



SEVERN  
BUSINESS  
COLLEGE

Pearson BTEC Level 4 Higher National  
Certificate in Business

Course Handbook





## Qualification Title

Pearson BTEC Level 4 Higher National Certificate in Business

## Qualification Number

603/6837/8

## Level

4

## TQT

1200

## Credit Value

120

## Pearson BTEC Level 4 Higher National Certificate in Business

The Pearson BTEC Level 4 HNC 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 4 Higher National Certificate in Business will be able to progress onto the year 2 of BTEC Level 5 HND in Business (which allows more specialisation); this then allows progression to degree top-up in business related subjects.

## Structure of the Pearson BTEC Level 4 Higher National Certificate in Business

Unit number	Units	Unit level	Unit credit
1	Business and the Business Environment	4	15
2	Marketing Processes and Planning	4	15
3	Human Resource Management	4	15
4	Leadership and Management	4	15
5	Accounting Principles	4	15
6	Managing a Successful Business Project (Pearson-Set)	4	15
7	Business Law	4	15
8	Innovation and Commercialisation	4	15

## Timetable

Course start date is as on acceptance letter

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

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

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

Term 4 (3 months): Business Law + Innovation and Commercialisation

## 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	• A <b>pass grade</b> is achieved by meeting all the requirements defined in the assessment criteria for pass ( <b>all P</b> ).
In order to achieve a <b>merit</b> in a unit	• 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> .
In order to achieve a <b>distinction</b> in a unit	• 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> .
No grade	• plagiarism

## UNIT SPECIFICATIONS

### Unit Number

1

### Unit

**Level**

4

**TQT**

150

**Credit Value**

15

**Introduction**

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

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

**Learning Outcomes**

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 their interrelationship with external macro factors.

**Assessment**

Learning Outcomes	Essential Content	Assessment Criteria
<p><b>LO1</b> Explain the different types, size and scope of organisations.</p>	<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, 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, international and global organisations. Differences between franchising, joint ventures and licensing. Industrial structures and competitive analysis. Market forces and economic operations, e.g. scarcity and choice, supply and demand, income elasticity. Stakeholders and responsibilities of organisations to meet different stakeholder interests and expectations.</p>	<p><b>P1</b> Explain different types and purposes of organisations; public, private and voluntary sectors and legal structures. <b>P2</b> Explain the size and scope of a range of different types of organisations. <b>M1</b> Analyse how the structure, size and scope of different organisations link to the business objectives and product and services offered by the organisations. <b>D1</b> Provide critical analysis of the complexities of different organisations and structures.</p>
<p><b>LO2</b> Demonstrate the interrelationship of the various functions within an organisation and how</p>	<p><i>The various functions within an organisation:</i> The role of marketing, finance, human resource management and operations within an organisational context and the interrelationships.</p>	<p><b>P3</b> Explain the relationship between different organisational functions and how they link to organisational objectives and structure.</p>

<p>they link to organisational structure.</p>	<p>Functions in relation to overall organisation mission and objectives.  <i>Organisational structure:</i>          Different structures depending on the size and scope of the organisation, including bureaucratic and post-bureaucratic, parent, strategic business units (SBUs), matrix and functional levels.          The virtual organisation and flexible, fluid structures that are geographically dispersed.          Organisation structures and complexities of transnational, international and global organisations.</p>	<p><b>M2</b> Analyse the interrelationships between organisational functions and the impact that can have upon organisational structure.  <b>D1</b> Provide critical analysis of the complexities of different organisations and structures.</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>          The different political, economic, social, technological, legal and environmental factors that influence and impact the business environment.          The PESTLE framework as an analytical tool to monitor and forecast external influences.          Different spatial levels of external influences, e.g. local, regional, national, international  <i>The macro factors that influence and impact on business activities:</i>          The transformation of the work environment, the changing and emerging markets, the global shift in economic and social power due to international global crisis.          The impact of emerging digital technologies on production and consumption of products and services including:  <ul style="list-style-type: none"> <li>● social and mobile technologies to engage and extend customer reach</li> <li>● cloud technologies for making business more agile, collaborative and efficient</li> <li>● Artificial Intelligence (AI) to sustain competitive advantage.</li> <li>● Blockchain for e-commerce</li> </ul>         Emerging new sectors creating new career opportunities due to new technologies e.g. data and analytics, digital advertising          The impacts of increased innovation and disruptive innovation.          The growth of data analytics and business intelligence using Big Data, to inform decision making, the rise of cybersecurity and data protection.          The impact of globalisation, e.g. changing workforce, cultural diversity.          The growth of ethical considerations and sustainable business, e.g. equality and diversity and corporate social responsibility.  <i>Organisation operations:</i>          Organisations' responses to transformation and managing resistance to change in response to a highly volatile and changing market environment.          Dealing with unexpected crises that affect business operations and activities, e.g. crisis management and recovery.</p>	<p><b>P4</b> Identify the positive and negative impacts the macro environment has on business operations, supported by specific examples.  <b>M3</b> Apply appropriately the PESTLE model to support a detailed analysis of the macro environment in an organisation.  <b>D2</b> Critically evaluate the impacts that both macro- and micro factors have on business objectives and decision making.</p>
<p><b>LO4</b> Determine the internal strengths and weaknesses of specific businesses and their interrelationship with external macro factors.</p>	<p><i>Frameworks for analysis:</i>          Introduction to SWOT and/or TOWS analysis and how they can assist in the decision-making process and feed into business planning in organisations.          Different applications of SWOT analysis, e.g. for market positioning, commercial viability, launching a new product, methods of sales distribution.  <i>Internal vs external factors:</i>          Internal factors relating to products, pricing, costs,</p>	<p><b>P5</b> Conduct internal and external analysis of specific organisations in order to identify strengths and weaknesses.  <b>P6</b> Explain how strengths and weaknesses interrelate with external macro factors.  <b>M4</b> Apply appropriately SWOT/TOWS analysis and justify how they</p>

	profitability, performance, quality, people, skills, adaptability, brands, services, reputation, processes, infrastructure. Key external factors that inform opportunities and threats, including the competitive environment and government intervention, that influence organisations and business.	influence decision making. <b>D2</b> Critically evaluate the impacts that both macro- and micro factors have on business objectives and decision making.
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## Recommended Resources

### Textbooks

- BURNS, J. and NEEDLE, D. (2019) *Business in Context: An Introduction to Business and its Environment*. 7th Ed. Cengage Learning.
- MORRISON, J. (2020) *The Global Business Environment: Towards Sustainability?* 5th Ed. Red Globe Press.
- WETHERLEY, P. (Editor) and OTTER, D. (2018) *The Business Environment: Themes and Issues in a Globalised World*. 4th Ed. Oxford: Oxford University Press.
- WORTHINGTON, I. and BRITTON, C. (2018) *The Business Environment*. 8th Ed. Harlow: Pearson.

### Websites

www.businessballs.com  
www.businesscasestudies.co.uk  
www.forbes.com  
www.ibtimes.com  
www.ted.com

## UNIT SPECIFICATIONS

### Unit Number

2

### Unit

Marketing Processes and Planning

### Level

4

### TQT

150

### Credit Value

15

### Introduction

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

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

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

### Learning Outcomes

- LO1 Explain the role of marketing and how it interrelates with other business units of an organisation.  
LO2 Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives.  
LO3 Produce a marketing plan for an organisation that meets marketing objectives.  
LO4 Develop a media plan to support a marketing campaign for an organisation.

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
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<p>LO1 Explain the role of marketing and how it interrelates with other business units of an organisation.</p>	<p><i>The marketing concept:</i> The development of the marketing concept, including current and future trends. The concepts of brand positioning and management and implementing process to support corporate reputation. The external environmental influences that impact on marketing activity. <i>The role of marketing:</i> The structure and operations of marketing departments:</p> <ul style="list-style-type: none"> <li>● market research</li> <li>● advertising</li> <li>● direct marketing</li> <li>● integrated communications</li> <li>● brand management</li> <li>● partnership marketing</li> <li>● Public Relations (PR).</li> </ul> <p>The roles, responsibilities and competencies required in marketing, e.g. marketing executive, marketing and communications officer, digital marketer. Overview of marketing processes that include market research, data analysis, strategic planning and conducting marketing campaigns. The role of digital marketing as a core driver of marketing strategy, including Search Engine Optimisation (SEO), use of web analytics, social media marketing, mobile marketing, pay-per-click marketing. Sector specific legal, regulatory and compliance frameworks, including current data protection regulations. <i>The interrelationships of business units:</i> Marketing as a business function. The different roles of business units and the interrelationships between these functional areas and marketing. The principles of stakeholder management and customer relationship management (CRM) to facilitate effective cross-functional relationships internally.</p>	<p><b>P1</b> Explain the concept of marketing and marketing operations including the different areas and role of marketing. <b>P2</b> Explain how the marketing function relates to the wider organisational context. <b>M1</b> Analyse the role of marketing in the context of the marketing environment. <b>M2</b> Analyse the significance of Interrelationships between marketing and other functional units of an organisation. <b>D1</b> Critically analyse the external and internal environment in which the marketing function operates.</p>
<p>LO2 Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives.</p>	<p><i>The 7Ps marketing mix:</i> Creating a unique selling proposition for products and services. <b>Product</b> portfolios analysis (Boston Consulting Group Matrix and GE McKinsey Matrix) to identify new product development and planning for the different stages of the product lifecycle. Reviewing <b>pricing</b> models in view of established price points and sensitivity to competitors' pricing and consumers. Different pricing strategies and tactics. <b>Place</b> strategies and channel distribution for expanding access and reach to specific market segments. <b>Promotion</b> to stay ahead of the competition, including integrated communication mix, cross-communication solutions and digital promotional tools and strategies. The different roles of <b>'people'</b> in marketing, including customer interfacing and support personnel to deliver both customer value and added value. <b>Physical</b> evidence and the tangible aspects of service delivery – visual, aural and olfactory elements. Systems and <b>processes</b> involved in delivering a consistent service. The different types of processes used to expedite the marketing function <i>Achieving overall business objectives:</i> Marketing mix tactics for building and maintaining stakeholder relationships, penetrating markets, expanding reach to new market segments and developing new</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. <b>M3</b> Review strategies and tactical approaches applied by organisations to demonstrate how business objectives can be achieved successfully. <b>D2</b> Evaluate strategies and tactical approaches to the marketing mix in achieving overall business objectives.</p>

	<p>products.</p> <p>Adapting and integrating the marketing mix to meet organisational objectives and changes in a competitive environment.</p> <p>Measuring the effectiveness of the marketing mix using metrics, e.g. market share, sales, number of new products, repeat purchases, discount levels and margins, customer satisfaction rates.</p> <p>Use of online metrics including cost per rating point (CPP) and click to conversion (CTC).</p>	
<p>LO3 Produce a marketing plan for an organisation that meets marketing objectives.</p>	<p><i>Tactical market planning:</i></p> <p>The purpose of marketing planning and implementing marketing plans.</p> <p>The benefits of marketing plans.</p> <p>The links between marketing plans, marketing objectives and marketing strategy and alignment to overall organisation objectives.</p> <p>Types of marketing objectives, e.g. increase market share, promote new product/service.</p> <p><i>Marketing planning process:</i></p> <p>Defining the company mission statement and corporate objectives.</p> <p>The marketing audit, applying analytical tools, e.g. SWOT, PESTLE, 5C analysis.</p> <p>Competitive analysis using analytical tools, e.g. Boston Consulting Group Matrix (BCG).</p> <p>Market segmentation and target market selection and profiling.</p> <p>Setting goals and SMART (Specific, Measurable, Achievable, Realistic, Timely) objectives.</p> <p>Creating marketing strategies applied to the marketing mix.</p> <p>Tactics to execute marketing strategies.</p> <p>Allocation of resources and implementation.</p> <p>Monitoring and control measures.</p> <p><i>Strategic marketing planning:</i></p> <p>Extended market research and auditing.</p> <p>Target market profiling, including buyer personas, identifying influencers and early adopters.</p> <p>Value positioning.</p> <p>Marketing strategies that apply to the extended marketing mix and tactical planning.</p> <p>Measurements of success, e.g. Return on Marketing Investment (ROMI), Customer Lifetime Value (CLV), Net Promoter Score (NPS).</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><b>P4</b> Develop a marketing plan that includes key elements of marketing planning for an organisation to achieve marketing objectives.</p> <p><b>M4</b> Produce a detailed tactical marketing plan that integrates the extended marketing mix to achieve marketing objectives.</p> <p><b>D3</b> Produce a strategic marketing plan for an organisation that measures achievement of marketing objectives within key performance metrics.</p>
<p>LO4 Develop a media plan to support a marketing campaign for an organisation.</p>	<p><i>Marketing campaigns:</i></p> <p>The purpose of marketing campaigns.</p> <p>Different types of marketing campaigns.</p> <p>The role of the creative brief.</p> <p>Setting campaign objectives and parameters, e.g. for brand awareness, changing attitudes, increasing sales.</p> <p>Different communication, messaging and positioning strategies.</p> <p>Campaign tactics that are SMART.</p> <p>Metrics for measuring success.</p> <p>Setting timelines and action plans.</p> <p><i>The media plan:</i></p> <p>Consumer level targeting to establish customer value proposition, key messaging and platform preference.</p>	<p><b>P5</b> Produce a media plan that includes recommendations and rationale for selected media activities that meet budgetary requirements and objectives of a marketing campaign brief.</p> <p><b>M5</b> Devise an integrated multimedia plan, selecting appropriate digital, offline and social media channels for communication.</p> <p><b>D4</b> Provide a justified integrated multimedia plan based on quantitative and qualitative criteria.</p>

	<p>Different digital platforms and offline tools for communication.</p> <p>Features and benefits of integrated multimedia channels.</p> <p>Different approaches to frequency and reach.</p> <p>Setting quantitative and qualitative criteria, e.g. speed of reach, frequency, message life, image-building capability and emotional impact.</p>	
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### Recommended Resources

- GROUCUTT, J. and HOPKINS, C. (2015) *Marketing (Business Briefings)*. London: Palgrave Macmillan.
- JOBBER, D. and CHADWICK, F. (2019) *Principles and Practice of Marketing*. 9th Ed. Maidenhead: McGraw-Hill.
- KOTLER, P. and ARMSTRONG, G. (2016) *Principles of Marketing*. 7th Ed London: Pearson.
- MCDONALD, M. and WILSON, H. (2016) *Marketing Plans: How to Prepare Them, How to Use Them*. 8th Ed. Chichester: John Riley and Sons.

### Websites

[www.cim.co.uk](http://www.cim.co.uk)  
[www.marketingdonut.co.uk](http://www.marketingdonut.co.uk)  
[www.marketingteacher.com](http://www.marketingteacher.com)  
[www.marketingweek.com](http://www.marketingweek.com)

## UNIT SPECIFICATIONS

### Unit Number

3

### Unit

Human Resource Management

### Level

4

### TQT

150

### Credit Value

15

### Introduction

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

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

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

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

### Learning Outcomes

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

LO2 Assess the contribution of HRM in recruiting and retaining talent and skills to achieve business objectives.

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

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

## Assessment

Learning Outcomes	Essential Content	Assessment Criteria
<p>LO1 Explain the impact of the role of HRM in creating sustainable organisational performance and contributing to business success.</p>	<p><i>Nature and scope of HRM:</i>            Definitions of HRM.            The different specialist areas of HR, e.g. resourcing, employee relations, organisational development and design, learning and development.            Generic HR competencies, e.g. design of people strategies, creating people management policies, employee engagement, supporting organisational change.            Typical roles in HR and responsibilities, e.g. HR advisor, HR officer, people data analyst, HR assistant, employee relations officer.            Specific skills, e.g. communication skills across all levels of the organisation, adaptability to changing work priorities and patterns, displaying tenacity and being proactive, keeping ahead of trends and changing legal and policy requirements.            Working within an ethical framework and within recognised best practice.  <i>Strategic HRM:</i>            The development of strategic HRM in terms of business vision, mission statement, business objectives and strategic aims.            The nature and use of data analytics to support achievement of business objectives and meeting strategic aims.            Hard and soft models of HRM.  <i>Organisational performance:</i>            The impact of HRM on organisational performance, e.g. effective recruitment and selection to meet specific knowledge and skills requirements, growing internal talent through training and development and focusing on longer-term resource issues.            Performance management systems to support high-performance working.            Methods to measure organisational and individual performance.            Types of pay and reward systems.</p>	<p><b>P1</b> Explain the main areas of HRM in their contribution to creating sustainable performance.  <b>P2</b> Review the effects of the changing nature of organisations on human resources skills and knowledge.  <b>M1</b> Compare areas of HRM to create Sustainable organisational performance.  <b>M2</b> Examine HRM in relation to the changing nature of the modern business organisation.  <b>D1</b> Critically evaluate the strengths and weaknesses of HRM in relation to creating sustainable organisational performance and achieving business objectives.</p>
<p>LO2 Assess the contribution of HRM in recruiting and retaining talent and skills to achieve business objectives.</p>	<p><i>Resourcing the organisation:</i>            Workforce planning and application of data analytics.            Assessing skills and capabilities using audits and gap analysis for identifying talent and skills gaps.            Workforce trends, including flexible working arrangements, remote working, virtual meetings and social distancing measures.            Addressing diversity and inclusion.            Types of labour market and skills shortages affecting recruitment and hard-to-fill vacancies, e.g. lack of digital skills, leadership skills, data analytical skills.            Impact of relevant legislation, including data protection.  <i>Recruitment and selection:</i>            Different models of recruitment and selection.            Sources of recruitment, e.g. internal vs. external.            Achieving cultural diversity in recruitment.            Stages in recruitment and selection.            Different types of selection methods, including competence-based selection.            Legal frameworks and regulatory standards.  <i>Retention:</i>            Factors influencing retention, including the influence of the culture of the organisation on retention, selecting the right</p>	<p><b>P3</b> Review relevant HRM practices in relation to recruitment and retention of employees for the achievement of business objectives.  <b>M3</b> Evaluate the use of HRM practices in recruitment and retention in relation to the importance of the labour market.  <b>D1</b> Critically evaluate the strengths and weaknesses of HRM in relation to creating sustainable organisational performance and achieving business objectives.</p>

	<p>talent and performance management.  Onboarding and induction, the value of effective employee socialisation.  Role of line managers in employee engagement and performance management.  Managing attrition, restructuring and redeployment, redundancy of employees.  Dealing with employee disciplinaries and misconduct cases that end in dismissal.</p>	
<p>LO3 Examine how external and internal factors can influence HRM decision making in relation to organisational development.</p>	<p><i>External and internal factors:</i>  Identifying factors external to the organisation that influence HRM:</p> <ul style="list-style-type: none"> <li>● impact of external factors on organisational performance, including the skills gaps and labour force trends</li> <li>● impact of globalisation on HR policies for equality, diversity and raising cultural awareness and sensitivity within the workplace</li> <li>● impact of legal and regulatory frameworks.</li> </ul> <p>Internal factors, including:</p> <ul style="list-style-type: none"> <li>● the impact and influence of leadership styles on organisational transformation, culture and employee experience</li> <li>● learning and development, how people learn, impact of digital learning</li> <li>● the relationship between organisational culture and strategic planning and development</li> <li>● impact of motivation upon performance.</li> </ul> <p><i>Organisational development:</i>  The changing work environment, e.g. need for flexible organisations and employees with adaptable skills and competencies.  Characteristics of agile organisations.  Digital transformation of HR functions, e.g. reporting dashboards and predictive models for advanced people analytics, Artificial Intelligence (AI) for talent acquisition, cloud capabilities for measuring team performance and calibration decision making.</p>	<p><b>P4</b> Investigate the external and internal factors that affect HRM decision making to support organisational development.  <b>M4</b> Discuss the key external and internal factors that affect HRM decision making, using relevant organisational examples to illustrate how they support organisational development.  <b>D2</b> Evaluate key factors affecting HRM decision making to make valid recommendations.</p>
<p>LO4 Apply HRM practices in a work-related context for improving sustainable Organisational performance.</p>	<p><i>Job descriptions and person specification:</i>  Referencing workforce planning.  Assessing the need to create and fill a post.  Preparing different types of job description, including competence based and task based, assessing the merits of each type.  Identifying the qualities and attributes relevant to the design of a person specification.  Designing a person specification relevant to a chosen job role.</p> <p><i>Recruitment and selection in practice:</i>  Designing and placing job advertisements.  Shortlisting and processing applications.  Interviewing preparation and best practice.  Selection best practice.</p> <p><i>Performance management:</i>  Performance management aligned to workforce planning.  Methods of financial and non-financial rewards.  Staff development, e.g. continuous professional development and training.  Providing support and maintaining wellbeing.  Embedding learning and reflective practice in personal development planning.  Managing under performance, disciplinary, industrial disputes and grievance procedures.</p>	<p>Apply HRM practices in a work-related context, using specific examples to demonstrate improvement to sustainable organisational performance.  <b>M5</b> Illustrate how the application of specific HRM practices in a workrelated context can improve sustainable organisational performance.  <b>D3</b> Determine strengths and weaknesses of HRM practices to make recommendations for improving sustainable organisational performance.</p>

	Succession planning. <i>Employee relationship:</i> The employment relationship. The psychological contract. Employee voice and engagement. Managing performance to attain competitive advantage and increase job satisfaction.	
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### Recommended Resources

- ARMSTRONG, M. and TAYLOR, S. (2020) *Armstrong's Handbook of Human Resource Management Practice*. 15th Ed. London: Kogan Page.
- BRATTON, J. and GOLD, J. (2017) *Human Resource Management: Theory and Practice*. 6th Ed. Basingstoke: Palgrave.
- TORRINGTON, D. et al. (2018) *Human Resource Management*. 10th Ed. London: Pearson.
- LEATHERBARROW, C. and FLETCHER, J. (2018) *Introduction to Human Resource Management*. 4th Ed. Kogan Page.

### Websites

[www.cipd.co.uk](http://www.cipd.co.uk)  
[www.hr-guide.com](http://www.hr-guide.com)  
[www.personneltoday.com](http://www.personneltoday.com)  
[www.shrm.org](http://www.shrm.org)

## UNIT SPECIFICATIONS

### Unit Number

4

### Unit

Leadership and Management

### Level

4

### TQT

150

### Credit Value

15

### Introduction

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

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

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

### Learning Outcomes

- LO1 Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation.
- LO2 Review the influence of different leadership and management styles on the culture of organisations.
- LO3 Develop a motivational strategy to optimise organisational performance.
- LO4 Apply leadership and management approaches to managing performance to ensure continuous improvement.

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Examine leadership and management theories and principles, and their	<i>Definitions of management:</i> Defining management, what management is (Fayol), what managers should do (Peters) and key roles (Mintzberg).	<b>P1</b> Discuss different theories of leadership in relation to the management activities in different

<p>impact on the effectiveness of an organisation.</p>	<p>Key skills and competences of management, e.g. team dynamics, planning, decision making, strategic mindset, problem solving, communicating (verbal and non-verbal), motivating, delegating, managing discipline and dealing with conflict.  Management activities, e.g. planning, organising, motivating and controlling.  Approaches to management, e.g. task orientation and relationship orientation.  <i>Theories of management:</i>  Classical theorists, including Administrative (Fayol) and Scientific (Taylor).  Management as a function of organisations (Handy).  Modern management theorists, e.g. Porter, Kotler and Handy.  <i>Theories and definitions of leadership:</i>  Key theories and theorists, including:</p> <ul style="list-style-type: none"> <li>● transformational (Burns)</li> <li>● transactional (Bennis, Bass)</li> <li>● situational/contingency (Fiedler, Vroom and Yetton, Hersey and Blanchard)</li> <li>● charismatic (Conger, Kanungo)</li> <li>● emotional (Goleman's six styles).</li> </ul> <p>Leadership skills, e.g. communication, delegation, inspirational motivation, positive attitude, trustworthiness, creative thinking and innovative problem solving.  Competences, e.g. giving and receiving feedback, taking responsibility for both success and failure, managing cultural sensitivity and diversity, global outlook and agility.  The hard skills of management versus the soft skills of leadership.  Approaches to leadership, e.g. situational, transformational and inspirational.  <i>Impacts of leadership and management:</i>  Positive impacts for improving business performance, effective management of resources, innovation.  Negative impacts, e.g. loss of competitive advantage, stagnation and decline.</p>	<p>organisations.  <b>P2</b> Explore different theories of management in relation to the management and leadership activities in different organisations.  <b>M1</b> Analyse the impact of the application of leadership and management theories on the effectiveness of a large organisation.  <b>D1</b> Critically evaluate the impact of different approaches to leadership and management.</p>
<p>LO2 Review the influence of different leadership and management styles on the culture of organisations.</p>	<p><i>Leadership styles:</i>  Different types of leadership, including Tannenbaum and Schmidt's Continuum of Leadership Styles, Linkert's Systems 1–4, and McGregor's Theory X/Theory Y.  Adapting leadership styles to apply in different business situations and the required hard and soft skills.  Impacts of leadership and management styles on decision making in a business organisation.  <i>Types of culture:</i>  Defining culture and types of culture, including:</p> <ul style="list-style-type: none"> <li>● Four types, Power, Role, Task, Person (Handy)</li> <li>● Tough-Guy Macho, work hard/play hard, bet-your-company, Process (Deal and Kennedy).</li> </ul> <p>The importance and value of culture for work ethic, organisational performance, health of the organisation.  <i>Factors influencing culture:</i>  Factors that influence the development of an organisational culture, e.g. mission, vision and values.  The impact of emerging digital technologies, e.g. social digital connectivity and global dynamic complexity on organisational structure, location, infrastructure, internal rules and procedures.  The impact of digital technologies on leadership and management attitudes and behaviours, e.g. drive and flexibility to direct and navigate business through</p>	<p><b>P3</b> Assess different leadership and management styles and their application in a range of business situations in different organisations.  <b>P4</b> Examine the factors that influence the development of the culture in organisations.  <b>M2</b> Compare the impact of leadership and management styles on decision making in different organisations.  <b>M3</b> Evaluate the importance of organisational culture on the performance of different organisations.  <b>D1</b> Critically evaluate the impact of different approaches to leadership and management.</p>

	<p>disruptive innovation, empowering virtual teams and communities, agility to balance improving efficiency while promoting innovation.</p> <p>The importance of leadership and management styles in setting and embedding organisational culture.</p>	
<p>LO3 Develop a motivational strategy to optimise organisational performance.</p>	<p><i>Theories of motivation:</i></p> <p>Content theories, including Maslow, Herzberg, McClelland and application to different work situations.</p> <p>Process theories, including Expectancy theory (Vroom), Equity theory (Adams) and Goal Theory (Locke) and application to different work situations.</p> <p>Impacts of motivation on organisational performance: Implications for improved job satisfaction, performance and productivity, including different variables, e.g. social, cultural organisational and environmental.</p> <p><i>Motivational Strategy:</i></p> <p>Financial and non-financial strategies, e.g. to recognise and reward performance, encourage collaborative team working, to embed praise and frequent feedback to individuals and encourage creativity and innovation.</p> <p>Different strategies for addressing and managing unsuccessful performance and demotivated employees.</p> <p>Elements of a comprehensive strategy e.g. providing a range of incentives to meet different personalities, creating positive reinforcement and equality.</p>	<p><b>P5</b> Produce a motivational strategy for an organisation that supports optimal achievement of organisational objectives.</p> <p><b>M4</b> Produce a detailed motivational strategy for an organisation that addresses intrinsic and extrinsic motivation.</p> <p><b>D2</b> Produce a comprehensive motivational strategy that effectively addresses all variables of motivation to enhance organisational performance.</p>
<p>LO4 Apply leadership and management approaches to managing performance to ensure continuous improvement.</p>	<p><i>Leadership and management approaches:</i></p> <p>The advantages and disadvantages of different management approaches, including task orientation and relationship orientation.</p> <p>The advantages and disadvantages of different leadership approaches, including situational, transformational and inspirational.</p> <p>Communication processes and strategies applied in different business situations, e.g. dealing with conflict, resistance to change, cultural awareness.</p> <p>Defining capabilities and skills for a transformational environment, e.g. multicultural perspectives, coaching and mentoring, aligning to changing business goals.</p> <p><i>Definition of performance management:</i></p> <p>Definition of performance management and the purpose of performance management to improve individual and team performance.</p> <p>Different approaches, e.g. annual appraisal versus continuous performance management, including weekly check-ins/ on-the-job conversations.</p> <p>Qualitative and quantitative measures of effectiveness: Qualitative measures, e.g. satisfaction rates, motivation levels, success of training and development, attitude.</p> <p>Quantitative measure, to include incidence of sickness, absenteeism, accidents at work, timekeeping, meeting deadlines, accuracy of work carried out, wastage, output, productivity.</p> <p><i>Methods of rewarding good performance:</i></p> <p>The financial and non-financial methods available to the organisation.</p> <p>The influence of variables, including size, location, competitiveness of the organisation on the reward methods available.</p> <p>The influence of leadership and management approaches on rewarding good performance.</p>	<p><b>P6</b> Apply to a range of business situations, appropriate leadership and management approaches for managing performance and continuous improvement.</p> <p><b>M5</b> Assess how leadership and management approaches for managing performance supports continuous improvement.</p> <p><b>D3</b> Make recommendations to improve performance management that will ensure continuous improvement.</p>

### Recommended Resources

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

- KELLY, P. and COLE, G. (2020) *Management: Theory and Practice*. 9th Ed. Cengage.
- MULLINS, L. J. (2019) *Organisational Behaviour in the Workplace* 12th Ed. Harlow: Pearson.
- ORTI, P and MIDDLEMISS, M. (2019). *Thinking Remote. Inspiration for Leaders of Distributed Teams*. Virtual Not Distance

### Websites

www.businessstrainingworks.com  
 www.managementstudyguide.com  
 www.managementtoday.com  
 www.mindtools.com  
 www.tedtalks.com

## UNIT SPECIFICATIONS

### Unit Number

5

### Unit

Accounting Principles

### Level

4

### TQT

150

### Credit Value

15

### Introduction

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

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

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

### Learning Outcomes

LO1 Examine the context and purpose of accounting.

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

LO3 Interpret financial statements.

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

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Examine the context and purpose of accounting.	<p><i>The accounting function in an organisation:</i></p> <p>Different branches of accounting, e.g. financial, management, auditing, tax and forensic accounting.</p> <p>Career opportunities in accounting and roles and responsibilities, e.g. accounts clerk, accounts assistant, qualified accountant.</p> <p>Roles in commercial finance, e.g. cost analyst, business controller, pricing professionals and the global business services, e.g. purchase to pay (P2P) professionals and report to report (R2R) professionals.</p> <p>Skills required for positions in accountancy and finance, e.g. numerical skills, problem solving, integrity, negotiation,</p>	<p><b>P1</b> Examine the purpose of the accounting function within an organisation.</p> <p><b>P2</b> Assess the accounting function within the organisation in the context of regulatory and ethical constraints.</p> <p><b>M1</b> Evaluate the context and purpose of the accounting function in meeting organisational, stakeholder and societal needs and expectations.</p> <p><b>D1</b> Critically evaluate the role of</p>

	<p>customer service.</p> <p>Key skills and competences for accounting roles, e.g. managing the sale and purchase ledger, ensuring accounts are up to date, supplier reconciliations, inputting sales invoices on an accounts system and recording payments received.</p> <p>Users and uses of financial information.</p> <p>Interrelationships between the accounting and finance functions of other areas of the organisation and increasingly complex operating environments.</p> <p><i>Context and purpose of financial and management accounting:</i></p> <p>Purpose and scope of accounting, to include recording, reporting, and analysing information to inform decision making.</p> <p>Role of supporting and new information technologies to support accounting and decision making.</p> <p>Management accounting information, including systems, e.g. cost accounting, inventory management, job costing.</p> <p>The benefits (streamline reporting, accuracy), risks and limitations (security threats, loss of data through power outages) of management accounting information.</p> <p>Presenting financial information in a reliable, accurate, timely and persuasive way to satisfy needs of internal and external stakeholders.</p> <p>Accounting in an increasingly complex and fast-changing business environment, e.g. increased regulation and accountability, role of International Financial Reporting Standards (IFRS), risk management, reputation, sustainability, governance.</p> <p>Pros and cons of shared service centres and outsourcing accounting services.</p>	<p>accounting in informing decision-making to meet organisational, stakeholder and societal needs within complex operating environments.</p>
<p>LO2 Prepare basic financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards.</p>	<p><i>The accounting concept:</i></p> <p>The accounting concept as the foundation for all financial statements.</p> <p><i>Capital and revenue items:</i></p> <p>Classifying revenue and capital income and expenditures.</p> <p><i>Producing basic financial statements:</i></p> <p>Preparation of a profit and loss statement (income statement) and balance sheet (statement of financial position) for unincorporated organisations from a given trial balance.</p> <p>Different types of income statements for sole trader, partnership and not for profit organisations.</p> <p>Adjustments required for accruals, prepayments, bad debts, depreciation.</p> <p>Value of using digital software for accounting and preparing for financial statements, e.g. QuickBooks, Sage, Xero.</p>	<p><b>P3</b> Prepare financial statements from a given trial balance for sole traders, partnerships and not-for-profit organisations, to meet accounting principles, conventions and standards.</p> <p><b>M2</b> Produce financial statements from a given trial balance, making appropriate adjustments.</p> <p><b>D2</b> Critically evaluate financial statements to assess organisational performance using a range of measures and benchmarks to make justified conclusions.</p>
<p>LO3 Interpret financial statements.</p>	<p><i>Importance and purpose of analysing financial statements:</i></p> <p>To communicate financial positions and intentions with a range of stakeholders.</p> <p><i>Ratio analysis:</i></p> <p>Calculate profitability, liquidity, efficiency and investment ratios from given data.</p> <p>Using calculated ratios to evaluate organisational performance.</p> <p>Apply and critique relevant benchmarks, including time series, competitors, sector and internal.</p> <p><i>Limitations of ratio analysis:</i></p> <p>Ratio analysis as one means of measuring and evaluating the performance of an organisation, e.g. use of qualitative/non-financial measures. Limitations of using</p>	<p><b>P4</b> Calculate and present financial ratios from a set of final accounts.</p> <p><b>P5</b> Compare the performance of an organisation over time using financial ratios.</p> <p><b>M3</b> Evaluate the performance of an organisation over time. using financial ratios with reference to relevant benchmarks.</p> <p><b>D2</b> Critically evaluate financial statements to assess organisational performance using a range of measures and benchmarks to make justified conclusions.</p>

	<p>ratios as a performance measurement tool.</p> <p>The interrelationships between ratios.</p> <p><i>Importance and purpose of analysis of financial statements:</i></p> <p>The interpretation and analysis of financial statements in the business environment.</p> <p>Interpreting the relationship between the elements of the financial statements, profitability, liquidity, efficient use of resources and financial position.</p> <p>Interpreting financial statements for meeting key performance indicators (KPIs) and sustainable performance.</p> <p>Application of financial statements in different business contexts and value of presenting to end user of the financial statements.</p>	
<p>LO4 Prepare budgets for planning, control and decision making using Spreadsheets.</p>	<p><i>Nature and purpose of budgeting:</i></p> <p>Budgets as a key management accounting tool.</p> <p>Definitions and reasons organisations use budgets.</p> <p>Stages in the budgeting process, master and functional budgets.</p> <p>Corrective action to inform resource allocation and decision making.</p> <p><i>Budget preparation and budgetary control:</i></p> <p>Importance, role and limitations of budgets in controlling activity.</p> <p>The principal budget factor and budget types, including fixed, flexible, zero based, incremental, rolling, activity based, value proposition.</p> <p>Variance analysis.</p> <p>The steps for the preparation of a cash budget.</p> <p><i>Producing a spreadsheet:</i></p> <p>The numerical and other information requirements for a spreadsheet and how it should be structured to meet user needs.</p> <p>Using a spreadsheet and techniques to enter, edit and organise numerical and other data.</p> <p>How to format spreadsheet cells, rows, columns and worksheets effectively using appropriate tools and techniques.</p> <p>Use of formulas and filters to enter, edit and present numerical data.</p> <p>Visual representation of data and data analysis using pie charts, bar charts and graphs.</p> <p>Inserting spreadsheet data into Word® documents.</p>	<p><b>P6</b> Prepare a cash budget from given data for an organisation using a spreadsheet.</p> <p><b>P7</b> Discuss the benefits and limitations of budgets and budgetary planning, and control for an organisation.</p> <p><b>M4</b> Identify corrective actions to problems revealed by budgetary planning and control for effective organisational decision making.</p> <p><b>D3</b> Justify budgetary control solutions and their impact on organisational decision making to ensure efficient and effective deployment of resources.</p>

### Recommended Resources

- ATRILL, P. and McLANEY, E. (2018) *Accounting and Finance for Non-Specialists*. 11th Ed. Harlow: Pearson.
- DRURY, C. (2015) *Management and Cost Accounting*. 9th Ed. Cengage Learning.
- SEAL, W. et al (2018) *Management Accounting*. 6th Ed. Maidenhead: McGraw-Hill.
- WEETMAN, P. (2019). *Financial and Management Accounting: An Introduction*. Harlow: Pearson.

### Websites

[www.accountingcoach.com](http://www.accountingcoach.com)  
[www.accaglobal.com](http://www.accaglobal.com)  
[www.cimaglobal.com](http://www.cimaglobal.com)  
[www.corporatefinanceinstitute.com](http://www.corporatefinanceinstitute.com)

## UNIT SPECIFICATIONS

### Unit Number

6

### Unit

Managing a Successful Business Project (Pearson-Set)

## Level

4

## TQT

150

## Credit Value

15

### Introduction

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

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

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

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

### Learning Outcomes

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

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

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

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

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Explain the key stages of the project lifecycle that should be considered when project managing.	<p><i>Project management:</i></p> <p>Defining project management.</p> <p>The project lifecycle and the stages of the project lifecycle, e.g. initiation, planning, execution and closure.</p> <p>The advantages of using project management and why it is important.</p> <p>Roles in project managing, e.g. assistant project manager, junior project manager, project team leader and responsibilities to drive through the project and achieve required outcomes.</p> <p>Project management skills, including good planning, organising, leadership and communication skills.</p> <p>Compare different organisational approaches to project management using case studies.</p> <p><i>Project management plans:</i></p> <p>Scoping a project – defining objectives, scope, purpose and deliverables to be produced.</p> <p>Developing the project plan, including planning for timescales and time management, cost, quality, change, risk, stakeholder communication.</p> <p><i>Project management tools:</i></p> <p>Different types of software and application used to support project management, e.g. Microsoft Project for tracking, managing and analysing projects and Asana for holistic project management and integration of workload, inbox, calendars and tasks.</p> <p>Use of project-planning tasks and tracking tools, e.g. Trello, Smartsheet and Excel spreadsheets.</p> <p>Tools and techniques used to create activity plans, work</p>	<p><b>P1</b> Explain the stages of the project lifecycle (PLC) and their importance to the success of a project.</p> <p><b>P2</b> Examine the factors to be considered when compiling a project management plan (PMP).</p> <p><b>P3</b> Examine a range of research methods and strategies and their importance to project management.</p> <p><b>M1</b> Evaluate the stages of the PLC and the factors, (deliverables, quality, risk, communication and resources) to be considered in a PMP.</p> <p><b>M2</b> Evaluate a range of research methods and strategies for gathering information and data collection.</p> <p><b>D1</b> Critically evaluate the project-management process, PMP and research methods for gathering information and data collection.</p>

	<p>breakdown structure (WBS) and Gantt charts for effective planning.</p> <p><i>Research methods and analysis:</i>          Purpose of research in a project.          Research ethics, reliable research and valid research.          Selecting appropriate sample population and methods for information gathering, data collection and material resourcing.          Use of secondary research to inform a primary study.</p>	
<p>LO2 Produce a Project Management Plan (PMP) for a business project using primary and secondary research methods.</p>	<p><i>Research methods and strategies:</i>          Primary and secondary research and data collection.          Defining qualitative and quantitative methods.          Selecting an appropriate strategy for the research, e.g. questionnaires, interviews, observation.          Use of monitoring tools, including WBS and Gantt charts.</p> <p><i>Field work:</i>          Different strategies that can be used to conduct research, e.g.:</p> <ul style="list-style-type: none"> <li>● interviews, questionnaires, experiments</li> <li>● selecting a sample of the consumer market, businesses or individuals</li> <li>● sampling approaches and techniques, including probability and nonprobability sampling.</li> </ul> <p>Factors to consider, including:</p> <ul style="list-style-type: none"> <li>● aim and objectives</li> <li>● deliverables</li> <li>● quality</li> <li>● risk</li> <li>● stakeholder communication</li> <li>● resources.</li> </ul>	<p><b>P4</b> Produce a PMP that covers, aim, objectives, deliverables, quality, risk, Communication resources and research methods.</p> <p><b>P5</b> Produce a work breakdown structure and a schedule to provide timeframes and stages for completion.</p> <p><b>M3</b> Produce a detailed PMP, and schedule for monitoring and completing the aims and objectives of the project.</p> <p><b>D2</b> Justify the choices made in the design of the PMP for completing the aims and objectives of the project.</p>
<p>LO3 Implement the Project Management Plan (PMP) to communicate results from the research and make conclusions from the evidence of findings.</p>	<p><i>Analysis and evaluation of findings and data gathered:</i>          Digital techniques and tools to analyse and evaluate the secondary and primary data gathered, e.g. online surveys (SurveyMonkey, Google Forms, Zoho Survey) and spreadsheets (Excel templates).          Techniques for data analysis, e.g. coding, charts and graphs, trend analysis.          Techniques to create pictograms, pie charts, bar charts, frequency curves, histograms, line graphs, scattergrams.          Use of scatter (XY) graphs and linear trend lines for forecasting (reliability).          Techniques for creating tables to simplify and rationalise the presentation of data to aid understanding of the information within data.          The benefits of data validity and maintaining objective mindset to provide objective results.</p> <p><i>Communicating results:</i>          Types of communication methods, e.g. written, verbal and the medium, e.g. different report formats, online, presentation.          Multi-media presentation tools: PowerPoint, Prezi, Google Slides, Microsoft Sway, Adobe Spark.          Video conferencing e.g. Zoom, Adobe Connect, Google Hangouts, Slack video calls.</p> <p><i>Communicating skills:</i>          Verbal and non-verbal communication skills required to meet audience requirements, e.g. eye contact, pitch, pace.          Communicating and persuading internal/external stakeholders, e.g. negotiation and sales skills.          Presentation, behaviour and conduct of presenter, e.g. attire, attitude, professionalism, suitable for audience, well prepared and organised.</p>	<p><b>P6</b> Conduct a business project as stated within the PMP and communicate findings.</p> <p><b>P7</b> Present data to draw valid and meaningful conclusions and recommendations from data analysis.</p> <p><b>M4</b> Justify conclusions and recommendations drawn from data analysis and findings to meet the stated project objectives.</p> <p><b>D3</b> Critically reflect on the findings from the research and the project management process in supporting stated objectives and own learning.</p>

	<p>Different communication formats to address different audience needs and expectations and appropriateness for meeting cultural diversity of an audience.</p> <p><i>Convincing arguments:</i> Presenting logical and convincing findings and outcomes as part of the project process. Developing evaluative conclusions.</p>	
<p>LO4 Reflect on value gained from implementing the project and the project management process.</p>	<p><i>Reflection for learning and practice:</i> Differences between reflecting on performance and evaluating a project – the former considers the research process, information gathering and data collection, the latter the quality of the research argument and use of evidence. The cycle of reflection and using reflection to inform future behaviour. <i>Reflective writing:</i> Writing to avoid generalisation, focusing on personal development and the research journey in a critical and objective way.</p>	<p><b>P8</b> Reflect on the value of undertaking the business project to meet stated objectives and own learning and performance. <b>M5</b> Evaluate the project management process to meet stated objectives and support own learning and performance. <b>D3</b> Critically reflect on the findings from the research and the project management process in supporting stated objectives and own learning.</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

- DINSMORE, P. and CABANIS-BREWING, J. (2018). *The AMA Handbook of Project Management*. 5th Ed. AMACON.
- FLICK, U. (2020) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. 3rd Ed. London: SAGE.
- GRAY, D. (2017) *Doing Research in the Real World*. 4th Ed. London: SAGE.
- MAYLOR, H. (2021) *Project Management*. 5th Ed. Harlow: Pearson.
- SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2019) *Research Methods for Business Students*. 8th Ed. Harlow: Pearson.

### Websites

www.asana.com  
www.projectmanagement.com  
www.projectsart.co.uk  
www.trello.com

## UNIT SPECIFICATIONS

### Unit Number

7

### 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 business organisation. Students will gain knowledge of business law and examine the impact of the law on business operations and decision making.

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

The unit will enable students to illustrate the impact of the law on normal business operations and when registering a company and inviting shareholders to invest in it.

They will gain an understanding of the law in relation to market abuse and director responsibilities. Students will be able to recognise the application of employment law while gaining a practical understanding of the skills and experiences undertaken by those practising in a business law context.

## Learning Outcomes

LO1 Explain the nature of the legal system.

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

LO3 Examine the formation of different types of business organisations.

LO4 Recommend appropriate legal solutions to resolve areas of dispute.

## Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Explain the nature of the legal system.	<p><i>The legal system:</i> Defining a legal system. The purpose of law, the evolution of law and different sources of law, e.g. legislation, directives, case law and treaties relevant to country. Divisions and key terminology of the legal system, e.g. court structures. The differences between civil and criminal law.</p> <p><i>The justice system:</i> The role of government in law making and the justice system. Organisation of the judiciary.</p>	<p><b>P1</b> Explain different sources of law. <b>P2</b> Explain the role of government in law making and how statutory and common law is applied in the justice courts. <b>M1</b> Evaluate the effectiveness of the legal system in terms of recent reforms and developments. <b>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 judgments.</p>
LO2 Illustrate the potential impact of the law on a business.	<p><i>The impact of law:</i> Contract law, e.g. the formation of contracts, the elements and terms of contract. Competition law. Data protection. The tort of negligence, consumer protection, health and safety and product liability. Duties of employer and employee, e.g. the employment contract, employer obligations and employee rights in the workplace. Managing cases of dismissal, redundancy, discrimination and health and safety.</p>	<p><b>P3</b> Using specific examples, illustrate how company, employment and contract law has a potential impact upon business. <b>M2</b> Analyse the potential impact on business through differentiation between legislation, regulations and standards. <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 judgments.</p>
LO3 Examine the formation of different types of business organisations.	<p><i>The nature and formation of a company:</i> Unincorporated vs incorporated legal structures. Different types of business organisations and legal structures, e.g. sole trader, partnership and registered company. Classification of companies. The digital role of Companies House or role of equivalent international organisation. Starting up a business organisation and the registration requirements. The management of a company, e.g. appointment of directors, company secretary, auditor. The role of the shareholders. The application of company law in forming different types of business organisations and companies, raising capital and liquidation. A history and understanding of relevant case law, indicating the importance of both common law and legislation to the development of company law and business formation and practice.</p>	<p><b>P4</b> Explore how different types of business organisations are legally formed. <b>P5</b> Explain how business organisations are managed and funded. <b>M3</b> Analyse the advantages and disadvantages of the formation of different types of business organisations. <b>D2</b> Critically analyse the formation of different types of business organisations.</p>
LO4 Recommend appropriate legal solutions to resolve areas of dispute.	<p><i>Legal solutions for different types of dispute resolution:</i> Areas of employment, e.g. health and safety, equality of pay claims, compromise and severance agreements, wrongful or unfair dismissal claims. Corporate and commercial disputes, e.g. breach of contract,</p>	<p><b>P6</b> Compare and contrast different sources of legal advice and support for dispute resolution to make appropriate recommendations to legal solutions.</p>

	<p>contesting a damages claim, dispute between directors. Commercial property, e.g. commercial lease transactions, real estate and investment properties. <i>Alternative dispute resolution:</i> The role of alternative dispute resolution (ADR). Civil litigation procedures and funding. Tribunals. The role of unions. Citizens Advice. <i>Professional skills:</i> A range of professional skills required for dispute resolution, e.g. negotiation skills, communication skills, critical analysis skills, problem solving.</p>	<p><b>M4</b> Recommend legal solutions for resolving a range of disputes, using examples to demonstrate how a party might obtain legal advice and support. <b>D3</b> Critically evaluate the effectiveness of legal solutions, legal advice and support for dispute resolution.</p>
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### Recommended Resources

- ADAMS, A. (2020) *Business Law for Students*. 11th Ed. London: Pearson.
- ELLIOTT, C. and QUINN, F. (2019). *The English Legal System*. 20th Ed. London: Pearson.
- HONEYBALL, S. (2016) *Honeyball and Bowers' Textbook on Employment Law*. 14th Ed. Oxford: Oxford University Press.
- MACINTYRE, E. (2018) *Business Law*. 9th Ed. London: Pearson.
- MARSON, J. and FERRIS, M. (2016) *Business Law*. 4th Ed. Oxford: Oxford University Press.

### Websites

www.chambersstudent.co.uk  
www.lawdonut.co.uk  
www.lawinfo.com

## UNIT SPECIFICATIONS

### Unit Number

8

### Unit

Innovation and Commercialisation

### Level

4

### TQT

150

### Credit Value

15

### Introduction

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

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

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

### Learning Outcomes

- LO1 Investigate how innovation is sourced and supported within different types of organisations.
- LO2 Explore the processing of different types of innovation within organisations.
- LO3 Apply the process required to commercialise innovation within an organisation.
- LO4 Evaluate the range of methods for protecting innovation within organisations.

### Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Investigate how innovation is sourced and supported within different types of organisations.	<p><i>Innovation vs invention:</i>            Definition of innovation and commercialisation, taking into consideration the challenges this creates for small businesses.            Definition of invention and how invention is created.            Turning invention into innovation and sources of innovation.</p> <p><i>Supporting innovation in organisations:</i>            Creating a structure and culture of innovation.            Developing innovation vision and leadership, entrepreneurial teams and innovation networks.            Fostering innovation in different organisations, including SMEs, large and multinational organisations.</p>	<p><b>P1</b> Discuss the ways in which different organisations source and foster innovation, using specific examples.  <b>M1</b> Analyse the ways in which innovation is sourced and supported within different organisation environments and cultures.  <b>D1</b> Critically analyse how innovation is successfully developed and embedded in different organisational contexts.</p>
LO2 Explore the processing of different types of innovation within organisations.	<p><i>Different types of innovation:</i>            Different types of innovation, to include disruptive and incremental innovation, product innovation, process and platform innovation.            Open and closed approaches to innovation.            Market pull vs technology push.            Advantages and disadvantages of different types of innovation.</p> <p><i>Processing different types of innovation:</i>            Diffusion theory.            The use of the innovation funnel to manage new solutions and idea development.            The 4Ps and innovation space strategy: product, process, position and paradigm.            Frugal innovation in response to necessity vs market driven innovation.</p>	<p><b>P2</b> Differentiate between different types of innovation and how they are processed within organisations.  <b>M2</b> Analyse how different types of innovation are successfully processed within different organisation settings.  <b>D1</b> Critically analyse how innovation is successfully developed and embedded in different organisational contexts.</p>
LO3 Apply the process required to commercialise innovation within an Organisation.	<p><i>Accessing funding and resources:</i>            The reasons why an organisation would want to access funding, e.g. product development, marketing, and the different types of funding sources available.            Resource requirements for a small business to commercialise their offering, e.g. office space, equipment, digital connectivity, virtual presence.</p> <p><i>Business case for innovation:</i>            The elements of an innovation business case, including:</p> <ul style="list-style-type: none"> <li>● the executive summary</li> <li>● statement of the problem and the need</li> <li>● discussion of possible options</li> <li>● recommended idea and why it is innovative</li> <li>● market analysis</li> <li>● details of chosen option and need for development</li> <li>● expected benefits, e.g. financial, social, environmental</li> <li>● value and financial return on investment</li> <li>● investment requirements to move forward and next steps.</li> </ul> <p>Assessment of the business requirements for innovation.</p> <p><i>Detailed business case for innovation:</i>            Evidence-based research to determine full market potential, operational and technical feasibility, potential time and costs of development of a new product/service, as well as technical, regulatory and legal risks.            Budget requirements for design and development, project management and marketing.            Techniques for in-market testing and iteration routes to market and market launch.            The impact of advanced technology and information management on research, testing and developments methods.</p>	<p><b>P3</b> Produce a detailed business case for innovation for an organisation, including risks, benefits and ways to access funding.  <b>M3</b> Produce an evidence based business case analysis for innovation that emphasises the business value for potential investment.  <b>D2</b> Produce a commercially driven business case for innovation, including an action plan for development and methods for its successful protection in the context of the wider business environment.</p>

	Big Data and cognitive systems to predict behaviours and future trends. Social media and constructing digital platforms for promotion and distribution.	
LO4 Evaluate the range of methods for protecting innovation within organisations.	<i>Intellectual property (IP):</i> The definition of IP. Exploiting knowledge and intellectual property rights. Key IP tools, including copyrights, trademarks, design rights and patents. The role of branding in protecting the innovation. Limitations of IP in an international context. Growth of open source and open innovation platforms on IP.	<b>P4</b> Evaluate the different tools that organisations can use to develop, retain and protect knowledge and intellectual property. <b>M4</b> Critically evaluate the different tools that organisations can use to develop, retain and protect knowledge and intellectual property in the context of the wider business environment. <b>D2</b> Produce a commercially driven business case for innovation, including an action plan for development and methods for its successful protection in the context of the wider business environment.

### Recommended Resources

- BESSANT, J. and TIDD, J. (2016) *Innovation and Entrepreneurship*. 3rd Ed. Oxford: Wiley.
- MATTHEWS, C. and BRUEGGEMANN, R. (2015) *Innovation and Entrepreneurship: A Competency Framework*. London: Routledge.
- TROTT, P. (2017) *Innovation Management and New Product Development*. 6th Ed. Harlow: Pearson.
- VALIKANGAS, L. and GIBBERT, M. (2015) *Strategic Innovation: The Definitive Guide to Outlier Strategies*. London: Pearson FT Press.

### Websites

[www.biginnovationcentre.com](http://www.biginnovationcentre.com)  
[www.innovationmanagement.se](http://www.innovationmanagement.se)  
[www.thenextweb.com](http://www.thenextweb.com)  
[www.trendhunter.com](http://www.trendhunter.com)