



SEVERN  
BUSINESS  
COLLEGE

Pearson BTEC Level 5 Higher National  
Diploma in Business (Business Management)

Course Handbook





**Qualification Title**

Pearson BTEC Level 5 Higher National Diploma in Business (Business Management)

**Qualification Number**

601/8365/2

**Level**

5

**TQT**

2400

**Credit Value**

240

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

The Pearson BTEC Level 5 HND in Business provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the business sector and also offers particular specialist emphasis through specialist units.

**Progression Opportunities**

Learners studying the Pearson BTEC Level 5 HND will be able to progress to a degree top-up in business or one of its specialist areas. The qualification also prepares learners for employment in the business sector. Some learners may wish to use this qualification in order to enter a specialist area of employment in the sector, where learners may work towards professional membership or study for professional body examinations.

**Structure of the Pearson BTEC Level 5 Higher National Diploma in Business (Business Management)**

Year 1

Unit number	Units	Unit level	Unit credit
1	Business and the Business Environment	4	15
2	Marketing Essentials	4	15
3	Human Resource Management	4	15
4	Management and Operations	4	15
5	Management Accounting	4	15
6	Managing a Successful Business Project	4	15
7	Business Law	4	15
10	Financial Accounting	4	15

Year 2

Unit number	Units	Unit level	Unit credit
11	Research Project	5	30
12	Organisational Behaviour	5	15
32	Business Strategy	5	15
39	Sales Management	5	15
16	Operations and Project Management	5	15
17	Understanding and Leading Change	5	15
18	Global Business Environment	5	15

**Timetable**

Course start date is as on acceptance letter

Year 1

Term 1 (3 months): Business and the Business Environment + Marketing Essentials

Term 2 (3 months): Human Resource Management + Management and Operations

Term 3 (3 months): Management Accounting + Managing a Successful Business Project

Term 4 (3 months): Business Law + Financial Accounting

Year 2

Term 5 (3 months): Research Project + Organisational Behaviour

Term 6 (3 months): Business Strategy + Sales Management

Term 7 (3 months): Operations and Project Management + Understanding and Leading Change

Term 8 (3 months): Global Business Environment

**Assessment**

Assessment is through practical assignments with no exams - to more accurately reflect the real working environment. Students need to submit 2 assignments every 3 months.

## Unit Grading

In order to achieve a <b>pass</b> in a unit	<ul style="list-style-type: none"> <li>A <b>pass grade</b> is achieved by meeting all the requirements defined in the assessment criteria for pass (<b>all P</b>).</li> </ul>
In order to achieve a <b>merit</b> in a unit	<ul style="list-style-type: none"> <li>A <b>merit grade</b> is achieved by meeting all the requirements defined in the assessment criteria for merit (<b>all M</b>) as well as meeting all the requirements of <b>pass grade (all P)</b>.</li> </ul>
In order to achieve a <b>distinction</b> in a unit	<ul style="list-style-type: none"> <li>A <b>distinction grade</b> is achieved by meeting all the requirements defined in the assessment criteria for distinction (<b>all D</b>) as well as meeting all the requirements of <b>pass grade (all P)</b> and <b>merit grade (all M)</b>.</li> </ul>
No grade	<ul style="list-style-type: none"> <li>plagiarism</li> </ul>

## UNIT SPECIFICATIONS

### Unit Number

1

### Unit

Business and the Business Environment

### Level

4

### TQT

150

### 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

**LO1** Explain the different types, size and scope of organisations.

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

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

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

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Explain the different types, size and scope of organisations.	<p><i>Different types of organisations:</i> 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.</p> <p><i>Size and scope of organisations:</i> 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,</p>	<p><b>P1</b> Explain different types and purposes of organisations; public, private and voluntary sectors and legal structures.</p> <p><b>P2</b> Explain the size and scope of a range of different types of organisations.</p> <p><b>M1</b> Analyse how the structure, size and scope of different organisations link to the business objectives and product and services offered by the organisation.</p> <p><b>D1</b> Provide a critical analysis of the complexities of different types of</p>

	<p>international and global organisations.</p> <p>Differences between franchising, joint ventures and licensing.</p> <p>Industrial structures and competitive analysis.</p> <p>Market forces and economic operations e.g. scarcity and choice, supply and demand, income elasticity.</p> <p>Stakeholders and responsibilities of organisations to meet different stakeholder interests and expectations.</p>	<p>business structures and the interrelationships of the different organisational functions.</p>
<p><b>LO2</b> Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure.</p>	<p><i>The various functions within an organisation:</i></p> <p>The role of marketing, finance, human resource management and operations within an organisational context and the interrelationships.</p> <p>How functions relate to overall organisation mission and objectives.</p> <p><i>Organisational structure:</i></p> <p>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.</p> <p>Organisation structures and complexities of transnational, international and global organisations.</p>	<p><b>P3</b> Explain the relationship between different organisational functions and how they link to organisational objectives and structure.</p> <p><b>M2</b> Analyse the advantages and disadvantages of interrelationships between organisational functions and the impact that can have upon organisational structure.</p> <p><b>D1</b> Provide a critical analysis of the complexities of different types of business structures and the interrelationships of the different organisational functions.</p>
<p><b>LO3</b> Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations.</p>	<p><i>The context of the macro environment:</i></p> <p>The application of the PESTLE framework and how organisations need to monitor and forecast external influences.</p> <p>How the macro environment influences/impacts upon business activities: the impact of the digital revolution on production and consumption; the impact of social technologies; cyberspace security; emerging BRICS markets, the global shift in economic and social power and ethical and sustainable growth.</p> <p>How organisations go through the transformation process and overcome resistance to change in response to the changing market environment.</p>	<p><b>P4</b> Identify the positive and negative impacts the macro environment has upon business operations, supported by specific examples.</p> <p><b>M3</b> Apply appropriately the PESTLE model to support a detailed analysis of the macro environment within an organisation.</p> <p><b>D2</b> Critically evaluate the impacts that both macro and micro factors have upon business objectives and decision-making.</p>
<p><b>LO4</b> Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors.</p>	<p><i>Frameworks for analysis:</i></p> <p>Introduction to SWOT and/or TOWS analysis and how they can assist in the decision-making process within organisations.</p> <p>Key external macro factors including the competitive environment and government intervention that influence organisations and business.</p>	<p><b>P5</b> Conduct internal and external analysis of specific organisations in order to identify strengths and weaknesses.</p> <p><b>P6</b> Explain how strengths and weaknesses interrelate with external macro factors.</p> <p><b>M4</b> Apply appropriately SWOT/TOWS analysis and justify how they influence decision-making.</p> <p><b>D2</b> Critically evaluate the impacts that both macro and micro factors have upon business objectives and decision-making.</p>

### Recommended Resources

- 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 SPECIFICATIONS

### Unit Number

2

### Unit

Marketing Essentials

### Level

4

### TQT

150

### 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

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

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

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

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Explain the role of marketing and how it interrelates with other functional units of an organisation.	<p><i>Definitions and the marketing concept:</i> 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.</p> <p><i>The role of marketing:</i> 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.</p> <p><i>The interrelationships of functional units:</i> Marketing as a business function. The different roles of business units and the interrelationships between these functional units and marketing.</p>	<p><b>P1</b> Explain the key roles and responsibilities of the marketing function.</p> <p><b>P2</b> Explain how roles and responsibilities of marketing relate to the wider organisational context.</p> <p><b>M1</b> Analyse the roles and responsibilities of marketing in the context of the marketing environment.</p> <p><b>M2</b> Analyse the significance of interrelationships between marketing and other functional units of an organisation.</p> <p><b>D1</b> Critically analyse and evaluate the key elements of the marketing function and how they interrelate with other functional units of an organisation.</p>
<b>LO2</b> Compare ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business	<p><i>The 7Ps marketing mix:</i> Product: Differences between products and services, importance of brands, product development and product lifestyle. Price: Pricing context, pricing strategies and tactics.</p>	<p><b>P3</b> Compare the ways in which different organisations apply the marketing mix to the marketing planning process to achieve business objectives.</p>

objectives.	<p>Place: Channel management, supply chain management and logistics.</p> <p>Promotion: Integrated communication mix and promotional tools.</p> <p>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.</p> <p>Physical evidence: The tangible aspects of service delivery – visual, aural and olfactory elements.</p> <p>Process: Systems and processes involved in delivering a consistent service. Different types of processes used to expedite the marketing function.</p> <p><i>Achieving overall business objectives:</i></p> <p>The shift from the 4Ps to the 7Ps and the significance of the extended marketing mix.</p> <p>An overview of the marketing planning process (Analysis, Planning, Implementation and Control) and marketing strategy.</p>	<p><b>M3</b> Evaluate different tactics applied by organisations to demonstrate how business objectives can be achieved.</p> <p><b>D2</b> Design a strategic marketing plan that tactically applies the use of the 7Ps to achieve overall marketing objectives.</p>
<p><b>LO3</b> Develop and evaluate a basic marketing plan.</p>	<p><i>Marketing planning:</i></p> <p>The importance and value of marketing plans.</p> <p>The links between marketing plans, marketing objectives and marketing strategies.</p> <p>Evaluating and monitoring marketing plans using appropriate control and evaluation techniques such as sales analysis, market-share analysis, efficiency ratios and cost-profitability analysis.</p> <p><i>Structure and development of marketing plans:</i></p> <p>Market segmentation and target market selection.</p> <p>Setting goals and objectives, situational analysis tools and techniques, creating a marketing strategy and allocation of resources and monitoring and control measures.</p>	<p><b>P4</b> Produce and evaluate a basic marketing plan for an organisation.</p> <p><b>M4</b> Produce a detailed, coherent evidence-based marketing plan for an organisation.</p> <p><b>D2</b> Design a strategic marketing plan that tactically applies the use of the 7Ps to achieve overall marketing objectives.</p>

### Recommended Resources

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

### Links

This unit links to the following related units:  
*Unit 1: Business and the Business Environment*  
*Unit 22: Product and Service Development*  
*Unit 23: Integrated Marketing Communications*  
*Unit 37: Consumer Behaviour and Insight*  
*Unit 40: International Marketing*

## UNIT SPECIFICATIONS

### Unit Number

3

## Unit

Human Resource Management

## Level

4

## TQT

150

## 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

**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.

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

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

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

## Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives.	<i>The nature and scope of HRM:</i> 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. <i>Recruitment:</i> Sources of recruitment: internal vs external recruitment. Job analysis, job descriptions, personal specifications and competency frameworks. <i>Selection:</i> Main methods of selection: strengths and weaknesses of each. Reliability and validity as key criteria. <i>On-boarding and induction:</i> The issues affecting successful induction and socialisation of employees.	<b>P1</b> Explain the purpose and the functions of HRM, applicable to workforce planning and resourcing an organisation. <b>P2</b> Explain the strengths and weaknesses of different approaches to recruitment and selection. <b>M1</b> Assess how the functions of HRM can provide talent and skills appropriate to fulfil business objectives <b>M2</b> Evaluate the strengths and weaknesses of different approaches to recruitment and selection. <b>D1</b> Critically evaluate the strengths and weaknesses of different approaches to recruitment and selection, supported by specific examples.
<b>LO2</b> Evaluate the effectiveness of the key elements of Human Resource Management in an organisation.	<i>Learning, development and training:</i> Differentiating development and training. Identifying training needs – the training gap. Types of training. Evaluation of training. <i>Job and workplace design:</i> Reward management: extrinsic and intrinsic rewards from	<b>P3</b> Explain the benefits of different HRM practices within an organisation for both the employer and employee. <b>P4</b> Evaluate the effectiveness of different HRM practices in terms of raising organisational profit and productivity.



	<p>work.</p> <p>The link between motivational theory and reward.</p> <p>Series of job design-job extension techniques.</p> <p><i>The flexible organisation:</i></p> <p>Types of flexibility: numerical, structural and functional flexibility.</p> <p>Models of flexible organisations (e.g. Handy, Atkinson).</p> <p>Flexible working options in modern organisations.</p> <p>Benefits to employers and benefits to employees of flexible working practices.</p> <p><i>Performance and reward:</i></p> <p>Performance management and methods used to monitor employee performance.</p> <p>Types of payment and reward system.</p> <p>Methods of a determination.</p>	<p><b>M3</b> Explore the different methods used in HRM practices, providing specific examples to support evaluation within an organisational context.</p> <p><b>D2</b> Critically evaluate HRM practices and application within an organisational context, using a range of specific examples.</p>
<p><b>LO3</b> Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation.</p>	<p><i>Employee relations:</i></p> <p>Maintaining good employee relations.</p> <p>Strategies for building and improving employee relations and engagement.</p> <p><i>Employee relations and the law:</i></p> <p>The purpose of employment law.</p> <p>Key legal issues and constraints (e.g. equality, data protection, health and safety, redundancy, dismissal, employment contracts).</p> <p>Ethical and social responsibilities.</p> <p><i>Trade unions and workplace representation:</i></p> <p>The role of trade unions – local/national.</p> <p>Collective agreements.</p> <p>Discipline, grievances and redundancy – best practice.</p>	<p><b>P5</b> Analyse the importance of employee relations in respect to influencing HRM decision-making.</p> <p><b>P6</b> Identify the key elements of employment legislation and the impact it has upon HRM decision-making.</p> <p><b>M4</b> Evaluate the key aspects of employee relations management and employment legislation that affect HRM decision-making in an organisational context.</p> <p><b>D3</b> Critically evaluate employee relations and the application of HRM practices that inform and influence decision-making in an organisational context.</p>
<p><b>LO4</b> Apply Human Resource Management practices in a work-related context.</p>	<p><i>Job and person specifications:</i></p> <p>Preparing job specifications and person specifications applicable to the recruitment context and needs of the organisations, taking into account legislation and company policies.</p> <p><i>Recruitment and selection in practice:</i></p> <p>The impact of technology on improving the recruitment and selection process; the use of online resources, digital platforms and social networking.</p> <p>Designing and placing job advertisements.</p> <p>Shortlisting and processing applications.</p> <p>Interviewing preparation and best practice.</p> <p>Selection best practice.</p>	<p><b>P7</b> Illustrate the application of HRM practices in a work-related context, using specific examples.</p> <p><b>M5</b> Provide a rationale for the application of specific HRM practices in a work-related context.</p> <p><b>D3</b> Critically evaluate employee relations and the application of HRM practices that inform and influence decision-making in an organisational context.</p>

### Recommended Resources

- ARMSTRONG, M. and TAYLOR, S. (2014) *Armstrong's Handbook of Human Resource Management Practice*. 13th Ed. London: Kogan Page.
- BACH, S. and EDWARDS, M. (2013) *Managing Human Resources*. Oxford: Wiley.
- BRATTON, J. and GOLD, J. (2012) *Human Resource Management: Theory and Practice*. 5th Ed. Basingstoke: Palgrave.
- TORRINGTON, D, et al. (2011) *Human Resource Management*. 8th Ed. London: Prentice Hall.
- CIPD (Chartered Institute of Personnel and Development) available at [www.cipd.co.uk](http://www.cipd.co.uk).

### Links

This unit links to the following related units:

*Unit 7: Business Law*

*Unit 12: Organisational Behaviour*

*Unit 19: Resource and Talent Planning*

*Unit 20: Employee Relations*

*Unit 21: Strategic Human Resource Management*

*Unit 29: Managing and Running a Small Business*

## UNIT SPECIFICATIONS

### Unit Number

4

### Unit

Management and Operations

### Level

4

### TQT

150

### 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

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

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

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

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

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Differentiate between the role of a leader and the function of a manager.	<p><i>Management theory:</i> Contemporary and seminal theories of management such as management by objectives, classical management theories, behavioural theory and contingency theory.</p> <p><i>Leadership vs management:</i> 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.</p>	<p><b>P1</b> Define and compare the different roles and characteristics of a leader and a manager.</p> <p><b>M1</b> Analyse and differentiate between the role of a leader and function of a manager by effectively applying a range of theories and concepts.</p> <p><b>D1</b> Critically analyse and evaluate the different theories and approaches to leadership in given contexts.</p>
<b>LO2</b> Apply the role of a leader and the function of a manager in given contexts.	<p><i>How situations affect the role of a leader and function of a manager:</i> Situational leadership, systems leadership, task or relationship-orientated approaches. The application of chaos theory and management by objectives.</p>	<p><b>P2</b> Examine examples of how the role of a leader and the function of a manager apply in different situational contexts.</p> <p><b>P3</b> Apply different theories and models of approach, including situational leadership, systems leadership and contingency.</p> <p><b>M2</b> Assess the strengths and weaknesses of different approaches to situations within the work</p>

		environment. <b>D1</b> Critically analyse and evaluate the different theories and approaches to leadership in given contexts.
<b>LO3</b> Demonstrate an appreciation of the role leaders and managers play in the operations function of an organisation.	<i>Theories of operations and operations management:</i> Six sigma, lean production and queuing theory. <i>Different operations management approaches:</i> The use of different management approaches: Principles of Total Quality Management (TQM), Just-in-Time Inventory and the concept of continuous improvement (Kaizen) <i>Operational functions:</i> Control and Distribution Systems. Transformation of raw material into finished goods/services. Process design. Capacity management. Logistics and inventory management. Scheduling.	<b>P4</b> Explain the key approaches to operations management and the role that leaders and managers play. <b>P5</b> Explain the importance and value of operations management in achieving business objectives. <b>M3</b> Evaluate how leaders and managers can improve efficiencies of operational management to successfully meet business objectives. <b>D2</b> Critically evaluate application of operations management and factors that impact on the wider business environment.
<b>LO4</b> Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment.	<i>Different dimensions of contemporary business environment:</i> 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.	<b>P6</b> Assess the factors within the business environment that impact upon operational management and decision-making by leaders and managers. <b>M4</b> Analyse how these different factors affect the business environment and wider community. <b>D2</b> Critically evaluate application of operations management and factors that impact on the wider business environment.

### Recommended Resources

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 SPECIFICATIONS

### Unit Number

5

### Unit

Management Accounting

### Level

4

### TQT

150

### 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

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

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

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

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

## Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Demonstrate an understanding of management accounting systems.	<p><i>Introduction to management accounting:</i>            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.  <i>Different types of management accounting systems:</i>            Cost-accounting systems, inventory management systems, job-costing systems and price-optimising systems.            Benefits of different types of systems.  <i>Presenting financial information:</i>            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.</p>	<p><b>P1</b> Explain management accounting and give the essential requirements of different types of management accounting systems.  <b>P2</b> Explain different methods used for management accounting reporting.  <b>M1</b> Evaluate the benefits of management accounting systems and their application within an organisational context.  <b>D1</b> Critically evaluate how management accounting systems and management accounting reporting is integrated within organisational processes.</p>
<b>LO2</b> Apply a range of management accounting techniques.	<p><i>Microeconomic techniques:</i>            What is meant by cost? Different costs and cost analysis.            Cost-volume profit, flexible budgeting and cost variances.            Applying absorption and marginal costing.  <i>Product costings:</i>            Fixed and variable costs, cost allocation.            Normal and standard costing, activity-based costing and the role of costing in setting price.  <i>Cost of inventory:</i>            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.</p>	<p><b>P3</b> Calculate costs using appropriate techniques of cost analysis to prepare an income statement using marginal and absorption costs.  <b>M2</b> Accurately apply a range of management accounting techniques and produce appropriate financial reporting documents.  <b>D2</b> Produce financial reports that accurately apply and interpret data for a range of business activities.</p>
<b>LO3</b> Explain the use of planning tools used in management accounting.	<p><i>Using budgets for planning and control:</i>            Preparing a budget.            Different types of budgets (e.g. capital and operating).            Alternative methods of budgeting.            Behavioural implications of budgets.  <i>Pricing:</i>            Pricing strategies.            How do competitors determine their prices?            Supply and demand considerations.  <i>Common costing systems:</i>            Actual costing, normal costing and standard costing</p>	<p><b>P4</b> Explain the advantages and disadvantages of different types of planning tools used for budgetary control.  <b>M3</b> Analyse the use of different planning tools and their application for preparing and forecasting budgets.  <b>D3</b> Evaluate how planning tools for accounting respond appropriately to solving financial problems to lead</p>

	<p>systems. How cost systems differ depending on the costing activity: job costing, process costing, batch costing and contract costing. <i>Strategic planning:</i> Applying PEST, SWOT, balance scorecard or Porter's Five Forces analysis to the financial position of an organisation.</p>	organisations to sustainable success.
<p><b>LO4</b> Compare ways in which organisations could use management accounting to respond to financial problems.</p>	<p><i>Identifying financial problems:</i> Using benchmarks, key performance indicators (financial and non-financial) and budgetary targets to identify variances and problems. <i>Financial governance:</i> Definitions of financial governance, and how this can be used to pre-empt or prevent financial problems. Using financial governance to monitor strategy. <i>Management accounting skill sets:</i> What are the characteristics of an effective management accountant? How can these skills be used to prevent and/or deal with problems? <i>Effective strategies and systems:</i> The development of strategies and systems which require effective and timely reporting, full disclosure of financial positions and are responsibly owned and governed.</p>	<p><b>P5</b> Compare how organisations are adapting management accounting systems to respond to financial problems. <b>M4</b> Analyse how, in responding to financial problems, management accounting can lead organisations to sustainable success. <b>D3</b> Evaluate how planning tools for accounting respond appropriately to solving financial problems to lead organisations to sustainable success.</p>

### Recommended Resources

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 SPECIFICATIONS

### Unit Number

6

### Unit

Managing a Successful Business Project

### Level

4

### TQT

150

### 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

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

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

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

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

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Establish project aims, objectives and timeframes based on the chosen theme.	<p><i>Project management:</i> 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.</p> <p><i>Initiation of the project and project planning phase:</i> 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.</p>	<p><b>P1</b> Devise project aims and objectives for a chosen scenario. <b>P2</b> Produce a project management plan that covers aspects of cost, scope, time, quality, communication, risk and resources. <b>P3</b> Produce a work breakdown structure and a Gantt Chart to provide timeframes and stages for completion. <b>M1</b> Produce a comprehensive project management plan, milestone schedule and project schedule for monitoring and completing the aims and objectives of the project. <b>D1</b> Critically evaluate the project management process and appropriate research methodologies applied.</p>
<b>LO2</b> Conduct small-scale research, information gathering and data collection to generate knowledge to support the project.	<p><i>Project execution phase:</i> 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.</p> <p><i>Field work:</i> 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.</p> <p><i>Ethics, reliability and validity:</i> 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).</p> <p><i>Analysing information and data:</i> Using data collection tools such as interviews and questionnaires. Using analytical techniques such as trend analysis, coding or typologies.</p>	<p><b>P4</b> Carry out small-scale research by applying qualitative and quantitative research methods appropriate for meeting project aims and objectives. <b>M2</b> Evaluate the accuracy and reliability of different research methods applied. <b>D1</b> Critically evaluate the project management process and appropriate research methodologies applied.</p>

<p><b>LO3</b> Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis.</p>	<p><i>Communicating outcomes:</i> 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.</p> <p><i>Convincing arguments:</i> 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.</p> <p><i>Critical and objective analysis and evaluation:</i> 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.</p>	<p><b>P5</b> Analyse research and data using appropriate tools and techniques. <b>P6</b> Communicate appropriate recommendations as a result of research and data analysis to draw valid and meaningful conclusions. <b>M3</b> Evaluate the selection of appropriate tools and techniques for accuracy and authenticity to support and justify recommendations. <b>D2</b> Critically evaluate and reflect on the project outcomes, the decision-making process and changes or developments of the initial project management plan to support justification of recommendations and learning during the project.</p>
<p><b>LO4</b> Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance.</p>	<p><i>Reflection for learning and practice:</i> 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.</p> <p><i>The cycle of reflection:</i> To include reflection in action and reflection on action. How to use reflection to inform future behaviour, particularly directed towards sustainable performance.</p> <p><i>Reflective writing:</i> Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way.</p> <p><i>Generalisation:</i> 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.</p>	<p><b>P7</b> Reflect on the value of undertaking the research to meet stated objectives and own learning and performance. <b>M4</b> Evaluate the value of the project management process and use of quality research to meet stated objectives and support own learning and performance. <b>D2</b> Critically evaluate and reflect on the project outcomes, the decision-making process and changes or developments of the initial project management plan to support justification of recommendations and learning during the project.</p>

### 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

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 SPECIFICATIONS

### Unit Number

**Unit**

Business Law

**Level**

4

**TQT**

150

**Credit Value**

15

**Introduction**

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

**Learning Outcomes**

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

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

**LO3** Suggest appropriate legal solutions to business problems.

**LO4** Recommend appropriate legal solutions based upon alternative legal advice provided.

**Assessment**

<b>Learning Outcomes</b>	<b>Essential Content</b>	<b>Assessment Criteria</b>
<b>LO1</b> Explain the basic nature of the legal system.	<p><i>The legal system:</i>            What constitutes a legal system?            The purpose of law, the evolution of law and different sources of law.            The differences between statutory law, common law and equity.            Company law and contract law.</p> <p><i>The justice system:</i>            The role of government in law-making and the justice system.            Organisation of the judiciary.            Jurisdictions and the structures of the court.</p>	<p><b>P1</b> Explain different sources of law and laws that organisations must comply with.</p> <p><b>P2</b> Explain the role of government in law-making and how statutory and common law is applied in the justice courts.</p> <p><b>M1</b> Evaluate the effectiveness of the legal system in terms of recent reforms and developments.</p> <p><b>D1</b> Provide a coherent and critical evaluation of the legal system and law, with evidence drawn from a range of different relevant examples to support judgements.</p>
<b>LO2</b> Illustrate the potential impact of the law on a business.	<p><i>Legislation and legal responsibilities:</i>            The relationship between regulations, legislation and standards.            The implications and impacts of various legislation including environmental legislation, health and safety legislation and consumer legislation.            Legislation on data protection and confidentiality.            Rules and regulations relating to cyberspace security.            Employee legislation, equal opportunities and anti-discrimination.</p> <p><i>Employment law and its impacts on business decisions and contracts:</i>            How employment is defined.            Application of law in cases of maladministration.            The responsibilities of directors and delegation of tasks.            How employer and employee relationships interact with employment law.</p>	<p><b>P3</b> Using specific examples illustrate how company, employment and contract law has a potential impact upon business.</p> <p><b>M2</b> Differentiate and analyse the potential impacts of regulations, legislation and standards.</p> <p><b>D1</b> Provide a coherent and critical evaluation of the legal system and law, with evidence drawn from a range of different relevant examples to support judgements.</p>



<p><b>LO3</b> Suggest appropriate legal solutions to business problems.</p>	<p><i>Legal solutions for different types of business problems:</i>          Consider the application of company law in forming companies, raising capital and correlation of pay and performance.          Termination of contracts, including employment.          Rescuing and liquidating companies.</p>	<p><b>P4</b> Suggest appropriate legal solutions for a range of business problems e.g. termination of contract, rescue from insolvency and liquidation.  <b>P5</b> Provide justifications for the use of appropriate legal solutions.  <b>M3</b> Assess the positive and negative impacts of legal solutions to business problems.  <b>D2</b> Critically review and evaluate the use of appropriate legal solutions in comparison with alternative legal advice.</p>
<p><b>LO4</b> Recommend appropriate legal solutions based upon alternative legal advice provided.</p>	<p><i>Alternative legal advice:</i>          Different legal frameworks and laws of different countries          The role of unions          Citizens advice and the role of Alternative Dispute Resolution (ADR).</p>	<p><b>P6</b> Recommend legal solutions based upon a different country's legal system and/or a different legal framework.  <b>M4</b> Compare and contrast the effectiveness of these recommendations.  <b>D2</b> Critically review and evaluate the use of appropriate legal solutions in comparison with alternative legal advice.</p>

### Recommended Resources

ANDREWS, N. (2011) *Contract Law*. Cambridge: Cambridge University Press.  
 DIGNAM, A. and LOWRY, J. (2012) *Company Law*. Oxford: Oxford University Press.  
 FRENCH, D., MAYSON, S. and RYAN, C. (2012) *Company Law*. Oxford: Oxford University Press.  
 HONEYBALL, S. (2012) *Employment Law*. Oxford: Oxford University Press.  
 PARTINGTON, M. (2013) *Introduction to the English Legal System*. Oxford: Oxford University Press.

### Journals

*New Law Journal*  
*International Journal of Law in Context*

### Links

This unit links to the following related units:  
*Unit 1: Business and the Business Environment*  
*Unit 3: Human Resource Management*  
*Unit 19: Resource and Talent Planning*  
*Unit 20: Employee Relations*  
*Unit 28: Launching a New Venture*  
*Unit 29: Managing and Running a Small Business*  
*Unit 30: Taxation*

## UNIT SPECIFICATIONS

### Unit Number

10

### Unit

Financial Accounting

### Level

4

### TQT

150

### Credit Value

## 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

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

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

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

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

## Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Record business transactions using double entry book-keeping, and be able to extract a trial balance.	<p><i>Business transactions:</i> Giving consideration to the types of business transactions (sales, purchases, receipts and payments) and the regulations which apply to financial accounting.</p> <p><i>Double entry book-keeping:</i> Double entry recording in sales, purchases, cash disbursement and cash receipt journals 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.</p> <p><i>Trial balance:</i> 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.</p>	<p><b>P1</b> Apply the double entry book-keeping system of debits and credits. Record sales and purchases transactions in a general ledger.</p> <p><b>P2</b> Produce a trial balance applying the use of the balance off rule to complete the ledger.</p> <p><b>M1</b> Analyse sales and purchase transactions to compile a trial balance using double entry book-keeping appropriately and effectively.</p> <p><b>D1</b> Record correctly transactions and produce an accurate trial balance by completing the balance off of ledger accounts, checking that each transaction is recorded in line with accepted accounting principles.</p>
<b>LO2</b> Prepare final accounts for sole-traders, partnerships or limited companies in accordance with appropriate principles, conventions and standards.	<p><i>Financial reports and financial statements:</i> 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.</p> <p><i>Types of accounts:</i> Preparing final accounts (e.g. for sole-traders, partnerships or limited companies).</p> <p><i>Principles and conventions:</i> Understanding accounting rules and principles. Understanding the concepts and conventions of consistency and material disclosure.</p>	<p><b>P3</b> Prepare final accounts from given trial balance figures adjusting for accruals, depreciation and prepayments.</p> <p><b>P4</b> Produce final accounts for a range of examples that include sole-traders, partnerships or limited companies.</p> <p><b>M2</b> Analyse profit and loss accounts, balance sheet and cash flow statements appropriate for the given examples.</p> <p><b>D2</b> Apply appropriate and accurate calculations for the constructing of the final accounts.</p>
<b>LO3</b> Perform bank reconciliations to ensure company and bank records are correct.	<p><i>Bank reconciliation:</i> 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?</p> <p><i>The process of reconciliation:</i> 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 general accounts and</p>	<p><b>P5</b> Apply the bank reconciliation process to prepare a number of bank reconciliations.</p> <p><b>M3</b> Apply the reconciliation process demonstrating the use of deposit in transit, outstanding checks and Not Sufficient Funds (NSF) check.</p> <p><b>D3</b> Prepare accurate bank reconciliations that apply appropriate tools and techniques to check general accounts and balance sheets.</p>

	<p>balance sheets against liquid holdings and cash reserves.</p> <p><i>Variances:</i></p> <p>Identifying variances through a bank reconciliation.</p> <p>Dealing with negative and positive variances</p> <p>When is a negative variance a positive and vice versa?</p> <p>Ensuring the same entry for every debit and credit entry, and that the balance for each account is calculated and entered correctly.</p>	
<p><b>LO4</b> Reconcile control accounts and shift recorded transactions from the suspense accounts to the right accounts.</p>	<p><i>Control accounts:</i></p> <p>What are they?</p> <p>How and why are they used?</p> <p>How do they support effective financial management?</p> <p><i>Suspense accounts:</i></p> <p>How do they differ from control accounts?</p> <p>Why are they required?</p> <p>How are funds in suspense accounts legally protected?</p> <p><i>Reconciling these accounts:</i></p> <p>Why is reconciliation required?</p> <p>How is this conducted?</p> <p>The role of debtors and creditors accounts.</p>	<p><b>P6</b> Explain the process taken to reconcile control accounts and clear suspense accounts using given account examples.</p> <p><b>M4</b> Demonstrate understanding of the different types of accounts and how and why they are reconciled.</p> <p><b>D4</b> Produce accurate accounts that have been reconciled applying the appropriate methods.</p>

### Recommended Resources

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 SPECIFICATIONS

### Unit Number

11

### Unit

Research Project

### Level

5

### TQT

300

### 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

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

**LO2** Conduct and analyse research relevant to a business research project.

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

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

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Examine appropriate research methodologies and approaches as part of the research process.	<p><i>Developing a research proposition:</i> 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.</p> <p><i>Literature review:</i> 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.</p> <p><i>Qualitative, quantitative and mixed method research:</i> Key theoretical frameworks for research. Advantages and limitations of qualitative and quantitative research approaches and methods.</p>	<p><b>P1</b> Produce a research proposal that clearly defines a research question or hypothesis supported by a literature review.</p> <p><b>P2</b> Examine appropriate research methods and approaches to primary and secondary research.</p> <p><b>M1</b> Evaluate different research approaches and methodology and make justifications for the choice of methods selected based on philosophical/theoretical frameworks.</p> <p><b>D1</b> Critically evaluate research methodologies and processes in application to a business research project to justify chosen research methods and analysis.</p>
<b>LO2</b> Conduct and analyse research relevant to a business research project.	<p><i>Research as a process:</i> Research has distinct phases which support a coherent and logical argument. This includes using secondary research to inform a primary, empirical, study.</p> <p><i>Selecting a sample:</i> 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.</p> <p><i>Ethics, reliability and validity:</i> 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).</p> <p><i>Analysing data:</i> Using data collection tools such as interviews and questionnaires. Using analytical techniques such as trend analysis, coding or typologies.</p>	<p><b>P3</b> Conduct primary and secondary research using appropriate methods for a business research project that consider costs, access and ethical issues.</p> <p><b>P4</b> Apply appropriate analytical tools, analyse research findings and data.</p> <p><b>M2</b> Discuss merits, limitations and pitfalls of approaches to data collection and analysis.</p> <p><b>D1</b> Critically evaluate research methodologies and processes in application to a business research project to justify chosen research methods and analysis.</p>
<b>LO3</b> Communicate the outcomes of a research	<p><i>Stakeholders:</i> Who are they?</p>	<p><b>P5</b> Communicate research outcomes in an appropriate manner for the</p>

<p>project to identified stakeholders.</p>	<p>Why would they be interested in the research outcomes?          What communication method do they expect?  <i>Communicating research outcomes:</i>          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.  <i>Convincing arguments:</i>          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.</p>	<p>intended audience.  <b>M3</b> Coherently and logically communicate outcomes to the intended audience demonstrating how outcomes meet set research objectives.  <b>D2</b> Communicate critical analysis of the outcomes and make valid, justified recommendations.</p>
<p><b>LO4</b> Reflect on the application of research methodologies and concepts.</p>	<p><i>Reflection for learning and practice:</i>          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.  <i>The cycle of reflection:</i>          To include reflection in action and reflection on action.          Considering how to use reflection to inform future behaviour and future considerations.  <i>Reflective writing:</i>          Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way.</p>	<p><b>P6</b> Reflect on the effectiveness of research methods applied for meeting objectives of the business research project.  <b>P7</b> Consider alternative research methodologies and lessons learnt in view of the outcomes.  <b>M4</b> Provide critical reflection and insight that results in recommended actions for improvements and future research considerations.  <b>D3</b> Demonstrate reflection and engagement in the resource process leading to recommended actions for future improvement.</p>

### Recommended Resources

- 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 SPECIFICATIONS

### Unit Number

12

### Unit

Organisational Behaviour

### Level

5

### TQT

150

### 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

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

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

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

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

## Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Analyse the influence of culture, politics and power on the behaviour of others in an organisational context.	<p><i>Influence of culture:</i> 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.</p> <p><i>Influence of politics:</i> Organisational politics and differentiation between personal, decisional, structural and organisational change.</p> <p><i>Influence of power:</i> Power as a property viewpoint: individual, relationships and embedded in structures. Bases and types of power, power controls and power sources.</p>	<p><b>P1</b> Analyse how an organisation's culture, politics and power influence individual and team behaviour and performance.</p> <p><b>M1</b> Critically analyse how the culture, politics and power of an organisation can influence individual and team behaviour and performance.</p> <p><b>D1</b> Critically evaluate the relationship between culture, politics, power and motivation that enables teams and organisations to succeed providing justified recommendations.</p>
<b>LO2</b> Evaluate how to motivate individuals and teams to achieve a goal.	<p><i>Motivational theories:</i> 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.</p> <p><i>Behavioural psychology:</i> Definition of emotional intelligence and the importance of soft skills for managers and teams. Task vs relationship leadership and psychodynamic approach to behaviour.</p>	<p><b>P2</b> Evaluate how content and process theories of motivation and motivational techniques enable effective achievement of goals in an organisational context.</p> <p><b>M2</b> Critically evaluate how to influence the behaviour of others through the effective application of behavioural motivational theories, concepts and models.</p> <p><b>D1</b> Critically evaluate the relationship between culture, politics, power and motivation that enables teams and organisations to succeed providing justified recommendations.</p>
<b>LO3</b> Demonstrate an understanding of how to cooperate effectively with others.	<p><i>Different types of organisational teams:</i> Including functional, problem-solving, project teams. The impact of technology on organisational teams: the role of virtual team development and networking.</p> <p><i>Team dynamics and teamwork:</i> 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.</p>	<p><b>P3</b> Explain what makes an effective team as opposed to an ineffective team.</p> <p><b>M3</b> Analyse relevant team and group development theories to support the development of dynamic cooperation.</p> <p><b>D2</b> Critically analyse and evaluate the relevance of team development theories in context of organisational behaviour concepts and philosophies</p>

	Soft and hard communication, co-operation and competition. Benefits and risks of teams. Conflict resolution.	that influence behaviour in the work place.
<b>LO4</b> Apply concepts and philosophies of organisational behaviour to a given business situation.	<i>Concepts and philosophy:</i> Path-goal theory leadership styles that improve team performance and productivity. Contemporary barriers to effective behaviour, situational resistance, social capital theory and contingency theory.	<b>P4</b> Apply concepts and philosophies of organisational behaviour within an organisational context and a given business situation. <b>M4</b> Explore and evaluate how concepts and philosophies of OB inform and influence behaviour in both a positive and negative way. <b>D2</b> Critically analyse and evaluate the relevance of team development theories in context of organisational behaviour concepts and philosophies that influence behaviour in the work place.

### Recommended Resources

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 SPECIFICATIONS

### Unit Number

32

### Unit

Business Strategy

### Level

5

### TQT

150

### 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

**LO1** Analyse the impact and influence which the macro environment has on an organisation and its business strategies.

**LO2** Assess an organisation's internal environment and capabilities.

**LO3** Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector.

**LO4** Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation.

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Analyse the impact and influence which the macro environment has on an organisation and its business strategies.	<p><i>The Strategic Context:</i> 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.</p> <p><i>Analytical frameworks of the macro environment:</i> 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.</p>	<p><b>P1</b> Applying appropriate frameworks analyse the impact and influence of the macro environment on a given organisation and its strategies. <b>M1</b> Critically analyse the macro environment to determine and inform strategic management decisions. <b>D1</b> Critique and interpret information and data applying environmental and competitive analysis to produce a set of valid strategic directions, objectives and tactical actions.</p>
<b>LO2</b> Assess an organisation's internal environment and capabilities.	<p><i>Organisational internal environment:</i> 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.</p>	<p><b>P2</b> Analyse the internal environment and capabilities of a given organisation using appropriate frameworks. <b>M2</b> Critically evaluate the internal environment to assess strengths and weaknesses of an organisation's internal capabilities, structure and skill set. <b>D1</b> Critique and interpret information and data applying environmental and competitive analysis to produce a set of valid strategic directions, objectives and tactical actions.</p>
<b>LO3</b> Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector.	<p><i>Analytical tools and models of analysis:</i> 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.</p>	<p><b>P3</b> Applying Porter's Five Forces model evaluate the competitive forces of a given market sector for an organisation. <b>M3</b> Devise appropriate strategies to improve competitive edge and market position based on the outcomes. <b>D1</b> Critique and interpret information and data applying environmental and competitive analysis to produce a set of valid strategic directions, objectives and tactical actions.</p>
<b>LO4</b> Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an	<p><i>Strategic choices and directions:</i> 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.</p>	<p><b>P4</b> Applying a range of theories, concepts and models, interpret and devise strategic planning for a given organisation. <b>M4</b> Produce a strategic management plan that has tangible and tactical</p>



organisation.	Vertical/horizontal integration.	strategic priorities and objectives. <b>D1</b> Critique and interpret information and data applying environmental and competitive analysis to produce a set of valid strategic directions, objectives and tactical actions.
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### Recommended Resources

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.  
 ROTHARMEL, 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 SPECIFICATIONS

### Unit Number

39

### Unit

Sales Management

### Level

5

### TQT

150

### Credit Value

15

### Introduction

This unit introduces students to the discipline of sales management for the 21st century. Changing dynamics between buyers and sellers, driven by the fast-paced evolution of e-commerce and globalisation, has led organisations to review and adapt their sales management approach in response to a customer driven culture.

This unit gives a comprehensive overview of sales management and equips students with the tools and knowledge they need to succeed in today's increasingly complex and fast-paced sales environment.

### Learning Outcomes

**LO1** Demonstrate an understanding of the principles of sales management.

**LO2** Evaluate the relative merits of how sales structures are organised, and recognise the importance of 'selling through others'.

**LO3** Analyse and apply principles of successful selling.

**LO4** Demonstrate an understanding of the finance of selling.

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Demonstrate an understanding of the principles of sales management.	<i>Introduction and scope of sales management:</i> Definition of sales management and the key aspects of sales management, including planning, selling and reporting. Strategies for measuring and monitoring, including the sales funnel and hit rate metric. Different modes of selling (B2B and B2C) and their impact upon buyer and seller roles and dynamics.	<b>P1</b> Explain the key principles of sales management in relation to the importance of sales planning, methods of selling and sale reporting. <b>M1</b> Evaluate how principles of sales management will be different in response to consumer and business buying behaviour.

	<p>Consumer buying behaviour process. Business buying behaviour process. Sales promotions and incentives. The impact of new technology on the sales management environment: the use of Skype, video conferencing on tablet devices for improved communication; online events and sales training to improve sales skills and productivity and cloud computing to improve information access.</p>	<p><b>D1</b> Produce a coherent, fully justified critical evaluation based upon a comprehensive understanding of sales management, structure and selling techniques within an organisational context.</p>
<p><b>LO2</b> Evaluate the relative merits of how sales structures are organised, and recognise the importance of 'selling through others'.</p>	<p><i>Sales leadership and the sales executive:</i> Ethics of behaviour, law and sales leadership. Designing and organising the sales force and choosing the right structure: geography, product and customer-based design. Appropriate recruitment and training to develop an efficient sales force. Supervising, managing and leading the sales force. Goal setting, managing performance and reward of the sales force 'Selling through others' – the advantages of using different sales channels.</p>	<p><b>P2</b> Evaluate the benefits of sales structures and how they are organised using specific organisational examples. <b>P3</b> Explain the importance and the advantages of the concept of 'selling through' others. <b>M2</b> Critically evaluate the implementation of different types of sales structures using specific organisational examples (e.g. geographic, marketing, product sales). <b>D1</b> Produce a coherent, fully justified critical evaluation based upon a comprehensive understanding of sales management, structure and selling techniques within an organisational context.</p>
<p><b>LO3</b> Analyse and apply principles of successful selling.</p>	<p><i>Turning customer information into knowledge:</i> Classification of sales leads: hot, warm and cold. The cold vs warm approach. Successful pitching and positioning. Negotiation techniques and tactics: closing sale, handling objections, when to say 'no', ethics of behaviour and overpromising. Building and managing relationships. Exit and terminating relationships.</p>	<p><b>P4</b> Analyse the key principles and techniques for successful selling and how they contribute to building and managing customer relationships in application to specific organisational examples. <b>M3</b> Critically analyse the application of successful selling principles and techniques in application to specific organisational examples. <b>D1</b> Produce a coherent, fully justified critical evaluation based upon a comprehensive understanding of sales management, structure and selling techniques within an organisational context.</p>
<p><b>LO4</b> Demonstrate an understanding of the finance of selling.</p>	<p><i>Portfolio management:</i> Calculating margins. Payment mechanisms and terms. The sales cycle. Industry specific sales cycle management. Overall, performance management.</p>	<p><b>P5</b> Explain the importance of developing sales strategies that yield highest profitability and incorporating account management within sales structures. <b>M4</b> Evaluate how core finance principles and successful portfolio management can lead to increased profitability and a competitive edge. <b>D2</b> Critically evaluate and make recommendations on how sales structures and approaches can improve financial viability.</p>

### Recommended Resources

- HAIR, J., ANDERSON, R., MEHTA, R. and BABIN, B. (2008) *Sales Management: Building Customer Relationships and Partnerships*. 1st Ed. Cengage Learning.
- JOBBER, D. and LANCASTER, G. (2015) *Selling and Sales Management*. Harlow: Pearson
- TANNER, J., HONEYCUTT, E. and ERFFMEYER, R. (2013) *Sales Management*. Harlow: Pearson.

## Links

This unit links to the following related units:

*Unit 5: Management Accounting*

*Unit 24: Digital Marketing*

*Unit 37: Consumer Behaviour and Insight*

*Unit 44: Pitching and Negotiation Skills*

## UNIT SPECIFICATIONS

### Unit Number

16

### Unit

Operations and Project Management

### Level

5

### TQT

150

### Credit Value

15

### Introduction

The aim of this unit is to develop students' understanding of contemporary operations theory as a function of a modern organisation. Students explore key benchmarks and processes which will enable effective critique of an operation function. Students will also consider the fundamentals of project management utilising the prescribed, but well established, project life cycle.

On successful completion of this unit students will have developed sufficient knowledge and understanding of operations and project management to make an effective and immediate contribution to the way in which an organisation conducts its business. Students will also be in a strong position to contribute to, as well as lead, small-scale projects.

Underpinning all aspects of the content for this unit will be the consideration of the strategic role of operations management and planning and control of resources, and project management theories and the project life cycle.

### Learning Outcomes

**LO1** Review and critique the effectiveness of operations management principles.

**LO2** Apply the concept of continuous improvement in an operational context.

**LO3** Apply the project life cycle (PLC) to a given context.

**LO4** Review and critique the application of the PLC used in a given project.

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Review and critique the effectiveness of operations management principles.	<p><i>Operations vs operations management:</i></p> <p>Operations as a concept and as a function vs management as strategic oversight</p> <p><i>Operations as a concept:</i></p> <p>Different approaches to operations management, Taylor's theory of Scientific Management, flexible specialisation, lean production, mass customisation and agile manufacturing.</p> <p>The operation process in a service sector and manufacturing sector organisation.</p> <p>The relationship between operations and other business functions.</p> <p><i>Operations management:</i></p> <p>Overseeing the design, implementation and effectiveness of an operations function.</p> <p>Utilising control systems and contingencies to ensure</p>	<p><b>P1</b> Conduct a review and critique of the implementation of operations management principles within an organisational context.</p> <p><b>M1</b> Review and critique the implementation of operations management in relation to Six Sigma methodology and Lean principles</p> <p><b>D1</b> Apply appropriate theories, concepts and/or models to justify strategies of a continuous improvement plan for achieving improved efficiency.</p>

	<p>efficiency. The use of Six Sigma and Lean principles to improve efficiency and effectiveness.</p>	
<p><b>LO2</b> Apply the concept of continuous improvement in an operational context.</p>	<p><i>Improving the effectiveness and efficiency of the operations function:</i> Policies and processes including cost reduction and quality improvement. Continuous improvement as a philosophy and approach using the application of Lean principles within a cycle of continuous improvement. Operations as a cross-organisation activity and not simply an independent function. The significant impact that technology has had upon operational functions and information flows. Consideration of software systems Enterprise Resource Planning systems (ERP), Supply Chain Management (SCM), New-Product development (NPD) and Customer Relationship Management (CRM). <i>Improving quality:</i> Reducing defects through Total Quality Management, the concept of Kaizen and process re-engineering.</p>	<p><b>P2</b> Prepare a continuous improvement plan based on the review and critique of operations management principles within an organisational context. <b>M2</b> Analyse the effectiveness of a continuous improvement plan using appropriate theories, concepts and/or models. <b>D1</b> Apply appropriate theories, concepts and/or models to justify strategies of a continuous improvement plan for achieving improved efficiency.</p>
<p><b>LO3</b> Apply the project life cycle (PLC) to a given context.</p>	<p><i>The Project Life Cycle (PLC):</i> The phases and activities of the PLC: initiation, planning, execution and closure. Developing the business case for a project and undertaking feasibility study. <i>The theories and practice of project management:</i> To include agile methodologies, project management tools and project leadership within the PLC. <i>Project documentation:</i> To include the project initiation document, project plan, cost benefit analysis and work breakdown structure. <i>Directing projects:</i> Differentiating between large and small-scale projects and those used in the public, private or not-for-profit sectors.</p>	<p><b>P3</b> Apply each stage of the PLC to a given project, producing necessary supporting documentation for completing the project e.g. a business case, project plan, work breakdown structure. <b>M3</b> Analyse the rationale for the project methodologies, tools and leadership within the PLC for the given project. <b>D2</b> Critically evaluate the PLC through a practical and theoretical exploration of its effectiveness.</p>
<p><b>LO4</b> Review and critique the application of the PLC used in a given project.</p>	<p><i>Holistic and focused critiques:</i> The broader influence/impacts of a project alongside a detailed analysis of the application of the PLC. <i>Performance measurement:</i> To include milestones, targets, deliverables, benchmarks (internal and external) and key performance indicators. <i>The review and critique process:</i> Using project monitoring to inform an evaluation. The importance of reliability and validity in evaluation. Programme theory and logic models to support a review.</p>	<p><b>P4</b> Review and critique the effectiveness of the PLC in application to the chosen project using appropriate theories, concepts and models. <b>M4</b> Critically analyse how the use of appropriate theories, concepts and models in the PLC will differentiate between large and small-scale projects. <b>D2</b> Critically evaluate the PLC through a practical and theoretical exploration of its effectiveness.</p>

### Recommended Resources

ANDERSON, M., A., ANDERSON, E. and PARKER, G. (2013) *Operations Management for Dummies*. New Jersey: John Wiley and Sons.  
 PENDLETON, D. and FURNHAM, A. (2012) *Leadership: All You Need to Know*. London: Palgrave Macmillan.  
 REIS, G. (2007) *Project Management Demystified*. 3rd Ed. London: Taylor and Francis.  
 SLACK, N., BRANDON-JONES, A. and Johnston, R (2013) *Operations Management*. 7th Ed. Harlow: Pearson.

### Journals

*International Journal of Project Management*  
*Journal of Change Management*  
*Journal of Operations Management*

### Links

This unit links to the following related units:

## UNIT SPECIFICATIONS

### Unit Number

17

### Unit

Understanding and Leading Change

### Level

5

### TQT

150

### Credit Value

15

### Introduction

The aim of this unit is to prepare students to anticipate, plan and deliver organisational change. In addition students will be able to predetermine appropriate and timely interventions required to maximise the benefits and minimise the risk of organisational change.

On successful completion of this unit students will have developed sufficient knowledge and understanding of leadership in the context of organisational change to make an effective and immediate contribution to the way in which an organisation determines and responds to change drivers. Students will also be in a strong position to contribute to change initiatives as well as to consider the strategies required to change resistors.

### Learning Outcomes

**LO1** Compare ways in which change impacts on an organisation's strategy and operations.

**LO2** Evaluate the influences that drivers of change have on organisational behaviour.

**LO3** Determine how barriers to change influence leadership decision-making.

**LO4** Apply a range of leadership approaches to a change initiative.

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Compare ways in which change impacts on an organisation's strategy and operations.	<p><i>Change as a constant requirement:</i>                      What is change in a business context?                      How does position and perception influence a view of change as negative or positive?                      Types of organisational change:                      To include structural and strategic, and people and processes.</p> <p><i>Drivers of change:</i>                      Consideration of internal and external drivers which could be based on a PEST and/or SWOT analysis.</p> <p><i>Dealing with change:</i>                      To include planned and emergent change, strategies for change and the Bohner and Arnold Change Impact Analysis.</p>	<p><b>P1</b> Compare different organisational examples where there has been an impact of change on an organisation's strategy and operations.</p> <p><b>M1</b> Assess the different drivers for change in each of the given examples and the types of organisational change they have affected.</p> <p><b>D1</b> Draw conclusions and recommendations with valid justifications for planning effectively for change and applying change impact analysis.</p>
<b>LO2</b> Evaluate the influences that drivers of change have on organisational behaviour.	<p><i>Change and the impact on organisational behaviour:</i>                      Considering the psychological impact of change on people.                      How change impacts on team dynamics and how people are led and managed.</p> <p><i>Recognising drivers of change:</i>                      Using analytical tools such as PEST and SWOT.                      Selecting the most significant drivers in a given context.</p> <p><i>Responding to drivers of change:</i>                      Using systems theory and continuous improvement models</p>	<p><b>P2</b> Evaluate the ways in which internal and external drivers of change affect leadership, team and individual behaviours within an organisation.</p> <p><b>P3</b> Evaluate measures that can be taken to minimise negative impacts of change on organisational behaviour.</p>

	to predict and proactively plan for change. Using the Burke-Litwen model to make the change process efficient and effective.	<b>M2</b> Apply appropriate theories and models to critically evaluate organisational response to change. <b>D1</b> Draw conclusions and recommendations with valid justifications for planning effectively for change and applying change impact analysis.
<b>LO3</b> Determine how barriers to change influence leadership decision-making.	<i>Initiated or imposed change:</i> Deciding to be pre-emptive and proactive or responsive and reactive will be based on the situation and the nature/scope of the change. Adaptive and constructive change. <i>Barriers and resistance to change:</i> Using a force field analysis to understand likely opposition and support for change in a contemporary context. Schein's organisational culture model, self-efficacy perceptions and situational resistance when determining barriers. <i>Leadership and decision-making:</i> Doing the right thing is important when dealing with change as change mostly affects people. Decisions should be considered with this in mind.	<b>P4</b> Explain different barriers for change and determine how they influence leadership decision-making in a given organisational context. <b>M3</b> Use force field analysis to analyse the driving and resisting forces and show how they influence decision-making. <b>D2</b> Critically evaluate the use of force field analysis in the context of meeting organisational objectives.
<b>LO4</b> Apply a range of leadership approaches to a change initiative.	<i>Situational leadership:</i> The context of a task/activity/challenge determines the appropriate leadership style/approach. <i>Initiating change:</i> Where change is initiated then leaders have more control, more time and, therefore, more opportunity to select the best approach to apply. When change is imposed then these opportunities are reduced or even negated. <i>Change theories, concepts and models:</i> The key theories, concepts and models, including Kotter's 8-step Change model, Lewin's change management model, change through strategic communication, change and movement through leadership, the principles of change leadership.	<b>P5</b> Apply different leadership approaches to dealing with change in a range of organisational contexts. <b>M4</b> Evaluate the extent to which leadership approaches can deliver organisational change effectively applying appropriate models and frameworks. <b>D3</b> Critically evaluate the effectiveness of leadership approaches and models of change management.

### Recommended Resources

- LEWIS, L. K. (2011) *Organizational Change: Creating Change Through Strategic Communication*. Chichester: Wiley-Blackwell.
- MEE-YAN, C-J. and HOLBECHE, L. (2015) *Organizational Development: a Practitioner's Guide for OD and HR*. London: Kogan Page.
- NORTHOUSE, P. G. (2010) *Leadership Theory and Practice*. 5th Ed. London: SAGE.
- PENDLETON, D. and FURNHAM, A. (2012) *Leadership: All You Need to Know*. London: Palgrave Macmillan.
- STANFORD, N. (2013) *Organization Design: Engaging with Change*. 2nd Ed. London: Routledge.

### Journals

- Journal of Change Management*
- Journal of Organisational Change Management*
- Leadership*

### Links

- This unit links to the following related units:
- Unit 4: Management and Operations*
- Unit 12: Organisational Behaviour*
- Unit 20: Employee Relations*
- Unit 21: Strategic Human Resource Management*
- Unit 35: Developing Individuals, Teams and Organisations*
- Unit 36: Human Resources – Value and Contribution to Organisational Success*

## UNIT SPECIFICATIONS

**Unit Number**

18

**Unit**

Global Business Environment

**Level**

5

**TQT**

150

**Credit Value**

15

**Introduction**

The aim of this unit is to explore the wider position some organisations have in the global environment. Students will appreciate the complexities of operating in a global environment, and this will enable them to offer greater breadth and depth to an organisation's current or aspirational global presence.

On successful completion of this unit students will have developed an understanding of the wider global environment in which organisations operate. This will enable students to add value to an organisation as they will be able to apply their knowledge in such a way that they could advise senior managers (in either large or small organisations) on global matters which they may not have ordinarily considered.

**Learning Outcomes**

**LO1** Analyse the key factors which drive globalisation.

**LO2** Determine the strategic complexities associated with operating in a global environment.

**LO3** Evaluate how operating in a global market influences an organisation's structure, culture and functions.

**LO4** Evaluate the influence of globalisation on organisational decision-making and strategy.

**Assessment**

Learning Outcomes	Essential Content	Assessment Criteria
<b>LO1</b> Analyse the key factors which drive globalisation.	<i>Driving factors of globalisation:</i> Analyse the concept and theory of globalisation in terms of cultural, economic, political and social dimensions. What are the factors that drive globalisation? International economic integration, foreign direct investment, international business and trade. Factors in relation to cost, market, environment and competition. The significant impact of the digital revolution: creating better products and services at lower cost, the impact of social media and other applications (e.g cloud computing) connecting the global community and digitized design, manufacturing, and distribution systems making products and services available to a global market.	<b>P1</b> Analyse key factors of cost, market, environment and competition that drive global commerce and trade. <b>M1</b> Critically analyse the impact that key factors have upon the global business environment in terms of benefits and challenges. <b>D1</b> Critically evaluate the global business environment, including the opportunities and challenges faced by organisations.
<b>LO2</b> Determine the strategic complexities associated with operating in a global environment.	<i>Global strategic complexities:</i> The impacts of international trade law. The economics of globalisation and the environmental impacts of globalisation in the context of the challenges they pose for risk and diversification strategies. The complexities of the international supply chain management.	<b>P2</b> Explain the complexity of strategic challenges faced by organisations when operating in a global environment supported by specific examples. <b>M2</b> Critically analyse strategic challenges in context of risk and diversification strategies and the supply chain flow. <b>D1</b> Critically evaluate the global business environment, including the opportunities and challenges faced by organisations.
<b>LO3</b> Evaluate how operating in a global market influences an organisation's structure,	<i>Influences on structure, culture and functions:</i> How does the global market influence organisations in the context of McKinsey 7S model of organisational structure? The governance of a multi-national organisation and	<b>P3</b> Evaluate the influences of globalisation on organisational governance and leadership, structure, culture and functions.

culture and functions.	leadership within an international context. Using Hofstede's Dimensions of Culture demonstrate how national cultural differences have an influence upon organisations. The influence of ethical and sustainable globalisation.	<b>P4</b> Evaluate the influences of ethical and sustainable globalisation on organisational functions. <b>M3</b> Critically evaluate global market influences in application to appropriate theories and models relating to organisational structure and culture. <b>D2</b> Critique strategies that can be adopted by organisations operating in a global business environment, making valid and justified recommendations of how they should adapt their organisational structure and decision-making processes.
<b>LO4</b> Evaluate the influence of globalisation on organisational decision-making and strategy.	<i>Influences on decision-making and strategy:</i> The principles of leadership change and the process of internationalisation. International expansion strategies and strategic decision-making in relation to risk and diversification. The impact of barriers to international trade upon decision-making and strategy.	<b>P5</b> Evaluate the different ways decision making can work effectively in a global context. <b>P6</b> Determine and articulate the various routes to internationalisation an organisation may adopt, including key barriers. <b>M4</b> Critically evaluate the key barriers in doing business internationally and make recommendations on how they can be overcome. <b>D2</b> Critique strategies that can be adopted by organisations operating in a global business environment, making valid and justified recommendations of how they should adapt their organisational structure and decision-making processes.

### Recommended Resources

- BARTLETT, C. and BEAMISH, P. (2011). *Transnational Management: Texts, Cases, and Readings in Cross-Border Management*. 6th Ed. Maidenhead: McGraw-Hill.
- DANIELS, J. D., RADEBAUGH, L.H. and SULLIVAN D.P. (2013) *International Business Environments and Operations*. 14th Ed. Harlow: Pearson.
- DERESKY, H. (2014). *International Management: Managing Across Borders and Cultures*. 8th Ed. Harlow: Pearson.
- GUAY, T. R. (2014) *The Business Environment of Europe: Firms, Governments, and Institutions*. Cambridge: Cambridge University Press.
- PENG, M. (2014) *Global Business*. 3rd Ed. Cengage Learning.

### Links

This unit links to the following related units:

*Unit 1: Business and the Business Environment*

*Unit 12: Organisational Behaviour*

*Unit 40: International Marketing*

*Unit 43 Tapping into New and International Markets*