating consumer interest.

### **LO4 Demonstrate an ability to critically reflect on the skills of team working, creative development and presentation**

*Cognitive skill development:*

Theories of and approaches to reflective learning and development.

Team working skill development.

Creative product/service development and entrepreneurship.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Explain and demonstrate processes involved in new product or service development		<b>LO1, LO2 and LO3</b> <b>D1</b> Provide a well-articulated, coherent and logically presented pitch that has a fully justified approach to decision-making throughout the development process, market launch and distribution.
<b>P1</b> Explain the processes involved in the development of products and services and the levels of customer integration. <b>P2</b> Apply these processes in application to the development of a specific organisational product or service.	<b>M1</b> Consistently demonstrate a justified application of subject knowledge and understanding to the processes of product or service development.	
<b>LO2</b> Assess the life-cycle stage of the products or services in a company's portfolio and evaluate whether innovation, adaptation or renovation are needed for the individual products or services.		
<b>P3</b> Assess the life-cycle stage of the products or services in a company's portfolio. <b>P4</b> Evaluate which appropriate product line management choices are required for individual products or services.	<b>M2</b> Provide a coherent and justified evaluation that is supported by material synthesised from a range of validated sources.	
<b>LO3</b> Design and pitch a new/renovated product or service		
<b>P5</b> Design and pitch a product or service taking in to account market testing, product/service launch and distribution.	<b>M3</b> Design a creative, dynamic and detailed pitch that provides evidence of a well planned, developed and evaluated product or service.	

Pass	Merit	Distinction
<b>LO4</b> Demonstrate an ability to critically reflect on the skills of team working, creative development and presentation		<b>D2</b> Provide an insightful and independent reflection on teamwork and creative development, giving valid and justified recommendations.
<b>P6</b> Complete a reflective statement that critically reflects on team working, creative development and presentation.	<b>M4</b> Address concerns and issues with recommendations for improvements.	



## Recommended Resources

### Textbook

BRASSINGTON F. and PETTITT, S. (2012) *Essentials of Marketing*. 3rd Ed. Harlow: Pearson. Harlow.

COOPER, R.G. (2011) *Winning at New Products: Creating Value through Innovation*. 4th Ed. New York: Basic Books.

COOPER, R.G. (2001) *Winning at New Products: Accelerating the Process from Ideas to Launch*. 2nd Ed. Basic Books: New York.

COOPER, R.G. and EDGETT, S.J. (2009) *Generating Breakthrough New Product Ideas: Feeding the Innovation Funnel*. Ontario: Product Development Institute.

### Links

This unit links to the following related units:

*Unit 8: Innovation and Commercialisation*

*Unit 23: Integrated Marketing Communications*

*Unit 27: Identifying Entrepreneurial Opportunities*

*Unit 35: Developing Individuals, Teams and Organisations*

*Unit 38: Customer Value Management*

*Unit 42: Planning for Growth*

*Unit 44: Pitching and Negotiation Skills*

# Unit 23: Integrated Marketing Communications

**Unit code** L/508/0535

**Unit level** 5

**Credit value** 15

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## Introduction

This unit is designed to develop students' knowledge and understanding of marketing communications and the techniques used. While they will learn the underpinning theories and frameworks, they will also be able to relate these to real-world examples, including promotions that they are likely to encounter in their daily lives.

An organisation may create and develop a revolutionary new product or service. However, they need to use the most appropriate methods of promoting it to their target audience – this is the role of marketing communications. We encounter hundreds of promotions every waking day of our lives and the challenge for marketers is to be able to cut through the multitude of communications to deliver and reinforce the association with the brand.

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

## Learning Outcomes

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

- 1 Evaluate different marketing channels and how they serve communication objectives.
- 2 Devise communication objectives and justify appropriate channel selection and integration.
- 3 Design and produce content appropriate to the channel and communication objectives.
- 4 Demonstrate the ability to critically evaluate a case study involving communication strategy, channel choice and creative content.

## Essential Content

### LO1 **Evaluate different marketing channels and how they serve communication objectives**

#### *Different channels of marketing communications:*

Definitions of marketing communications.

The importance of marketing communications both within and across organisations as well as to the various stakeholders with a prime focus on customers.

Defining objectives and how they relate to the business.

#### *How they serve communication objectives:*

The importance of integration – value to the business and maximising resources.

The role of marketing communications in promoting and developing brands: awareness, associations, perceptions and building customer loyalty.

Ethical issues in marketing communications: advertising to children, pressure selling techniques, 'greenwashing' and privacy.

### LO2 **Devise communication objectives and justify appropriate channel selection and integration**

#### *Communication objectives:*

Setting the communication objectives in relation to marketing and business objectives.

Linking communication and business objectives to the product life-cycle.

The role of budgeting in IMC.

Defining and exploring the communications planning process.

#### *Channel selection and integration:*

Creating a schedule and communications plan.

Identifying the most appropriate channel selection and rationale.

Marketing communications mix: advertising, sales promotion, public relations, sponsorship, direct marketing, exhibitions and trade fairs, personal selling, social media, product placement, merchandising, ambient media.

Digital platforms, including webpages, podcasts, Twitter feeds, multimedia news releases, blogs.

**LO3 Design and produce content appropriate to the channel and communication objectives**

*Appropriate design and content:*

Colours and symbols as brand building tools.

The importance of visual art design, typography and page layout.

Website design and development with e-commerce capabilities.

Creativity in marketing communications activities and different strategic approaches: product/consumer orientated, think/feel/do approaches.

Regulations and marketing communications.

**LO4 Demonstrate the ability to critically evaluate a case study involving communication strategy, channel choice and creative content**

*Monitoring and evaluation:*

Monitoring and evaluating marketing communications plans and operations.

Ways of measuring and evaluating a marketing communications plan.

Linking measuring and evaluation to the overall marketing and business objectives and strategy.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Evaluate different marketing channels and how they serve communication objectives		<b>D1</b> Make valid judgements about how marketing channels add value using specific organisational examples to demonstrate how they serve communication objectives.
<b>P1</b> Evaluate different types of marketing channels and how they serve communication objectives within an organisational context.	<b>M1</b> Critically evaluate how marketing channels of communication are integrated within an organisational context to add value and maximise resources.	
<b>LO2</b> Devise communication objectives and justify appropriate channel selection and integration		<b>L02 and L03</b> <b>D2</b> Create a valid and detailed marketing communications plan that appropriately integrates multiple communication channels, has SMART objectives and tactics to meet the overall marketing and business objectives.
<b>P2</b> Design communication objectives for a given organisational situation. <b>P3</b> Provide justifications for the selection and integration of communications channels chosen.	<b>L02 &amp; 3</b> <b>M2</b> Evaluate the application of the communication objectives in relation to the marketing communications mix and the organisational business objectives.	
<b>LO3</b> Design and produce content appropriate to the channel and communication objectives		
<b>P4</b> Create a marketing communications plan that effectively meets communication objectives for a given organisational situation.	<b>M2</b> as stated above for <b>L02</b> .	

Pass	Merit	Distinction
<b>L04</b> Demonstrate the ability to critically evaluate a case study involving communication strategy, channel choice and creative content		<b>D3</b> Provide appropriate and justified recommendations for improving the marketing communications plan to maximise revenue and successfully meet both communication and business objectives.
<b>P5</b> Critically evaluate a marketing communications plan in relation to the communication strategy, channel choice, creative content.	<b>M3</b> Critique and review the success of the monitoring and impact of the marketing communications plan.	

## Recommended Resources

### Textbooks

BAKER, M, J. (2014) *Marketing Strategy and Management*. 5th Ed. London: Palgrave Macmillan.

BRASSINGTON, F. and PETTITT, S. (2012) *Essentials of Marketing*. 3rd Ed. Harlow: Pearson.

CLOW, K. and BAACK, D. (2013) *Integrated Advertising, Promotions and Marketing Communications*. (Global edition) 6th Ed. Harlow: Pearson.

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

HACKLEY, C. (2010) *Advertising and Promotion: An Integrated Marketing Communications Approach*. 2nd Ed. London: Sage Publications.

### Links

This unit links to the following related units:

*Unit 2: Marketing Essentials*

*Unit 22: Product and Service Development*

*Unit 24: Digital Marketing*

*Unit 28: Launch A New Venture*

*Unit 38: Customer Value Management*

*Unit 41: Brand Management*

## Unit 24:

## Digital Marketing

**Unit code** D/508/0538

**Unit level** 5

**Credit value** 15

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### Introduction

The aim of this unit is to introduce students to the major developments taking place in digital marketing. It will enable students to develop an understanding of how organisations use various digital tools and techniques to engage their customers and maintain a competitive advantage. This unit is designed to provide students with the knowledge and tools to work at part of a digital marketing team or go on to study more in this specific area.

Digital marketing is now a major component of all successful marketing organisations. However, with the landscape continually evolving, it is important for marketers to stay ahead of their competitors and deliver cutting-edge digital marketing approaches and strategies.

### Learning Outcomes

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

- 1 Demonstrate an understanding of the opportunities, challenges and impact of the digital environment.
- 2 Examine key digital tools, platforms and channels, comparing and contrasting bricks and mortar and other physical channels.
- 3 Determine how to organise digital marketing activities and build multi-channel capabilities in an organisation.
- 4 Evaluate methods of monitoring and measuring digital marketing effectively.



## Essential Content

### LO1 **Demonstrate an understanding of the opportunities, challenges and impact of the digital environment**

#### *The digital environment:*

Define what we mean by digital marketing providing an overview of the digital landscape.

The differences between online and offline marketing concepts.

Describe the key benefits of digital marketing.

#### *Opportunities of digital marketing:*

The importance of customer insight and understanding in developing effective digital marketing activities.

Rise of online consumer power.

#### *Challenges and impacts of digital marketing:*

The shift from brands and suppliers to customers and their experience of the brand.

The impact of negative publicity and meeting customer expectations in the digital age.

How to track and monitor the multitude of different devices used by customers.

The competitive environment and rising above the 'noise'.

The growth of 'micro-moments' and their impact on business.

### LO2 **Examine key digital tools, platforms and channels, comparing and contrasting bricks and mortar and other physical channels**

#### *Digital tools, platforms and channels:*

The use of digital platforms and the internet for revenue generation.

The role of digital marketing communications in relation to the 7Ps.

Different types of digital tools and digital hardware to support and enhance marketing.

Consumer life-cycle stages of digital adoption.

The growth of online transactions and e-commerce.

The role of different automated and non-automated sales and support activities

**LO3 Determine how to organise digital marketing activities and build multi-channel capabilities in an organisation**

*Digital marketing activities:*

The opportunities and challenges of a digital hardware landscape and the development of multi-channel platforms and online interchanges.

Digital marketing campaigns planning.

The use of omni-channel marketing to ensure the consistency of the consumer experience in every aspect.

**LO4 Evaluate methods of monitoring and measuring digital marketing effectively**

*Monitoring and measuring techniques:*

Measurement of digital campaigns using KPIs, measurable metrics and use of analytics platforms.

Procedures used for measuring digital campaigns.

Performance measures using online metrics.

Populations measures.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Demonstrate an understanding of the opportunities, challenges and impact of the digital environment			<b>LO1 and LO2</b>  <b>D1</b> Demonstrate critical analysis and evaluation of the digital marketing landscape and the impact of the growth of e-commerce.
<b>P1</b> Present an overview of the digital marketing landscape and compare online and offline marketing concepts.  <b>P2</b> Determine and analyse the key consumer trends and insights that are fuelling the growth of digital marketing.	<b>M1</b> Evaluate the opportunities and challenges facing the digital marketing landscape.		
<b>LO2</b> Examine key digital tools, platforms and channels, comparing and contrasting bricks and mortar and other physical channels			
<b>P3</b> Assess the key digital tools and hardware that are available to marketers in contrast to 'bricks and mortar' and other physical channels.  <b>P4</b> Examine the development of e-commerce and digital marketing platforms and channels in comparison to physical channels.	<b>M2</b> Critically analyse the use of appropriate digital tools, both hardware and software, to use in a specific organisation context to meet their marketing requirements.		

Pass		Merit	Distinction
<b>L03</b> Determine how to organise digital marketing activities and build multi-channel capabilities in an organisation			<b>L03 and L04</b>  <b>D2</b> Develop a coherent and logical digital marketing strategy and determine its implications. Generate an actionable measurement framework that can be applied in an organisational context.
<b>P5</b> Develop a digital marketing plan and strategy to build multi-channel capabilities.  <b>P6</b> Explain how omni-channel marketing has evolved.	<b>M3</b> Apply the tools and techniques to plan an end-to-end omni-channel marketing campaign.		
<b>L04</b> Evaluate methods of monitoring and measuring digital marketing effectively			
<b>P7</b> Determine and evaluate the measurement techniques and performance metrics in digital marketing.  <b>P8</b> Present a set of actions to improve performance in digital marketing.	<b>M4</b> Critically evaluate application of key digital measurement techniques and performance metrics used in digital marketing.		

## Recommended Resources

### Textbooks

CHAFFEY, D. and ELLIS-CHADWICK, F. (2012) *Digital Marketing: Strategy, Implementation and Practice*. 5th Ed. Harlow: Pearson.

CHAFFEY, D. and SMITH, P. (2012) *eMarketing eXcellence: Planning and Optimising your Digital Marketing*. 4th Ed. Abingdon: Routledge.

HEMANN, C. and BURBARY, K. (2013) *Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World*. Que Publishing.

TAPP, A, WHITTEN, I. and MATTHEW, H. (2014) *Principles of Direct, Database and Digital Marketing*. 5th Ed. Harlow: Pearson.

### Links

This unit links to the following related units:

*Unit 2: Marketing Essentials*

*Unit 22: Product and Service Development*

*Unit 23: Integrated Marketing Communications*

*Unit 41: Brand Management*

## Unit 25:

# Principles of Operations Management

**Unit code** H/508/0539

**Unit level** 5

**Credit value** 30

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### Introduction

The aim of this unit is to introduce students to the role of the operations in an organisation and how it contributes to sustained competitive advantage. Students will understand the purpose and importance of operations and resource planning on an organisation's efficiency and effectiveness and its impact on organisational strategy.

By the end of this unit students will be able to analyse and evaluate an operations environment and implement a strategic plan that allocates resources in terms of materials, labour and equipment.

### Learning Outcomes

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

- 1 Demonstrate understanding of the impact of the business environment on operations.
- 2 Demonstrate understanding of the purpose of operations in support of organisational strategy.
- 3 Determine the appropriate allocation of resources for operations management.
- 4 Conduct a strategic risk analysis (SRA) on the operations functions of an organisation.

## Essential Content

### LO1 **Demonstrate understanding of the impact of the business environment on operations**

#### *Introduction to operations management:*

What is operations management?

What are the benefits of operations management?

The role and activities of operations management (strategic, tactical and operational).

#### *The business environment:*

External influences on contemporary operations management.

Using PESTLE to analyse the external environment, how do broader factors such as culture, ethics and global relations impact on the business environment?

How does corporate social responsibility influence operations management and how can an operations manager respond?

Using SWOT to analyse the internal environment, consider the operational constraints placed on a business by strategy, budgets for physical resourcing, financial position and availability of human resources.

#### *The impact of technology:*

The impact of new technologies on operational management systems and processes, the benefits of technology for improving efficiency, management flows and sustainability.

The application of digital technology to the design, manufacturing, and distribution systems to produce products and services worldwide.

Consideration of software systems: Enterprise Resource Planning systems (ERP), Supply Chain Management (SCM), New-Product Development (NPD) and Customer Relationship Management (CRM).

#### *Impact on operations of environmental factors:*

How are internal and external environmental factors related?

How do these impact on operations depending on the context or situation?

*Value creation:*

What does this mean to different organisations in the public, private and not-for-profit sectors?

How do operations give added value considering the differences between services and goods?

## **LO2 Demonstrate understanding of the purpose of operations in support of organisational strategy**

*Operations as a function:*

The key functions of operations and how these relate to other functions in a business.

Operations as a transformation process, operations performance and the context of operations strategy.

*Transformation process:*

The transformation model: input transformation, output process.

*Operations performance:*

Why is operational performance important?

Considering different performance variables, including quality, speed, dependability, cost and flexibility.

Developing performance measures and benchmarking.

*Strategy:*

The difference types of planning (operational, tactical and strategic) and how the operations function supports these.

The process of operational strategy.

The 'top down' and 'bottom up' perspectives and approaches.



#### *Control systems:*

The nature of planning and control.

What are control systems?

How do they link to the operations function?

Managing key operational variables: defining capacity and capability, reconciling demand and capacity, service quality.

Different types of control systems to include capacity planning and control, inventory planning and control and supply chain planning and control.

#### *Supply chain:*

How does the operations function interact with the supply chain?

How do the supply chain and operations impact on each other?

Types of relationships in the supply chain.

#### *Quality systems:*

What is quality and why is it important?

Selecting the most appropriate system such as TQM, Six Sigma or Lean.

#### *Value chain:*

Why should value be added at each stage of the operations function?

How operations enable businesses to effectively compete and deliver goods and services

Understanding and applying a value chain analysis.

### **LO3 Determine the appropriate allocation of resources for operations management**

#### *Resource management strategies:*

Ensuring resources are in the right place, at the right time and in the right quantity.

Using different approaches such as the resource based view and resource planning and allocation.

*Supplier management:*

Selecting the most appropriate supplier to meet operational goals.

Considering make or buy decisions.

Reducing costs through the use of techniques such as Just in Time (JIT).

*McKinsey's 7S model:*

A holistic approach to effective co-ordination of activities to support operations.

Applying the model in context.

*Cost-benefit analysis:*

As a concept and using the technique in practice.

*VRIO framework:*

Capturing the value of an organisation.

Using the framework to develop a competitive advantage.

**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.

Using risk management standards and benchmarks.

*Managing uncertainties and potential threats:*

Extending the use of PEST and SWOT to develop contingency plans and strategies to mitigate negative consequences.

Using 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.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Demonstrate understanding of the impact of the business environment on operations		<b>LO1 and LO2</b> <b>D1</b> Critically evaluate the application of appropriate operations management tools to inform justified recommendations in response to organisational environmental analysis.
<b>P1</b> Explain how external and internal factors of the business environment impact upon operations. <b>P2</b> Consider how operations are influenced by corporate responsibility and how operations managers respond. <b>P3</b> Conduct a valid external and internal environmental analysis of the business environment for an organisation.	<b>M1</b> Produce a critical analysis of external and internal factors that affect the performance of an organisation.	
<b>LO2</b> Demonstrate understanding of the purpose of operations in support of organisational strategy.		
<b>P4</b> Explain how operation functions support organisational strategy and decision-making. <b>P5</b> Explain different types of control and planning methods in application to different organisational examples. <b>P6</b> Evaluate quality systems and how operations management can add value throughout the supply chain.	<b>M2</b> Critically evaluate the efficiency of different operations management methods used to support organisational strategy.	

Pass		Merit	Distinction
<b>L03</b> Determine the appropriate allocation of resources for operations management.			<b>D2</b> Examine the advantages and disadvantages of different resource management strategies in terms of improving work flow and outputs.
<b>P7</b> Prepare a resource allocation plan to meet specific operational requirements for an organisation.	<b>M3</b> Assess and apply the most appropriate strategies in support of the resource allocation plan.		
<b>L04</b> Conduct a strategic risk analysis (SRA) on the operations functions of an organisation.			<b>D3</b> Provide valid justifications for recommended strategies at an operational, tactical and strategic level.
<b>P8</b> Devise and carry out an SRA of an organisation using risk identification and mapping.	<b>M4</b> Develop contingency plans and strategies to minimise the risks highlighted in the SRA.		

## Recommended Resources

### Textbooks

BROWN, S., BESSANT, J. and LAMMING, R. (2013) *Strategic Operations Management*. 3rd Ed. London: Routledge.

JONES, P. and ROBINSON, P. (2012) *Operations Management*. Oxford: Oxford University Press.

JOHNSON, G., WHITTINGTON R., SCHOLLES., S., ANGWIN, D. and REGNER, P. (2014) *Exploring Strategy Text and Cases*. Harlow: Pearson.

SLACK, N., BRANDON-JONES, A. and JOHNSTON, R (2013) *Operations Management*. 7th Ed. Harlow: Pearson.

### Journals

*International Journal of Operations and Production Management*

*Journal of Operations Management*

### Links

This unit links to the following related units:

*Unit 1: Business and the Business Environment*

*Unit 4: Management and Operations*

*Unit 26: Supply Chain Management*

*Unit 31: Statistics for Management*

*Unit 33: Business Information Technology Systems*

*Unit 34: Business Systems*

## Unit 26: Supply Chain Management

**Unit code** D/508/0569

**Unit level** 5

**Credit value** 15

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### Introduction

The aim of this unit is to enhance a student's understanding of the nature, role and contribution of supply chain management to a business. The growth of global business has led to organisations becoming increasingly reliant on logistics and supply chain management in order to keep up with the demands of a global economy.

Students will explore the purpose of supply chain management and its benefits to an organisation, their customers and their suppliers.

The unit will consider the design, development, implementation, control and future development stages of supply chain. There is an emphasis on practical employability skills throughout this unit.

### Learning Outcomes

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

- 1 Apply key supply chain concepts, principles, and processes in an organisational context.
- 2 Evaluate the importance of effective supply chain management (SCM).
- 3 Evaluate the interrelationships between supply chain and other areas of an organisation.
- 4 Recommend improvements to a supply chain strategy for an organisation.

## Essential Content

### LO1 **Apply key supply chain concepts, principles, and processes in an organisational context**

#### *The supply chain:*

What is a supply chain?

How do they differ between the service and manufacturing sectors?

What is supply chain management?

The key principles of supply chain management.

Using lean supply chain principles to enhance competitive advantage.

#### *Resources:*

Efficient and effective resource planning and management.

Obtaining working capital and capital investment.

#### *Production:*

The relationship between demand planning and production scheduling.

Incorporating project management techniques into the production process.

#### *Manufacturing:*

Selecting the most appropriate strategy (e.g. make or buy).

Flow management as a concept and technique.

Selecting the most appropriate location for establishing a manufacturing operation, including consideration of transport links and costs.

#### *Impacts and application of technology:*

The use of real time automated delivery notification systems for tracking and monitoring the delivery of products.

The application of barcode scanning, digital cameras and smartphones, etc. in warehouse operations.

Computerised shipping, tracking and invoicing for effective logistics and distribution.

Software and cloud computing for real time updates on production scheduling and inventory.

### LO2 **Evaluate the importance of effective supply chain management (SCM)**

*Supply chain management:*

Relationships with suppliers and logistic providers.

Managing service sector supply chains vs managing manufacturing sector supply chains.

Managing customers and meeting their needs efficiently and effectively to build a competitive infrastructure.

The benefits of effective SCM.

*Procurement:*

Developing procurement strategies, policies and procedures.

Consideration of demand management, forecasting and planning.

*Supplier landscape analysis:*

Cost/price – how much does it cost?

Quality – what is the quality of the product?

Time – how long will it take to deliver?

Place – where is the supplier?

Scale – can they meet anticipated future demand?

*Vendor relations:*

Giving consideration to negotiations, contracts and purchase orders.



### **LO3 Evaluate the interrelationships between supply chain and other areas of an organisation**

#### *Supply chain integration:*

Holistic and integrated approach to a supply chain and supply chain management.

Relationship between the supply chain and other business functions.

Factors influencing decisions to integrate a supply chain, including the size of the business, its structure, geographic location(s), target market and competitor profile.

#### *Supply chain logistics:*

Aspects of logistics, including transportation and warehousing and inventory management.

Customising logistics networks to meet service requirements.

Customer demand planning and the product life-cycle.

#### *Supply chain management:*

A holistic approach to managing and optimising the effectiveness of a supply chain.

The use of the SCOR model to address, improve and communicate SCM.

### **LO4 Recommend improvements to a supply chain strategy for an organisation**

#### *Analysing a supply chain:*

Taking a critical and objective approach to identify negative and positive trends.

Identifying and analysing issues and problems within a supply chain.

#### *Developing justified recommendations for change:*

Critical, creative and retrospective thinking supported by evidence to inform plausible and appropriate recommendations.

#### *Effective record keeping:*

Lessons learnt logs, feedback reports and fault registers.

Encouraging internal identification and record of issues/problems with suggestions for a resolution.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Apply key supply chain concepts, principles and processes in an organisational context			<b>LO1, LO2 and LO3</b>  <b>D1</b> Critically evaluate supply chain concepts, principles and processes, and their interrelationships with other areas of an organisation.
<b>P1</b> Demonstrate how key supply chain concepts, principles and processes are applied throughout the stages of resourcing, product design and development, logistics and distribution.		<b>M1</b> Evaluate how integration of supply chain concepts, principles and processes improve organisational efficiency.	
<b>LO2</b> Evaluate the importance of effective supply chain management (SCM)			
<b>P2</b> Evaluate the importance of effective SCM from the perspective of customers, suppliers, distributors and retailers.		<b>M2</b> Critically evaluate the importance of physical, information and financial flow management within the supply chain.	
<b>LO3</b> Evaluate the interrelationships between supply chain and other areas of an organisation			
<b>P3</b> Evaluate the cross functional and integrated approach of SCM with other areas of an organisation.		<b>M3</b> Examine the implications of interrelationships between the supply chain and other functional areas using theories, concepts and/or models.	
<b>LO4</b> Recommend improvements to a supply chain strategy for an organisation			<b>D2</b> Justify and recommend improvements of a supply chain strategy based on critical evaluation.
<b>P4</b> Evaluate a supply chain strategy within an organisation and present proposals for improvement.		<b>M4</b> Critically evaluate a supply chain strategy within an organisation and present proposals for its improvement.	

## Recommended Resources

### Textbooks

CHRISTOPHER, M. (2010) *Logistics and Supply Chain Management*. 4th Ed. London: Pearson.

FARRINGTON, B. and LYSSONS, K. (2012) *Purchasing and Supply Chain Management*. 8th Ed. Harlow: Pearson.

PRATER, E. and WHITEHEAD, K. (2013) *An Introduction to Supply Chain Management: a global supply chain support perspective*. New York: Business Expert Press.

SLACK, N., BRANDON-JONES, A. and JOHNSTON, R (2013) *Operations Management*. 7th Ed. Harlow: Pearson.

### Journals

*Journal of Supply Chain Management*

*Supply Chain Management*

*Journal of Operations and Supply Chain Management*

### Links

This unit links to the following related units:

*Unit 4: Management and Operations*

*Unit 18: Global Business Environment*

*Unit 25: Principles of Operations Management*

# Unit 27: Identifying Entrepreneurial Opportunities

**Unit code** Y/508/0540

**Unit level** 5

**Credit value** 15

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## Introduction

The role of the entrepreneur is to weigh up opportunities, threats and personal capacity to translate an opportunity into a business idea. This unit provides students with an understanding of where new venture ideas come from and gives them the opportunity to investigate and evaluate a new venture idea.

Students will explore concepts of innovation and creativity and develop creative abilities. They will learn about and use methods and frameworks to help develop and assess venture ideas, including defining product/service benefits, identifying target customers and understanding the industry and competitors from the perspective of a new entrant. They will learn about market research and apply primary and secondary research techniques to investigate a personal entrepreneurial idea and make an assessment of whether it is likely to be a commercially viable business or social enterprise proposition.

## Learning Outcomes

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

- 1 Evaluate possible sources for a new and innovative business idea.
- 2 Explain the choice of a specific entrepreneurial idea for investigation and the market gap that it addresses.
- 3 Use primary and secondary data to identify market potential.
- 4 Evaluate the entrepreneurial idea in the context of the market and competitors and make an assessment of potential viability.

## Essential Content

### LO1 Evaluate possible sources for a new and innovative business idea

#### *Sources of business ideas*

External/macro-environmental sources of change that create opportunities (Drucker's 7 sources of innovation, STEEP factors).

The role of the 'entrepreneur' in weighing up opportunities, threats and personal capacity to translate the opportunity into a business idea.

Personal situational factors and knowledge.

#### *Types of innovation:*

The scope of innovation, particularly in relation to small firms.

The different types of innovation: product and process innovation; incremental vs big bang; Schumpeter's sources of innovation.

The difference between invention and innovation and the role of creativity.

Exploring the difference between a product or service idea and a business idea.

Innovation and location and the role of 'clusters' in fostering innovation amongst small firms.

#### *Exploring creativity:*

Understand and practice using creativity techniques to generate ideas.

### LO2 Explain the choice of a specific entrepreneurial idea for investigation and the market gap that it addresses

#### *Identifying customers:*

Understand the need to identify specific customer types for targeting new ideas.

Behavioural, demographic and geographic segmentation.

Tangible and intangible features and benefits of a product or service.

#### *Understanding the industry environment:*

How the industry environment affects the likely success of a new entrant.

Explore Porter's Five Forces model to analyse the attractiveness of an industry from the perspective of a new entrant.

Approaches to competitor analysis relevant to entrepreneurs and small firms.

Industry life-cycle.

### **LO3 Use primary and secondary data to identify market potential**

#### *Market research:*

Primary and secondary research techniques for the investigating of new business ideas.

Identify, plan and undertake market research required.

The use of new technologies for audience research and analysis: use of big data to assess market trends, internet forums and social media to test market responses and evaluation.

#### *Gap analysis:*

Gap analysis to explain the gap in the market and the target customer group.

### **LO4 Evaluate the entrepreneurial idea in the context of the market and competitors and make an assessment of potential viability**

#### *Methods of Evaluation:*

Evaluation of ideas using SWOT based on evidence from macro-environment, market and competitor analysis.

Objective assessment of the idea to judge whether it is likely to be viable as a business or social enterprise proposition.

## Learning Outcomes and Assessment

Pass		Merit	Distinction
<b>L01</b> Evaluate possible sources for a new and innovative business idea			<b>D1</b> Critically evaluate the benefits and drawbacks of different approaches and sources that can lead to the identification of entrepreneurial ideas
<b>P1</b> Determine and evaluate different sources of entrepreneurial ideas and innovation providing specific examples.	<b>M1</b> Provide a detailed evaluation of Drucker's 7 sources of systematic innovation providing specific examples.		
<b>L02</b> Explain the choice of a specific entrepreneurial idea for investigation and the market gap that it addresses			<b>D2</b> Critically evaluate a specific entrepreneurial idea based on appropriate interpretation and investigation of the competitive market place.
<b>P2</b> Explain the rationale and the market gap for a specific entrepreneurial idea using relevant tools and techniques to support your choice.	<b>M2</b> Provide justification of how a specific entrepreneurial idea fills a market gap using different techniques for gap and competitive analysis.		
<b>L03</b> Use primary and secondary data to identify market potential			<b>D3</b> Analyse appropriate specific sources and methods of data to provide justified business objectives and identify market potential.
<b>P3</b> Present data needed to support gap analysis in the evaluation of a specific entrepreneurial idea.  <b>P4</b> Interpret data appropriately to provide evidence of market potential.	<b>M3</b> Justify specific sources and methods of data collection chosen and how data relates to identifying market potential.		

Pass	Merit	Distinction
<b>L04</b> Evaluate the entrepreneurial idea in the context of the market and competitors and make an assessment of potential viability		<b>D4</b> Formulate valid conclusions and justified recommendations on how a specific entrepreneurial idea can be developed, managed and sustained within the competitive market place.
<b>P5</b> Apply a SWOT framework to collate evidence to support an objective assessment of a specific entrepreneurial idea.  <b>P6</b> Evaluate the competitive market place in which the idea will be launched to assess potential viability.	<b>M4</b> Critically evaluate a specific entrepreneurial idea in the context of the marketplace and competition.	



## Recommended Resources

### Textbooks

BURNS, P. (2011) *Entrepreneurship and Small Business*. 3rd Ed. Basingstoke: Palgrave MacMillan.

BURNS, P. (2014) *New Venture Creation: A Framework for Entrepreneurial Start-ups*. Basingstoke: Palgrave MacMillan.

RIES, E. (2011) *The Lean Start-up*, London: Penguin Books.

MOLE, K. and RAM, M. (2012) *Perspectives in Entrepreneurship: a critical approach*. Basingstoke: Palgrave MacMillan.

WALL, S., CODAY, C. and MITCHELL, C. (2014) *Quantitative Methods for Business and Management: An Entrepreneurial Perspective*. Harlow: Pearson.

*Journal of Small Business Management*. Oxford: Wiley-Blackwell  
[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1540-627X](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-627X)

### Web

[www.isbe.org.uk](http://www.isbe.org.uk)                      The Institute for Small Business and Entrepreneurship (ISBE)  
(General)

### Links

This unit links to the following related units:

*Unit 8: Innovation and Commercialisation*

*Unit 9: Entrepreneurship and Small Business Management*

*Unit 22: Product and Service Development*

*Unit 28: Launching a New Venture*

*Unit 32: Business Strategy*

## Unit 28: Launching a New Venture

**Unit code** F/508/0564

**Unit level** 5

**Credit value** 15

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### Introduction

This unit provides students with a practical understanding of what is required to successfully launch a new venture. It gives students an opportunity to work within a small team to fully plan the launch of a specific new venture idea. They will learn about and work through the stages of planning to launch the venture culminating in a group presentation of a launch plan. This will include an explanation of the idea, how it will attract customers and have competitive advantage. Students will develop a promotional plan to get it started, preparing a budget for launch and a cash flow forecast for the first 12–18 months of operation for the chosen venture. Students will learn about the need for resourcefulness when starting a new venture, and will be able to identify and tap into personal networks which can offer a valuable source of knowledge, resources, advice and opportunities.

### Learning Outcomes

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

- 1 Investigate the range of resources required to launch a new venture.
- 2 Assess the skills and capabilities required and how these might be acquired or developed.
- 3 Explain and justify appropriate promotional activities to support the launch.
- 4 Suggest an appropriate legal form and compile a budget for launch.

## Essential Content

### LO1 Investigate the range of resources that will be required to launch a new venture

#### *Defining the idea and the target customer:*

The venture idea and how it represents a business/social enterprise opportunity.

Analysis of the small business environment to support the venture idea.

The characteristics of the target or 'typical' customer applying geographic, demographic and behavioural segmentation.

Use of competitor and industry analysis techniques such as Porter's Five Forces analysis.

Identification of tangible and intangible features and benefits.

Achieving competitive advantage.

#### *Understanding and planning resources:*

The different types of resources that are needed to start a new venture: tangible, intangible and human.

The three categories of 'capital': human, social and financial.

Identifying and planning resources for a new venture, including tangible (premises, equipment, IT facilities) and intangible (skills and capabilities).

### LO2 Assess the skills and capabilities required and how these might be acquired or developed

#### *Understanding and acquiring skills and capabilities:*

Identifying the necessary skills and capabilities required

The importance of building credibility in a start-up venture, addressing risk factors and responding to change.

The concept of 'Bootstrapping': making use of free or low cost sources of resources and skills, leasing and renting.

Low cost/free marketing and promotion.

The principles of the 'Lean Start-up' method.

*The importance of networks:*

The importance of networks to new ventures as a source of 'social capital' that can bring access to knowledge, resources, advice and opportunities.

Consideration of both formal and informal networks.

Assessing and developing personal networks and 'the strength of weak ties'.

**LO3 Explain and justify appropriate promotional activities to support the launch**

*The marketing mix:*

The marketing mix in the context of a new venture/small business.

The importance of pricing strategy for a new venture and the likely response of competitors.

*Business identity and promotion:*

Developing an identity and the key promotional messages for the business.

Choosing a name and registering a domain.

Visual identity and website creation with e-commerce capabilities (e.g. virtual shopping cart and secure online payments).

Cost-effective promotional techniques, including use of social media and online promotion: blogs, Twitter, podcasts, video clips, virtual tours and image captions.

The pros and cons of trademark registration.

**LO4 Suggest an appropriate legal form and compile a budget for launch**

*Budgeting:*

Compilation of an initial budget for venture launch, including identification of pre-launch costs and then a forecast of income and costs over the first 12–18 months of trading.

'What-if'/scenario analysis on the budget'

Calculation of break-even point.

*Legal forms of business:*

The different legal forms for a business, including sole-trader, limited company and partnership.

Legal form options for a social enterprise, including Community Interest Companies (CiC).

Franchising as a start-up opportunity.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Investigate the range of resources required to launch a new venture			<b>D1</b> Develop a detailed proposal that demonstrates critical analysis and reflection of the competitive environment with supporting contingency planning to minimise risk.
<b>P1</b> Investigate new venture identifying specific target markets and undertaking competitive analysis.		<b>M1</b> Apply a range of methods and techniques for competitive analysis to justify how to achieve competitive advantage.	
<b>P2</b> Determine specific tangible and intangible resources that would be required for the launch of a new venture.		<b>M2</b> Discuss the strengths and weaknesses of the new venture and determine areas of risk.	
<b>P3</b> Produce a credible proposal to launch a new venture.			
<b>LO2</b> Assess the skills and capabilities required and how these might be acquired or developed			<b>D2</b> Critically discuss supporting costs and timescales required for acquiring and/or developing the skills and capabilities of a launch team.
<b>P4</b> Assess the skills and capabilities required to launch a new venture and how they are acquired or developed.		<b>M3</b> Explore the range of skills and capabilities required for the launch and critically assess how they might be acquired or developed applying appropriate methods.	
<b>LO3</b> Explain and justify appropriate promotional activities to support the launch			<b>D3</b> Critically evaluate the different promotional activities to support justifications.
<b>P5</b> Explain different promotional activities and channels that will support the launch and justify their choice.		<b>M4</b> Evaluate an appropriate promotional activities plan for both launch and pre-launch.	
<b>P6</b> Develop an appropriate promotional activities plan for both launch and pre-launch.			

Pass	Merit	Distinction
<b>L04</b> Suggest an appropriate legal form and compile a budget for launch		<b>D4</b> Create a pre- and post-launch monthly itemised cash budget based on financial resources, including key budget categories and sub-categories, with contingency measures for anticipated outcomes.
<b>P7</b> Produce an itemised monthly cash budget for the pre-launch phase of the venture and the first 12–18 months preceding launch.  <b>P8</b> Suggest an appropriate legal form for the venture stating why it has been chosen.	<b>M5</b> Justify an itemised monthly cash budget showing one off costs, ongoing costs and anticipated income post- and pre-launch.	

## Recommended Resources

### Textbooks

BURNS, P. (2011) *Entrepreneurship and Small Business*. 3rd Edition. Basingstoke: Palgrave MacMillan.

BURNS, P. (2014) *New Venture Creation: A Framework for Entrepreneurial Start-ups*. Basingstoke: Palgrave MacMillan.

RIES, E. (2011) *The Lean Start-up*. London: Penguin Books.

WALL, S., CODAY, C. and MITCHELL, C. (2014) *Quantitative Methods for Business and Management: An Entrepreneurial Perspective*. Harlow: Pearson.

WILLIAMS, S. (2015) *Financial Times Guides: Business Start-up 2015*. Harlow: Pearson.

### Journals

*Journal of Small Business Management*. Oxford: Wiley-Blackwell  
[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1540-627X](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-627X)

The Institute for Small Business and Entrepreneurship (ISBE) website:  
[www.isbe.org.uk](http://www.isbe.org.uk)

### Links

This unit links to the following related units:

*Unit 2: Marketing Essentials*

*Unit 5: Management Accounting*

*Unit 7: Business Law*

*Unit 8: Innovation and Commercialisation*

*Unit 9: Entrepreneurship and Small Business Management*

*Unit 23: Integrated Marketing Communications*

*Unit 27: Identifying Entrepreneurial Opportunities*

# Unit 29: Managing and Running a Small Business

**Unit code** L/508/0566

**Unit level** 5

**Credit value** 15

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## Introduction

This unit will provide students with a practical understanding of the key aspects of running a small business or social enterprise. Students will learn about the activities involved in running a small business, including developing good relationships with customers, planning and allocating operational resources, forecasting and budgeting, interpreting financial statements, recruitment and retention of staff, leadership and building a team, dealing with legislation and regulation and how to put together a business plan.

Students will be able to apply their learning to a simulated business of their choice that they will work on as part of a group. They will develop an understanding of how all of the different aspects of running a business interrelate to achieve success, and develop an appreciation of the benefits and importance of organisation and planning.

## Learning Outcomes

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

- 1 Discuss how a small business or social enterprise plans and allocates resources to achieve objectives.
- 2 Explain and evaluate the customer relationship management process for a small business or social enterprise, including understanding the benefits and challenges of transnational operation.
- 3 Develop and analyse a cash flow forecast, budget and break-even analysis and interpret key financial statements.
- 4 Discuss the implications of regulation and legislation on a small business or social enterprise.



## Essential Content

### LO1 **Discuss how a small business or social enterprise plans and allocates resources to achieve objectives**

*Planning resources – premises and equipment, people and skills:*

Planning of activities in a business to include capacity utilisation and management, identifying resources and skills needed to develop appropriate job specifications.

*Being an employer:*

Organisation structures applicable to the business purpose and organisation stage.

Establishing an appropriate organisational culture.

Consideration of human resource management: recruitment and retention, performance management and team building.

Use of outsourcing, networks and external advisers.

Understanding key aspects of employment legislation relevant to a small business, for example, equality and diversity.

*The business plan:*

Effective articulation of the vision, goals and objectives.

Key components of a business plan.

Consideration of when a business plan might be needed, for example, when securing an overdraft or bank loan.

Project management techniques, including use of Gantt charts and critical path analysis.

**LO2 Explain and evaluate the customer relationship management process for a small business or social enterprise, including understanding the benefits and challenges of transnational operation**

*Building customer relationships:*

Assessment of customer value, acquiring and retaining customers.

Developing effective channels for customer communications and customer care programmes.

Digital platforms for effective customer relationships to include email marketing for mobile devices, online chat and forums for real time responses and solutions, online testimonials and ratings and use of social media.

*Transnational sales:*

Defining transnational sales and considering why start-up and small firms internationalise.

Preparing to sell and source transnationally and application of the stage model of internationalisation.

The process of exporting and key considerations.

**LO3 Develop and analyse a cash flow forecast, budget and break-even analysis and interpret key financial statements**

*Sources of finance for start-up and small businesses:*

The main sources of finance for start-up and small businesses, including own savings, equity finance or loans from family and friends, bank loans and overdrafts, leasing and hire purchase, invoice factoring.

*Forecasting and budgeting:*

Techniques for forecasting and budgeting: using time series data, calculating a moving average, finding a trend, dealing with seasonality

Developing budgets, including 'What-if' sensitivity analysis.

Using budgets for performance monitoring and control.

Variance analysis.

Break-even analysis.

*Financial statements for a small business:*

The key financial statements that are required for a small business and how to interpret them.

The difference between profit and cash and the vital importance of cash flow for a small business/social enterprise.

The elements of working capital and how to manage cash flow effectively.

**LO4 Discuss the implications of regulation and legislation on a small business or social enterprise**

*Legal and regulatory issues:*

The legal and regulatory issues applicable to a small business in the country it is registered: record keeping, tax and employment, health and safety, insurance, data protection and cybersecurity measures.

Examples of regulatory issues that may apply to different business types, different products or services and different localities such as environmental and waste regulations, professional practice guidelines, and local planning restrictions.

The potential sources of information to determine applicable regulation.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Discuss how a small business or social enterprise plans and allocates resources to achieve objectives		<b>D1</b> Critically analyse the application of appropriate resources to demonstrate links between resource allocation and achievement of business objectives.
<b>P1</b> Discuss the main considerations a small business or social enterprise needs to address when planning and allocating resources to achieve business objectives.	<b>M1</b> Apply relevant tools and techniques in a structured and analytical way to plan and allocate resources in an organisational context.  <b>M2</b> Assess the importance of planning and allocating resources to achieve business objectives.	
<b>LO2</b> Explain and evaluate the customer relationship management process for a small business or social enterprise, including understanding the benefits and challenges of transnational operation		<b>D2</b> Critically evaluate the customer relationship management process at all stages and provide recommendations for overcoming challenges of developing transnational operations.
<b>P2</b> Explain and evaluate different processes of customer relationship management for a small business or social enterprise.  <b>P3</b> Explain how a small business can develop transnationally and determine the benefits and drawbacks.	<b>M3</b> Apply and evaluate the elements of the customer relationship management process in relation to achieving business objectives.  <b>M4</b> Evaluate the potential to develop transnational operations using the stage model of internationalisation, assessing both benefits and challenges.	

Pass	Merit	Distinction
<b>L03</b> Develop and analyse a cash flow forecast, budget and break-even analysis and interpret key financial statements		<b>D3</b> Produce an accurate cash flow forecast and break-even analysis with a critical evaluation of how key financial statements contribute to the successful management of the business.
<b>P4</b> Produce an annual itemised monthly cash flow forecast showing fixed and variable costs set against income for a specific organisation. <b>P5</b> Explain how break-even analysis could be applied to an organisational situation. <b>P6</b> Interpret key financial statements for an organisation in relation to how they contribute to the successful management of the organisation.	<b>M5</b> Apply appropriate quantitative and analytical techniques to provide an appropriately detailed cash flow forecast and break-even analysis.	
<b>L04</b> Discuss the implications of regulation and legislation on a small business or social enterprise		<b>D4</b> Critically evaluate key legislation and regulations that affect small businesses or social enterprise organisations, taking future developments and changes into account.
<b>P7</b> Discuss key legislation and regulations that have implications on small businesses or social enterprises.	<b>M6</b> Evaluate the implications of key legislation and regulations in an organisational context.	

## Recommended Resources

### Textbooks

BLANCHARD, K., ONCKEN, W. and BURROWS, H. (2011) *The One Minute Manager Meets the Monkey*. London: Harper Collins.

BURNS, P. (2011) *Entrepreneurship and Small Business*. 3rd Ed. Basingstoke: Palgrave MacMillan.

BURNS, P. (2014) *New Venture Creation: A Framework for Entrepreneurial Start-ups*. Basingstoke: Palgrave MacMillan.

RIES, E. (2011) *The Lean Start-up*. London: Penguin Books.

WALL, S., CODAY, C. and MITCHELL, C. (2014) *Quantitative Methods for Business and Management: An Entrepreneurial Perspective*. Harlow: Pearson Education.

WILLIAMS, S. (2015) *Financial Times Guides: Business Start-up 2015*. Harlow: Pearson Education.

### Journals

*Journal of Small Business Management*. Oxford: Wiley-Blackwell  
[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1540-627X](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-627X)

The Institute for Small Business and Entrepreneurship (ISBE) website:  
[www.isbe.org.uk](http://www.isbe.org.uk)

### Links

This unit links to the following related units:

*Unit 3: Human Resource Management*

*Unit 5: Management Accounting*

*Unit 7: Business Law*

*Unit 10: Financial Accounting*

*Unit 19: Resource and Talent Planning*

*Unit 38: Customer Value Management*

*Unit 42: Planning for Growth*

*Unit 43: Tapping into International Markets*

## Unit 30: Taxation

<b>Unit code</b>	<b>Y/508/0568</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

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### Introduction

This unit introduces students to a range of taxation principles and many of the issues that organisations should consider to ensure that they comply with the taxation legislation of the country in which they operate. The unit also introduces students to the principles of personal and business taxation, the legal and ethical issues relating to taxation, the obligations of taxpayers, taxation systems and taxation planning.

An integral part of an organisation's operations is managing its taxation responsibilities and liabilities. Having a fundamental understanding of these responsibilities and how to determine taxation liabilities is important for all those who are employed in a management role within an organisation.

Successful completion of this unit will enable students to positively contribute to an organisation's responsibilities with regard to taxation as well as preparing them for progression onto a higher level of study.

### Learning Outcomes

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

- 1 Analyse taxation systems and the legislation which governs them.
- 2 Determine taxation liabilities for unincorporated organisations and individuals.
- 3 Determine taxation liabilities for incorporated organisations.
- 4 Evaluate the impact on organisations of the legal and ethical constraints associated with taxation responsibilities.

## Essential Content

### LO1 Analyse taxation systems and the legislation which governs them

#### *Taxation systems:*

These can be contextualised to the country of study but consideration can be given to taxation systems in other countries with close economic and/or trade links. The interrelationship between these systems is addressed.

#### *Taxation legislation:*

As with taxation systems these will be contextualised. In addition, consideration will be given to the implications on national taxation systems where countries are members of trade blocs such as the EU, APEC or NAFTA.

### LO2 Determine taxation liabilities for unincorporated organisations and individuals

#### *Unincorporated organisations:*

The characteristics and background to these organisations will be addressed, giving consideration to the advantages and disadvantages of operating unincorporated.

#### *Individuals:*

Personal taxation and taxation relating to sole traders and partnerships.

The characteristics of each type of taxation.

The implications on personal taxation for those trading as sole traders or as a partnership.

#### *Calculating taxation liabilities:*

Using recognised models and formulae taking into account changes in allowances from one tax year to another and changes in legislation.

Key terms would include: personal allowance, capital gains tax, National Insurance contributions (or equivalent), inheritance tax and corporation tax.



### LO3 **Determine taxation liabilities for incorporated organisations**

#### *Incorporation:*

Characteristics of incorporated organisations as separate entities. The advantages and disadvantages of incorporation.

#### *Private v public limited companies:*

How are they different?

Why set up as one but not the other?

What are the taxation advantages for each?

#### *Calculating taxation liabilities:*

Using recognised models and formulae, taking into account changes in allowances from one tax year to another and changes in legislation.

### LO4 **Evaluate the impact on organisations of the legal and ethical constraints associated with taxation responsibilities**

#### *Legal constraints:*

Considering key aspects of relevant legislation at regional, national and international levels.

How do these apply to different business formats and to individuals?

#### *Ethical considerations:*

What is meant by ethics?

How does it differ from nation to nation?

How can ethical constraints be applied consistently across different cultures?

#### *Compliance requirements:*

Recording transactions, reporting income for taxation purposes and the role of organisations as collectors of tax (e.g. VAT, National Insurance and income tax through PAYE).

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Analyse taxation systems and the legislation which governs them			<b>D1</b> Provide supported and justified recommendations for developing effective tax systems and legislation that meet key principles in a global context
<b>P1</b> Analyse taxation systems and consider taxation legislation that will have given implications on national taxation.		<b>M1</b> Critically analyse and compare taxation systems in different countries.	
<b>LO2</b> Determine taxation liabilities for unincorporated organisations and individuals			<b>LO2 and LO3</b> <b>D2</b> Investigate taxation liabilities and use appropriate application models and formulae to interpret and analyse data correctly.
<b>P2</b> Explore and explain the implications of taxation liabilities for unincorporated organisations.		<b>M2</b> Apply recognised models and formulae to interpret data appropriately to calculate and determine taxation liabilities for unincorporated organisations.	
<b>LO3</b> Determine taxation liabilities for incorporated organisations			
<b>P3</b> Explore and explain taxation liabilities for both private and public companies.		<b>M3</b> Apply recognised models and formulae to interpret data and determine taxation liabilities, including late payment interest penalties, for incorporated organisations.	

Pass	Merit	Distinction
<b>LO4</b> Evaluate the impact on organisations of the legal and ethical constraints associated with taxation responsibilities		<b>D3</b> Provide supporting and justified recommendations for responding to and minimising the impact of legal and ethical constraints for a range of international examples.
<b>P4</b> Evaluate the impact of key legal and ethical constraints on different organisations.	<b>M4</b> Critically evaluate the impacts of key legal and ethical constraints on application to different organisations, providing supporting conclusions and recommendations.	

## Recommended Resources

### Textbooks

LYMER, A. and OATES, L. (2015) *Taxation: Policy and Practice*. 22nd Ed. Birmingham: Fiscal Publications.

SMITH, S. (2015) *Taxation: A Very Short Introduction*. Kindle Ed. Oxford: Oxford. University Press.

SPIKER, B. et al (2015) *Taxation of Individuals and Business Entities*. 6th Ed. New York: McGraw Hill.

### Journals

*Journal of Business Finance and Accounting*

*Review of Finance and Accounting*

### Links

This unit links to the following related units:

*Unit 1: Business and the Business Environment*

*Unit 7: Business Law*

*Unit 18: Global Business Environment*

## Unit 31: Statistics for Management

**Unit code** R/508/0570

**Unit level** 5

**Credit value** 15

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### Introduction

The aim of this unit is to provide students with an understanding of how management information and decision-making are enhanced by the application of statistical methods. Students will learn about a range of statistical techniques and how they can inform management thinking. While studying the unit they will develop their numerical abilities and increase their confidence in handling data in order to create information and knowledge.

### Learning Outcomes

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

- 1 Evaluate business and economic data/information obtained from published sources.
- 2 Analyse and evaluate raw business data using a number of statistical methods.
- 3 Apply statistical methods in business planning.
- 4 Communicate findings using appropriate charts/tables.

## Essential Content

### LO1 **Evaluate business and economic data/information obtained from published sources**

*Interpretation of business and economic data:*

The nature of data and information, and how data can be turned into information and information into knowledge.

Interpreting data from a variety of sources using different methods of analysis: descriptive, exploratory and confirmatory.

### LO2 **Analyse and evaluate raw business data using a number of statistical methods**

*Statistical methods that are used to analyse and evaluate data:*

Differences between qualitative and quantitative raw data analysis.

*Descriptive statistics:*

Measures of central tendency (e.g. mean, median).

Measures of variability (e.g. range, standard deviation).

Application to business data (e.g. finding average earnings, measuring variability in business processes such as queuing times and customer arrival rates).

*Inferential statistics:*

The difference between sample and population.

Different sampling techniques and methods.

*Measuring association:*

Use of scatter plots, correlation and regression analysis, simple forecasting.

Business applications such as the association between output and cost, advertising and sales.

Evaluating use of software such as Excel and SPSS to perform raw data analysis.

Applying the appropriate methods and tools for evaluation of raw data.

### LO3 **Apply statistical methods in business planning**

#### *Statistical methods for business planning:*

Applying statistical methods to a number of areas of business planning and operations management, including inventory management and capacity management.

#### *Measures of variability:*

The issue of variability in business processes (e.g. arrival rates of customers and time taken to deal with customers), and how this leads to a trade-off between waiting time and process utilisation.

Statistical process control in quality management.

#### *Measures of probability:*

Probability distributions and application to business operations and processes.

Normal distribution (e.g. weights and measures regulations and statistical process control),

Poisson distribution (e.g. customer arrival rates) and binomial distribution (e.g. inspection sampling).

Inference (e.g. margins of error and confidence limits).

### LO4 **Communicate findings using appropriate charts/tables**

#### *Different variables:*

Choosing the most effective way of communicating the results of your analysis and variables.

Nominal, ordinal and interval/ratio levels.

#### *Different types of charts/tables and diagrams:*

The use of frequency tables, simple tables, pie charts, histograms, frequency curves and normal curve.

Advantages and disadvantages of different types of methods.

Presentation of information using tables and charts.

Software for producing charts/tables (e.g. Excel).

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Evaluate business and economic data/information obtained from published sources		<b>LO1 &amp; 2</b> <b>D1</b> Critically evaluate the differences in application between methods of descriptive, exploratory and confirmatory analysis of business and economic data.
<b>P1</b> Evaluate the nature and process of business and economic data/information from a range of different published sources. <b>P2</b> Evaluate data from a variety of sources using different methods of analysis.	<b>M1</b> Critically evaluate the methods of analysis used to present business and economic data/information from a range of different published sources.	
<b>LO2</b> Analyse and evaluate raw business data using a number of statistical methods		
<b>P3</b> Analyse and evaluate qualitative and quantitative raw business data from a range of examples using appropriate statistical methods.	<b>M2</b> Evaluate the differences in application between descriptive statistics, inferential statistics and measuring association.	
<b>LO3</b> Apply statistical methods in business planning		<b>D2</b> Make valid recommendations and judgements for improving business planning through the application of statistical methods.
<b>P4</b> Apply a range of statistical methods used in business planning for quality, inventory and capacity management.	<b>M3</b> Evaluate and justify the use of appropriate statistical methods supported by specific organisational examples	
<b>LO4</b> Communicate findings using appropriate charts/tables		<b>D3</b> Critically evaluate the use of different types of charts and tables for communicating given variables.
<b>P5</b> Using appropriate charts/tables communicate findings for a number of given variables.	<b>M4</b> Justify the rationale for choosing the method of communication.	



## Recommended Resources

### Textbooks

ANDERSON, D. et al (2010). *Statistics for Business and Economics*. 2nd Ed. Cengage Learning.

MORRIS, C. (2012) *Quantitative Approaches in Business Studies*. 8th Ed. Harlow: Pearson Prentice Hall.

DAVIS, D. and PECAR, B. (2013) *Business Statistics Using Excel*. 2nd Ed. Oxford: Oxford University Press.

SLACK, N. and BRANDON-JONES, A. (2008) *Quantitative Analysis in Operations Management*. Harlow: Pearson Prentice Hall.

### Links

This unit links to the following related units:

*Unit 5: Management Accounting*

*Unit 6: Managing a Successful Business Project*

*Unit 25: Principles of Operations Management*

*Unit 11: Research Project*

*Unit 13: Financial Reporting*

## Unit 32: Business Strategy

**Unit code** K/508/0574

**Unit level** 5

**Credit value** 15

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### Introduction

The aim of this unit is to develop students' awareness of the different kinds of strategy which 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 which 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. This could be in the role of a junior manager responsible for having a specific input into an organisation's decision-making and planning.

### Learning Outcomes

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

- 1 Analyse the impact and influence which the macro environment has on an organisation and its business strategies.
- 2 Assess an organisation's internal environment and capabilities.
- 3 Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector.
- 4 Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation.

## Essential Content

### LO1 **Analyse the impact and influence which the macro environment has on an organisation and its business strategies**

#### *The Strategic Context:*

Missions, visions and objectives.

The definition and meaning of strategy.

The role of strategy to achieve business objectives and goals, strategic intent and different strategic direction.

Different strategic planning techniques.

#### *Analytical frameworks of the macro environment:*

The different types of frameworks and analysis of the macro environment, including:

Stakeholder analysis: stakeholder matrix, stakeholder mapping.

Environmental analysis: PESTLE and Porter's Five Forces model.

Structure-conduct-performance model.

Strategic positioning: Ansoff's growth vector matrix.

Organisational audit: SWOT analysis, benchmarking indicators.

### LO2 **Assess an organisation's internal environment and capabilities**

#### *Organisational internal environment:*

What are strategic capabilities and what are the key components of strategic capabilities?

Resource-based view strategy as a basis for competitive advantage and the McKinsey's 7S model as a management tool.

Analysis of strategic capabilities using the VRIO/VRIN framework.

Benchmarking strategic capabilities and value chain analysis.

Cost-benefit analysis.

**LO3 Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to 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/market strategy.

**LO4 Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation**

*Strategic choices and directions:*

The application of Porter's generic strategies: cost and price leadership strategy, differentiation strategy, focus strategy and the extended model of Bowman's strategy clock.

Hybrid strategy.

Diversification.

Vertical/horizontal integration.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Analyse the impact and influence which the macro environment has on an organisation and its business strategies.			<b>LO1, LO2, LO3 &amp; LO4</b>  <b>D1</b> Critique and interpret information and data applying environmental and competitive analysis to produce a set of valid strategic directions, objectives and tactical actions.
<b>P1</b> Applying appropriate frameworks analyse the impact and influence of the macro environment on a given organisation and its strategies.		<b>M1</b> Critically analyse the macro environment to determine and inform strategic management decisions.	
<b>LO2</b> Assess an organisation's internal environment and capabilities			
<b>P2</b> Analyse the internal environment and capabilities of a given organisation using appropriate frameworks.		<b>M2</b> Critically evaluate the internal environment to assess strengths and weaknesses of an organisation's internal capabilities, structure and skill set.	
<b>LO3</b> Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector			
<b>P3</b> Applying Porter's Five Forces model evaluate the competitive forces of a given market sector for an organisation.		<b>M3</b> Devise appropriate strategies to improve competitive edge and market position based on the outcomes.	
<b>LO4</b> Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation			
<b>P4</b> Applying a range of theories, concepts and models, interpret and devise strategic planning for a given organisation.		<b>M4</b> Produce a strategic management plan that has tangible and tactical strategic priorities and objectives.	

## Recommended Resources

### Textbooks

- JOHNSON, G. et al (2014) *Exploring Strategy Text and Cases*. Harlow: Pearson.
- JOHNSON G. et al (2011) *Fundamentals of Strategy*. 2nd Ed. Financial Times/Prentice Hall.
- KIM, W. C. and MAUBORGNE, R. (2015) *Blue Ocean Strategy*. Expanded Ed. Boston: Harvard Business Review Press.
- ROTHAERMEL, F. (2014) *Strategic Management*. 2nd Ed. Maidenhead: McGraw-Hill.

### Links

This unit links to the following related units:

*Unit 1: Business and the Business Environment*

*Unit 18: Global Business Environment*

*Unit 25: Principles of Operations Management*

*Unit 27: Identifying Entrepreneurial Opportunities*

*Unit 33: Business Information Technology Systems*

*Unit 42: Planning for Growth*

# Unit 33: Business Information Technology Systems

**Unit code** M/508/0575

**Unit level** 5

**Credit value** 15

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## Introduction

The aim of this unit is to enhance students' understanding of contemporary business information technology (IT) systems and how organisations develop and continuously review their IT strategy in order to gain and maintain competitive advantage. Students will explore the areas of business that benefit from the support of IT systems and how organisations are using IT as a driver for business improvement.

By the end of this unit students will be able to critically analyse the application of current and future technologies and suggest best solutions for an organisation.

## Learning Outcomes

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

- 1 Demonstrate understanding of the role of different IT systems in support of organisational objectives.
- 2 Analyse flexible and reliable IT systems that respond to organisational requirements.
- 3 Evaluate IT systems that support value-added change within organisations.
- 4 Recommend practical IT systems solutions to given organisational scenarios.

## Essential Content

### LO1 **Demonstrate understanding of the role of different IT systems in support of organisational objectives**

#### *The role of IT systems:*

The role of IT in knowledge management, data management and customer service management

The impact of IT systems and their contribution to solving business problems.

The impact of IT systems on the functions and structure of organisations to support meeting organisational objectives.

### LO2 **Analyse flexible and reliable IT systems that respond to organisational requirements**

#### *Types of IT systems:*

Use of different types of IT systems (e.g. transaction processing, customer relationship, business intelligence, knowledge management) and their roles in relation to meeting business objectives and improving operational efficiency.

#### *Types of information and data:*

Layers of information systems: services, integration, security and analytics.

Corporate database management systems, data management and characteristics of data within organisations.

Types and flow of information within an organisation.

Data protection and confidentiality.

#### *Reliability of IT systems and data quality:*

The importance of ensuring accurate and appropriate data collection.

Quality assurance and control measures used to ensure data quality on entry and after data collection.



### **LO3 Evaluate IT systems that support value-added change within organisations**

*Project management methodologies and strategies to create value and competitive advantage:*

Project management methodology for achieving specific goals.

Value creation strategy, competitive advantage, make or buy decisions.

Cost and benefit analysis.

*IT support for value-added change:*

New and existing approaches to improving IT position and impact on other business areas providing value-added services.

System development tools and techniques.

### **LO4 Recommend practical IT systems solutions to given organisational scenarios**

*IT systems support for problem-solving:*

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

The use of IT systems to support the storing and managing of data, information sharing, communication, security and gaining a competitive edge.

*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
<b>LO1</b> Demonstrate understanding of the role of different IT systems in support of organisational objectives			<b>D1</b> Critically evaluate the role and purpose of IT systems in different functions of an organisation, evaluating their contribution to achieving organisational objectives.
<b>P1</b> Analyse the use of IT systems within different functions of an organisation.	<b>P2</b> Examine how IT systems contribute to the achievement of objectives in a specific organisational context.	<b>M1</b> Evaluate how IT systems are applied in the different functions of an organisation and how they work together to achieve high performance.	
<b>LO2</b> Analyse flexible and reliable IT systems that respond to organisational requirements			<b>D2</b> Demonstrate an understanding of the different ways IT systems store and process data and critically evaluate the choices that have been made in a specific organisational example to make recommendations.
<b>P3</b> Analyse the different ways IT systems store and process data for knowledge management, customer relationship management, data management and communication management.		<b>M2</b> Critically analyse the different ways IT systems store and process data, providing specific organisational examples.	
<b>LO3</b> Evaluate IT systems that support value-added change within organisations			<b>D3</b> Provide justified recommendations for improving IT systems in the support of value-added change in an organisational context.
<b>P4</b> Evaluate how IT systems can be used to support value-added change for improving business operations, performance and sustainability.		<b>M3</b> Critically evaluate the advantages and disadvantages of specific IT systems which support value-added change in an organisational context.	

Pass	Merit	Distinction
<b>LO4</b> Recommend practical IT systems solutions to given organisational scenarios		<b>D4</b> Critique recommended practical solutions for the effective monitoring and evaluation of IT systems, with potential consequences of their implementation.
<b>P5</b> Recommend practical IT solutions for organisational scenarios that cover a range of common business problems experienced in the workplace.	<b>M4</b> Evaluate how IT systems support practical solutions to add future value to specific business problems.	

## Recommended Resources

### Textbooks

BENYON-DAVIES, P. (2013) *Business Information Systems*. 2nd Ed. London: Palgrave Macmillan.

BOCIJ, P. (2008) *Business Information Systems: Technology, Development and Management for the E-Business*. 4th Ed. London: Prentice Hall.

LAUDON, K. C. and LAUDON J. P. (2011) *Management Information Systems*. 12th Ed. Harlow: Pearson.

TURBAN, E. et al (2015) *Information Technology for Management: Advancing Sustainable, Profitable Growth*. 10th Ed. Oxford: Wiley.

### Links

This unit links to the following related units:

*Unit 4: Management and Operations*

*Unit 25: Principles of Operations Management*

*Unit 26: Supply Chain Management*

*Unit 32: Business Strategy*

*Unit 34: Business Systems*

## Unit 34: Business Systems

**Unit code** M/508/0589

**Unit level** 5

**Credit value** 15

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### Introduction

The aim of this unit is to introduce students to the theoretical basis for business systems and their practical application. Students will understand and appreciate how business systems support the achievement of organisational objectives, particularly through the management of information and the use of Information Communications Technology (ICT) to gain a competitive advantage. Students will explore the role of systems within organisations, the management of business systems and analytical tools and techniques for monitoring and measuring control and delivery.

On successful completion of this unit students will have developed sufficient knowledge and understanding of the practical application of a business system to be able to utilise this 'tool' as a more effective and efficient manager. Students will also be able to contribute to the design of a business system in a workplace context.

### Learning Outcomes

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

- 1 Evaluate the contribution of business systems to organisational performance.
- 2 Analyse the internal and external factors which have an impact on systems and processes.
- 3 Apply a range of analytical tools and techniques to business systems.
- 4 Recommend improvements in organisational processes and systems.

## Essential Content

### LO1 **Evaluate the contribution of business systems to organisational performance**

*Supporting the effectiveness and efficiency of an organisation:*

Definitions of business systems vs business processes.

How do business systems enable complex organisations to function?

How do business systems restrict or promote sustainable organisational performance?

Integrated business systems.

Perceptions and perspectives of systems.

The Systems Thinking approach and the use of Systems Thinking.

Strategic approach to business systems.

Business systems and the global context.

### LO2 **Analyse the internal and external factors which have an impact on systems and processes**

*Theory of constraints and the analysis of internal and external factors:*

Defining the theory of constraints.

How to identify the weakest link and how to manage it.

*External factors:*

Exploiting technology to have a competitive edge including virtual facilities management, improving broadband capability and using cloud technology.

Assessing the external and internal interoperability of systems.

Environmental analysis and implications.

Legal restrictions that influence systems and processes.

*Internal factors:*

The impact of organisational structures and employee motivation.

Different levels of interoperability.

Funding systems design and development.

### **LO3 Apply a range of analytical tools and techniques to business systems**

*Using analytical tools in the context of a business system:*

Selecting the most appropriate tool for the context and situation.

Systems analysis.

Process mapping.

Reverse engineering.

Stakeholder analysis.

CATWOE analysis.

### **LO4 Recommend improvements in organisational processes and systems**

*Analysing the design, implementation and monitoring of changes to a business system:*

Process design

Role of ICT in business improvement.

Data analysis and management.

Systems development techniques.

Monitoring, control and delivery using appropriate methods and techniques.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Evaluate the contribution of business systems to organisational performance		<b>LO1 and LO2</b> <b>D1</b> Critically evaluate the external and internal factors that influence business systems within an organisational context and demonstrate how they contribute to sustainable organisational performance.
<b>P1</b> Determine the overall context and environment in which businesses operate. Defining functions, systems and processes. <b>P2</b> Evaluate the different types of business systems that are found in an organisation and assess how they contribute to sustainable organisational performance.	<b>M1</b> Conduct an in-depth evaluation of the business environment and business systems related to sustainable organisational performance.	
<b>LO2</b> Analyse the internal and external factors which have an impact on systems and processes		
<b>P3</b> Examine the internal and external factors that impact on business systems and processes. <b>P4</b> Analyse the constraints and the benefits of external and internal impacts upon systems and processes.	<b>M2</b> Critically analyse the impact of the wider internal and external environment on business systems, supported by application of appropriate concepts and theories.	



Pass		Merit	Distinction
<b>L03</b> Apply a range of analytical tools and techniques to business systems			<b>L03 and L04</b>  <b>D2</b> Develop an evidence-based critical analysis of a business system strategy, presenting recommendations to improve systems efficiency within an organisation.
<b>P5</b> Apply a range of techniques to test and improve business systems efficiency within an organisation.		<b>M3</b> Assess the effectiveness of applying a range of techniques to test and improve business systems efficiency.	
<b>L04</b> Recommend improvements in organisational processes and systems			
<b>P6</b> Make justified recommendations for improving existing business systems to enhance organisational efficiency and quality in an organisational context.		<b>M4</b> Present an evidence-based evaluation of an organisation's existing data infrastructure, making actionable and tangible recommendations for improvements.	

## Recommended Resources

### Textbooks

- HARRY, M. J. S. (2001) *Business Information: A Systems Approach*. London: Prentice Hall.
- KENDALL, K. E. and KENDALL, J. E. (2014) *Systems Analysis and Design*. Harlow: Pearson.
- MAGAL, S. and WOOD, J. (2009) *Essentials of Business Processes and Information Systems*. Oxford: Wiley.
- PALMER, A. and HARTLEY, B. (2012) *Business Environment*. Maidenhead: McGraw-Hill.

### Links

This unit links to the following related units:

*Unit 1: Business and the Business Environment*

*Unit 25: Principles of Operations Management*

*Unit 26: Supply Chain Management*

*Unit 33: Business Information Technology Systems*

## Unit 35: Developing Individuals, Teams and Organisations

**Unit code** A/508/0594

**Unit level** 5

**Credit value** 15

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### Introduction

The aim of this unit is to provide students with the opportunity to appreciate that developing knowledge and skills to achieve high performance is a cross-organisation activity. Students will recognise that their own professional development is just one route to improving the performance of those teams and organisations in which they work. They will also gain an awareness 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 own continuing professional development which will support their future engagement in lifelong learning. They will also be able to contribute to the development of others and make a positive contribution to the sustainable growth of an organisation.

## Learning Outcomes

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

- 1 Analyse employee knowledge, skills and behaviours required by HR professionals.
- 2 Analyse the factors to be considered when implementing and evaluating inclusive learning and development to drive sustainable business performance.
- 3 Apply knowledge and understanding to the ways in which high-performance working (HPW) contributes to employee engagement and competitive advantage.
- 4 Evaluate ways in which performance management, collaborative working and effective communication can support high-performance culture and commitment.

## Essential Content

### LO1 **Analyse employee knowledge, skills and behaviours required by HR professionals**

*Continuing professional development (CPD):*

What does this mean?

How do we engage in CPD?

How and why should CPD be recorded and evaluated?

*Frameworks for CPD:*

As a means to structure CPD activities and to provide opportunities for reflection and evaluation.

*Reflective learning:*

Consider this as a philosophy and a concept. Using reflective learning to gain a deeper and objective insight into levels of performance in comparison to levels of expectation.

*Feedback for learning:*

Using feedback as part of the learning cycle where feedback informs reflection which in turn informs action.

### LO2 **Analyse the factors to be considered when implementing and evaluating inclusive learning and development to drive sustainable business performance**

*Supporting organisational and individual learning:*

Learning should be focused on strategic and tactical goals and informed by, for example, GAP analysis or a skills evaluation.

Consider how learning is determined and implemented.

*The learning organisation:*

The use of formal and informal learning across an organisation to develop individual, team and organisational skill sets.

### *Training or 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. Should organisations focus on training, development or both?

### *The learning cycle:*

Recognising that learning is continuous through the use of learning cycle theories developed by Kolb, Honey and Mumford and Lewin.

### *Barriers to learning:*

Recognising the various environmental, physical, psychological and cognitive barriers and how to overcome them.

## **LO3 Apply knowledge and understanding to the ways in which high-performance working (HPW) contributes to employee engagement and competitive advantage**

### *High-performance working (HPW):*

As a concept, philosophy and approach to developing and supporting strategy development, competitive advantage and improving employee relations.

### *HPW organisations:*

What characterises a HPW organisation (HPWO)?

How is this beneficial to employees and the employer?

What barriers may exist to HPW?

### *High-performance HRM practice:*

How are the two related?

Which informs which?

What impact does the desire to achieve HPW impact of HR practices?

### *HPW and external stakeholders:*

How will HPW be perceived and viewed by internal and external stakeholders?

*Partnerships in a HPWO:*

Consider who will be able to support HPW in an organisation?

The use of HPW champions to act as catalysts.

How do you sell the concept of HPW to those who will be facilitating this?

**LO4 Evaluate ways in which performance management, collaborative working and effective communication can support high-performance culture and commitment**

*Performance management (PM):*

As a concept and a process.

What constitutes effective PM?

How does effective PM inform learning and development at the organisational, team and individual level?

Differences in PM systems.

*Organisational culture:*

How this can be both a facilitator or barrier to effective PM.

The use of internal collaboration to deliver effective PM.

*Transformation process:*

Use PM to transform organisations. How this is achieved would depend on factors such as scale and size of the organisation, its geographic dispersal and competing challenges. The latter could be the requirement to remain strong in the market, to make a profit or to meet customer expectations during a period of transformation.

*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.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Analyse employee knowledge, skills and behaviours required by HR professionals		<b>LO1 and LO2</b> <b>D1</b> Produce a detailed and coherent professional development plan that appropriately sets out learning goals and training in relation to the learning cycle to achieve sustainable business performance objectives.
<b>P1</b> Determine appropriate and professional knowledge, skills and behaviours that are required by HR professionals. <b>P2</b> Analyse a completed personal skills audit to identify appropriate knowledge, skills and behaviours and develop a professional development plan for a given job role.	<b>M1</b> Provide a detailed professional skills audit and professional development plan that demonstrates evidence of personal reflection and evaluation.	
<b>LO2</b> Analyse the factors to be considered when implementing and evaluating inclusive learning and development to drive sustainable business performance		
<b>P3</b> Analyse the differences between organisational and individual learning, training and development. <b>P4</b> Analyse the need for continuous learning and professional development to drive sustainable business performance	<b>M2</b> Apply learning cycle theories to critically analyse the importance of implementing continuous professional development.	



Pass		Merit	Distinction
<b>L03</b> Apply knowledge and understanding to the ways in which high-performance working (HPW) contributes to employee engagement and competitive advantage			<b>L03 and L04</b>  <b>D2</b> Provide valid synthesis of knowledge and information resulting in appropriate judgements on how HPW and mechanisms used to support HPW lead to improved employee engagement, commitment and competitive advantage.
<b>P5</b> Demonstrate understanding of how HPW contributes to employee engagement and competitive advantage within a specific organisational situation.	<b>M3</b> Analyse the benefits of applying HPW with justifications to a specific organisational situation.		
<b>L04</b> Evaluate ways in which performance management, collaborative working and effective communication can support high-performance culture and commitment			
<b>P6</b> Evaluate different approaches to performance management (e.g. collaborative working), and demonstrate with specific examples how they can support high-performance culture and commitment.	<b>M4</b> Critically evaluate the different approaches and make judgements on how effective they can be to support high-performance culture and commitment.		

## Recommended Resources

### Textbooks

FRIEDMAN, A. L. (2012) *Continuing Professional Development: Lifelong Learning of Millions*. London: Routledge.

MEE-YAN, C-J. and HOLBECHE, L. (2015) *Organizational Development: A Practitioner's Guide for OD and HR*. London: Kogan Page.

STEWART, J. and ROGERS, P. (2012) *Developing People and Organisations*. London: CIPD.

### Journals

*European Journal of Training and Development*

*International Journal of Training and Development*

*Organisation Development Journal*

### Links

This unit links to the following related units:

*Unit 6: Managing a Successful Business Project*

*Unit 12: Organisational Behaviour*

*Unit 17: Understanding and Leading Change*

*Unit 19: Resource and Talent Planning*

*Unit 21: Strategic Human Resource Management*

# Unit 36: Human Resources – Value and Contribution to Organisational Success

**Unit code** F/508/0595

**Unit level** 5

**Credit value** 15

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## Introduction

This unit gives students the opportunity to make links between the role and function of HR and emerging HR developments. This will enable students to show an awareness of HR as a key contributor to organisational success.

On successful completion of this unit students will have a greater understanding and appreciation of the role played by HRM in adding value to activities which contribute to the success of an organisation. Students will understand typical aims and objectives of the HR function in a contemporary context, enabling them to make an effective contribution to the HR department of an organisation.

## Learning Outcomes

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

- 1 Evaluate the importance of organisational design to the delivery of sustainable performance.
- 2 Analyse the requirement to develop motivated, knowledgeable and experienced individuals and teams.
- 3 Apply contemporary knowledge and research to support emerging HR developments.
- 4 Evaluate the relationship between organisational design and change management.

## Essential Content

### LO1 **Evaluate the importance of organisational design to the delivery of sustainable performance**

#### *Organisational design (OD):*

Organisational Design as an historical concept.

What is contemporary OD all about?

Designing organisations to meet strategic aims.

Considering the impact of the external business environment on OD.

#### *Sustainable performance:*

Understanding that an organisation must be designed and structured in such a way that delivering sustainable short and long-term objectives is achievable.

OD as part of a process where sustainability is a key factor of, and to, the process.

#### *Agile organisations:*

What are the characteristics of an agile organisation?

How are these implemented giving consideration to the existing people, processes and culture?

#### *OD theories and models:*

This could include change theory, McKinsey's 7S model, typologies of change and transformation/transactional OD.

### LO2 **Analyse the requirement to develop motivated, knowledgeable and experienced individuals and teams**

#### *Motivation and motivation theory:*

Intrinsic and extrinsic motivation.

Content versus Process motivational theories.

How motivation can be harnessed to support competitive advantage.

Issues associated with low levels of motivation.

*Human capital theory:*

Human capital as a concept which relates to the value of knowledge, habits and attributes which people have.

How can human capital be developed to support organisational growth?

*Knowledge management:*

As a concept and process where levels of knowledge in an organisation is captured and developed to achieve organisational objectives.

Using job analysis to identify the requirements of a job and to benchmark the required level of human capital required to meet aims and objectives.

**LO3 Apply contemporary knowledge and research to support emerging HR developments**

*Developing knowledge through research:*

Use of effective research skills to explore contemporary research based on emerging HR developments. These are contextual to a country/region but an understanding of how these are linked in a global environment should be considered.

*The future for HR as a function and process:*

How will the HR function evolve given advances in technology that have influenced workforce behaviour and culture, HR practices and skills requirements.

The increased demand for a better work-life balance.

The impact of cross-cultural engagement within organisations and the impact of globalisation.

*Contemporary HR challenges:*

Current external and internal factors which present challenges and barriers to effective Human Resources Management.

Forecasting potential challenges and barriers.

*The non-HR manager:*

How are non- HR managers supported by the HR function? How is the HR function key to effective and legal management of all employees?

#### **LO4 Evaluate the relationship between organisational design and change management**

##### *The changing environment:*

How does this impact on organisations to adapt?

Do they take an incremental or radical approach? The decision will determine how the organisation is designed and managed.

##### *Change management:*

Change management theories and theorists such as Lewin, Kotter, transformational change or the psychology of change.

Consider effective change management within legal and ethical constraints.

##### *Barriers to change:*

Considering these at the organisational and individual level where it is accepted that people are the biggest barriers. Self-efficacy perceptions and the relationship to organisational change.

##### *Overcoming barriers to change:*

Through communication, employee involvement, organisational re-design and/or preparing employees for change.

##### *Barriers to change:*

Considering these at the organisational and individual level where it is accepted that people are the biggest barriers. Self-efficacy perceptions and the relationship to organisational change.

##### *Overcoming barriers to change:*

Through communication, employee involvement, organisational re-design and/or preparing employees for change.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Evaluate the importance of organisational design to the delivery of sustainable performance			<b>LO1 and LO2</b>  <b>D1</b> Make appropriate recommendations supported by justification based on a synthesis of knowledge and information to show how to improve the delivery of sustainable performance.
<b>P1</b> Evaluate the importance of organisational design theory in the context of organisational structure and fulfilling organisational strategy, using specific organisational examples.		<b>M1</b> Apply appropriate theories and concepts to critically evaluate the importance of organisational design, using specific organisational examples.	
<b>LO2</b> Analyse the requirement to develop motivated, knowledgeable and experienced individuals and teams			
<b>P2</b> Analyse the different approaches and techniques used for attracting, maintaining, developing and rewarding human resources to create a skilled and dedicated workforce.		<b>M2</b> Use specific examples to critically analyse different approaches and techniques to motivation, human capital and knowledge management.	
<b>LO3</b> Apply contemporary knowledge and research to support emerging HR developments			<b>D2</b> Make valid judgements and conclusions supported by a synthesis of knowledge and research information.
<b>P3</b> Conduct research and use contemporary knowledge to support evidence for emerging HR developments.		<b>M3</b> Evaluate how emerging HR developments will affect the role of the HR function in the future.	
<b>LO4</b> Evaluate the relationship between organisational design and change management			<b>D3</b> Critically evaluate the complex relationship between organisational design and change management.
<b>P4</b> Evaluate how organisational design has to respond and adapt to change management and the relationship that exists between the two using a specific organisational situation.		<b>M4</b> Evaluate different types of changes that can affect organisational design, including transformational and psychological change.	

## Recommended Resources

### Textbooks

HAYES, J. (2014) *The Theory and Practice of Change Management*. 4th Ed.  
London: Palgrave Macmillan.

LEWIS, L. K. (2011) *Organizational Change: Creating Change Through Strategic Communication*. Chichester: Wiley-Blackwell.

MEE-YAN, C-J. and HOLBECHE, L. (2015) *Organizational Development: A Practitioner's Guide for OD and HR*. London: Kogan Page.

STANFORD, N. (2013) *Organization Design: Engaging with Change*. 2nd Ed.  
London: Routledge.

### Journals

*Journal of Change Management*

*Journal of Organisational Design*

*Leadership and Organisational Development Journal*

### Links

This unit links to the following related units:

*Unit 12: Organisational Behaviour*

*Unit 17: Understanding and Leading Change*

*Unit 20: Employee Relations*

*Unit 21: Strategic Human Resource Management*

*Unit 35: Developing Individuals, Teams and Organisations.*



# Unit 37: Consumer Behaviour and Insight

**Unit code** J/508/0596

**Unit level** 5

**Credit value** 15

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## Introduction

This unit is designed to enhance students' knowledge and understanding of the consumer's decision-making processes, from needs recognition through research, the evaluation of alternatives, purchase and post-purchase evaluation. While students will learn the underpinning theories and frameworks, they will also be expected to relate these to real-world examples, including their own personal experiences.

How do we buy products and services?

What motivates us to seek out a particular product or service?

What research do we undertake prior to making a decision?

Do we seek out other people's opinions, perhaps through social media?

To what extent do other people's opinions influence our own?

How do we feel after we have made the purchase?

These are the types of questions to which organisations seek to gain answers. An important part of marketing is understanding the processes behind how a consumer makes the decision to purchase a product and/or service. This is applicable as much to Business to Business (B2B) as it is to Business to Consumer (B2C).

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

## **Learning Outcomes**

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

- 1 Demonstrate the ability to map a path to purchase in a given category, including the decision-making process.
- 2 Evaluate appropriate forms of research to understand influences on the decision-making process (B2C and B2B).
- 3 Evaluate how marketers influence the different stages of the decision-making process (B2C and B2B).

## Essential Content

### LO1 **Demonstrate the ability to map a path to purchase in a given category, including the decision-making process**

#### *Introduction to consumer decision-making:*

Model of consumer decision-making. The five stage process

The value of mapping a path to purchase: the consumer decision journey from pre-purchase, purchase, receive and post-purchase.

Levels of consumer decision-making – extensive problem-solving, limited problem-solving and routine response behaviour.

Four views of consumer decision-making: economic, passive, emotional and cognitive.

#### *Factors that influence decision-making:*

The influence of heuristics on decision-making

The influence of elements of the marketing mix on decision-making.

The influence of new technologies (e.g. e-tailing, online transactions and purchasing, eBay and the rise of C2C purchasing).

Model for organisational decision-making.

Different buying stages.

### LO2 **Evaluate appropriate forms of research to understand influences on the decision-making process (B2C and B2B)**

#### *Researching different stages of the decision-making process:*

The differences between B2C and B2B decision-making processes.

How does market research differ between B2B and B2C? This covers skills sets, research methodology, sample sizes, the importance of tele-depth interviews and applying the Pareto principle.

#### *Influences on the decision-making process:*

Personality, self and motivation.

Measures of consumer learning: recognition and recall, attitudinal and behavioural.

Understanding aspects of consumer perception: dynamics, imagery and risk.

**LO3 Evaluate how marketers influence the different stages of the decision-making process (B2C and B2B)**

*Approaches to consumer learning: behavioural and cognitive:*

Influence of culture and sub-culture on consumer behaviour.

Patterns of buyer behaviour.

Role of opinion leaders in influencing purchasing decisions.

How organisations use an understanding of buyer behaviour to influence the decision-making process within both a B2C and B2B context.

The use of digital audience research developments to understand and influence consumer behaviour.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Demonstrate the ability to map a path to purchase in a given category, including the decision-making process			<b>LO1, LO22 and LO3</b>  <b>D1</b> Critically evaluate the application of appropriate theories, concepts and models that influence and impact upon the decision-making process, supported by specific examples and contexts.
<b>P1</b> Explain and analyse the stages of the consumer decision-making journey for a given product/service.  <b>P2</b> Explain why it is important for marketers to map a path to purchase and understand consumer decision-making.	<b>M1</b> Evaluate how marketers are responding to the decision-making process, applying relevant concepts and models.		
<b>LO2</b> Evaluate appropriate forms of research to understand influences on the decision-making process (B2C and B2B)			
<b>P3</b> Compare and contrast the key differences of the decision-making process in the context of B2C and B2B, providing specific examples.  <b>P4</b> Evaluate the different approaches to market research and methods of research used for understanding the decision-making process in both B2C and B2B contexts.	<b>M2</b> Provide a coherent and justified evaluation of how different factors influence decision-making and buying behaviour, supported by specific examples.		
<b>LO3</b> Evaluate how marketers influence the different stages of the decision-making process (B2C and B2B)			
<b>P5</b> Evaluate how marketers can influence the different stages of the decision-making process of B2C and B2B, giving specific examples.	<b>M3</b> Critically evaluate how marketers influence each stage of the decision-making process with reference to relevant methods and models applied.		

## Recommended Resources

### Textbooks

BRASSINGTON, F. and PETTITT, S. (2012) *Essentials of Marketing*. 3rd Ed. Harlow: Pearson.

EAST, R., WRIGHT, M. and VANHEULE, M. (2013) *Consumer Behaviour: Applications in Marketing*. 2nd Ed. London: Sage Publications.

SHIFFMAN, L. and WISENBLIT, J. (2014) *Consumer Behaviour*. 11th Ed. London: Prentice Hall.

SZMIGIN, I. and PLACENTINI, M. (2014) *Consumer Behaviour*. Oxford: Oxford University Press.

### Links

This unit links to the following related units:

*Unit 2: Marketing Essentials*

*Unit 22: Product and Service Development*

*Unit 38: Customer Value Management*

*Unit 41: Brand Management*

## Unit 38:

## Customer Value Management

**Unit code** L/508/0597

**Unit level** 5

**Credit value** 15

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### Introduction

This unit is designed to enhance students' knowledge and understanding of why it is important for marketers to enhance and manage the value of the customer interactions. Students will learn the underpinning theories and frameworks, and will also be expected to relate these to real-world examples, including their own personal experiences.

Organisations ideally seek a mutually beneficial relationship between themselves and their customers. This is particularly important when considering the costs associated with acquiring a new customer. It has been suggested that it can cost five times as much to gain a new customer as it is to retain an existing one. Moreover, there is no guarantee that a new customer will be as loyal as a current one. Any organisation, whether for profit, NGO or a charity, seeks ways of retaining customers through enhanced customer experiences.

In order to retain loyal (and profitable) customers, organisations seek to understand them better. By understanding customers through the capture of relevant data, organisations can enhance a customer's lifetime value. They then aim to build a relationship with the customers where they remain loyal and continue to purchase a range of products/services.

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

## **Learning Outcomes**

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

- 1 Demonstrate an understanding of the concept of customer lifetime value, how to calculate it and the different factors that influence it.
- 2 Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation.
- 3 Analyse appropriate techniques and methods in order to increase customer lifetime value.



## Essential Content

### LO1 **Demonstrate an understanding of the concept of customer lifetime value, how to calculate it and the different factors that influence it**

*Traditional concepts of marketing compared with those of value and retention:*

Customer value, satisfaction and retention.

Customer Lifetime Values (CLVs).

Merits of CLVs.

Value of customer data.

Measurement and analysis of CLVs.

*How to calculate and increase your customer lifetime value:*

Determining your customer acquisition costs, repeat transactions and customer retention rate.

Calculations applied to calculate customer lifetime value.

Creating balance in the business model

*Factors influencing CLVs:*

CLVs within both B2C and B2B contexts.

Customer experience and how it can affect CLVs.

### LO2 **Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation**

*Marketing segmentation:*

The role of segmentation, targeting and positioning (STP) to identify lifetime value opportunities.

*Identification and diagnosis of value creation opportunities:*

Customer perceptions: section, nature of stimulus, expectations, motives and selective perception.

Consumer imagery: product and service positioning, price/quality relationships, company's image.

How consumers store, retain and retrieve information.

Involvement theory and consumer relevance.

Measures of consumer learning: recognition and recall, responses to media, brand loyalty.

Perceived risk: How customers handle risk.

Acquisition costs in relation to CLVs.

Basic B2C and B2B decision-making models.

**LO3 Analyse appropriate techniques and methods in order to increase customer lifetime value (e.g. cross-selling, loyalty and upselling)**

*Strategies for enhancing customer lifetimes values within both B2C and B2B contexts:*

Strategies for building long-term customer relationships

Digital strategies, including increased connectivity with customers through mobile device, apps, social media and online chats/forums.

Use of advanced technology such as 'Internet of Things' and Cognitive systems to gather real-time data and predict and forecast market trends.

Creating brand loyalty.

Cross-selling and upselling.

Choosing the right rewards and incentives.

Developing multiple points and channels of contact.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Demonstrate an understanding of the concept of customer lifetime value, how to calculate it and the different factors that influence it		<b>LO1, LO2 and LO3</b> <b>D1</b> Provide evidence of critical evaluation and synthesis of the key concepts of customer lifetime value management in an organisational context.
<b>P1</b> Explain and analyse the various components that enable an organisation to determine and calculate a customer's lifetime value. <b>P2</b> Explain and justify the benefits of customer lifetime value to an organisation. <b>P3</b> Evaluate the factors that influence the customer lifetime value.	<b>M1</b> Apply the concept of customer lifetime value and the use of collating customer data within a specific organisational B2C or B2B context.	
<b>LO2</b> Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation		
<b>P4</b> Determine and explain the types of market segmentation strategies that can be applied to a customer base. <b>P5</b> Evaluate B2C and B2B decision-making models and demonstrate how opportunities for customer value creation can be applied.	<b>M2</b> Critically evaluate various segmentation models in a B2C or B2B context to generate key insights and marketing intelligence for customer value creation.	
<b>LO3</b> Analyse appropriate techniques and methods in order to increase customer lifetime value		
<b>P6</b> Analyse the different techniques and methods organisations can apply to increase customer relationships and customer loyalty.	<b>M3</b> Evaluate the appropriateness of techniques and methods applied at different stages of the consumer decision-making process and CLV.	

## Recommended Resources

### Textbooks

BRASSINGTON, F. and PETTITT, S. (2012) *Essentials of Marketing*. 3rd Ed. Harlow: Pearson.

BUTTLE, F. and MAKLANS, S. (2015) *Customer Relationships Management: Concepts and Technologies*. 3rd Ed. Oxford: Routledge.

KUMAR, V. (2008) *Customer Lifetime Value: The Path to Profitability*. Hanover (MA): Now Publishers Inc.

SZMIGIN, I. and PLACENTINI, M. (2014) *Consumer Behaviour*. Oxford: Oxford University Press.

### Links

This unit links to the following related units:

*Unit 2: Marketing Essentials*

*Unit 23: Integrated Marketing Communications*

*Unit 24: Digital Marketing*

*Unit 29: Managing and Running a Small Business*

*Unit 37: Consumer Behaviour and Insight*

## Unit 39: Sales Management

**Unit code** R/508/0598

**Unit level** 5

**Credit value** 15

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### Introduction

This unit introduces students to the discipline of sales management for the 21st century. Changing dynamics between buyers and sellers, driven by the fast-paced evolution of e-commerce and globalisation, has led organisations to review and adapt their sales management approach in response to a customer driven culture.

This unit gives a comprehensive overview of sales management and equips students with the tools and knowledge they need to succeed in today's increasingly complex and fast-paced sales environment.

### Learning Outcomes

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

- 1 Demonstrate an understanding of the principles of sales management.
- 2 Evaluate the relative merits of how sales structures are organised, and recognise the importance of 'selling through others'.
- 3 Analyse and apply principles of successful selling.
- 4 Demonstrate an understanding of the finance of selling.

## Essential Content

### LO1 **Demonstrate an understanding of the principles of sales management**

*Introduction and scope of sales management:*

Definition of sales management and the key aspects of sales management, including planning, selling and reporting.

Strategies for measuring and monitoring, including the sales funnel and hit rate metric.

Different modes of selling (B2B and B2C) and their impact upon buyer and seller roles and dynamics.

Consumer buying behaviour process.

Business buying behaviour process.

Sales promotions and incentives.

The impact of new technology on the sales management environment: the use of Skype, video conferencing on tablet devices for improved communication; online events and sales training to improve sales skills and productivity and cloud computing to improve information access.

### LO2 **Evaluate the relative merits of how sales structures are organised, and recognise the importance of 'selling through others'**

*Sales leadership and the sales executive:*

Ethics of behaviour, law and sales leadership.

Designing and organising the sales force and choosing the right structure: geography, product and customer-based design.

Appropriate recruitment and training to develop an efficient sales force.

Supervising, managing and leading the sales force.

Goal setting, managing performance and reward of the sales force

'Selling through others' – the advantages of using different sales channels.

### LO3 **Analyse and apply principles of successful selling**

*Turning customer information into knowledge:*

Classification of sales leads: hot, warm and cold.

The cold vs warm approach.

Successful pitching and positioning.

Negotiation techniques and tactics: closing sale, handling objections, when to say 'no', ethics of behaviour and overpromising.

Building and managing relationships.

Exit and terminating relationships.

### LO4 **Demonstrate an understanding of the finance of selling**

*Portfolio management:*

Calculating margins.

Payment mechanisms and terms.

The sales cycle.

Industry specific sales cycle management.

Overall, performance management.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Demonstrate an understanding of the principles of sales management			LO1, LO2 & LO3  D1 Produce a coherent, fully justified critical evaluation based upon a comprehensive understanding of sales management, structure and selling techniques within an organisational context.
P1 Examine the key principles of sales management in relation to the importance of sales planning, methods of selling and sale reporting.	M1 Evaluate how principles of sales management will be different in response to consumer and business buying behaviour.		
LO2 Evaluate the relative merits of how sales structures are organised, and recognise the importance of 'selling through others'			
P2 Evaluate the benefits of sales structures and how they are organised using specific organisational examples.  P3 Explain the importance and the advantages of the concept of 'selling through' others.	M2 Critically evaluate the implementation of different types of sales structures using specific organisational examples (e.g. geographic, marketing, product sales).		
LO3 Analyse and apply principles of successful selling			
P4 Analyse the key principles and techniques for successful selling and how they contribute to building and managing customer relationships in application to specific organisational examples.	M3 Critically analyse the application of successful selling principles and techniques in application to specific organisational examples.		



Pass	Merit	Distinction
<b>LO4</b> Demonstrate an understanding of the finance of selling		<b>D2</b> Critically evaluate and make recommendations on how sales structures and approaches can improve financial viability.
<b>P5</b> Explain the importance of developing sales strategies that yield highest profitability and incorporating account management within sales structures.	<b>M4</b> Evaluate how core finance principles and successful portfolio management can lead to increased profitability and a competitive edge.	

## Recommended Resources

### Textbooks

HAIR, J., ANDERSON, R., MEHTA, R. and BABIN, B. (2008) *Sales Management: Building Customer Relationships and Partnerships*. 1st Ed. Cengage Learning.

JOBBER, D. and LANCASTER, G. (2015) *Selling and Sales Management*. Harlow: Pearson

TANNER, J., HONEYCUTT, E. and ERFFMEYER, R. (2013) *Sales Management*. Harlow: Pearson.

WEINBERG, M. (2015) *Sales Management. Simplified: The Straight Truth About Getting Exceptional Results from Your Sales*. New York: Amacom.

### Links

This unit links to the following related units:

*Unit 5: Management Accounting*

*Unit 24: Digital Marketing*

*Unit 37: Consumer Behaviour and Insight*

*Unit 44: Pitching and Negotiation Skills*

## Unit 40:

## International Marketing

**Unit code** Y/508/0599

**Unit level** 5

**Credit value** 15

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### Introduction

The aim of this unit is to introduce students to a variety of methods organisations use to coordinate their international marketing efforts. Students will critically evaluate the various challenges that organisations face when doing so. This unit will give students the knowledge and ability to work with marketing teams internationally and to study marketing at a higher level.

In today's globalised economy it is essential that marketing efforts are able to transcend international borders. To do this, marketers must gain an appreciation of the various cultural, regulatory and political issues that exist in transferring marketing strategies into different countries and the impact it can have on both consumers and the organisation.

### Learning Outcomes

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

- 1 Demonstrate an understanding of how marketing contributes to business strategies in an international context.
- 2 Evaluate entry to a selection of international markets and define the key success factors.
- 3 Investigate how elements of the marketing plan can be adapted or standardised across international markets.
- 4 Demonstrate an understanding of how to organise and evaluate international marketing efforts (multinational, global, transnational, meta-national, etc.).

## Essential Content

### LO1 **Demonstrate an understanding of how marketing contributes to business strategies in an international context**

#### *International context:*

Scope and definition of international marketing.

Rationale for why organisations are seeking to internationalise.

Key global macro and customer trends.

#### *Contribution to meeting strategic objectives:*

Marketing's role in contributing to the business strategy in an international context.

Factors that influence internationalisation.

Setting an international marketing strategy to meet objectives.

### LO2 **Evaluate entry to a selection of international markets and define the key success factors**

#### *Critical evaluation of international markets:*

The importance of choosing the right international market.

The international market selection process.

Opportunities and challenges when entering international markets, including ethical and legal considerations.

Risk management and contingency planning in relation to volatile international markets.

Generic international market entry strategies.

Determining key success factors of international marketing.

**LO3 Investigate how elements of the marketing plan can be adapted or standardised across international markets**

*The marketing plan in an international context:*

Product adaption: global vs local.

Pricing in international markets.

The use of new technologies that support international distribution and promotional strategies considering hardware (computerised systems, telecommunications, networks) and software (mobile computing, cloud computing, social media).

People and servicing in an international context.

Tapping into untapped markets.

**LO4 Demonstrate an understanding of how to organise and evaluate international marketing efforts (multinational, global, transnational, meta-national, etc.)**

*International marketing efforts:*

Organisation structures in an international context.

Home or international orientation and reporting lines.

Negotiation and new business assessment in international markets.

Assessing international market competition.

Assessing international market performance.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Demonstrate an understanding of how marketing contributes to business strategies in an international context		<b>LO1 and LO2</b>  <b>D1</b> Produce a critical evaluation of the international market context, including insight into how organisations should adapt their marketing strategies for various markets.
<b>P1</b> Analyse the scope and key concepts of international marketing.  <b>P2</b> Discuss the rationale for an organisation to want to market internationally and describe the various routes to market they can adopt.	<b>M1</b> Evaluate the opportunities and challenges that marketing internationally presents to an organisation.	
<b>LO2</b> Evaluate entry to a selection of international markets and define the key success factors		
<b>P3</b> Evaluate the key criteria and selection process to use when considering which international market to enter.  <b>P4</b> Explain, using examples, the different market entry strategies, including the advantages and disadvantages of each.	<b>M2</b> Apply the market evaluation criteria, entry strategies and make recommendations for a selected organisation.	

Pass		Merit	Distinction
<b>L03</b> Investigate how elements of the marketing plan can be adapted or standardised across international markets			<b>D2</b> Produce a critical evaluation of how the marketing mix is applied to a range of international contexts.
<b>P5</b> Present an overview of the key arguments in the global vs local debate.  <b>P6</b> Investigate how the product, pricing, promotional and distribution approach differs in a variety of international contexts.	<b>M3</b> Evaluate the context and circumstances in which an organisation should adopt a global or local approach, highlighting the implications of doing so.  <b>M4</b> Determine and articulate in detail how to adapt the marketing mix of a selected organisation in different international markets.		
<b>L04</b> Demonstrate an understanding of how to organise and evaluate international marketing efforts (multinational, global, transnational, meta-national, etc.)			<b>D3</b> Make recommendations on how organisations should be structured to maximise the opportunity in an international context.
<b>P7</b> Explain and analyse the various international marketing approaches organisations can adopt.  <b>P8</b> Compare home and international orientation and ways to assess competitors outlining the implications of each approach.	<b>M5</b> Evaluate various marketing approaches and competitor analysis in relation to an organisation and make recommendations on how they should operate in an international context.		

## Recommended Resources

### Textbooks

ALBAUM, G and DUERR, E (2011) *International Marketing and Export Management*. 7th Ed. Harlow: Pearson.

BRADLEY, F (2005) *International Marketing Strategy*. 5th Ed. Harlow: Pearson.

KEEGAN, W (2013) *Global Marketing Management: International Edition*. 8th Ed. Harlow: Pearson.

### Journals

*Emerald Insight*

*International Marketing Review*

### Links

This unit links to the following related units:

*Unit 1: Business and the Business Environment*

*Unit 2: Marketing Essentials*

*Unit 18: Global Business Environment*

*Unit 43 Tapping into New and International Markets*



# Unit 41: Brand Management

<b>Unit code</b>	<b>F/508/0600</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

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## Introduction

This unit gives students a comprehensive overview of brand management – starting with why brands are so important and how they are formed, through to measuring brand value and managing a portfolio of brands over time.

The unit is designed and structured to give students an end-to-end understanding of brand management. It explores a range of tools and techniques that can be employed to maximise brand value, while looking at a number of case studies that contextualise information within real-world examples to aid understanding of how effective brand management can be achieved.

## Learning Outcomes

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

- 1 Demonstrate an understanding of how a brand is built and managed over time.
- 2 Analyse how brands are organised in portfolios and how brand hierarchies are built and managed
- 3 Evaluate how brands are leveraged/extended over time domestically and internationally.
- 4 Evaluate techniques for measuring and managing brand value over time.

## Essential Content

### LO1 **Demonstrate an understanding of how a brand is built and managed over time**

#### *Building brands:*

Present an overview of brands and how they are developed, the use of the brand pyramid.

The advantages of branding for organisations, consumers and intermediaries.

What is brand equity?

How do organisations develop and grow brand equity?

The role of marketing in building brand equity and brand positioning and techniques.

#### *Managing a brand over time:*

How to strengthen brand equity, brand extensions, reinforcing and revitalising brands through innovation.

Overcoming brand crisis, transmedia branding and specific communication strategies for recovering and restoring a brand.

Interacting with customers: exploiting converging technologies to engage customers.

### LO2 **Analyse how brands are organised in portfolios and how brand hierarchies are built and managed**

#### *Portfolio and hierarchy management:*

Brand portfolio strategies, including the house of brands and branded property models.

Hierarchy building: corporate branding, umbrella branding, family branding, endorsed sub brands and individual product branding.

How brand equity is built at different levels of the hierarchy.

Using the customer based brand equity model to develop and manage brands.

The use of market research as a key brand management tool.

**LO3 Evaluate how brands are leveraged/extended over time domestically and internationally**

*Brand extension and leverage:*

Brand extension approaches and strategies.

'Fit and leverage' in brand extensions.

Determine the different ways that brands can be reinforced and revitalised.

Brand collaborations and partnerships.

Global branding and positioning.

**LO4 Evaluate techniques for measuring and managing brand value over time**

*Measuring and managing brand value:*

Different brand measurement techniques for measuring brand awareness, market share, consumer attitudes and purchasing intent.

Brand equity audit and management and brand tracking techniques.

The relationship between branding and finance.

The concept of brand value and different approaches: cost, market based and financial based methods to brand valuation.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Demonstrate an understanding of how a brand is built and managed over time		<b>LO1, LO2, LO3 and LO4</b> <b>D1</b> Provide a critical evaluation that is supported by justified evidence demonstrating a comprehensive understanding of branding within an organisational context.
<b>P1</b> Explain the importance of branding as a marketing tool and why and how it has emerged in business practice. <b>P2</b> Analyse the key components of a successful brand strategy for building and managing brand equity.	<b>M1</b> Evaluate how brands are managed successfully over time using application of appropriate theories, models and concepts. <b>M2</b> Apply appropriate and validated examples within an organisational context.	
<b>LO2</b> Analyse how brands are organised in portfolios; how brand hierarchies are built and managed		
<b>P3</b> Analyse different strategies of portfolio management, brand hierarchy and brand equity management.	<b>M3</b> Critically analyse portfolio management, brand hierarchies and brand equity using appropriate theories, models and frameworks.	
<b>LO3</b> Evaluate how brands are leveraged/extended over time domestically and internationally		
<b>P4</b> Evaluate how brands are managed collaboratively and in partnership both at a domestic and global level.	<b>M4</b> Critically evaluate the use of different techniques used to leverage and extend brands.	
<b>LO4</b> Evaluate techniques for measuring and managing brand value over time		
<b>P5</b> Evaluate different types of techniques for measuring and managing brand value using specific organisational examples.	<b>M5</b> Critically evaluate application of techniques for measuring and managing brand value in relation to developing a strong and enduring brand.	

## Recommended Resources

### Textbooks

AAKER, D. (2011) *Brand Relevance: Making Competitors Irrelevant*. 1st Ed. San Francisco: Jossey Bass.

KAPFERER, J. (2012) *The New Strategic Brand Management: Advanced Insights and Strategic Thinking*. 5th Ed. London: Kogan Page.

KELLER, K (2015) *Strategic Brand Management: Global Edition*. 4th Ed. Harlow: Pearson.

WHEELER, A. (2012) *Designing Brand Identity: An essential guide for the whole branding team*. 4th Ed. Holboken NJ: Wiley and Sons.

### Links

This unit links to the following related units:

*Unit 2: Marketing Essentials*

*Unit 22: Product and Service Development*

*Unit 23: Integrated Marketing Communications*

*Unit 37: Consumer Behaviour and Insight*

*Unit 38: Customer Value Management*

## Unit 42: Planning for Growth

**Unit code** J/508/0601

**Unit level** 5

**Credit value** 15

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### Introduction

This unit provides students with an appreciation of how small and medium enterprises (SMEs) develop and grow. Students will learn about and apply techniques for identifying opportunities for growth, and appraise options for achieving growth, including via collaboration. Students will also learn about the sources of investment finance and consider how an SME attracts investors. They will gain an understanding of the options for SMEs in terms of exit or, for family businesses, succession, and be able to appreciate the importance of making informed choices when choosing routes to growth and have an understanding of the potential risks vs rewards involved with growth.

### Learning Outcomes

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

- 1 Analyse the key considerations SMEs should consider when evaluating growth opportunities.
- 2 Assess the various methods through which organisations access funding and when to use different types of funding.
- 3 Develop a business plan (including financials) and communicate how you intend scaling up a business.
- 4 Assess the various ways a small business owner can exit the business and the implications of each option.

## Essential Content

### LO1 **Analyse the key considerations SMEs should consider when evaluating growth opportunities**

#### *Competitive advantage:*

The basis of competitive advantage as a foundation for growth: resources and capabilities and core competences.

Generic strategies (Porter).

Linking competitive advantage with opportunities for growth (PESTLE).

#### *New products and services: innovation:*

The development of products and services as a basis for growth.

Portfolio strategies (Boston Consultancy Group Matrix and GE/Mckinsey matrix).

Product life-cycles.

The diffusion of innovation.

#### *Growth options:*

The main routes to growth (Ansoff's growth vectors – market penetration, product/service development, market development, unrelated diversification)

Identifying and mitigating risk.

Exploiting technology and digital platforms to expand network and generate growth.

#### *Collaboration:*

The benefits and drawbacks of collaboration, including mergers, acquisitions, joint ventures and strategic alliances and how they might be applicable growth options for small businesses.

The benefits of horizontal and vertical integration.

Partnerships in the value chain (e.g. bidding consortia).

The potential of franchising for expanding a business.

**LO2 Assess the various methods through which organisations access funding and when to use different types of funding**

*Investment decision-making:*

The main methods of financial appraisal to compare strategic or project options: payback period and net present value calculations.

*Sources of finance for growth:*

The main sources of finance for growth and the benefits and drawbacks of each: bank loans, crowdfunding, peer to peer lending, angel and venture finance.

**LO3 Develop a business plan (including financials) and communicate how you intend scaling up a business**

*Strategic intent: vision and mission:*

Developing a vision and mission for the organisation based on areas of strength, identified opportunities, values and ethics, and the expectations of stakeholders.

Exploring successful entrepreneurial strategies (e.g. addressing niche markets).

*Preparing a business case for investment:*

The key aspects of a business plan aimed at securing investment and what investors are looking for.

How to present the plan to investors.



**LO4 Assess the various ways a small business owner can exit the business and the implications of each option**

*Exit: success and failure:*

The main ways an owner-manager might exit the business.

The key reasons for business failure (external and internal) and how business failure might be prevented.

Mechanisms for exit in the event of failure.

Exit routes for successful businesses: selling or floating the business, valuing the company.

*Growth and succession in the family business:*

How the considerations of growth affect the family business.

Areas of potential conflict.

Succession planning.

Cultural issues.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>L01</b> Analyse the key considerations SMEs should consider when evaluating growth opportunities		<b>D1</b> Critically evaluate specific options and pathways for growth, taking into account the risks of each option and how they can be mitigated.
<b>P1</b> Analyse key considerations for evaluating growth opportunities and justify these considerations within an organisational context. <b>P2</b> Evaluate the opportunities for growth applying Ansoff's growth vector matrix.	<b>M1</b> Discuss the options for growth using a range of analytical frameworks to demonstrate the understanding of competitive advantage within an organisational context.	
<b>L02</b> Assess the various methods through which organisations access funding and when to use different types of funding		<b>D2</b> Critically evaluate potential sources of funding with justified argument for the adoption of a particular source or combination of sources, based on organisational needs.
<b>P3</b> Assess the potential sources of funding available to businesses and discuss benefits and drawbacks of each source.	<b>M2</b> Evaluate potential sources of funding and justification for the adoption of an appropriate source of funding for a given organisational context.	
<b>L03</b> Develop a business plan (including financials) and communicate how you intend scaling up a business		<b>D3</b> Present a coherent and in-depth business plan that demonstrates knowledge and understanding of how to formulate, apply and achieve business objectives successfully.
<b>P4</b> Design a business plan for growth that includes financial information and strategic objectives for scaling up a business.	<b>M3</b> Develop an appropriate and detailed business plan for growth and securing investment, setting out strategic objectives, strategies and appropriate frameworks for achieving objectives.	

Pass	Merit	Distinction
<b>L04</b> Assess the various ways a small business owner can exit the business and the implications of each option		<b>D4</b> Provide critical evaluation of the exit or succession options for a small business and decide an appropriate course of action with justified recommendations to support implementation.
<b>P5</b> Assess exit or succession options for a small business explaining the benefits and drawbacks of each option.	<b>M4</b> Evaluate exit or succession options for a small business comparing and contrasting the options and making valid recommendations.	

## Recommended Resources

### Textbooks

BLANCHARD, K., ONCKEN, W. and BURROWS, H. (2011) *The One Minute Manager Meets the Monkey*. London: Harper Collins, London.

BURNS, P. (2011) *Entrepreneurship and Small Business*. 3rd Ed. Basingstoke: Palgrave MacMillan.

BURNS, P. (2014) *New Venture Creation: A Framework for Entrepreneurial Start-ups*. Basingstoke: Palgrave MacMillan.

MOORE, G. (2014) *Crossing the Chasm, 3rd Edition: Marketing and Selling Disruptive Products to Mainstream Customers*. New York: HarperCollins.

WALL, S., CODAY, C. and MITCHELL, C. (2014) *Quantitative Methods for Business and Management: An Entrepreneurial Perspective*. Harlow: Pearson Education.

WILLIAMS, S. (2015) *Financial Times Guides: Business Start-up 2015*. Harlow: Pearson.

### Links

This unit links to the following related units:

*Unit 8: Innovation and Commercialisation*

*Unit 22: Product and Service Development*

*Unit 29: Managing and Running a Small Business*

*Unit 43 Tapping into New and International Markets*

## Unit 43:

## Tapping into New and International Markets

**Unit code** R/508/0603

**Unit level** 5

**Credit value** 15

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### Introduction

In today's global environment, organisations are constantly looking at new ways to expand internationally. With the rise of digital technology and the reduction of barriers to entry this is easier than ever before, but all organisations must consider a range of options when making the decision to expand internationally. In this unit students will explore how organisations are able to move into international markets, assessing the opportunities and threats of them doing so. The unit aims to provide students with the key tools and techniques to aid organisations to evaluate whether they should tap into international markets and assess the various implications of doing so.

### Learning Outcomes

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

- 1 Analyse the opportunities and threats for firms exposed to an increasingly globalised environment.
- 2 Illustrate the advantages of trading blocs for firms.
- 3 Determine the importing and exporting process and the practicalities involved.
- 4 Evaluate ways SMEs can tap into international markets.

## Essential Content

### LO1 **Analyse the opportunities and threats for firms exposed to an increasingly globalised environment**

*The global context for small business and entrepreneurship:*

Global expansion and opportunities for entrepreneurs and small businesses.

Challenges and threats of globalisation for entrepreneurs and small businesses.

Growth of (local and global) competition.

The rise of the 'born globals'.

E-commerce as a tool for entrepreneurs and small businesses to go global, including websites with e-commerce capabilities (e.g. virtual shopping carts, secure online payments and social media presence).

The application of data protection and Cybersecurity.

Recognition of rules and regulations.

### LO2 **Illustrate the advantages of trading blocs for firms**

*Context for international trade and trade blocs:*

What is international trade?

International trade theories: country similarity, product life-cycle, global strategic rivalry and Porter's national competitive advantage.

Types of trade blocs and regional trade agreements and their role in facilitating SME trade.

Grants, subsidies and special arrangement for SMEs.

Trade controls and tariffs.

Context for importing and exporting for SMEs.

**LO3 Determine the importing and exporting process and the practicalities involved**

*Rationale for importing and exporting for SMEs:*

What are the considerations when importing and exporting?

Securing an import or export deal.

Merchandise importing and exporting.

Service importing and exporting.

Licensing.

**LO4 Evaluate ways SMEs can tap into international markets**

*Methods used to expand into international markets:*

Business planning for expanding into international markets; assessing markets, financial support, distribution and transportation channels, legal considerations and international regulations.

Licensing and Franchising agreements.

Creating Joint ventures.

Establishing connections and partnerships with larger organisations.

Setting up and establishing outlets/branches abroad.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Analyse the opportunities and threats for firms exposed to an increasingly globalised environment		<b>LO1 and LO2</b> <b>D1</b> Critically evaluate how SMEs are able to take advantage of international opportunities and overcome barriers.
<b>P1</b> Explain the global business environment in which small and entrepreneurial businesses operate. <b>P2</b> Analyse the threats and opportunities that face SMEs in an increasingly competitive global environment.	<b>M1</b> Provide evidence-based analysis of the global business environment in which small and entrepreneurial businesses operate using specific examples. <b>M2</b> Critically analyse the implications of threats and opportunities that face SMEs in an increasingly competitive global environment.	
<b>LO2</b> Illustrate the advantages of trading blocs for firms		
<b>P3</b> Determine and analyse the advantages of international trading blocs and agreements. <b>P4</b> Explain the various tariff and non-tariff barriers that exist in the international trading environment.	<b>M3</b> Evaluate the advantages of international trading blocs and agreements and their implications for SMEs.	
<b>LO3</b> Determine the importing and exporting process and the practicalities involved		
<b>P5</b> Determine the advantages and disadvantages of importing and exporting and how to secure a deal. <b>P6</b> Explain the differences between merchandise and service imports and exports.	<b>M4</b> Apply the appropriate import and export process to an organisation and make recommendations on how they could be applied in an international context.	<b>D2</b> Produce valid and justified recommendations for use of different approaches in an international context.



Pass	Merit	Distinction
<b>L04</b> Evaluate ways SMEs can tap into international markets		<b>D3</b> Justify recommendations with supported critical consideration and evaluation of the implementation of different methods.
<b>P7</b> Evaluate the various methods in which SMEs can tap into international markets.  <b>P8</b> Compare and contrast the various ways SMEs can tap into international markets, assessing the pros and cons of each method.	<b>M5</b> Evaluate different methods SMEs can use to tap into various markets with application to a small business or entrepreneurial venture, making valid recommendations.	

## Recommended Resources

### Textbooks

BARTLETT, C. and BEAMISH, P. (2011). *Transnational Management: Texts, Cases, and Readings in Cross-Border Management*. 6th Ed. Maidenhead: McGraw-Hill.

PENG, M. (2014) *Global Business*. 3rd Ed. London: Cengage Learning.

RUGMAN, A. and COLLINSON, S. (2012) *International Business*. 6th Ed. Harlow: Pearson.

WALL, S. and MINOCHA, S. (2015) *International Business*. 4th Ed. Harlow: Pearson.

GIOELI, A. (2014) *International Business Expansion: A Step-by-Step Guide to Launch Your Company Into Other Countries*. Over and Above Press.

### Links

This unit links to the following related units:

*Unit 18: Global Business Environment*

*Unit 29: Managing and Running a Small Business*

*Unit 40: International Marketing*

# Unit 44: Pitching and Negotiation Skills

**Unit code** L/508/0602

**Unit level** 5

**Credit value** 15

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## Introduction

This unit gives students a comprehensive overview of the essential pitching and negotiation skills required to win new contracts on agreeable terms. These skills are essential for the managing and running of a small business or being part of a dynamic and innovative workforce. 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. This unit aims to provide students with the knowledge base and tools that will help them to develop these skills.

## Learning Outcomes

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

- 1 Evaluate the context of a negotiation and identify the information required to prepare for a negotiation.
- 2 Manage documentation relevant to tenders and contracts.
- 3 Develop a pitch to achieve a sustainable competitive edge.
- 4 Assess the outcome of a pitch and negotiation.

## Essential Content

### LO1 **Evaluate the context of a negotiation and identify the information required to prepare for a negotiation**

#### *Context for negotiating:*

Understanding the rationale for negotiation and the importance of negotiating skills in the workplace.

Generating new business and winning new deals.

Key negotiation tactics and strategies.

Preparing to negotiate: the Request For Proposal (RFP) process.

Preparing to negotiate: determining goals, tactics and strategies.

Closing a deal: creating and finalising a contract.

The value of understanding the context and key individuals in a negotiation, including cultural awareness and differences in international business negotiations.

Collapse and recovery when negotiating.

### LO2 **Manage documentation relevant to tenders and contracts**

#### *Context for tendering:*

What are the key elements of an RFP document?

What is procurement?

What are the different types of procurement processes?

The contractual process for both personal and classified information.

The key elements of Master agreements and statements of work.

Contract Law.

Amending contracts and breaches of terms and conditions.

### **LO3 Develop a pitch to achieve a sustainable competitive edge**

#### *Developing a competitive strategy for pitching:*

The structure of pitching with emphasis on the value of brand loyalty, innovation and networking and partnerships.

Building the bridge of trust during a pitch and the importance of providing realistic solutions to problems, opportunity focus and partnership approaches.

Determining key outcomes and the pursuit of value.

Dealing with rejection and asking for referrals.

Summarising and follow-up.

### **LO4 Assess the outcome of a pitch and negotiation**

#### *Outcomes of a pitch and negotiation:*

Determining key outcomes and contingency planning for dealing with rejection.

Contractual implementation and fulfilling obligations, on-going monitoring/review of contracts.

Managing relationships and generating incremental revenue.

Terminating contracts.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Evaluate the context of a negotiation and identify the information required to prepare for a negotiation		<b>D1</b> Critically evaluate the steps of the negotiation process and present valid solutions for dealing with issues that can arise.
<b>P1</b> Determine what is a negotiation, why it occurs and who the key stakeholders are during a negotiation process.  <b>P2</b> Evaluate the key steps and information required for negotiating and generating deals.	<b>M1</b> Present a concise rationale for the negotiation process, including detailed steps that organisations go through during a negotiation process and the information required in preparation.	
<b>LO2</b> Manage documentation relevant to tenders and contracts		<b>D2</b> Critically evaluate the competitive tendering and contract process and make recommendations for completing a successful tender with minimal risk.
<b>P3</b> Explain the RFP process and the relevant types of documentation required.  <b>P4</b> Explain the contractual process and how relevant documentation is managed and monitored.	<b>M2</b> Evaluate the RFP process within an organisational context, outlining the key documentation required and consequences of breaching the terms of an agreement.	
<b>LO3</b> Develop a pitch to achieve a sustainable competitive edge		<b>D3</b> Develop a dynamic and creative pitch that is both concise and persuasive to achieve a sustainable competitive edge.
<b>P5</b> Develop an appropriate pitch applying key principles that achieve a sustainable competitive edge.	<b>M3</b> Examine the pitch process in an organisational context, evaluating ways to maximise the chances of a successful pitch.	
<b>LO4</b> Assess the outcome of a pitch and negotiation		<b>D4</b> Critically evaluate the pitch and post pitch outcomes to determine potential issues and risk management.
<b>P6</b> Assess the potential outcomes of a pitch.  <b>P7</b> Determine how organisations fulfil their obligation from a pitch, identifying potential issues that can occur.	<b>M4</b> Recommend ways in which an organisation can fulfil their post-pitch obligations, highlighting any potential issues.	

## Recommended Resources

### Textbooks

DeMARR, B. and De JANASZ, S. (2014) *Negotiation and Dispute Resolution*. New International Ed. Harlow: Pearson.

FALCAO, H. (2010) *Value Negotiation: How to finally get the win-win right*. Harlow: Pearson.

FISHER, R. (2012) *Getting to Yes: Negotiating an agreement without giving in*. London: Random House Publishing.

KLAFF, O. (2011) *Pitch Anything: An Innovative Method for Presenting, Persuading, and Winning the Deal*. New York: McGraw-Hill.

### Journals

*Journal of Small Business Management*. Oxford: Wiley-Blackwell  
[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1540-627X](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-627X)

The Institute for Small Business and Entrepreneurship (ISBE) website:  
[www.isbe.org.uk](http://www.isbe.org.uk)

### Links

This unit links to the following related units:

*Unit 22: Product and Service Development*

*Unit 28: Launching a New Venture*

*Unit 39: Sales Management*

## Unit 45:

## E-Commerce & Strategy

**Unit code** D/615/1683

**Unit level** 5

**Credit value** 15

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### Introduction

Electronic Commerce, or E-Commerce, refers to any type of commercial/business transaction where information, data, products and services are exchanged across the internet. These transactions can cover a wide diversity of business types to include: consumer-based retail sites (e.g. Amazon), sites that provide facilities such as auctions (e.g. eBay) and business exchanges between different organisations. E-Commerce allows consumers to electronically exchange goods and services 24/7 with no barriers in terms of time or geography.

Within this unit students will gain an understanding of how and why businesses and organisations develop E-Commerce strategies: to remain competitive in the global market. Students will also appreciate the elements and resources required to set up an E-Commerce site and be engaged in the design and implementation of their own strategies that would in reality form part of a secure E-Commerce site.

Students will examine the impact that E-Commerce has on society and the global market for consumers, buyers and sellers in terms of the benefits and drawbacks of online purchasing. Through investigation, students will also research the technologies involved in setting up a secure E-Commerce site in preparation for their own E-Commerce strategy.

There is an expectation that students will devise a strategy based on an element of E-Commerce such as designing a shopping cart, an ordering system, payment system or an online marketing system, for example. This design should be fully implemented and evaluated accordingly in terms of its success or failure.

Standards and levels of support, marketing, CRM, promotion and supply chain management will all be explored within the context of developing the implementation strategy.

On successful completion of this unit a student will have gained both a technical and practical insight into E-Commerce strategy, design and development. As a result they will develop skills such as communication literacy, critical thinking, analysis, reasoning and interpretation, which are crucial for gaining employment and developing academic competence.



## Learning Outcomes

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

- 1 Examine the strategies employed and the impact of E-Commerce on business organisations.
- 2 Analyse the hardware, software, web-based and database technologies involved in setting up a secure E-Commerce site.
- 2 Design an E-Commerce strategy based on a given end user requirement or specification.
- 4 Implement an E-Commerce strategy based on a given end user requirement or specification.

## Essential Content

### LO1 **Examine the strategies employed and the impact of E-Commerce on business organisations**

#### *Customer expectations:*

Raised expectations for a quick and efficient service e.g. timely responses to customer communications, quick delivery of the product or service, accurate information, reduced pricing for the product/service, greater choice.

#### *Benefits:*

Wider market, niche target marketing, lower overheads and costs, greater flexibility and access to goods/services 27/7.

#### *Drawbacks:*

Visibility, security issues and threats, down-time, high set up and maintenance costs, need to employ a technician or web-based administrator to manage the provision.

### LO2 **Analyse the hardware, software, web-based and database technologies involved in setting up a secure E-Commerce site**

#### *Web architecture:*

Components e.g. server-side scripting, client/server/script interaction, operation of server-side web applications, accessing data on the web server, dynamic web pages, consistent navigational menu on all pages, browser cookies, embedding animation and video content in web pages, adding interactivity with plug-ins.

#### *Hardware and software:*

Web servers, browsers, server software, web authoring tools, database system, shopping cart software, scripting software, browser and platform compatibility. Networking technology e.g. TCP/IP addresses, ports and protocols; domain names, multiple registration of domains (.com as well as .co.uk); setting up the server directory structure, deploying access configuration/security.

*Database technology:*

Uses and processes e.g. database-driven web pages, opening a connection to a database, storing data captured from forms, performing dynamic queries on the database, generating a web page response displaying the results of a query.

*Communication technology:*

Uses e.g. email support, forum; search engine optimisation; additional hardware and software components required to support communications.

*Data transmission:*

Features e.g. download speeds, transfer rates, bandwidth required for given applications including text, graphics, video, speech.

**LO3 Design an E-Commerce strategy based on a given end user requirement or specification**

*Considerations:*

Hardware and software, design and development, costs and resources, security, maintenance, customer online support and logistics.

*Internet strategy:*

Hosting e.g. internal, sub-contracted; design of the website; maintaining 24/7 access.

*Marketing strategy:*

Methods e.g. targeting market segments and interest groups, developing electronic 'web-communities', CRM, promotion strategies to target specific market segments, search engine optimisation, e-marketing software.

*Supply chain strategy:*

Methods e.g. satisfying customer demand, responsive supply chain, managed in house or sub-contracted, developing 'partnership' relationships with suppliers.

*Electronic payment:*

Methods e.g. online transaction processing, Commercial Off the Shelf Software (COTS), other payment systems e.g. PayPal, WorldPay.

#### **LO4 Implement an E-Commerce strategy based on a given end user requirement or specification**

##### *Implementation:*

Demonstrate that the E-Commerce strategy devised has been implemented using suitable tools and applications. The strategy could be marketing, supply chain or payment based, for example designing an online ordering system or an online payment system.

##### *Evaluation:*

Evaluate the success of the design and implementation of the E-Commerce strategy.

##### *Technique:*

SWOT analysis to evaluate the overall strengths, weaknesses, opportunities and threats of the implemented E-Commerce strategy.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>L01</b> Examine the strategies employed and the impact of E-Commerce on business organisations			D1 Critically review the benefits and drawbacks of an organisation utilising E-Commerce.
<b>P1</b> Discuss the importance of addressing and meeting customer expectations when employing an E-Commerce strategy.	<b>M1</b> Analyse organisation case studies and examine how E-Commerce has been used to improve an element of business operations.		
<b>L02</b> Analyse the hardware, software, web-based and database technologies involved in setting up a secure E-Commerce site			D2 Evaluate the role that database technology plays in the development and sustainability of E-Commerce.
<b>P2</b> Discuss the technologies involved in setting up a secure E-Commerce site.	<b>M2</b> Justify the importance of communications technology in E-Commerce design.		
<b>L03</b> Design an E-Commerce strategy based on a given end user requirement or specification			D3 Appraise the design and functionality of the E-Commerce solution.
<b>P3</b> Discuss the types of strategies that could be used to drive an E-Commerce solution.	<b>M3</b> Analyse the factors and resources that should be considered when designing an E-Commerce strategy.		
<b>P4</b> Design an E-Commerce solution based on a specified requirement or strategy.	<b>M4</b> Differentiate between the types of payment systems that are integral to E-Commerce success.		

Pass	Merit	Distinction
<b>L04</b> Implement an E-Commerce strategy based on a given end user requirement or specification		<b>D4</b> Evaluate the success of the E-Commerce implementation and identify how it fulfils a specified requirement or strategy.
<b>P5</b> Implement an E-Commerce solution based on a specified requirement or strategy.	<b>M5</b> Produce a detailed SWOT analysis to support the implemented E-Commerce design.	

## Recommended Resources

### Textbooks

Bones, C. and Hammersley, J. (2015) *Leading Digital Strategy: Driving Business Growth Through Effective E-commerce*. 1st Ed. Kogan Page.

Chaffey, D. (2009) *E-Business and E-Commerce Management: Strategy, Implementation and Practice*. 4th Ed. Financial Times: Prentice Hall.

Laudon, K. and Traver, C. (2015) *E-Commerce*. 11th Ed. Pearson.

Philips, J. (2016) *Ecommerce Analytics: Analyse and Improve the Impact of Your Digital Strategy*. 1st Ed. Pearson FT Press.

### Journals

*Journal of Electronic Commerce Research*

*Journal of Electronic Commerce in Organisations (JECO)*

### Websites

www.networksolutions.com	Network Solutions Education Centre “Developing an E-Commerce Strategy” (Articles)
www.ecommercefuel.com	E-Commerce Fuel (Discussion Forum)

## Unit 46:

## Social Media Practice

**Unit code** K/616/1777

**Unit level** 5

**Credit value** 15

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### Introduction

Facebook, Twitter, LinkedIn, blogs of countless themes, the ability to leave comments about news, online stores, file sharing platforms and wikis have become essential elements of daily life. They have also become valuable tools in the way that businesses communicate with their existing and potential audiences. Social media has transformed the way that people and businesses communicate by allowing engagement across multiple channels with greater personalisation and targeted dissemination.

While we are experiencing a time of transformation that generates interesting opportunities, we are also faced with new challenges for organisations and individuals. The rapid growth in social media raises questions about authorship, authenticity, and privacy, to name but a few.

This unit explores this new cultural ecosystem, where we use new practices of communication and social interaction through social media.

Upon successful completion of this unit, students will be able to analyse a market to plan and develop strategic communication campaigns through social media.



## **Learning Outcomes**

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

- 1 Explain the key concepts and features of social media in different creative media practices
- 2 Discuss the uses of social media and their impact on market and audience
- 3 Develop a social media strategy for a creative media organisation, based on client need, market and user research
- 4 Present a social media plan for a creative media production organisation.

## Essential content

### LO1 Explain the key concepts and features of social media in different creative media practices

#### *Social media concepts:*

Interactivity

User-generated

User profiles

Community/Interest-driven.

#### *Media environment:*

Technologies

Globalisation

Interactive/Reactive

User-Generated Content (UGC)

Social networking

Culture and society.

#### *Social media and journalism:*

Online journalism

Citizen journalism.

#### *Social media and marketing/advertising:*

Business to Consumer (B2C)

Business to Business (B2B).

#### *Social media roles:*

Social media manager

Community manager.

#### *Social gaming*

## **LO2 Discuss the uses of social media and their impact on market and audience**

*Social media use by individuals:*

Social networking

Personal objectives

Entertainment

Social interaction

Consumer-to-consumer recommendations

Blogging.

*Social media use by organisations:*

Enterprise 2.0

Corporate Use of social media: Brand building, culture of the company, positioning in social networks

Social media engagement: Customer service, shared values

Communication and advertising: Internal communication, external communication, contents, platforms.

## **LO3 Develop a social media strategy for a creative media organisation, based on client need, market and user research**

*Social media strategy:*

Market research

Competitor analysis

Aims/Objectives

Content Strategy.

*Social media and other marketing/advertising:*

Coordination and convergence

Shared assets.

*Content management:*

Creation

Dissemination

Visibility

Professional social media management

Social media analytics.

#### **LO4 Present a social media plan for a creative media production organisation**

*Social media plan:*

Aims/Objectives

Content

Scheduling

User engagement.

*Market testing:*

Focus groups

Questionnaire/Survey

Interviews.

*Social media analytics:*

Analytics process

Data sources

Data searching

Data modelling

Insights

Metrics

'Followers'

'Likes'

Click-thru rate

Customer attitudes/behaviours.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Explain the key concepts and features of social media in different creative media practices		<b>LO1 and LO2</b> <b>D1</b> Critically analyse how social media is used by organisations to develop and promote business aims
<b>P1</b> Explain the key concepts of social media for businesses <b>P2</b> Discuss the influence of business and cultural factors on the development of social media	<b>M1</b> Evaluate the use of social media, in the relationship between businesses and consumers	
<b>LO2</b> Discuss the uses of social media and their impact on market and audience		
<b>P3</b> Explore the use of social media platforms for different communication objectives <b>P4</b> Discuss the impact of different forms of social media on brand awareness and consumer engagement	<b>M2</b> Critically evaluate different social media platforms to identify their areas of greatest influence	

Pass		Merit	Distinction
<b>L03</b> Develop a social media strategy for a creative media organisation, based on client need, market and user research			<b>L03 and L04</b>  <b>D2</b> Critically evaluate own social media strategy and plan, highlighting the way it will support the aims and objectives of a social media strategy
<b>P5</b> Evaluate market and user research to define aims and objectives for a social media strategy, in response to a given brief  <b>P6</b> Create a social media strategy to address client needs and meet customer expectations	<b>M3</b> Justify the selection of technology platforms and tools for use in a social media strategy		
<b>L04</b> Present a social media plan for a creative media production organisation			
<b>P7</b> Develop a social media plan, including content creation, scheduling and monitoring  <b>P8</b> Present a social media plan that communicates the way in which it meets customer and client needs	<b>M4</b> Critically analyse a social media strategy and define the metrics required for social media analytics		

## Recommended resources

### Textbooks

CHANDLER, D. (2014) *A dictionary of social media*. Oxford: Oxford University Press.

EISENLAUE, V. (2013) *A Critical Hypertext Analysis of Social Media. The True Colours of Facebook*. London: Bloomsbury Academic.

GROVE, A. & BERG, G.A. (2014) *Social Business: Theory, Practice, and Critical Perspectives*. Berlin: Springer.

HINCHCLIFFE, D. (2012) *Social Business By Design: Transformative Social Media Strategies for the Connected Company Hardcover*. New York: Jossey-Bass.

KAWASAKI, G. & FITZPATRICK, P. (2014) *The Art of Social Media: Power Tips for Power Users*. London: Penguin.

LARDI, K. (2013) *Social Media Strategy: A Step-by-Step Guide to Building Your Social Business*. Zurich: Vdf Hochschulverlag Ag.

NEWMAN, D. & BLANCHARD, O. (2016) *Building Dragons: Digital Transformation in the Experience Economy*. Broadsuite, Inc.

TURNER, J. & SHAH, R. (2014) *How to Make Money with Social Media: An Insider's Guide to Using New and Emerging Media to Grow Your Business*. London: Pearson FT Press.

TUTEN, T. & SOLOMON, M.R. (2013) *Social Media Marketing*. London: Pearson.

### Websites

i-socialmarketing.org	International Social Marketing Association Professional Association (General Reference)
socialmediaassoc.com	Social Media Association Professional Association (General Reference)
socialmediacub.org	Social Media Club Professional Association (General Reference)
womma.org	WOMMA – Word of Mouth and Social Media Marketing Professional Association (General Reference)

## Unit 47: Business Intelligence

<b>Unit code</b>	<b>M/615/1641</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

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### Introduction

Data and information is core to any organisation and business process. The necessity of having meaningful information is the key driver for effective decision-making and problem-solving. Business intelligence has evolved from technologies such as decision support systems (DSS) to include tools and methods associated with data mining, data integration, data quality and data warehousing in conjunction with other information management systems and applications.

This unit introduces students to a range of tools, techniques and technologies for acquiring data and processing this into meaningful information that can be used to support business functions and processes.

Within this unit students will examine the concept of business processing in terms of data capture, conversion and information output. Students will also be required to define the tools and technologies associated with business intelligence functionality. The use of a business intelligence tool/s and techniques is also required to demonstrate an understanding of a given problem. Finally, students will be expected to evaluate the impact of business intelligence for effective decision-making.

On successful completion of this unit students will be able to appreciate the importance of business intelligence in terms of optimising decision-making and performance. By exploring the tools, techniques and systems that support business intelligence students will have an awareness of the role and contribution that these technologies and methodologies have and their importance to organisations.

As a result students will develop skills such as communication literacy, critical thinking, analysis, reasoning and interpretation, which are crucial for gaining employment and developing academic competence.



## **Learning Outcomes**

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

- 1 Discuss business processes and the mechanisms used to support business decision-making.
- 2 Compare the tools and technologies associated with business intelligence functionality.
- 3 Demonstrate the use of business intelligence tools and technologies.
- 4 Discuss the impact of business intelligence tools and technologies for effective decision-making purposes and the legal/regulatory context in which they are used.

## Essential Content

### LO1 **Discuss business processes and the mechanisms used to support business decision-making**

#### *Business process model:*

Data input and capture, data processing/conversion and information output, security considerations; unstructured and semi-structured data.

Tactical and operational decisions, the business process model, business intelligence functionality.

Analyse and compare the systems and technologies associated with business intelligence.

#### *Mechanisms:*

Application software, databases, which are used to collect and store intelligence.

Systems that are used to manage, analyse and display business intelligence to support the decision-making process; the importance of reliable data; impacts of reliable data in businesses.

#### *Business processes:*

Management e.g. supporting decision-making, problem-solving; operational e.g. sales, purchasing and marketing; support e.g. accounting, technical supporting processes; improving the efficiency of a business process e.g. forecasting, decision-making, predictive reasoning; automating processes e.g. print runs, salary slips etc.

### LO2 **Compare the tools and technologies associated with business intelligence functionality**

#### *Support for business decisions:*

Operational tactical and strategic. Operational examples could include product positioning or pricing. Tactical decisions could include financial outlays to gain competitive advantage. Strategic business decisions could include priorities, goals setting and forecasting for the future, global diversification etc.

*Business intelligence functionality:*

Analysing data, decision-making, problem-solving, designing more intuitive/innovative systems.

*Systems and technologies:*

Information systems at an operational, tactical and strategic level. Transaction processing, management information systems, decision support systems, expert systems.

**LO3 Demonstrate the use of business intelligence tools and technologies**

*Tools and techniques:*

Descriptive and predictive analysis, predictive modelling e.g. forecasting, use of statistical models to predict and identify trends. Data mining techniques to find anomalies, cluster patterns and/or relationships between data sets. Converting data into visual information using charts, graphs, histograms and other visual mediums.

*Solutions:*

Supporting a business process e.g. end user requirements, systems requirement, application to automate procedures. Designing a tool, program or package that can perform a specific task to support problem-solving or decision-making at an advanced level.

*Uses:*

For example, designing an application to solve a specific user need or system requirement. Create an e-commerce function for a website to support a specific business process, design a program for a specific end user that will support another application or process.

*Design considerations:*

Addressing a user or system requirement; designing a user-friendly and functional interface; considering user engagement and interaction with the designed solution; customisation of the solution to satisfy the user and system requirements.

**LO4 Discuss the impact of business intelligence tools and technologies for effective decision-making purposes and the legal/regulatory context in which they are used**

Recognise the legal, social, ethical and professional issues involved in the exploitation of computer technology.

*Cybersecurity management:*

Understanding the personal, organisational and legal/regulatory context in which these tools could be used, the risks of such use and the constraints (such as time, finance and people) that may affect how cybersecurity is implemented.

*Evaluation criteria:*

Enhanced or improved operations e.g. more efficient, faster results, more user-friendly, higher productivity, extended target audience, more competitive, more profitable, improved customer service.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>L01</b> Discuss business processes and the mechanisms used to support business decision-making			<b>D1</b> Evaluate the benefits and drawbacks of using application software as a mechanism for business processing.
<b>P1</b> Examine, using examples, the terms 'Business Process' and 'Supporting Processes'.		<b>M1</b> Differentiate between unstructured and semi-structured data within an organisation.	
<b>L02</b> Compare the tools and technologies associated with business intelligence functionality			<b>D2</b> Compare and contrast a range of information systems and technologies that can be used to support organisations at operational, tactical and strategic levels.
<b>P2</b> Compare the types of support available for business decision-making at varying levels within an organisation.		<b>M2</b> Justify, with specific examples, the key features of business intelligence functionality.	
<b>L03</b> Demonstrate the use of business intelligence tools and technologies			<b>D3</b> Provide a critical review of the design in terms of how it meets a specific user or business requirement and identify what customisation has been integrated into the design.
<b>P3</b> Determine, with examples, what business intelligence is and the tools and techniques associated with it.  <b>P4</b> Design a business intelligence tool, application or interface that can perform a specific task to support problem-solving or decision-making at an advanced level.		<b>M3</b> Customise the design to ensure that it is user-friendly and has a functional interface.	

Pass	Merit	Distinction
<b>L04</b> Discuss the impact of business intelligence tools and technologies for effective decision-making purposes and the legal/regulatory context in which they are used		<b>D4</b> Evaluate how organisations could use business intelligence to extend their target audience and make them more competitive within the market, taking security legislation into consideration.
<b>P5</b> Discuss how business intelligence tools can contribute to effective decision-making.  <b>P6</b> Explore the legal issues involved in the secure exploitation of business intelligence tools.	<b>M4</b> Conduct research to identify specific examples of organisations that have used business intelligence tools to enhance or improve operations.	

## Recommended Resources

### Textbooks

BOYER, J. (2010) *Business Intelligence Strategy*. MC Press (US).

JESTON, J. and NELIS, J. (2014) *Business Process Management*. 3rd Ed. Routledge.

KOLB, J. (2013) *Business Intelligence in Plain Language: A practical guide to Data Mining and Business Analytics*. CreateSpace Independent Publishing Platform.

MARR, B. (2015) *Big Data: Using Smart Big Data, Analytics and Metrics to Make Better Decisions and Improve Performance*. 1st Ed. John Wiley & Sons, Ltd.

### Journals

*International Journal of Business Intelligence and Data Mining*

*International Journal of Business Intelligence Research (IJBIR)*

### Websites

businessintelligence.com      Business Intelligence (General Reference)

business-intelligence.ac.uk      Business Intelligence Project for HE  
(General Reference)

### Links

This unit links to the following related units:

*Unit 6: Managing a Successful Business Project*

## Unit 48: Law of Contract and Tort

<b>Unit code</b>	<b>M/617/0738</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>
<b>Pre-requisite</b>	<b>Unit 7</b>

### Introduction

The aim of this unit is to provide students with the knowledge and understanding of the essential elements of a valid contract and the principles of the tort of negligence. The unit identifies essential elements of an enforceable contract and the situations wherein the law requires the contract to be in a particular form. It discusses how the law determines whether negotiating parties reached an agreement and further, when the parties will be regarded as intending the agreement to be legally binding. Students will be able to identify the key terms and conditions to be found in a business contract. The unit investigates the importance of classification of terms and how they are established.

Student experiences in this unit will help them to better understand the duty of care in general and especially for businesses. They will be able to illustrate the impact of tort on normal business operations and the role of modern law of negligence such as, professional negligence in providing services to clients.

On completion of this unit, students will gain an understanding of appropriate remedies to contracts which have been discharged by breach and how the law attempts to compensate for harm done by awarding damages to given situations in tort. Students will then explore the appropriate remedies to contract and tort in the business scenario using examples of decided cases.



## **Learning Outcomes**

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

- 1 Examine the essential elements of a valid contract.
- 2 Discuss how the contents and the terms of contract are established.
- 3 Illustrate the impact of contractual breakdown and suggest remedies available for breach.
- 4 Evaluate the elements of tort of negligence and remedies available.

## Essential content

### LO1 Examine the essential elements of a valid contract

#### *Contracts and Agreements:*

Definition of a contract.

The defining aspects of law of contract e.g. relationships, obligations, measure of damage and remoteness of damages.

Contractual relationships e.g. third party contracts.

#### *The elements of a valid contract:*

The offer: revocation of offer, counter offer, lapse of offer, meeting of minds.

Acceptance: acceptance, subject to contract, intention that the agreement should be legally binding.

Consideration: Meaning and requirement in English law, types of consideration, past consideration, a promise to perform an existing obligation and public duty, and consideration in deeds.

#### *Capacity and legality:*

General rule, corporate capacity to contract, ultra-vires rule, void, voidable and illegal contracts.

### LO2 Discuss how the contents and the terms of contract are established

#### *Incorporation of terms:*

By actual notice, signature, reasonable notice, course of previous dealings.

#### *Express and implied terms:*

The differences between expressed and implied terms.

Express terms are agreed by parties. Implied terms by courts, by law.

Example of application e.g. Consumer Rights Act (2015), seller has the right to sell, description, bulk and sample, satisfactory quality.

#### *The status of contractual terms:*

Conditions, warranty, how to determine the status of contractual terms, exemption clauses and unfair contract terms.

### LO3 Illustrate the impact of contractual breakdown and suggest remedies available for breach

*Performance of contract:*

Definition of performance contract.

Different types of performance e.g. actual partial performance, substantial Exceptions, divisible contract, valid reasons for non-performance.

*Breach and types of breach:*

Meaning of breach, serious breach and the different types of breaches necessary to cause contractual breakdown.

*Remedies for breach of contract:*

Different types of remedies e.g. discharge for breach, consumer cases, non-monetary remedies, payment of the price, damages for breach, remoteness and causation, measure, mitigation by claimant and contributory negligence.

**LO4 Evaluate the elements of tort of negligence and remedies available**

*Tort as a civil wrong and negligence:*

Definition of tort and tort of negligence, essential elements such as duty to take care, circumstances required to establish negligence, breach, causation and remoteness, defences in tort.

From Donoghue vs. Stevenson, to Carpro case – history of the duty of care with decided cases.

The influence of tort in similar areas e.g. Consumer Protection and Occupiers Liability.

*Breach of duty and damages caused by negligence:*

The standard of duty to take care, reasonable care, higher duties such as towards vulnerable victims and children. Damages, personal injury, damage to property, financial loss connected to personal injury.

Liability for defective products: consumer protection measures and statutory protection under sale of goods.

*Professional negligence:*

Breach of duty of care between professionals and clients.

Hedley Byrne Principle and awarding economics loss to the client.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Examine the essential elements of a valid contract		<b>LO1, LO2 and LO3</b> <b>D1</b> Provide a critical evaluation of how contracts are formed, recognising law and remedies for breach of contract with evidence drawn from local and international case law and judgement.
<b>P1</b> Examine how the law determines the essential elements of a valid contract to make it enforceable, using case law examples.	<b>M1</b> Apply examples of case law to determine the elements of valid contract including consideration in different circumstances.	
<b>LO2</b> Discuss how the contents and the terms of contract are established		
<b>P2</b> Examine how law determines whether negotiating parties have reached agreement using a range of case law examples. <b>P3</b> Demonstrate how the terms of a contract are established	<b>M2</b> Evaluate the contents of the contract and incorporation of terms using a range of case law examples.	
<b>LO3</b> Illustrate the impact of contractual breakdown and suggest remedies available for breach		
<b>P4</b> Discuss the type of breach necessary to cause contractual breakdown and remedies.	<b>M3</b> Analyse remedies for breach of contract including monetary and non-monetary remedies.	
<b>LO4</b> Evaluate the elements of tort of negligence and defences available		
<b>P5</b> Assess the elements of tort of negligence using specific examples.	<b>M4</b> Compare and contrast tort of negligence with breach of contract using specific examples.	

## Recommended resources

### Textbooks

ANDREWS, N. (2011) *Contract Law*. Cambridge: Cambridge University Press

FINCH, E., and FAFINSKI, S. (2017). *Tort Law*. 6th ed. Harlow: Pearson Education

HORSEY, K., and RACKLEY, E. (2015) *Tort Law*. 4th ed. Oxford: Oxford University Press

MCKENDRICK, E. (2012), *Contract Law*. 5th ed. Oxford: Oxford University Press

POOLE, J (2016), *Contract Law*. 13th ed. Oxford: Oxford University Press

### Links

*Unit 7: Business Law*

## Unit 49: Company Law and Corporate Governance

<b>Unit code</b>	<b>T/617/0739</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>
<b>Pre-requisite</b>	<b>Unit 7</b>

### Introduction

The aim of this unit is to provide students with a knowledge and understanding of the law with regard to how companies are formed, administered, financed and managed. It provides skills to applying the relevant rules particularly in business situations as this unit is linked with the general business law unit which has already been completed.

The students will be able to gain practical knowledge on the advantages and disadvantages of carrying out business through the medium of a company limited by shares, different types of shares and procedure for the issue of shares. In addition, they will be able to identify the rights of shareholders with a board of a company. Student experience in the learning process will help them better understand the procedure required for company administration, along with the rights and liabilities of directors and companies to outsiders.

In this unit, student will look at the modern organisational requirement of governance leading to the evaluation of good practice relating to company affairs. Using examples of local and international companies, students will gain the knowledge and skills is identify the governance issues and the impact on directors' behaviour and their duties and care. On successful completion of this unit, students will have the confidence to advise on the matters of company administration, the modern requirement of good governance and make positive contributions in the work place.

## **Learning Outcomes**

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

- 1 Evaluate the nature and legal status of companies.
- 2 Assess the importance of meetings and resolutions in corporate management.
- 3 Analyse the process of raising and maintaining capital for a company.
- 4 Evaluate the role and impact of corporate governance in the management of companies.

## Essential content

### LO1 Evaluate the nature and legal status of companies

#### *Concept of corporate personality:*

The different types of legal status.

Legal person and the capacity to be sued or prosecuted.

Characteristics of different forms of business organisations.

Incorporation and corporate personality, advantages and disadvantages of incorporation, promoters, pre-incorporation contracts and commencement of trading.

#### *Formation and constitution:*

Memorandum and Articles of Association, public, private and community interest companies, purchasing 'off the shelf'.

Community interest companies.

The capacity and ability of a company to contract and doctrine of ultra-vires.

### LO2 Assess the importance of meetings and resolutions in corporate management

#### *Corporate management:*

The definition of corporate management, divisions and functions of corporate management.

Board of directors, appointment, retirement, disqualification and removal of directors, and their power and duties during office.

Personal liability of directors.

Qualifications, powers and duties of the company secretary.

Rights of shareholders with the board of the company.



*Company administration:*

Rules and procedure, on different types of meetings such as, board meetings, AGM and EGM.

Company resolutions and the use of different types of resolutions, rights attaching to different types of shares and the purpose and procedure for issuing shares.

The process of issuing shares, class rights and dividends.

Audits and record keeping.

**LO3 Analyse the process of raising and maintaining capital for a company**

*Raising of share capital:*

The nature of shares, different rights, types of capital debt and equity, public subscription, issue of shares, authorised capital, pre-emption rights, payment of shares.

*Maintenance of share capital:*

General rule, reduction of capital, procedure, duties of directors, purchase of own shares, financial assistance by the company for acquisition of own shares, statutory restriction and distribution of profit.

*Loan capital:*

The advantages and disadvantages of raising loan capital.

Fixed versus floating charges.

Nature of debenture, comparison of share and debenture, debenture trust deed, fixed and floating charges, registration of charges, debenture holders' remedies.

#### **LO4 Evaluate the role and impact of corporate governance in the management of companies**

##### *Role of corporate governance:*

Definition of corporate governance.

The history of corporate governance, international requirement, Enron case, interaction of governance with business ethics and company law.

##### *Impact of corporate governance:*

The corporate governance code.

The need for corporate governance.

Effect of corporate governance on directors' behaviour and duties of care and skill.

Different board structures, role of the board on governance issues, types and policies and procedures leading to best practice, requirement under company law for governance framework within companies.

Conflicts of interest and policies e.g. bribery, compliance, data protection regulations.

Rules – based versus principles approach.

##### *Corporate rescue and liquidations.*

Rationale of corporate rescue, role of Administrator, voluntary winding up, creditors winding up, duties and functions of a liquidator, distribution of surplus assets, dissolution.

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Evaluate the nature and legal status of companies		<b>LO1, LO2 and LO3</b>  <b>D1</b> Provide a critical evaluation of how private and public limited companies are administered, financed and managed with evidence drawn from local and international case law and judgement.
<b>P1</b> Assess the meaning of corporate personality and the procedure of forming a company for both private and public limited companies.	<b>M1</b> Compare and contrast a private limited liability company with a public limited liability company to evaluate advantages and disadvantages.	
<b>LO2</b> Assess the importance of meetings and resolutions in corporate management.		
<b>P2</b> Examine the status of directors and their involvement in the management of a company.  <b>P3</b> Using examples illustrate the procedure relating to company meetings and resolutions.	<b>M2</b> Evaluate the statutory requirement of directors' duties and their liability to a company's creditors.	
<b>LO3</b> Analyse the process of raising and maintaining capital for a company.		
<b>P4</b> Analyse the rules on raising and maintaining capital for a limited liability company.	<b>M3</b> Critically analyse the law on issues of shares, dividends and insider dealing.	
<b>LO4</b> Evaluate the role and impact of corporate governance in the management of companies		<b>D2</b> Critically evaluate the types of policies and procedures of best-practice to make valid and justified recommendations for improving corporate governance.
<b>P5</b> Evaluate the principles of corporate governance in the management of the corporations.  <b>P6</b> Recommend duties of directors in complying with principles of governance in the management of corporation.	<b>M4</b> Critically evaluate the role of a board in corporate governance issues and different approaches taken.	

## Recommended resources

### Textbooks

BAINBRIDGE, S. (2015). *Corporate Law*. 3rd ed. St Paul, MN: Foundation Press

LOWRY, J., and REISBERG, A. (2012). *Pettet's Company Law and Corporate Finance*. 4th ed. Essex: Pearson Education

MOORE, M. and PERTIN, M. (2017). *Corporate Governance: Law, Regulations and Theory*. London: McMillan Publishers

TAYLOR, C. (2016). *Company Law*. 4th ed. Harlow: Pearson Education

### Links

*Unit 7: Business Law*

# Unit 50: Consumer and Intellectual Property Law

**Unit code** K/617/0740

**Unit level** 5

**Credit value** 15

**Pre-requisite** Unit 7

## Introduction

The aim of this unit is to provide students with the knowledge and application of the law relating to consumer transactions, consumer credit and intellectual property as it relates to everyday dealings. Students will recognise that a business operates within a diverse legal framework. Consumer transactions are governed by statutes and regulations creating specific legislation for sale of goods and consumer protection.

Students will explore intellectual property as a creation of the mind to deal with industrial property and copyright. Intellectual property rights allow creators and owners of intellectual property benefit their own work. The students will also be given opportunities to apply knowledge and understanding to a range of consumer scenarios and evaluate case law relating to consumer rights and protection.

## Learning Outcomes

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

- 1 Analyse the main principles affecting the legal relationship between business organisations and their consumers.
- 2 Examine the legal rules on consumer credit agreements.
- 3 Evaluate the key provisions relating to intellectual property rights.
- 4 Recommend appropriate legal solutions based upon relevant legislation, case law and regulations.

## Essential content

### LO1 **Analyse the main principles affecting the legal relationship between business organisations and their consumers**

#### *Sale of goods:*

Consumer rights and remedies.

Statutory implied terms, transfer of property and possession, seller's remedies against the buyer, consumer's remedies against the seller, relevant legislation.

Consumer guarantees exclusion and limitation clauses.

#### *Digital content rights:*

Statutory rights and remedies e.g. repair or replacement when digital products are faulty.

#### *Supply of services:*

Statutory implied terms and remedies e.g. right to repeat performance, right to price reduction.

#### *Product liability:*

Defective products and liability.

Product safety at common law and under statute, liability consequences, defences.

### LO2 **Examine the legal rules on consumer credit agreements**

#### *Forms of consumer credit agreements:*

Classification of consumer credit agreements and different types.

Pre and post contract requirements.

Restricted use of credit, unrestricted use of credit, debtor-creditor supplier agreements, debtor-creditor agreements, relevant legislation.

Rights and obligations under consumer credit agreements.

*Consumer credit licensing:*

General licensing requirements e.g. the issue of licences.

Termination of consumer credit agreements, early re-payment, right to terminate, termination statements, enforcement of consumer credit agreements, creditor's remedies, default notices, relevant legislation.

**LO3 Evaluate the key provisions relating to intellectual property rights**

*Intellectual Property:*

What constitutes intellectual property,

What is intellectual property law,

Registration of patents, designs and design rights, trademarks and copyright, role of the Patent Office (UK), European Union Patent Office.

How to manage effectively intellectual property rights,

The law in practice.

*Patents:*

Patent legislation, patent rights, inventions, patents and employees.

*Trademarks and business names:*

Defining trademarks, applying to register a trademark, registering business names.

**LO4 Recommend appropriate legal solutions based upon relevant legislation, case law and regulations**

*Different types of consumer related disputes:*

Consumer complaint, consumer authority, inquiry and possible remedies.

*Infringement of intellectual property rights:*

Unauthorised use of intellectual property, patent rights, copyright tribunal, passing off and legal action in courts, arbitration and alternative remedies.

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Analyse the main principles affecting the legal relationship between business organisations and their consumers			<b>LO1, LO2 and LO3</b>  <b>D1</b> Critically evaluate the legal rules relating to consumer transactions and intellectual property rights using a range of specific examples.
<b>P1</b> Analyse the legal rules on implied terms relating to the sale of goods and supply of services.  <b>P2</b> Appraise the statutory provisions relating to sale of goods and product liability using a range of case law examples.		<b>M1</b> Critically analyse the statutory provisions relating to consumer transactions using a range of case law examples.	
<b>LO2</b> Examine the legal rules on consumer credit agreements.			
<b>P3</b> Discuss different types of consumer credit agreements and the legal rules of consumer credit using a range of specific examples.		<b>M2</b> Assess different types of credit agreement and legal rules, termination rights and default notices using a range of specific examples.	
<b>LO3</b> Evaluate the key provisions relating to intellectual property rights.			
<b>P4</b> Assess the principles relating to intellectual property rights.  <b>P5</b> Compare and contrast the main areas of intellectual property providing specific examples from each.		<b>M3</b> Evaluate how to manage effectively intellectual property rights providing specific examples from each of the four main areas.	



Pass	Merit	Distinction
<b>LO4</b> Recommend appropriate legal solutions based upon relevant legislation, case law and regulations.		<b>D2</b> Justify recommendations with case law and statutory provisions in comparison with alternative solutions
<b>P6</b> Recommend different forms of remedies for breach of statutory provisions relating to of sale of goods and intellectual property rights.	<b>M4</b> Assess the positive and negative impacts of recommended forms of remedies.	

## Recommended resources

### Textbooks

FARRAND, B. and HOWELL, C. (2017) *Law Express: Intellectual Property Law*. 5th ed. Edinburgh: Pearson Education Limited.

FLESNER, T., CANAVAN, R. and MACQUEEN, H. (2016) *Sale of Goods*. 13th ed. Harlow: Pearson Education Limited.

TILLSON, J. (2016) *Law Express: Consumer and Commercial*. 4th ed. Edinburgh: Pearson Education Limited.

WAEDELDE, C., BROWN, A., KHERIA, S. and CORNWEL, J. (2016) *Contemporary Intellectual Property: Law and Policy*. 4th ed. Oxford: Oxford University Press.

### Links

*Unit 7: Business Law*

# 11 Appendices

## Appendix 1: Professional Body exemptions

Key	
ACCA	Association of Chartered Certified Accountants
CIMA	Chartered Institute of Management Accounting
CIPS	Chartered Institute of Procurement and Supply
CIPD	Chartered Institute of Personnel and Development

Pearson units	Professional Body units	Professional Body exemption
ACCA		
Exemption from one paper out of nine in total for the HNC. One paper exempt from the Fundamentals exams.		
On completion of the HNC L4 in Business including Unit 10 Financial Accounting	F1: Accountant in Business	ACCA F1
Exemption from the following papers in Foundation In Accounting		
On completion of the HNC L4 in Business including unit 10 Financial Accounting	FAB Accountant in Business	ACCA FAB
Exemption from four papers out of nine in total for the HND. Four papers exempt from the Fundamentals exams.		

Pearson units	Professional Body units	Professional Body exemption
On completion of the HND L5 in Business (Accounting and Finance Pathway)  To include all accounting and financial units, core, specialist and optional.	F1: Accountant in Business  F2: Management Accounting  F3: Financial Accounting  F4: Corporate and Business Law	ACCA F1  ACCA F2  ACCA F3  ACCA F4
Exemption from all the Foundation in Accounting Papers		
On completion of the HND L5 in Business (Accounting and Finance Pathway)  To include all accounting and financial units, core, specialist and optional.	FA1 Recording Financial Transactions  MA1 Management Information  FA2 Maintaining Financial Records  MA2 Managing Costs and Finance  FAB Accountant in Business  FMA Management Accounting  FFA Financial Accounting  FTX Foundations in Taxation  FFM Foundations in Financial Management  FAU Foundations in Audit	All FIA Papers

Pearson units	Professional Body units	Professional Body exemption
CIMA Exemptions from the CIMA Certificate in Business Accounting		
Unit 1: Business and the Business Environment and Unit 31: Statistics for Management	BA1 Fundamentals of Business Economics	CIMA BA1
Unit 5: L4 Management Accounting and Unit 14: L5 Advanced Management Accounting and Unit 15: L5 Financial Management	BA2 Fundamentals of Management Accounting	CIMA BA2
Unit 10: L4 Financial Accounting and Unit 13: L5 Financial Reporting	BA3 Fundamentals of Financial Accounting	CIMABA3
Unit 4: Management and Operations and Unit 7: Business Law	BA4 Fundamentals of Ethics, Corporate Governance and Business Law	CIMA BA4

Pearson units	Professional Body units	Professional Body exemption
CIPS Exemption from units on CIPS Advanced Diploma in Procurement and Supply (Level 5).		
Unit 12: Organisational Behaviour Unit 32: Business Strategy Unit 25: Principles of Operations Management Unit 26: Supply Chain Management	Unit AD1: Management in procurement and supply Unit AD3: Improving the competitiveness of supply chains	CIPS AD1  CIPS AD3
Unit 12: Organisational Behaviour Unit 16: Operations and Project Management Unit 32: Business Strategy	Unit AD1: Management in procurement and supply	CIPS AD1
Exemption from units on CIPS Diploma in Procurement and Supply (Level 4)		
Unit 1: Business and the Business Environment Unit 2: Marketing Essentials Unit 3: Human Resource Management Unit 4: Management and Operations Unit 5: Management Accounting Unit 6: Managing a Successful Business Project	Unit D1 Contexts of Procurement and Supply	CIPS D1

Pearson units	Professional Body units	Professional Body exemption
CIPD Exemption from units on the Level 5 Intermediate Certificate and Diploma in Human Resource Management		
Unit 19: Resource and Talent Planning	Resourcing and Talent Planning (5RST)	CIPD Unit Code A/507/8215
Unit 20: Employee Relations	Contemporary Development in Employment Relations (5DER)	CIPD Unit Code L/507/8221
Unit 21: Strategic Human Resource Management	Business Issues and the Contexts of Human Resources (5CHR)	CIPD Unit Code K/507/8212



## Appendix 2: Mapping of HND in Business against FHEQ Level 5

Key	
KU	Knowledge and Understanding
CS	Cognitive Skills
AS	Applied Skills
TS	Transferable Skills

The qualification will be awarded to students who have demonstrated:

FHEQ Level 5 descriptor		Business HND Programme Outcome
Knowledge and critical understanding of the well established principles of their area(s) of study, and of the way in which those principles have developed	KU1	Knowledge and understanding of the fundamental principles and practices of the contemporary global business environment.
	KU2	Knowledge and understanding of the external business environment and its impact upon local, national and global levels of strategy, behaviour, management and sustainability.
	KU3	Understanding and insight into different businesses, their diverse nature, purposes, structures and operations and their influence upon the external environment.
	KU4	A critical understanding of the ethical, legal, professional, and operational framework within which businesses operate.
	KU5	A critical understanding of processes, procedures and practices for effective management of products, services and people.
	KU6	A critical understanding of the evolving concepts, theories and models within the study of business across a range of practical and hypothetical business scenarios.
	KU7	An ability to evaluate and analyse a range of concepts, theories and models to make appropriate business decisions
	KU8	An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development

<b>FHEQ Level 5 descriptor</b>		<b>Business HND Programme Outcome</b>
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	CS1	Apply knowledge and understanding of essential concepts, principles and models within the contemporary global business environment.
	AS1	Evidence the ability to show client relationship management and develop appropriate policies and strategies to meet stakeholder expectations.
	AS2	Apply innovative business ideas to develop and create new products or services that respond to the changing nature of business.
	AS3	Integrate theory and practice through the investigation and examination of practices in the workplace.
	AS4	Develop outcomes for clients/businesses using appropriate business practices and data to make justified recommendations.
	CS2	Develop different strategies and methods to show how resources (human, financial and information) are integrated and effectively managed to successfully meet business objectives.
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.	CS3	Critically evaluate current principles of marketing and their application to problem-solving.
	CS4	Apply accounting tools/techniques and financial reporting for planning, control and problem-solving.
	KU9	Knowledge and understanding of how the key aspects of leadership and performance management influence the development of people and businesses.
	CS5	Critique a range of business information technology systems and operations and their application to maximise and successfully meet strategic objectives.
	KU10	An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.
	TS1	Develop a skills set to enable the evaluation of appropriate actions taken for solving problems in a specific business context.

FHEQ Level 5 descriptor		Business HND Programme Outcome
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.	TS2	Self-reflection, including self-awareness; the ability to become an effective self-student and appreciate the value of the self-reflection process.

Typically, holders of the qualification will be able to:

<b>FHEQ Level 5 descriptor</b>		<b>Business HND Programme Outcomes</b>
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.	TS3	Competently use digital literacy to access a broad range of research sources, data and information.
	CS6	Interpret, analyse and evaluate a range of business data, sources and information to inform evidence based decision making.
	CS7	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world business scenarios.
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.	TS4	Communicate confidently and effectively, both orally and in writing, both internally and externally with businesses and other stakeholders.
	TS5	Communicate ideas and arguments in an innovative manner using a range of digital media.
	AS5	Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts.
	TS6	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present, pitch and negotiate.
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations	TS7	Identify personal and professional goals for continuing professional development in order to enhance competence to practise within a chosen business field.
	TS8	Take advantage of available pathways for continuing professional development through Higher Education and Professional Body Qualifications

Holders will also have:

FHEQ Level 5 descriptor		Business HND Programme Outcomes
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.	TS9	Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies.
	TS10	Reflect adaptability and flexibility in approach to business; showing resilience under pressure and meeting challenging targets within given deadlines.
	TS11	Use quantitative skills to manipulate data, evaluate and verify existing theory.
	CS8	Evaluate the changing needs of the business environment and have confidence to self-evaluate and undertake additional CPD as necessary.
	TS12	Emotional intelligence and sensitivity to diversity in relation to people and cultures.

## Appendix 3: HNC/HND Business Programme Outcomes for Students

	Knowledge and Understanding										Cognitive skills								Applied skills					Transferable skills												
Unit	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12	
1	X	X	X				X				X				X	X			X		X	X	X	X	X		X	X					X	X		X
2	X					X	X				X		X		X		X		X	X	X	X	X			X	X				X		X			
3	X	X		X	X	X	X	X	X	X		X				X	X	X			X					X	X					X	X		X	
4	X	X	X	X	X	X		X	X		X	X				X					X											X	X		X	
5	X				X		X			X		X		X		X	X		X		X	X		X		X	X				X	X		X		
6		X		X		X	X	X		X		X	X	X		X	X		X	X	X		X		X		X	X	X	X		X	X			
7	X	X		X	X	X	X			X	X					X					X	X	X	X	X		X					X	X			
8				X	X	X					X		X			X				X	X		X			X	X	X					X			
9		X	X	X	X						X									X			X										X		X	
10	X				X		X				X	X		X		X			X			X	X	X	X		X	X				X	X			
11	X					X		X			X					X	X	X		X		X		X	X	X		X					X	X		
12	X		X		X	X		X	X			X				X					X	X	X			X			X			X	X	X		
13	X		X	X	X	X	X			X	X	X		X	X	X			X		X	X	X	X	X		X	X				X	X	X	X	
14	X	X		X	X	X	X			X	X	X		X	X	X	X		X		X	X	X	X	X		X	X				X	X	X	X	
15	X		X	X	X	X	X			X	X	X		X	X	X	X		X		X	X	X	X	X		X	X				X	X	X	X	
16	X		X	X	X	X				X	X	X			X	X		X		X	X	X	X			X	X				X	X	X	X		

	Knowledge and Understanding										Cognitive skills								Applied skills					Transferable skills											
Unit	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
17	X					X	X	X	X	X	X	X				X	X	X		X	X	X	X	X					X			X	X	X	X
18	X	X	X	X			X				X	X			X	X	X				X	X	X			X		X				X	X	X	X
19	X	X		X	X	X	X	X	X	X		X				X	X	X				X	X			X	X	X			X	X	X	X	X
20	X	X		X	X	X	X				X	X					X		X		X	X	X			X				X	X	X			X
21	X	X		X	X	X		X	X	X	X	X			X	X	X				X	X		X		X						X			X
22	X	X	X	X	X		X			X	X	X			X	X				X		X	X	X	X	X	X	X	X		X	X	X		X
23	X	X	X	X	X	X	X				X	X	X			X	X	X		X	X		X	X	X		X	X	X		X	X		X	
24	X	X	X	X	X	X	X				X	X	X			X	X		X				X	X	X	X	X	X	X	X	X	X	X	X	X
25	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X		X	X		X	X	X	X		X	X	X	X	X
26	X	X	X	X	X	X	X			X	X	X		X		X	X	X	X		X	X	X	X		X			X		X	X	X	X	X
27	X	X	X	X	X	X	X				X				X	X		X		X	X		X	X		X	X	X	X		X	X	X		X
28	X	X	X	X	X	X	X			X	X	X	X	X		X	X	X	X	X	X	X	X	X		X					X	X	X	X	X
29	X	X	X	X	X	X	X		X	X	X	X		X	X	X	X	X		X	X		X	X		X	X		X		X	X	X	X	X
30	X	X	X	X		X	X			X	X		X	X	X	X	X				X	X	X	X		X	X				X	X		X	X
31							X					X		X		X			X			X	X	X		X	X					X		X	
32	X	X	X	X	X	X	X			X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X				X	X		X	X
33	X	X		X							X	X			X	X				X						X		X			X		X		

	Knowledge and Understanding										Cognitive skills								Applied skills					Transferable skills											
Unit	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
34	X	X		X	X						X	X				X				X	X			X		X					X				
35	X			X	X	X		X	X	X	X	X						X			X			X	X		X		X	X	X	X	X		X
36	X			X	X	X	X	X	X	X	X	X					X	X			X		X	X	X		X			X	X	X	X		X
37	X	X	X	X	X	X	X				X		X			X	X		X	X		X	X	X		X					X	X	X	X	X
38	X	X	X	X	X	X	X			X	X	X	X		X	X	X		X	X		X	X	X		X	X				X	X	X	X	X
39	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X	X		X	X	X	X
40	X	X	X	X			X			X	X		X				X	X	X		X	X										X	X	X	X
41	X	X			X	X	X				X		X		X	X				X		X	X	X		X	X	X	X		X	X	X		
42	X	X				X						X		X	X		X		X		X	X	X			X	X				X	X			
43	X	X		X			X			X	X		X				X		X			X	X									X	X		X
44				X	X											X				X	X				X		X	X	X			X	X		
45	X	X	X	X	X					X	X	X				X	X		X	X	X			X		X	X								
46	X		X	X		X						X	X		X				X	X	X			X		X	X								
47	X	X	X	X		X					X	X	X	X	X	X	X		X			X		X		X	X					X	X		
48	X	X	X	X	X					X	X	X				X	X					X	X				X	X							
49	X	X	X	X	X					X	X	X				X	X					X	X				X	X							
50	X	X	X	X	X					X	X	X				X	X					X	X				X	X							



## Appendix 4: Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements within units.

Term	Definition
Analyse	<p>Present the outcome of methodical and detailed examination either:</p> <ul style="list-style-type: none"> <li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul> <p>Analysis can be through activity, practice, written or verbal presentation.</p>
Apply	<p>Put into operation or use.</p> <p>Use relevant skills/knowledge/understanding appropriate to context.</p>
Arrange	Organise or make plans.
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts.
Calculate	Generate a numerical answer with workings shown.
Compare	<p>Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.</p> <p>This is used to show depth of knowledge through selection of characteristics.</p>
Compose	Create or make up or form.
Communicate	<p>Convey ideas or information to others.</p> <p>Create/construct skills to make or do something, for example a display or set of accounts.</p>
Create/ Construct	Skills to make or do something, for example, a display or set of accounts.
Critically analyse	Separate information into components and identify characteristics with depth to the justification.

Term	Definition
Critically evaluate	Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth.
Define	State the nature, scope or meaning.
Describe	Give an account, including all the relevant characteristics, qualities and events.
Discuss	Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important.
Demonstrate	Show knowledge and understanding.
Design	Plan and present ideas to show the layout/function/workings/object/system/process.
Develop	Grow or progress a plan, ideas, skills and understanding
Differentiate	Recognise or determine what makes something different.
Discuss	Give an account that addresses a range of ideas and arguments.
Evaluate	<p>Work draws on varied information, themes or concepts to consider aspects, such as:</p> <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> <p>Students' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.</p>
Explain	To give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Make clear by using examples or provide diagrams.
Indicate	Point out, show.
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression.

Term	Definition
Investigate	Conduct an inquiry or study into something to discover and examine facts and information.
Justify	Students give reasons or evidence to: <ul style="list-style-type: none"> <li>• support an opinion</li> <li>• prove something is right or reasonable.</li> </ul>
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.
Produce	To bring into existence.
Reconstruct	To assemble again/reorganise/form an impression.
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Review	Make a formal assessment of work produced. The assessment allows Students to: <ul style="list-style-type: none"> <li>• appraise existing information or prior events</li> <li>• reconsider information with the intention of making changes, if necessary.</li> </ul>
Show how	Demonstrate the application of certain methods/theories/concepts.
Stage and manage	Organisation and management skills, for example, running an event or a business pitch.
State	Express.
Suggest	Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration.
Undertake/ carry out	Use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence used for BTEC Higher Nationals:

Type of evidence	Definition
Case study	A specific example to which all students must select and apply knowledge.
Examination	This technique covers all assessment that needs to be done within a centre-specified time constrained period on site. Some units may be more suited to an exam-based assessment approach, to appropriately prepare students for further study such as progression on to Level 6 programmes or to meet professional recognition requirements.
Project	A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.
Written task or report	Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Team task	Students work together to show skills in defining and structuring activity as a team.
Presentation	Oral or through demonstration.
Production of plan/business plan	Students produce a plan as an outcome related to a given or limited task.
Reflective journal	Completion of a journal from work experience, detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.

## Appendix 5: Assessment methods and techniques for Higher Nationals

Assessment technique	Description	Transferable skills development	Formative or Summative
Academic graphic display	This technique asks students to create documents providing well-presented information for a given purpose. Could be a hard or soft copy.	Creativity  Written communication  Information and communications  Technology  Literacy	Formative  Summative
Case study	This technique present students with a specific example to which they must select and apply knowledge.	Reasoning  Critical thinking  Analysis	Formative  Summative
Discussion forum	This technique allows students to express their understanding and perceptions about topics and questions presented in the class or digitally, for example, online groups, blogs.	Oral/written communication  Appreciation of diversity  Critical thinking and reasoning  Argumentation	Formative
Independent research	This technique is an analysis of research organised by the student from secondary sources and, if applicable, primary sources.	Information and communications technology  Literacy  Analysis	Formative

Assessment technique	Description	Transferable skills development	Formative or Summative
Oral/Viva	This technique asks students to display their knowledge of the subject via questioning.	Oral communication  Critical thinking  Reasoning	Summative
Peer review	This technique asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.	Teamwork  Collaboration  Negotiation	Formative  Summative
Presentation	This technique asks students to deliver a project orally or through demonstration.	Oral communication  Critical thinking  Reasoning  Creativity	Formative  Summative
Production of an artefact/ performance or portfolio	This technique requires students to demonstrate that they have mastered skills and competencies by producing something. Some examples are business plans, using a piece of equipment or a technique, building models, developing, interpreting, and using maps.	Creativity  Interpretation  Written and oral communication  Interpretation Decision-making  Initiative  Information and Communications  Technology Literacy, etc.	Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Project	This technique is a large scale activity requiring self-direction, planning, research, exploration, outcome and review.	Written communication  Information  Literacy,  Creativity,  Initiative.	Summative
Role playing	This technique is a type of case study, in which there is an explicit situation established, with students playing specific roles, understanding what they would say or do in that situation.	Written and oral communication  Leadership  Information literacy  Creativity  Initiative.	Formative
Self-reflection	This technique asks students to reflect on their performance, for example, to write statements of their personal goals for the course at the beginning of the course, what they have learned at the end of the course and their assessment of their performance and contribution; completion of a reflective journal from work experience, detailing skills acquired for employability.	Self-reflection  Written communication  Initiative  Decision-making  Critical thinking	Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Simulated activity	This technique is a multi-faceted activity based on realistic work situations.	Self-reflection  Written communication  Initiative  Decision-making  Critical thinking	Formative  Summative
Team assessment	This technique asks students to work together to show skills in defining and structuring an activity as a team.  All team assessment should be distributed equally, each of the group members performing their role, and then the team collates the outcomes, and submits it as a single piece of work.	Collaboration  Teamwork  Leadership  Negotiation  Written and oral communication	Formative Summative
Tiered knowledge	This technique encourages students to identify their gaps in knowledge. Students record the main points they have captured well and those they did not understand.	Critical thinking  Analysis  Interpretation  Decision-making  Oral and written communication	Formative



Assessment technique	Description	Transferable skills development	Formative or Summative
Time constrained assessment	This technique covers all assessment that needs to be done within a centre-specified time constrained period on-site.	Reasoning  Analysis  Written communication  Critical thinking Interpretation	Summative
Top ten	This technique asks students to create a 'top ten' list of key concepts presented in the assigned reading list.	Teamwork  Creativity  Analysis  Collaboration	Formative
Written task or report	This technique asks students to complete an assignment in a structured written format, for example, a business plan, a report, marketing communication, set of instructions, giving information.	Reasoning  Analysis  Written communication  Critical thinking, interpretation.	Summative

## Appendix 6: Transferable skills mapping

### Level 4 Higher National Certificate in Business: mapping of transferable employability and academic study skills

Skill Set	Cognitive skills							Intra-personal Skills				Interpersonal Skills			
Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self Management	Independent learning	Self Reflection	Team Work	Leadership	Cultural Awareness	Interpersonal Skills
1	x	x	x	x			x	x	x	x				x	
2	x	x	x	x	x			x	x	x					
3		x		x	x			x	x	x	x	x	x	x	x
4				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
7	x		x	x				x	x	x					
8			x	x	x		x	x	x	x	x			x	
9		x		x	x		x	x	x	x		x			x
10	x	x	x	x		x		x	x	x					

## Level 5 Higher National Diploma in Business: mapping of transferable employability and academic study skills

Skill Set	Cognitive skills							Intra-personal Skills				Interpersonal Skills			
Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self Management	Independent learning	Self Reflection	Team Work	Leadership	Cultural Awareness	Interpersonal Skills
11	x	x		x	x	x	x	x	x	x	x				
12	x	x	x	x				x	x	x	x	x	x	x	x
13	x		x	x	x	x		x	x	x					
14	x		x	x	x	x		x	x	x					
15	x		x	x	x	x		x	x	x					
16	x	x	x	x		x	x	x	x	x					

Skill Set	Cognitive skills							Intra-personal Skills				Interpersonal Skills			
Unit	Problem Solving	Critical Thinking/Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self Management	Independent learning	Self Reflection	Team Work	Leadership	Cultural Awareness	Interpersonal Skills
17	x	x	x	x				x	x	x	x	x	x		x
18		x	x	x	x		x	x	x	x	x	x		x	x
19		x	x	x	x		x	x	x	x		x		x	x
20		x	x	x				x	x	x					
21	x	x	x	x				x	x	x					
22		x	x	x	x	x	x	x	x	x	x	x	x		x
23		x	x	x	x		x	x	x	x					
24			x	x	x	x	x	x	x	x	x				
25		x	x	x				x	x	x					
26	x	x	x	x				x	x	x				x	
27				x			x	x	x	x	x			x	
28			x	x	x	x	x	x	x	x	x	x	x	x	x
29		x	x	x		x		x	x	x	x	x	x	x	x
30	x			x	x	x		x	x	x					
31	x			x	x	x		x	x	x					
32		x	x	x				x	x	x					
33	x	x	x	x	x		x	x	x	x					
34		x	x	x				x	x	x					
35			x	x	x			x	x	x	x			x	

Skill Set	Cognitive skills							Intra-personal Skills				Interpersonal Skills			
Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self Management	Independent learning	Self Reflection	Team Work	Leadership	Cultural Awareness	Interpersonal Skills
36		x	x	x				x	x	x			x		
37	x	x	x	x	x			x	x	x					
38		x	x	x	x	x	x	x	x	x	x	x	x		x
39				x			x	x	x	x	x	x			x
40	x	x	x	x	x		x	x	x	x				x	
41				x	x	x	x	x	x	x				x	
42	x	x	x	x		x		x	x	x					
43		x	x	x			x	x	x	x				x	
44			x	x	x	x	x	x	x	x	x				
45	x	x	x	x	x		x	x	x	x			x	x	x
46	x	x		x	x		x	x	x	x	x				
47	x	x	x	x			x	x	x	x					x
48	x	x	x	x				x	x	x					
49	x	x	x	x				x	x	x					
50	x	x		x			x	x	x	x					

## Appendix 7: Pearson BTEC Higher Nationals in Business and Apprenticeships

Apprenticeship Standard	Pathway	Valid Unit Combination	Qualification
Level 5 Operations/ Departmental Manager	General	Unit 11 Unit 12 Unit 32 Unit 33 Unit 35 Unit 36 Unit 42	Pearson BTEC Level 5 Higher National Diploma in Business
	Business Management	Unit 11 Unit 12 Unit 16 Unit 17 Unit 18 Unit 36 Unit 42	Pearson BTEC Level 5 Higher National Diploma in Business (Business Management)

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