

BTEC

HIGHER NATIONALS

Business

Specification

First Teaching from September 2019

First Certification from September 2020



YES PROFESSIONAL
ADVANCEMENT CENTER

**Higher National
Certificate Lvl 4**

**Higher National
Diploma Lvl 5**

Units to be Delivered for HNC Business

| SN | U N | UNIT | Code | Type | Level | Credit |
|----|-----|--|------------|----------|-------|--------|
| 1 | 1 | Business and the Business Environment | L/508/0485 | Core | 4 | 15 |
| 2 | 2 | Marketing Essentials | R/508/0486 | Core | 4 | 15 |
| 3 | 3 | Human Resource Management | Y/508/0487 | Core | 4 | 15 |
| 4 | 4 | Management and Operations | D/508/0488 | Core | 4 | 15 |
| 5 | 5 | Management Accounting | H/508/0489 | Core | 4 | 15 |
| 6 | 6 | Managing a Successful Business Project | D/508/0491 | Core | 4 | 15 |
| 7 | 9 | Entrepreneurship and Small Business Management | T/508/0495 | Optional | 4 | 15 |
| 8 | 10 | Financial Accounting | A/508/0496 | Optional | 4 | 15 |

Units to be Delivered for HND Business

| SN | U N | UNIT | Code | Type | Level | Credit |
|----|-----|---|------------|----------|-------|--------|
| 9 | 11 | Research Project | R/508/0522 | Core | 5 | 30 |
| 10 | 12 | Organisational Behaviour | H/508/0525 | Core | 5 | 15 |
| 11 | 31 | Statistics for Management | R/508/0570 | Optional | 5 | 15 |
| 12 | 32 | Business Strategy | K/508/0574 | Optional | 5 | 15 |
| 13 | 33 | Business IT Systems | M/508/0575 | Optional | 5 | 15 |
| 14 | 35 | Developing Individuals, Teams and Organisations | A/508/0594 | Optional | 5 | 15 |
| 15 | 40 | International Marketing | Y/508/0599 | Optional | 5 | 15 |

Unit 1: Business and the Business Environment

| | |
|---------------------|-------------------|
| Unit code | L/508/0485 |
| Unit type | Core |
| Unit level | 4 |
| Credit value | 15 |

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

| Pass | Merit | Distinction |
|---|---|---|
| <p>LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations</p> | | |
| <p>P4 Identify the positive and negative impacts the macro environment has upon business operations, supported by specific examples.</p> | <p>M3 Apply appropriately the PESTLE model to support a detailed analysis of the macro environment within an organisation.</p> | <p>LO3 and LO4</p> <p>D2 Critically evaluate the impacts that both macro and micro factors have upon business objectives and decision-making.</p> |
| <p>LO4 Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors</p> | | |
| <p>P5 Conduct internal and external analysis of specific organisations in order to identify strengths and weaknesses.</p> <p>P6 Explain how strengths and weaknesses interrelate with external macro factors.</p> | <p>M4 Apply appropriately SWOT/TOWS analysis and justify how they influence decision-making.</p> | |

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

| | |
|---------------------|-------------------|
| Unit code | R/508/0486 |
| Unit type | Core |
| Unit level | 4 |
| Credit value | 15 |

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 |
|--|---|---|
| LO1 Explain the role of marketing and how it interrelates with other functional units of an organisation | | D1 Critically analyse and evaluate the key elements of the marketing function and how they interrelate with other functional units of an organisation. |
| P1 Explain the key roles and responsibilities of the marketing function. P2 Explain how roles and responsibilities of marketing relate to the wider organisational context. | M1 Analyse the roles and responsibilities of marketing in the context of the marketing environment. M2 Analyse the significance of interrelationships between marketing and other functional units of an organisation. | |
| LO2 Compare ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives | | LO2 and LO3 D2 Design a strategic marketing plan that tactically applies the use of the 7Ps to achieve overall marketing objectives. |
| P3 Compare the ways in which different organisations apply the marketing mix to the marketing planning process to achieve business objectives. | M3 Evaluate different tactics applied by organisations to demonstrate how business objectives can be achieved. | |
| LO3 Develop and evaluate a basic marketing plan | | |
| P4 Produce and evaluate a basic marketing plan for an organisation. | M4 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 Riley and Sons.

Journals

Journal of Marketing

Harvard Business Review

Websites

American Marketing Association www.ama.org

Chartered Institute of Marketing (UK) 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

| | |
|---------------------|-------------------|
| Unit code | Y/508/0487 |
| Unit type | Core |
| Unit level | 4 |
| Credit value | 15 |

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 |
|--|---|---|
| <p>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</p> | | <p>D1 Critically evaluate the strengths and weaknesses of different approaches to recruitment and selection, supported by specific examples.</p> |
| <p>P1 Explain the purpose and the functions of HRM, applicable to workforce planning and resourcing an organisation.</p> <p>P2 Explain the strengths and weaknesses of different approaches to recruitment and selection.</p> | <p>M1 Assess how the functions of HRM can provide talent and skills appropriate to fulfil business objectives</p> <p>M2 Evaluate the strengths and weaknesses of different approaches to recruitment and selection.</p> | |
| <p>LO2 Evaluate the effectiveness of the key elements of Human Resource Management in an organisation</p> | | <p>D2 Critically evaluate HRM practices and application within an organisational context, using a range of specific examples.</p> |
| <p>P3 Explain the benefits of different HRM practices within an organisation for both the employer and employee.</p> <p>P4 Evaluate the effectiveness of different HRM practices in terms of raising organisational profit and productivity.</p> | <p>M3 Assess different methods used in HRM practices, providing specific examples to support evaluation within an organisational context.</p> | |

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

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 |

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

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

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

| | |
|---------------------|-------------------|
| Unit code | H/508/0489 |
| Unit type | Core |
| Unit level | 4 |
| Credit value | 15 |

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

| | |
|---------------------|-------------------|
| Unit code | D/508/0491 |
| Unit type | Core |
| Unit level | 4 |
| Credit value | 15 |

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

| Pass | Merit | Distinction |
|--|--|--|
| L03 Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis | | L03 and L04 D2 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. |
| P5 Present findings and data using appropriate tools and techniques. P6 Communicate appropriate recommendations as a result of findings and data analysis to draw valid and meaningful conclusions. | M3 Evaluate the selection of appropriate tools and techniques for accuracy and authenticity to support and justify recommendations. | |
| L04 Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance | | |
| P7 Reflect on the value of undertaking the project to meet stated objectives and own learning and performance. | M4 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 9: Entrepreneurship and Small Business Management

Unit code T/508/0495

Unit level 4

Credit value 15

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 |
|--|---|---|
| LO1 Explore and illustrate the range of venture types that might be considered entrepreneurial | | D1 Critically examine the scope, development and growth of entrepreneurial ventures. |
| <p>P1 Examine different types of entrepreneurial ventures and explain how they relate to the typology of entrepreneurship.</p> <p>P2 Explore the similarities and differences between entrepreneurial ventures.</p> | <p>M1 Investigate a diverse range of entrepreneurial ventures to demonstrate an understanding of entrepreneurship in both the public and corporate sector.</p> | |
| LO2 Assess the impact of small businesses on the economy | | D2 Critically evaluate how small businesses have an impact on different levels of the economy (local, regional, national) and in an international context. |
| <p>P3 Interpret and assess relevant data and statistics to illustrate how micro and small businesses impact on the economy.</p> <p>P4 Explain the importance of small businesses and business start-ups to the growth of the social economy.</p> | <p>M2 Evaluate the differences small, medium and large businesses make to the economy, applying relevant data and statistics.</p> | |
| LO3 Determine and assess the key aspects of an entrepreneurial mindset | | D3 Analyse the characteristic traits, skills and motivational drivers of successful entrepreneurs, supported by specific examples. |
| <p>P5 Determine the characteristic traits and skills of successful entrepreneurs that differentiate them from other business managers.</p> <p>P6 Assess how aspects of the entrepreneurial personality reflect entrepreneurial motivation and mindset.</p> | <p>M3 Explore different lines of argument relating to entrepreneurial characteristics.</p> | |

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

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 |

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

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

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

| | |
|---------------------|-------------------|
| Unit code | R/508/0522 |
| Unit type | Core unit |
| Unit level | 5 |
| Credit value | 30 |

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

| Pass | Merit | Distinction |
|---|---|---|
| <p>LO4 Reflect on the application of research methodologies and concepts</p> | | |
| <p>P6 Reflect on the effectiveness of research methods applied for meeting objectives of the business research project.</p> <p>P7 Consider alternative research methodologies and lessons learnt in view of the outcomes.</p> | <p>M4 Demonstrate reflection and engagement in the resource process leading to recommended actions for future improvement.</p> | <p>D3 Demonstrate critical reflection and insight that results in recommended actions for improvements and future research considerations.</p> |

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

| | |
|---------------------|-------------------|
| Unit code | H/508/0525 |
| Unit type | Core |
| Unit level | 5 |
| Credit value | 15 |

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 |
|---|---|-------|---|
| LO1 Analyse the influence of culture, politics and power on the behaviour of others in an organisational context | | | LO1 and LO2 D1 Critically evaluate the relationship between culture, politics, power and motivation that enables teams and organisations to succeed providing justified recommendations. |
| P1 Analyse how an organisation's culture, politics and power influence individual and team behaviour and performance. | M1 Critically analyse how the culture, politics and power of an organisation can influence individual and team behaviour and performance. | | |
| LO2 Evaluate how to motivate individuals and teams to achieve a goal | | | |
| P2 Evaluate how content and process theories of motivation and motivational techniques enable effective achievement of goals in an organisational context. | M2 Critically evaluate how to influence the behaviour of others through the effective application of behavioural motivational theories, concepts and models. | | |
| LO3 Demonstrate an understanding of how to cooperate effectively with others | | | LO3 and LO4 D2 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 |
| P3 Explain what makes an effective team as opposed to an ineffective team. | M3 Analyse relevant team and group development theories to support the development of cooperation within effective teams. | | |
| LO4 Apply concepts and philosophies of organisational behaviour to a given business situation | | | |
| P4 Apply concepts and philosophies of organisational behaviour within an organisational context and given business situation. | M4 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 31: Statistics for Management

Unit code R/508/0570

Unit level 5

Credit value 15

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 |
|--|---|---|
| LO1 Evaluate business and economic data/information obtained from published sources | | LO1 & 2 D1 Critically evaluate the differences in application between methods of descriptive, exploratory and confirmatory analysis of business and economic data. |
| P1 Evaluate the nature and process of business and economic data/information from a range of different published sources. P2 Evaluate data from a variety of sources using different methods of analysis. | M1 Critically evaluate the methods of analysis used to present business and economic data/information from a range of different published sources. | |
| LO2 Analyse and evaluate raw business data using a number of statistical methods | | |
| P3 Analyse and evaluate qualitative and quantitative raw business data from a range of examples using appropriate statistical methods. | M2 Evaluate the differences in application between descriptive statistics, inferential statistics and measuring association. | |
| LO3 Apply statistical methods in business planning | | D2 Make valid recommendations and judgements for improving business planning through the application of statistical methods. |
| P4 Apply a range of statistical methods used in business planning for quality, inventory and capacity management. | M3 Evaluate and justify the use of appropriate statistical methods supported by specific organisational examples | |
| LO4 Communicate findings using appropriate charts/tables | | D3 Critically evaluate the use of different types of charts and tables for communicating given variables. |
| P5 Using appropriate charts/tables communicate findings for a number of given variables. | M4 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 |

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 |
|---|--|--|
| LO1 Analyse the impact and influence which the macro environment has on an organisation and its business strategies. | | LO1, LO2, LO3 & LO4 D1 Critique and interpret information and data applying environmental and competitive analysis to produce a set of valid strategic directions, objectives and tactical actions. |
| P1 Applying appropriate frameworks analyse the impact and influence of the macro environment on a given organisation and its strategies. | M1 Critically analyse the macro environment to determine and inform strategic management decisions. | |
| LO2 Assess an organisation's internal environment and capabilities | | |
| P2 Analyse the internal environment and capabilities of a given organisation using appropriate frameworks. | M2 Critically evaluate the internal environment to assess strengths and weaknesses of an organisation's internal capabilities, structure and skill set. | |
| LO3 Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector | | |
| P3 Applying Porter's Five Forces model evaluate the competitive forces of a given market sector for an organisation. | M3 Devise appropriate strategies to improve competitive edge and market position based on the outcomes. | |
| LO4 Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation | | |
| P4 Applying a range of theories, concepts and models, interpret and devise strategic planning for a given organisation. | M4 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

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 |
|--|--|--|
| LO1 Demonstrate understanding of the role of different IT systems in support of organisational objectives | | D1 Critically evaluate the role and purpose of IT systems in different functions of an organisation, evaluating their contribution to achieving organisational objectives. |
| P1 Analyse the use of IT systems within different functions of an organisation. P2 Examine how IT systems contribute to the achievement of objectives in a specific organisational context. | M1 Evaluate how IT systems are applied in the different functions of an organisation and how they work together to achieve high performance. | |
| LO2 Analyse flexible and reliable IT systems that respond to organisational requirements | | D2 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. |
| P3 Analyse the different ways IT systems store and process data for knowledge management, customer relationship management, data management and communication management. | M2 Critically analyse the different ways IT systems store and process data, providing specific organisational examples. | |
| LO3 Evaluate IT systems that support value-added change within organisations | | D3 Provide justified recommendations for improving IT systems in the support of value-added change in an organisational context. |
| P4 Evaluate how IT systems can be used to support value-added change for improving business operations, performance and sustainability. | M3 Critically evaluate the advantages and disadvantages of specific IT systems which support value-added change in an organisational context. | |

| Pass | Merit | Distinction |
|---|---|---|
| <p>LO4 Recommend practical IT systems solutions to given organisational scenarios</p> | | |
| <p>P5 Recommend practical IT solutions for organisational scenarios that cover a range of common business problems experienced in the workplace.</p> | <p>M4 Evaluate how IT systems support practical solutions to add future value to specific business problems.</p> | <p>D4 Critique recommended practical solutions for the effective monitoring and evaluation of IT systems, with potential consequences of their implementation.</p> |

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 35: Developing Individuals, Teams and Organisations

Unit code A/508/0594

Unit level 5

Credit value 15

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 |
|---|---|--|
| <p>LO1 Analyse employee knowledge, skills and behaviours required by HR professionals</p> | | |
| <p>P1 Determine appropriate and professional knowledge, skills and behaviours that are required by HR professionals.</p> <p>P2 Analyse a completed personal skills audit to identify appropriate knowledge, skills and behaviours and develop a professional development plan for a given job role.</p> | <p>M1 Provide a detailed professional skills audit and professional development plan that demonstrates evidence of personal reflection and evaluation.</p> | <p>LO1 and LO2</p> <p>D1 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.</p> |
| <p>LO2 Analyse the factors to be considered when implementing and evaluating inclusive learning and development to drive sustainable business performance</p> | | |
| <p>P3 Analyse the differences between organisational and individual learning, training and development.</p> <p>P4 Analyse the need for continuous learning and professional development to drive sustainable business performance</p> | <p>M2 Apply learning cycle theories to critically analyse the importance of implementing continuous professional development.</p> | |

| Pass | Merit | Distinction |
|--|---|--|
| LO3 Apply knowledge and understanding to the ways in which high-performance working (HPW) contributes to employee engagement and competitive advantage | | LO3 and LO4 D2 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. |
| P5 Demonstrate understanding of how HPW contributes to employee engagement and competitive advantage within a specific organisational situation. | M3 Analyse the benefits of applying HPW with justifications to a specific organisational situation. | |
| LO4 Evaluate ways in which performance management, collaborative working and effective communication can support high-performance culture and commitment | | |
| P6 Evaluate different approaches to performance management (e.g. collaborative working), and demonstrate with specific examples how they can support high-performance culture and commitment. | M4 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 40: International Marketing

Unit code Y/508/0599

Unit level 5

Credit value 15

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 |
|---|--|--|
| LO1 Demonstrate an understanding of how marketing contributes to business strategies in an international context | | LO1 and LO2 D1 Produce a critical evaluation of the international market context, including insight into how organisations should adapt their marketing strategies for various markets. |
| P1 Analyse the scope and key concepts of international marketing. P2 Discuss the rationale for an organisation to want to market internationally and describe the various routes to market they can adopt. | M1 Evaluate the opportunities and challenges that marketing internationally presents to an organisation. | |
| LO2 Evaluate entry to a selection of international markets and define the key success factors | | |
| P3 Evaluate the key criteria and selection process to use when considering which international market to enter. P4 Explain, using examples, the different market entry strategies, including the advantages and disadvantages of each. | M2 Apply the market evaluation criteria, entry strategies and make recommendations for a selected organisation. | |

| Pass | Merit | Distinction |
|--|--|--|
| <p>LO3 Investigate how elements of the marketing plan can be adapted or standardised across international markets</p> | | |
| <p>P5 Present an overview of the key arguments in the global vs local debate.</p> <p>P6 Investigate how the product, pricing, promotional and distribution approach differs in a variety of international contexts.</p> | <p>M3 Evaluate the context and circumstances in which an organisation should adopt a global or local approach, highlighting the implications of doing so.</p> <p>M4 Determine and articulate in detail how to adapt the marketing mix of a selected organisation in different international markets.</p> | <p>D2 Produce a critical evaluation of how the marketing mix is applied to a range of international contexts.</p> |
| <p>LO4 Demonstrate an understanding of how to organise and evaluate international marketing efforts (multinational, global, transnational, meta-national, etc.)</p> | | |
| <p>P7 Explain and analyse the various international marketing approaches organisations can adopt.</p> <p>P8 Compare home and international orientation and ways to assess competitors outlining the implications of each approach.</p> | <p>M5 Evaluate various marketing approaches and competitor analysis in relation to an organisation and make recommendations on how they should operate in an international context.</p> | <p>D3 Make recommendations on how organisations should be structured to maximise the opportunity in an international context.</p> |

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