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

Course Handbook

Qualification Title
Pearson BTEC Level 5 Higher National Diploma in Business (Law)

Qualification Number
603/6838/X

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 (Law)

Year 1

Unit number	Units	Unit level	Unit credit
1	The Contemporary Business Environment	4	15
2	Marketing Processes and Planning	4	15
3	Management of Human Resource	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

Year 2

Unit number	Units	Unit level	Unit credit
19	Research Project (Pearson-Set)	5	30
20	Organisational Behaviour Management	5	15
43	Business Strategy	5	15
49	Sales Management	5	15
38	Law of Contract and Tort	5	15
39	Company Law and Corporate Governance	5	15
40	Consumer and Intellectual Property Law	5	15

Timetable

Course start date is as on acceptance letter
Year 1
Term 1 (3 months): The Contemporary Business Environment **+** Marketing Processes and Planning
Term 2 (3 months): Management of Human Resource + Leadership and Management
Term 3 (3 months): Accounting Principles **+** Managing a Successful Business Project
Term 4 (3 months): Business Law **+** Innovation and Commercialisation
Year 2
Term 5 (3 months): Research Project (Pearson-Set) **+** Organisational Behaviour Management
Term 6 (3 months): Business Strategy **+** Sales Management
Term 7 (3 months): Law of Contract and Tort **+** Company Law and Corporate Governance
Term 8 (3 months): Consumer and Intellectual Property Law

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 **pass** in a unit	• A **pass grade** is achieved by meeting all the requirements defined in the assessment criteria for pass (**all P**).
In order to achieve a **merit** in a unit	• A **merit grade** is achieved by meeting all the requirements defined in the assessment criteria for merit **(all M)** as well as meeting all the requirements of **pass grade (all P).**
In order to achieve a **distinction** in a unit	• A **distinction grade** is achieved by meeting all the requirements defined in the assessment criteria for distinction **(all D)** as well as meeting all the requirements of **pass grade (all P)** and **merit grade (all M).**
No grade	• plagiarism

UNIT SPECIFICATIONS

Unit Number
1

Unit
The Contemporary Business Environment

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 Discuss the interrelationship of the various functions in an organisation and how they link to organisational structure
LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the 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
LO1 Explain the different types, size and scope of organisations.	*Different types of organisations:* Differences between for profit and not for profit and non-government organisations (NGOs). Micro-, small-, medium-sized enterprises (SMEs). Different business purposes, objectives and supply of goods and services. The range of legal structures associated with different forms of business: sole traders, partnerships, limited companies.	**P1** Explain different types and purposes of organisations; public, private and voluntary sectors and legal structures. **P2** Explain the size and scope of a range of different types of organisations. **M1** Analyse how the structure, size and scope of different organisations

	Size and scope of organisations: Differences between large-, medium-sized and small organisations, including objectives and goals, market share, profit share, growth and sustainability. Global growth and developments of transnational, international and global organisations. Differences between franchising, joint ventures and licensing. Industrial structures and competitive analysis. Market forces and economic operations, e.g. scarcity and choice, supply and demand, income elasticity. Stakeholders and responsibilities of organisations to meet different stakeholder interests and expectations.	link to the business objectives and product and services offered by the organisations. **D1** Provide critical analysis of the complexities of different organisations and structures.
LO2 Discuss the interrelationship of the various functions in an organisation and how they link to organisational structure.	*The various functions within an organisation:* The role of marketing, finance, human resource management and operations within an organisational context and the interrelationships. Functions in relation to overall organisation mission and objectives. *Organisational structure:* Different structures depending on the size and scope of the organisation, including bureaucratic and post-bureaucratic, parent, strategic business units (SBUs), matrix and functional levels. The virtual organisation and flexible, fluid structures that are geographically dispersed. Organisation structures and complexities of transnational, international and global organisations.	**P3** Discuss the relationship between different organisational functions and how they link to organisational objectives and structure. **M2** Analyse the interrelationships between organisational functions and the impact that can have upon organisational structure. **D1** Provide critical analysis of the complexities of different organisations and structures.
LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations.	*The context of the macro environment:* The 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 *The macro factors that influence and impact on business activities:* 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: ● social and mobile technologies to engage and extend customer reach ● cloud technologies for making business more agile, collaborative and efficient ● Artificial Intelligence (AI) to sustain competitive advantage. ● Blockchain for e-commerce 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	**P4** Identify the positive and negative impacts the macro environment has on business operations, supported by specific examples. **M3** Apply appropriately the PESTLE model to support a detailed analysis of the macro environment in an organisation. **D2** Critically evaluate the impacts that both macro- and micro factors have on business objectives and decision making.

	responsibility. *Organisation operations:* Organisations' responses to transformation and managing resistance to change in response to a highly volatile and changing market environment. Dealing with unexpected crises that affect business operations and activities, e.g. crisis management and recovery.	
LO4 Determine the internal strengths and weaknesses of specific businesses and their interrelationship with external macro factors.	*Frameworks for analysis:* Introduction to SWOT and/or TOWS analysis and how they can assist in the decision-making process 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. *Internal vs external factors:* Internal factors relating to products, pricing, costs, 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.	**P5** Conduct internal and external analysis of specific organisations in order to identify strengths and weaknesses. **P6** Explain how strengths and weaknesses interrelate with external macro factors. **M4** Apply appropriately SWOT/TOWS analysis and justify how they influence decision making. **D2** Critically evaluate the impacts that both macro- and micro factors have on business objectives and decision making.

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
LO1 Explain the role of marketing and how it interrelates with other business units of an organisation.	*The marketing concept:* The development of the marketing concept, including current and future trends. The concepts of brand positioning and management and implementing process to support corporate reputation. The external environmental influences that impact on marketing activity. *The role of marketing:* The structure and operations of marketing departments: ● market research ● advertising ● direct marketing ● integrated communications ● brand management ● partnership marketing ● Public Relations (PR). The roles, responsibilities and competencies required in marketing, e.g. marketing executive, marketing and communications officer, digital marketer. Overview of marketing processes 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. *The interrelationships of business units:* Marketing as a business function. The different roles of business units and the interrelationships between these functional areas and marketing. The principles of stakeholder management and customer relationship management (CRM) to facilitate effective cross-functional relationships internally.	**P1** Explain the concept of marketing and marketing operations including the different areas and role of marketing. **P2** Explain how the marketing function relates to the wider organisational context. **M1** Analyse the role of marketing in the context of the marketing environment. **M2** Analyse the significance of Interrelationships between marketing and other functional units of an organisation. **D1** Critically analyse the external and internal environment in which the marketing function operates.
LO2 Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives.	*The 7Ps marketing mix:* Creating a unique selling proposition for products and services. **Product** portfolios analysis (Boston Consulting Group Matrix and GE McKinsey Matrix) to identify new product development and planning for the different stages of the product lifecycle. Reviewing **pricing** models in view of established price points	**P3** Compare the ways in which different organisations apply the marketing mix to the marketing planning process to achieve business objectives. **M3** Review strategies and tactical approaches applied by organisations to demonstrate how business

	and sensitivity to competitors' pricing and consumers. Different pricing strategies and tactics. **Place** strategies and channel distribution for expanding access and reach to specific market segments. **Promotion** to stay ahead of the competition, including integrated communication mix, cross-communication solutions and digital promotional tools and strategies. The different roles of **'people'** in marketing, including customer interfacing and support personnel to deliver both customer value and added value. **Physical** evidence and the tangible aspects of service delivery – visual, aural and olfactory elements. Systems and **processes** involved in delivering a consistent service. The different types of processes used to expedite the marketing function *Achieving overall business objectives:* Marketing mix tactics for building and maintaining stakeholder relationships, penetrating markets, expanding reach to new market segments and developing new products. Adapting and integrating the marketing mix to meet organisational objectives and changes in a competitive environment. Measuring the effectiveness of the marketing mix using metrics, e.g. market share, sales, number of new products, repeat purchases, discount levels and margins, customer satisfaction rates. Use of online metrics including cost per rating point (CPP) and click to conversion (CTC).	objectives can be achieved successfully. **D2** Evaluate strategies and tactical approaches to the marketing mix in achieving overall business objectives.
LO3 Produce a marketing plan for an organisation that meets marketing objectives.	*Tactical market planning:* The purpose of marketing planning and implementing marketing plans. The benefits of marketing plans. The links between marketing plans, marketing objectives and marketing strategy and alignment to overall organisation objectives. Types of marketing objectives, e.g. increase market share, promote new product/service. *Marketing planning process:* Defining the company mission statement and corporate objectives. The marketing audit, applying analytical tools, e.g. SWOT, PESTLE, 5C analysis. Competitive analysis using analytical tools, e.g. Boston Consulting Group Matrix (BCG). Market segmentation and target market selection and profiling. Setting goals and SMART (Specific, Measurable, Achievable, Realistic, Timely) objectives. Creating marketing strategies applied to the marketing mix. Tactics to execute marketing strategies. Allocation of resources and implementation. Monitoring and control measures. *Strategic marketing planning:* Extended market research and auditing. Target market profiling, including buyer personas, identifying influencers and early adopters. Value positioning. Marketing strategies that apply to the extended marketing mix and tactical planning. Measurements of success, e.g. Return on Marketing Investment (ROMI), Customer Lifetime Value (CLV), Net Promoter Score (NPS).	**P4** Develop a marketing plan that includes key elements of marketing planning for an organisation to achieve marketing objectives. **M4** Produce a detailed tactical marketing plan that integrates the extended marketing mix to achieve marketing objectives. **D3** Produce a strategic marketing plan for an organisation that measures achievement of marketing objectives within key performance metrics.

	Evaluating and monitoring marketing plans using appropriate control and evaluation techniques such as sales analysis, market-share analysis, efficiency ratios and cost-profitability analysis.	
LO4 Develop a media plan to support a marketing campaign for an organisation.	*Marketing campaigns:* The purpose of marketing campaigns. Different types of marketing campaigns. The role of the creative brief. Setting campaign objectives and parameters, e.g. for brand awareness, changing attitudes, increasing sales. Different communication, messaging and positioning strategies. Campaign tactics that are SMART. Metrics for measuring success. Setting timelines and action plans. *The media plan:* Consumer level targeting to establish customer value proposition, key messaging and platform preference. Different digital platforms and offline tools for communication. Features and benefits of integrated multimedia channels. Different approaches to frequency and reach. Setting quantitative and qualitative criteria, e.g. speed of reach, frequency, message life, image-building capability and emotional impact.	**P5** Produce a media plan that includes recommendations and rationale for selected media activities that meet budgetary requirements and objectives of a marketing campaign brief. **M5** Devise an integrated multimedia plan, selecting appropriate digital, offline and social media channels for communication. **D4** Provide a justified integrated multimedia plan based on quantitative and qualitative criteria.

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
www.marketingdonut.co.uk
www.marketingteacher.com
www.marketingweek.com

UNIT SPECIFICATIONS

Unit Number

3

Unit

Management of Human Resource

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 Produce a workforce action plan for recruiting and retaining talent to address skills shortages in an organisation.

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

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

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Explain the impact of the role of HRM in creating sustainable organisational performance and contributing to business success.	*Nature and scope of HRM:* Definitions of HRM. The different specialist areas of HR, e.g. resourcing, employee relations, organisational development and design, learning and development. Generic HR competencies, e.g. design of people strategies, creating people management policies, employee engagement, supporting organisational change. Typical roles in HR and responsibilities, e.g. HR 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. *Strategic HRM:* The development of strategic HRM in terms of business vision, mission statement, business objectives and strategic aims. The nature and use of data analytics to support achievement of business objectives and meeting strategic aims. Hard and soft models of HRM. *Organisational performance:* The impact of HRM on organisational performance, e.g. effective recruitment and selection to meet specific knowledge and skills requirements, growing internal talent through training and development and focusing on longer-term resource issues. Performance management systems to support high-performance working. Methods to measure organisational and individual performance. Types of pay and reward systems.	**P1** Explain the main areas of HRM in their contribution to creating sustainable performance. **P2** Review the effects of the changing nature of organisations on human resources skills and knowledge. **M1** Compare areas of HRM to create Sustainable organisational performance. **M2** Examine HRM in relation to the changing nature of the modern business organisation. **D1** Critically evaluate the strengths and weaknesses of HRM in relation to creating sustainable organisational performance and achieving business objectives.
LO2 Produce a workforce action plan for recruiting and retaining talent to address skills shortages in	*Resourcing the organisation:* The process of workforce planning. Assessing skills and capabilities using audits and gap analysis for identifying talent and skills gaps.	**P3** Create a workforce action plan that addresses skills needs, skills gaps and hard-to-fill vacancies for recruiting and retaining talent in an

an organisation.	HR solutions, interventions and activities to close identified workforce gaps to meet shortages and meet targets. The elements of an end-to-end roadmap e.g. what the plan is, direction, skills needs, skills gaps and solutions. Methods for monitoring and measuring the implementation of a workforce action plan e.g. focus groups, surveys, data analytics. Setting targets, key performance indicators (KPIs) and criteria used to assess the success of the plan against targets. Workforce trends, including flexible working arrangements, remote working, virtual meetings and social distancing measures. Addressing diversity and inclusion. Types of labour market and skills shortages affecting recruitment and hard-to-fill vacancies, e.g. lack of digital skills, leadership skills, data analytical skills. Impact of relevant legislation, including data protection. *Recruitment and selection:* Different models of recruitment and selection. Sources of recruitment, e.g. internal vs. external. Achieving cultural diversity in recruitment. Stages in recruitment and selection. Different types of selection methods, including competence-based selection. Legal frameworks and regulatory standards. *Retention:* Factors influencing retention, including the influence of the culture of the organisation on retention, selecting the right talent and performance management. Onboarding and induction, the value of effective employee socialisation. Role of line managers in employee engagement and performance management. Managing attrition, restructuring and redeployment, redundancy of employees. Dealing with employee disciplinaries and misconduct cases that end in dismissal.	organisation. **M3** Devise a strategic workforce action plan for improving recruitment and retention in relation to the importance of the labour market. **D1** Critically evaluate the strengths and weaknesses of HRM in relation to creating sustainable organisational performance and achieving business objectives.
LO3 Examine how external and internal factors can influence HRM decision making in relation to organisational development.	*External and internal factors:* Identifying factors external to the organisation that influence HRM: ● impact of external factors on organisational performance, including the skills gaps and labour force trends ● impact of globalisation on HR policies for equality, diversity and raising cultural awareness and sensitivity within the workplace ● impact of legal and regulatory frameworks. Internal factors, including: ● the impact and influence of leadership styles on organisational transformation, culture and employee experience ● learning and development, how people learn, impact of digital learning ● the relationship between organisational culture and strategic planning and development ● impact of motivation upon performance. *Organisational development:* 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	**P4** Investigate the external and internal factors that affect HRM decision making to support organisational development. **M4** Discuss the key external and internal factors that affect HRM decision making, using relevant organisational examples to illustrate how they support organisational development. **D2** Evaluate key factors affecting HRM decision making to make valid recommendations.

	analytics, Artificial Intelligence (AI) for talent acquisition, cloud capabilities for measuring team performance and calibration decision making.	
LO4 Apply HRM practices in a work-related context for improving sustainable Organisational performance.	*Job descriptions and person specification:* Referencing workforce planning. Assessing the need to create and fill a post. Preparing different types of job description, including competence based and task based, assessing the merits of each type. Identifying the qualities and attributes relevant to the design of a person specification. Designing a person specification relevant to a chosen job role. *Recruitment and selection in practice:* Designing and placing job advertisements. Shortlisting and processing applications. Interviewing preparation and best practice. Selection best practice. *Performance management:* Performance management aligned to workforce planning. Methods of financial and non-financial rewards. Staff development, e.g. 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. Succession planning. *Employee relationship:* The employment relationship. The psychological contract. Employee voice and engagement. Managing performance to attain competitive advantage and increase job satisfaction.	Apply HRM practices in a work-related context, using specific examples to demonstrate improvement to sustainable organisational performance. **M5** Illustrate how the application of specific HRM practices in a workrelated context can improve sustainable organisational performance. **D3** Determine strengths and weaknesses of HRM practices to make recommendations for improving sustainable organisational performance.

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
www.hr-guide.com
www.personneltoday.com
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 impact on the effectiveness of an organisation.	*Definitions of management:* Defining management, what management is (Fayol), what managers should do (Peters) and key roles (Mintzberg). Key skills and 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. *Theories of management:* Classical theorists, including Administrative (Fayol) and Scientific (Taylor). Management as a function of organisations (Handy). Modern management theorists, e.g. Porter, Kotler and Handy. *Theories and definitions of leadership:* Key theories and theorists, including: ● transformational (Burns) ● transactional (Bennis, Bass) ● situational/contingency (Fiedler, Vroom and Yetton, Hersey and Blanchard) ● charismatic (Conger, Kanungo) ● emotional (Goleman's six styles). Leadership skills, e.g. communication, 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. *Impacts of leadership and management:* Positive impacts for improving business performance,	**P1** Discuss different theories of leadership in relation to the management activities in different organisations. **P2** Explore different theories of management in relation to the management and leadership activities in different organisations. **M1** Analyse the impact of the application of leadership and management theories on the effectiveness of a large organisation. **D1** Critically evaluate the impact of different approaches to leadership and management.

	effective management of resources, innovation. Negative impacts, e.g. loss of competitive advantage, stagnation and decline.	
LO2 Review the influence of different leadership and management styles on the culture of organisations.	*Leadership styles:* Different types of leadership, including Tannenbaum and Schmidt's Continuum of Leadership Styles, 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. *Types of culture:* Defining culture and types of culture, including: ● Four types, Power, Role, Task, Person (Handy) ● Tough-Guy Macho, work hard/play hard, bet-your-company, Process (Deal and Kennedy). The importance and value of culture for work ethic, organisational performance, health of the organisation. *Factors influencing culture:* Factors that influence the development of an organisational culture, e.g. mission, vision and values. The impact of emerging digital technologies, e.g. 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 disruptive innovation, empowering virtual teams and communities, agility to balance improving efficiency while promoting innovation. The importance of leadership and management styles in setting and embedding organisational culture.	**P3** Assess different leadership and management styles and their application in a range of business situations in different organisations. **P4** Examine the factors that influence the development of the culture in organisations. **M2** Compare the impact of leadership and management styles on decision making in different organisations. **M3** Evaluate the importance of organisational culture on the performance of different organisations. **D1** Critically evaluate the impact of different approaches to leadership and management.
LO3 Develop a motivational strategy to optimise organisational performance.	*Theories of motivation:* Content theories, including Maslow, Herzberg, McClelland and application to different work situations. Process theories, including Expectancy theory (Vroom), Equity theory (Adams) and Goal Theory (Locke) and application to different work situations. Impacts of motivation on organisational performance: Implications for improved job satisfaction, performance and productivity, including different variables, e.g. social, cultural organisational and environmental. *Motivational Strategy:* Financial and non-financial strategies, e.g. to recognise and reward performance, encourage collaborative team working, to embed praise and frequent feedback to individuals and encourage creativity and innovation. Different strategies for addressing and managing unsuccessful performance and demotivated employees. Elements of a comprehensive strategy e.g. providing a range of incentives to meet different personalities, creating positive reinforcement and equality.	**P5** Produce a motivational strategy for an organisation that supports optimal achievement of organisational objectives. **M4** Produce a detailed motivational strategy for an organisation that addresses intrinsic and extrinsic motivation. **D2** Produce a comprehensive motivational strategy that effectively addresses all variables of motivation to enhance organisational performance.
LO4 Apply leadership and management approaches to managing performance to ensure continuous improvement.	*Leadership and management approaches:* The advantages and disadvantages of different management approaches, including task orientation and relationship orientation. The advantages and disadvantages of different leadership approaches, including situational, transformational and inspirational. Communication processes and strategies applied in different business situations, e.g. dealing with conflict,	**P6** Apply to a range of business situations, appropriate leadership and management approaches for managing performance and continuous improvement. **M5** Assess how leadership and management approaches for managing performance supports continuous improvement.

	resistance to change, cultural awareness. Defining capabilities and skills for a transformational environment, e.g. multicultural perspectives, coaching and mentoring, aligning to changing business goals. *Definition of performance management:* Definition of performance management and the purpose of performance management to improve individual and team performance. Different approaches, e.g. annual appraisal versus continuous performance management, including weekly check-ins/ on-the-job conversations. Qualitative and quantitative measures of effectiveness: Qualitative measures, e.g. satisfaction rates, motivation levels, success of training and development, attitude. Quantitative measure, to include incidence of sickness, absenteeism, accidents at work, timekeeping, meeting deadlines, accuracy of work carried out, wastage, output, productivity. *Methods of rewarding good performance:* The financial and non-financial methods available to the organisation. The influence of variables, including size, location, competitiveness of the organisation on the reward methods available. The influence of leadership and management approaches on rewarding good performance.	**D3** Make recommendations to improve performance management that will ensure continuous improvement.

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.businesstrainingworks.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.	*The accounting function in an organisation:* Different branches of accounting, e.g. financial, management, auditing, tax and forensic accounting. Career opportunities in accounting and roles and responsibilities, e.g. accounts clerk, accounts assistant, qualified accountant. Roles in commercial finance, e.g. cost analyst, business controller, pricing professionals and the global business services, e.g. purchase to pay (P2P) professionals and report to report (R2R) professionals. Skills required for positions in accountancy and finance, e.g. numerical skills, problem solving, integrity, negotiation, customer service. Key skills and 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. Users and uses of financial information. Interrelationships between the accounting and finance functions of other areas of the organisation and increasingly complex operating environments. *Context and purpose of financial and management accounting:* Purpose and scope of accounting, to include recording, reporting, and analysing information to inform decision making. Role of supporting and new information technologies to support accounting and decision making. Management accounting information, including systems, e.g. cost accounting, inventory management, job costing. The benefits (streamline reporting, accuracy), risks and limitations (security threats, loss of data through power outages) of management accounting information. Presenting financial information in a reliable, accurate, timely and persuasive way to satisfy needs of internal and external stakeholders. Accounting in an increasingly complex and fast-changing business environment, e.g. increased regulation and accountability, role of International Financial Reporting Standards (IFRS), risk management, reputation, sustainability, governance. Pros and cons of shared service centres and outsourcing accounting services.	**P1** Examine the purpose of the accounting function within an organisation. **P2** Assess the accounting function within the organisation in the context of regulatory and ethical constraints. **M1** Evaluate the context and purpose of the accounting function in meeting organisational, stakeholder and societal needs and expectations. **D1** Critically evaluate the role of accounting in informing decision-making to meet organisational, stakeholder and societal needs within complex operating environments.
LO2 Prepare basic financial statements for	*The accounting concept:* The accounting concept as the foundation for all financial	**P3** Prepare financial statements from a given trial balance for sole traders,

unincorporated and small business organisations in accordance with accounting principles, conventions and standards.	statements. *Capital and revenue items:* Classifying revenue and capital income and expenditures. *Producing basic financial statements:* Preparation of a profit and loss statement (income statement) and balance sheet (statement of financial position) for unincorporated organisations from a given trial balance. Different types of income statements for sole trader, partnership and not for profit organisations. Adjustments required for accruals, prepayments, bad debts, depreciation. Value of using digital software for accounting and preparing for financial statements, e.g. QuickBooks, Sage, Xero.	partnerships and not-for-profit organisations, to meet accounting principles, conventions and standards. **M2** Produce financial statements from a given trial balance, making appropriate adjustments. **D2** Critically evaluate financial statements to assess organisational performance using a range of measures and benchmarks to make justified conclusions.
LO3 Interpret financial statements.	*Importance and purpose of analysing financial statements:* To communicate financial positions and intentions with a range of stakeholders. *Ratio analysis:* Calculate profitability, liquidity, efficiency and investment ratios from given data. Using calculated ratios to evaluate organisational performance. Apply and critique relevant benchmarks, including time series, competitors, sector and internal. *Limitations of ratio analysis:* Ratio analysis as one means of measuring and evaluating the performance of an organisation, e.g. use of qualitative/non-financial measures. Limitations of using ratios as a performance measurement tool. The interrelationships between ratios. *Importance and purpose of analysis of financial statements:* The interpretation and analysis of financial statements in the business environment. Interpreting the relationship between the elements of the financial statements, profitability, liquidity, efficient use of resources and financial position. Interpreting financial statements for meeting key performance indicators (KPIs) and sustainable performance. Application of financial statements in different business contexts and value of presenting to end user of the financial statements.	**P4** Calculate and present financial ratios from a set of final accounts. **P5** Compare the performance of an organisation over time using financial ratios. **M3** Evaluate the performance of an organisation over time. using financial ratios with reference to relevant benchmarks. **D2** Critically evaluate financial statements to assess organisational performance using a range of measures and benchmarks to make justified conclusions.
LO4 Prepare budgets for planning, control and decision making using Spreadsheets.	*Nature and purpose of budgeting:* Budgets as a key management accounting tool. Definitions and reasons organisations use budgets. Stages in the budgeting process, master and functional budgets. Corrective action to inform resource allocation and decision making. *Budget preparation and budgetary control:* Importance, role and limitations of budgets in controlling activity. The principal budget factor and budget types, including fixed, flexible, zero based, incremental, rolling, activity based, value proposition. Variance analysis. The steps for the preparation of a cash budget. *Producing a spreadsheet:* The numerical and other information requirements for a spreadsheet and how it should be structured to meet user needs. Using a spreadsheet and techniques to enter, edit and organise numerical and other data.	**P6** Prepare a cash budget from given data for an organisation using a spreadsheet. **P7** Discuss the benefits and limitations of budgets and budgetary planning, and control for an organisation. **M4** Identify corrective actions to problems revealed by budgetary planning and control for effective organisational decision making. **D3** Justify budgetary control solutions and their impact on organisational decision making to ensure efficient and effective deployment of resources.

	How to format spreadsheet cells, rows, columns and worksheets effectively using appropriate tools and techniques. Use of formulas and filters to enter, edit and present numerical data. Visual representation of data and data analysis using pie charts, bar charts and graphs. Inserting spreadsheet data into Word® documents.	

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
www.accaglobal.com
www.cimaglobal.com
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.	*Project management:* Defining project management. The project lifecycle and the stages of the project lifecycle, e.g. initiation, planning, execution and closure. The advantages of using project management and why it is important. Roles in project managing, e.g. assistant project manager, junior project manager, project team leader and responsibilities to drive through the project and achieve required outcomes. Project management skills, including good planning, organising, leadership and communication skills. Compare different organisational approaches to project management using case studies. *Project management plans:* Scoping a project − defining objectives, scope, purpose and deliverables to be produced. Developing the project plan, including planning for timescales and time management, cost, quality, change, risk, stakeholder communication. *Project management tools:* Different types of software and application used to support project management, e.g. Microsoft Project for tracking, managing and analysing projects and Asana for holistic project management and integration of workload, inbox, calendars and tasks. Use of project-planning tasks and tracking tools, e.g. Trello, Smartsheet and Excel spreadsheets. Tools and techniques used to create activity plans, work breakdown structure (WBS) and Gantt charts for effective planning. Project progress measurement and reporting techniques e.g. staff hours, earned value (EV) and progress, s-curves, critical path analysis and reporting, milestone trending. Problem-solving tools e.g. brainstorming, cause and effect diagrams, fishbone diagrams, force field analysis.	**P1** Explain the stages of the project lifecycle (PLC) and their importance to the success of a project. **P2** Examine the factors to be considered when compiling a project management plan (PMP). **M1** Evaluate the stages of the PLC and the factors, (deliverables, quality, risk, communication and resources) to be considered in a PMP. **D1** Critically evaluate the project-management process, PMP and research methods for gathering information and data collection.
LO2 Produce a Project Management Plan (PMP) for a business project using primary and secondary research methods.	*Factors to consider in a project management plan:* Scheduling techniques estimating for project activities and Quality Assurance of project activities. Relationship between schedules. Progress monitoring and metrics to assess work performed against the schedule e.g. organisational breakdown structure (OBS) and work breakdown structure (WBS); bar charts; milestone schedules. Cost breakdown structure: resources needed e.g. funding, estimating, overheads, direct costs, indirect costs, fixed costs, variable costs and overall budget for a project. Tracking systems for actual costs, accruals and committed costs. Alternative cost breakdowns to provide for graphical representations and performance management. Project stakeholder management: their perspectives, different interests and levels of influence on project outcomes. Stakeholder engagement e.g. challenges, complexities, limitations. Human resources (HR) and requirements: calculation, specification and optimisation of HR requirements; job descriptions. Formation of project teams. Project initiation and start-up procedures. Procurement strategies for outsourcing, external	**P3** Examine a range of research methods and strategies and their importance to project management. **P4** Produce a PMP that covers, aim, objectives, deliverables, quality, risk, Communication resources and research methods. **P5** Produce a work breakdown structure and a schedule to provide timeframes and stages for completion. **M2** Evaluate a range of research methods and strategies for gathering information and data collection. **M3** Produce a detailed PMP, and schedule for monitoring and completing the aims and objectives of the project. **D2** Justify the choices made in the design of the PMP for completing the aims and objectives of the project.

	contracting and resource planning. Project risk and issue management: need for and implementation of a risk management plan; risk management methods and techniques to identify and prioritise threats or opportunities; mitigation actions to minimise risk impacts. Optimise benefits by managing opportunities. Post-project appraisals: comparison of project outputs/outcomes with business objectives; process of self-reflection on project process and outputs/outcomes. *Research methods and strategies for a business project:* Purpose of research in a business project e.g. understanding the market research for a business plan; for the forecasting of early and future business opportunities; using research to reduce costs; creating solutions or innovative products that are targeted to the demand in the market. Primary and secondary research and data collection. Defining qualitative and quantitative methods. Selecting an appropriate strategy for the research e.g. questionnaires, interviews, observation. Selecting appropriate sample population (e.g. consumer market, businesses or individuals) and methods for information-gathering, data collection and material resourcing. Sampling approaches and techniques, including probability and non-probability sampling. Use of monitoring tools, including WBS and Gantt charts.	
LO3 Implement the Project Management Plan (PMP) to communicate results from the research and make conclusions from the evidence of findings.	*Analysis and evaluation of findings and data gathered:* Digital techniques and tools to analyse and evaluate the secondary and primary data gathered, e.g. online surveys (SurveyMonkey, Google Forms, Zoho Survey) and spreadsheets (Excel templates). Techniques for data analysis, e.g. coding, charts and graphs, trend analysis. Techniques to create pictograms, pie charts, bar charts, frequency curves, histograms, line graphs, scattergrams. Use of scatter (XY) graphs and linear trend lines for forecasting (reliability). Techniques for creating tables to simplify and rationalise the presentation of data to aid understanding of the information within data. The benefits of data validity and maintaining objective mindset to provide objective results. *Communicating results:* Types of communication 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. *Communicating skills:* Verbal and non-verbal communication skills required to meet audience requirements, e.g. eye contact, pitch, pace. Communicating and persuading internal/external stakeholders, e.g. negotiation and sales skills. Presentation, behaviour and conduct of presenter, e.g. attire, attitude, professionalism, suitable for audience, well prepared and organised. Different communication formats to address different audience needs and expectations and appropriateness for meeting cultural diversity of an audience.	**P6** Conduct a business project as stated within the PMP and communicate findings. **P7** Present data to draw valid and meaningful conclusions and recommendations from data analysis. **M4** Justify conclusions and recommendations drawn from data analysis and findings to meet the stated project objectives. **D3** Critically reflect on the findings from the research and the project management process in supporting stated objectives and own learning.

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

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-BREWIN, 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.projectsmart.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.	*The legal system:* 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. *The justice system:* The role of government in law making and the justice system. Organisation of the judiciary.	**P1** Explain different sources of law. **P2** Explain the role of government in law making and how statutory and common law is applied in the justice courts. **M1** Evaluate the effectiveness of the legal system in terms of recent reforms and developments. **D1** 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.
LO2 Illustrate the potential impact of the law on a business.	*The impact of law:* Contract law, e.g. the formation of contracts, the elements and terms of contract. Competition law. Data protection. The tort of negligence, consumer protection, health and safety and product liability. Duties of employer and employee, e.g. the employment contract, employer obligations and employee rights in the workplace. Managing cases of dismissal, redundancy, discrimination and health and safety.	**P3** Using specific examples, illustrate how company, employment and contract law has a potential impact upon business. **M2** Analyse the potential impact on business through differentiation between legislation, regulations and standards. **D1** 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.
LO3 Examine the formation of different types of business organisations.	*The nature and formation of a company:* 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.	**P4** Explore how different types of business organisations are legally formed. **P5** Explain how business organisations are managed and funded. **M3** Analyse the advantages and disadvantages of the formation of different types of business organisations. **D2** Critically analyse the formation of different types of business organisations.
LO4 Recommend appropriate legal solutions to resolve areas of dispute.	*Legal solutions for different types of dispute resolution:* Areas of employment, e.g. health and safety, equality of pay claims, compromise and severance agreements, wrongful or unfair dismissal claims. Corporate and commercial disputes, e.g. breach of contract, contesting a damages claim, dispute between directors. Commercial property, e.g. commercial lease transactions, real estate and investment properties.	**P6** Compare and contrast different sources of legal advice and support for dispute resolution to make appropriate recommendations to legal solutions. **M4** Recommend legal solutions for resolving a range of disputes, using examples to demonstrate how a

	Alternative dispute resolution: The role of alternative dispute resolution (ADR). Civil litigation procedures and funding. Tribunals. The role of unions. Citizens Advice. *Professional skills:* A range of professional skills required for dispute resolution, e.g. negotiation skills, communication skills, critical analysis skills, problem solving.	party might obtain legal advice and support. **D3** Critically evaluate the effectiveness of legal solutions, legal advice and support for dispute resolution.

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	*Innovation vs invention:* Definition of innovation and commercialisation, taking into	**P1** Discuss the ways in which different organisations source and

supported within different types of organisations.	consideration the challenges this creates for small businesses. Definition of invention and how invention is created. Turning invention into innovation and sources of innovation. *Supporting innovation in organisations:* 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.	foster innovation, using specific examples. **M1** Analyse the ways in which innovation is sourced and supported within different organisation environments and cultures. **D1** Critically analyse how innovation is successfully developed and embedded in different organisational contexts.
LO2 Explore the processing of different types of innovation within organisations.	*Different types of innovation:* 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. *Processing different types of innovation:* 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.	**P2** Differentiate between different types of innovation and how they are processed within organisations. **M2** Analyse how different types of innovation are successfully processed within different organisation settings. **D1** Critically analyse how innovation is successfully developed and embedded in different organisational contexts.
LO3 Apply the process required to commercialise innovation within an Organisation.	*Accessing funding and resources:* The reasons why an organisation would want to access funding, e.g. product development, marketing, and the different types of funding sources available. Resource requirements for a small business to commercialise their offering, e.g. office space, equipment, digital connectivity, virtual presence. *Business case for innovation:* The elements of an innovation business case, including: ● the executive summary ● statement of the problem and the need ● discussion of possible options ● recommended idea and why it is innovative ● market analysis ● details of chosen option and need for development ● expected benefits, e.g. financial, social, environmental ● value and financial return on investment ● investment requirements to move forward and next steps. Assessment of the business requirements for innovation. *Detailed business case for innovation:* 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. Big Data and cognitive systems to predict behaviours and future trends. Social media and constructing digital platforms for	**P3** Produce a detailed business case for innovation for an organisation, including risks, benefits and ways to access funding. **M3** Produce an evidence based business case analysis for innovation that emphasises the business value for potential investment. **D2** 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.

	promotion and distribution.	
LO4 Evaluate the range of methods for protecting innovation within organisations.	*Intellectual property (IP):* 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.	**P4** Evaluate the different tools that organisations can use to develop, retain and protect knowledge and intellectual property. **M4** 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. **D2** 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
www.innovationmanagment.se
www.thenextweb.com
www.trendhunter.com

UNIT SPECIFICATIONS

Unit Number

19

Unit

Research Project (Pearson-Set)

Level

5

TQT

300

Credit Value

30

Introduction

Research skills are as vital for the workplace as they are for academic development. Research skills enable students to identify a problem, collect informational resources that can help address the problem, evaluate the resources for quality and relevance, and come up with an effective solution to the problem. These are seen as essential skills by employers for most positions in industry, to support a range of duties, for example report writing, building a business case, business planning, launching a new product or service.

This is a Pearson-set unit. 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 they are 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 a research aim and objectives

and to present the outcomes of such research in both written and verbal formats. he unit also encourages students to reflect on their engagement in the research process, during which recommendations for future, personal development are key learning points.

Learning Outcomes

LO1 Examine appropriate research methodologies and methods to identify those appropriate to the research process.
LO2 Develop a research proposal, including a supporting literature review.
LO3 Analyse data using appropriate techniques to communicate research findings.
LO4 Reflect on the application of research methodologies and process.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Examine appropriate research methodologies and methods to identify those appropriate to the research process.	*The research process:* The distinct phases of research, including research aims and objectives, methodology, literature review, methods, analysis and presentation of findings. The use of secondary data to inform primary data collection. Explorative, descriptive and causal research approaches. *Research methodologies and methods:* Different research methodologies underpinning a philosophical approach: positivism (deductive) vs interpretivism (inductive) paradigms. Conceptual framework of ideas, philosophies, approaches and concepts to conduct research. Qualitative and quantitative research methods. Mixed method approaches, including limitations and advantages. Associated tools and techniques, e.g. focus groups, in-depth surveys, questionnaires. *Ethics, reliability and validity:* Role and significance of ethics in conducting research, e.g. informed consent, confidentiality. Reliability of research and degree to which research methods produce consistent results. Validity of research to extend to which results measure what they are supposed to measure.	**P1** Examine alternative research methodologies. **P2** Explore alternative methods and tools used for the collection of research data that consider costs, ethics and access. **M1** Evaluate alternative research methodologies and data collection methods and justify choices made based on philosophical/theoretical frameworks. **D1** Justify chosen research methodologies and processes supported by a credible academically underpinned literature review.
LO2 Develop a research proposal, including a supporting literature review.	*Developing a research proposal:* Developing a methodical and valid proposal as the foundation for a research project. Purpose and significance of the research question/hypothesis. Clarity on the research aim and supporting objectives, and how these may change as the research process unfolds. Application of research methods and ethical considerations that need to be addressed in conducting the research. *Literature review:* The purpose of the literature review, e.g. to explore, summarise, compare and critically analyse what other researchers have written about the research topic. Adopting a 'funnel' approach, balancing focus and depth. Positioning a research project in context of existing knowledge. Identification of relevant schools of thought and/or seminal research works. Potential to open up new gaps in knowledge or levels of awareness.	**P3** Produce a research proposal, including a defined aim and objectives supported by a literature review. **M2** Evaluate the merits, limitations and pitfalls of approaches to data collection in compiling the research proposal. **D1** Justify chosen research methodologies and processes supported by a credible academically underpinned literature review.
LO3 Analyse data using appropriate techniques to communicate research findings.	*Primary data collection and sampling:* The significance of gathering primary data, qualitative or quantitative, to support research analysis. Characteristics of primary data. Selecting sample types and sizes relevant to the research. Alternative random and non-random probability sampling approaches.	**P4** Conduct research using appropriate methods for a business research project. **P5** Analyse data from research findings to communicate research outcomes in an appropriate manner for the intended audience.

	Different digital tools for data gathering, e.g. SurveyMonkey, Google Forms, SurveyGizmo. *Analysing data:* Quantitative data: validation, editing, coding and analysis. Qualitative data: data preparation and analysis of content, narrative and discourse approaches. *Communicating research outcomes:* Alternative methods of communicating outcomes persuasively and logically. Recognising methods, e.g. spoken word and medium, e.g. presentation. The influences of research and intended audience. Use of frequency tables, simple tables, pie charts, histograms, frequency curves and normal curve. Advantages and disadvantages of different methods. Software for analysing and presentation of quantitative data, e.g. Excel, SPSS.	**M3** Present the analysis of data utilising appropriate analytical techniques, charts and tables to meet the research aim and communicate outcomes. **D2** Communicate to the intended audience the research findings and outcomes, including justified recommendations.
LO4 Reflect on the application of research methodologies and process.	*Reflection for learning and practice:* Difference between reflecting on performance and evaluating a research project including the research process, the quality of the research argument and use of evidence. Reflection on the merits, limitations and potential pitfalls of chosen methods. *The cycle of reflection:* Critical and objective self-reflection to inform personal development along the research journey. Reflection in action and reflection on action. Using self-reflection to inform and develop future behaviours, considerations and actions.	**P6** Reflect on the effectiveness of research methods applied in meeting objectives of the business research project. **P7** Consider alternative research methodologies and lessons learnt in view of outcomes. **M4** Demonstrate self reflection and engagement in the research project process, leading to recommended actions for future improvement. **D3** Demonstrate critical self-reflection and insight that results in recommended actions for improvements to inform future research.

Recommended Resources

- 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.
- SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2019) *Research Methods for Business Students.* 6th Ed. Harlow: Pearson.

Websites

www.learnhigher.ac.uk
www.skillsyouneed.com

UNIT SPECIFICATIONS

Unit Number

20

Unit

Organisational Behaviour Management

Level

5

TQT

150

Credit Value

15

Introduction

Organisational behaviour is concerned with understanding, explaining and predicting the behaviour of individuals in the workplace and can assist in the development of practical solutions to organisational and managerial problems. Individuals, whether acting in isolation or collectively as part of a group, engage in actions and behaviours that can have a positive or negative impact on company performance and the achievement of strategic goals. It is therefore essential that those who are involved in managing and leading people in organisations, acquire insight and expertise in organisational behaviour.
The aim of this unit is to develop knowledge and understanding of how organisational behaviour concepts, theories and techniques can be applied in work and management settings in order to enhance individual, team and organisational performance. Students will be able to apply this knowledge in a variety of business situations. They will appreciate how effective application of organisational behaviour principles can be used to explain why people behave and act in particular ways and to predict how employees will respond to certain demands. The unit also develops student understanding of the influence of culture, the operation of power and politics in organisations and how these variables influence the actions and behaviour of people in an organisational context.
On successful completion of this unit, students will have developed a range of transferable skills and knowledge. This includes core people management skills used to achieve positive organisational outcomes and to create value by recognising individual difference, team working and the creation of inclusive organisational cultures.

Learning Outcomes

LO1 Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches.
LO2 Apply content and process theories of motivation to create and maintain an effective workforce.
LO3 Lead a group team activity for a given business situation to demonstrate effective team leadership skills.
LO4 Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches.	*Individual difference: personality.* Approaches to the study of human personality. Nomothetic and idiographic perspectives and implications. Debates around measuring and testing human personality. The 'big five' dimensions of human personality: extroversion, agreeableness, conscientiousness, emotional stability and openness to experience. Debates around individual personality differences and abilities. The extent that personality dimensions link to job roles and performance, job attitudes, leadership and teamworking abilities. Application of personality and other forms of psychometric assessments in selection and promotion decisions, team-building and professional development programmes. Emotional intelligence as a related concept of human personality. *Individual difference: perception:* Significance of perception for developing effective personal and work relationships. Factors that influence an individual's perceptual set, e.g. personality, past experiences, expectations, learning. Relationship between perception and behaviour. Perceptual errors and distortions, including stereotyping, unconscious bias and how cultural differences can be misconstrued. The relationship between perception and communication. Verbal and non-verbal communication, selecting information and making judgements. Attribution theory and interpersonal perception.	**P1** Assess own personality traits and attributes in terms of them having a positive or negative effect on management approaches and company performance. **P2** Reflect on the value and importance of personality and perception for effective managerial relationships. **M1** Challenge own perspectives and individual traits and attributes to influence and improve managerial relationships. **D1** Adapt personal perspectives, traits and attributes to justify improvements that influence and enhance employee motivation and create an effective workforce.
LO2 Apply content and process theories of motivation to create and maintain an effective workforce.	*Motivational theories:* Main features of key models and their underpinning assumptions of content and process theories of motivation. Content theories, including Alderfer, Herzberg, Maslow, McClelland. Process theories, including Adams, Latham and Locke, Porter and Lawler. The implications of motivational theory for management and leadership practice in organisations.	**P3** Apply content and process theories of motivation for enhancing and maintaining an effective organisational workforce, providing specific examples. **M2** Critically assess the extent that employee motivation can be enhanced and maintained by practical application of content and

	Differences between intrinsic and extrinsic motivation. The relationship between motivation, job satisfaction and employee commitment and engagement. Modifying employee on-the-job behaviour through reinforcement initiatives. *Application of motivation theories:* Characteristics and behaviours of employees who demonstrate low- and high motivation. Implications of motivation theories for the design of work. The job characteristics model of Hackman and Oldham. Implications of motivation theories for the design of reward and benefit packages. The concept of empowerment and empowering people to meet higher-level needs. Human motivation as a complex, dynamic and culture-bound concept, affected by a range of personal, generational and environmental factors.	process theories of motivation. **D1** Adapt personal perspectives, traits and attributes to justify improvements that influence and enhance employee motivation and create an effective workforce.
LO3 Lead a group team activity for a given business situation to demonstrate effective team leadership skills.	*Different types of organisational teams:* The importance of work groups and effective teamworking in contemporary organisations. Types of teams, e.g. functional and cross-functional, problem-solving, project and self-directed teams. The impact of globalisation and digital technologies on organisational teams to include virtual and cross-cultural teams. Diversity and issues of communication, leadership and insufficient support. Digital tools for communication, e.g. Slack, Skype, Microsoft Teams, for project management, e.g. Trello and Smartsheet. Cloud-based technologies for file sharing, collaboration and storing information. *Team dynamics and teamwork:* Differences between groups and teams. Team development models: the stages of team development and the implications for task achievement and team-member relationships development. Belbin's role typology for creating effective teams and consideration of skills required for resolving team conflict and creating effective teams. The concept of cohesiveness and the role and importance of norms. Issues with cohesive teams, e.g. groupthink, suspicion and aggression towards outsiders, resistant to change. Challenges in facilitating cohesiveness in global, virtual and diverse teams. *Leading a team:* Techniques for effectively chairing meetings both offline and online. Mediation techniques for resolving conflict and resolving disputes. The importance of communicating organisational vision and goals effectively and how this influences teams. Delegating responsibility to individuals on the basis of their expertise, competence, skills, knowledge and development needs. Categorising areas for improvement in team members' performance outputs and standards. Amending priorities and plans to take account of changing circumstances. Techniques for leading multiple virtual teams. Skills and behaviours for effective leadership e.g. inclusive, agile, professionalism in setting an example, being fair, consistent and impartial.	**P4** Communicate organisational goals and objectives to effectively lead a team for a given business situation. **P5** Explore the relevance of group behaviour and team theory in the creation and management of effective teamworking. **M3** Reflect on personal contribution to group behaviour and dynamics in the creation and management of effective teamworking. **D2** Revise personal contribution and skills for effective teams to make justified recommendations for own improvement.

LO4 Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals.	*Influence of power:* Power as a property viewpoint: individual, relationships and embedded in structures. Hard and soft sources of power. Bases and types of power, power controls and power sources. The use of power as an influencing mechanism in different circumstances and situations, to achieve organisational goals and influence employee behaviour and performance. *Influence of politics:* Organisational politics arising from structural divisions, differing priorities and interests and when policies and rules are interpreted or acted on differently. Political activity during periods of organisational change, political behaviour associated with conflict and resistance. *Influence of culture:* Culture as key variable affecting organisational success and factors that influence it, e.g. nature of business, company goals, employee behaviours, diversity. Culture promoting organisational values and expectations of how work should be undertaken and behavioural expectations of employees. How culture manifests itself at different levels (Schein). Types of organisational culture and factors to consider when seeking to develop high-performance organisational cultures. Cross-cultural differences and the need for awareness of cultural difference when developing organisational strategy and policy. Hofstede's Cultural Dimensions Theory and application. The influence of globalisation and digital technologies on organisational culture in the 21st century, including the opportunities and challenges of remote working practices. Principles of Network Theory and Systems Theory as frameworks to understand organisations.	**P6** Examine how the operation of power, politics and culture in an organisation affect employee behaviour and the accomplishment of organisational goals. **M4** Evaluate how the operation of power, politics and culture affect employee behaviour and the accomplishment of organisational goals. **D3** Make justified recommendations on how power, politics and culture can be used effectively to influence and direct employee behaviour towards the accomplishment of organisational goals.

Recommended Resources

BROOKS, I. (2018) *Organisational Behaviour: Individuals, Groups and Organisation*. 5th Ed. Harlow: Pearson.
BUCHANAN, D. and HUCZYNSKI, A. (2019) *Organizational Behaviour*. 10th Ed. Harlow: Pearson.
MULLINS, L. J. (2019) *Organisational Behaviour in the Workplace*. 12th Ed.Harlow: Pearson.
WILSON, F. M. (2018) *Organizational Behaviour and Work: A Critical Introduction.* 5th Ed. Oxford: Oxford University Press.

Websites

www.businessballs.com
www.hrzone.com
www.managementstudyguide.com
www.managementtoday.co.uk

UNIT SPECIFICATIONS

Unit Number

43

Unit

Business Strategy

Level

5

TQT

150

Credit Value

Introduction

This unit supports individuals who are working in or towards managerial roles in all market sectors to develop and enhance strategic thinking and planning that will improve organisational performances of businesses in their respective competitive markets. General manager skills and competences are focused on through a range of themes and topics that can be applied in most contexts.

The aim of this unit is to develop students' awareness of the different types of strategic approaches that could be used in an operational, tactical or strategic role for an organisation. This will be underpinned by a thorough knowledge and understanding of the theories, models and concepts that could significantly support an organisation's strategic choice and direction.

On successful completion of this unit, students will have developed sufficient knowledge and understanding of strategy to make a positive, efficient and effective contribution to the development of business plans and operational direction. They could do this in the role of a junior manager responsible for having a specific input into an organisation's decision making and planning.

Learning Outcomes

LO1 Analyse the impact and influence that the macro environment has on an organisation and its business strategies.
LO2 Assess an organisation's internal environment and capabilities.
LO3 Apply the outcomes of an analysis, using an appropriate strategic management tool, in a given market sector.
LO4 Develop a strategic management plan in an organisation, informed by models, theories and concepts, to achieve competitive advantage in a given market sector.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Analyse the impact and influence that the macro environment has on an organisation and its business strategies.	*The strategic context:* Missions, visions and objectives. The definition and meaning of strategy. The role of strategy to achieve business objectives and goals, strategic intent and different strategic direction. Different strategic planning techniques. *Analytical frameworks of the macro environment:* The different types of frameworks and analysis of the macro environment, including: ● stakeholder analysis and stakeholder matrix, stakeholder mapping ● environmental analysis using PESTLE and Porter's Five Forces model ● structure-conduct-performance model ● strategic positioning, e.g. Ansoff's growth vector matrix ● organisational audit and the use of SWOT analysis, benchmarking indicators.	**P1** Applying appropriate frameworks, analyse the impact and influence of the macro environment on a given organisation and its strategies. **M1** Critically analyse the macro environment to determine and inform strategic management decisions. **D1** Create a set of valid strategic directions, objectives and tactical actions for successfully achieving strategic alignment, based on critical interpretation of internal and external data, and information.
LO2 Assess an organisation's internal environment and capabilities.	*Organisational internal environment:* Strategic capabilities and the key components of strategic capabilities. Resource-based view strategy as a basis for competitive Benchmarking strategic capabilities and value chain analysis. Cost-benefit analysis. *Internal analysis:* Informing internal assessment from external context: linking tools, e.g. SWOT informed by PESTLE McKinsey's 7S model as a management tool. Analysis of strategic capabilities using the VRIO/VRIN framework.	**P2** Conduct an internal environment and capabilities assessment of a given organisation using appropriate frameworks. **M2** Interpret information and data to assess strengths and weaknesses of an organisation's internal capabilities, structure and skill set. **D1** Create a set of valid strategic directions, objectives and tactical actions for successfully achieving strategic alignment, based on critical interpretation of internal and external data, and information.
LO3 Apply the outcomes of an analysis, using an appropriate strategic management tool, in a given market sector.	*Analytical tools and models of analysis:* The balanced scorecard to align organisation vision and strategy. Competitive analysis using Porter's Five Forces model. Stakeholder analysis. Applying the Ansoff matrix to product and market strategy. *Measuring strategic outcomes:*	**P3** Determine appropriate management tools to analyse a given market sector for an organisation and inform strategy. **P4** Devise appropriate strategic objectives, based on the outcomes of analysis for an organisation to inform

	Identifying and establishing strategic performance indicators. Reviewing and redefining goals and objectives.	strategy. **M3** Justify use of an appropriate strategic management tool for a given market sector, to inform strategy and strategic objectives for an organisation. **D1** Create a set of valid strategic directions, objectives and tactical actions for successfully achieving strategic alignment, based on critical interpretation of internal and external data, and information.
LO4 Develop a strategic management plan in an organisation, informed by models, theories and concepts, to achieve competitive advantage in a given market sector.	*Strategic management planning:* Definitions and overview of strategic management, the process of strategic management, elements included in strategic planning. The use of the Business Canvas Model to visualise, assess, change business models. *Strategic choices and directions:* Strategic alignment of internal processes to organisational objectives. Organisational sustainability. Selection of fit-for-purpose strategy, in line with corporate agendas. *Models, theories and other strategic concepts:* Porter's generic strategies: ● cost leadership strategy ● differentiation strategy ● differentiation and cost focus strategy. Hybrid strategy through differentiation and low-cost pricing approaches. Strategic positioning and extended model of Bowman's Strategy Clock Diversification by entering new products, markets or combinations – Ansoff's Matrix. Vertical/horizontal integration by acquiring other businesses in a production line or value chain. Mergers and acquisitions – differences in strategic approaches and how this influences plans.	**P5** Apply a range of models, concepts or theories to interpret and devise strategic planning for a given organisation. **P6** Design a strategic management plan, applying appropriate strategies to improve competitive edge and market position based on the outcomes. **M4** Produce a strategic management plan that has tangible and tactical strategic priorities and objectives. **D1** Create a set of valid strategic directions, objectives and tactical actions for successfully achieving strategic alignment, based on critical interpretation of internal and external data, and information.

Recommended Resources

- JOHNSON, G. et al (2019) *Exploring Strategy: Text and Cases.*12th Ed Harlow: Pearson.
- KIM, W. C. and MAUBORGNE, R. (2015) *Blue Ocean Strategy.* Expanded Ed. Boston: Harvard Business Review Press.
- ROTHAERMEL, F. (2018) *Strategic Management.* 4th Ed. Maidenhead: McGraw-Hill.

Websites

www.businessballs.com
www.businesscasetudies.co.uk
www.corporatefinanceinstitute.com
www.strategy-business.com

UNIT SPECIFICATIONS

Unit Number

49

Unit

Sales Management

Level

5

TQT
150

Credit Value
15

Introduction

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 introduces students to the discipline of sales management for the 21st century. Students will learn about the key principles of sales management, the techniques of selling and how to manage portfolios for an organisation effectively.
Students will have the opportunity to develop key skills in developing and coordinating sales, implementing sales techniques and management of sales operations.
This unit gives a comprehensive overview of sales management and gives students the tools and knowledge they need to succeed in today's increasingly complex and fast-paced sales environment.

Learning Outcomes

LO1 Demonstrate the key principles of sales management for both public and private organisations.
LO2 Evaluate the relative merits of how sales structures are organised and recognise the importance of 'selling through others'.
LO3 Apply successful selling techniques for building and managing effective customer relationships.
LO4 Create a portfolio management process to maximise revenue for an organisation.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Demonstrate the key principles of sales management for both public and private organisations.	*Introduction and scope of sales management:* Definition of sales management and the key aspects of sales management, including planning, selling and reporting. Key principles e.g. lead by example, consistency, equality, goal orientated. Strategies for measuring and monitoring objectives, including the sales funnel and hit rate metric, key performance indicators and benchmarking. Different modes of selling (B2B and B2C) and their impact on buyer and seller roles and dynamics. Consumer buying behaviour process. Business buying behaviour process. Sales promotions and incentives. *Sales in a digital environment:* The impact of new technology on the sales management environment, including: ● the use of Zoom or Microsoft Teams ● video conferencing on tablet devices for improved communication ● online events and sales training to improve sales skills ● productivity and cloud computing to improve information access.	**P1** Apply key principles of sales management in relation to the importance of sales planning, methods of selling and sale reporting. **M1** Evaluate how principles of sales management will be different in response to consumer and business buying behaviour. **D1** Produce a coherent, fully justified critical evaluation based on a Comprehensive understanding of sales management, structure and selling techniques in an organisational context.
LO2 Evaluate the relative merits of how sales structures are organised and recognise the importance of 'selling through others'.	*Sales leadership and the sales executive:* Ethics of behaviour, law and sales leadership. Designing and organising the sales force and choosing the right structure: geography, product and customer-based design. Appropriate recruitment and training to develop an efficient sales force. Supervising, managing and leading the sales force in a changing environment, e.g. remotely. Goal setting, managing performance and reward of the sales force. 'Selling through others' – the advantages of using different sales channels.	**P2** Evaluate the benefits of sales structures and how they are organised, using specific organisational examples. **P3** Explain the importance and the advantages of the concept of 'selling through' others. **M2** Critically evaluate the implementation of different types of sales structures, using specific organisational examples. **D1** Produce a coherent, fully justified critical evaluation based on a Comprehensive understanding of sales management, structure and selling techniques in an

		organisational context.
LO3 Apply successful selling techniques for building and managing effective customer relationships.	*Turning customer information into knowledge:* Classification of sales leads: hot, warm and cold. The cold vs warm approach. Successful pitching and positioning. Negotiation techniques and tactics, e.g. closing sale, handling objections, when to say 'no', ethics of behaviour and overpromising. Building and managing relationships. Exit and terminating relationships. *Skills and attributes:* Sales planning and preparation, e.g. setting targets. Customer engagement, e.g. developing an open sales conversation, building rapport with customers. Effective questioning and active listening skills to understand customer needs. Developing and presenting sales proposals. Digital skills for gathering market intelligence and delivering digital meetings and presentations.	**P4** Demonstrate the required skills and attributes of successful selling techniques in a sales proposal. **P5** Reflect on how skills and attributes contribute to building and managing customer relationships. **M3** Evaluate the application of successful selling techniques for effectively building and managing customer relationships. **D1** Produce a coherent, fully justified critical evaluation based on a Comprehensive understanding of sales management, structure and selling techniques in an organisational context.
LO4 Create a portfolio management process to maximise revenue for an organisation.	*Portfolio management:* The purpose and benefits of portfolio management. Different categories of portfolio sales opportunities, e.g. innovation, expansion. Calculating margins. Payment mechanisms and terms. The sales cycle. Industry specific sales cycle management. Performance management. *The portfolio management process:* Dividing the sales opportunities. Assess sales opportunities to forecast and identify and prioritise, e.g. 'must wins'. Focus on customer analysis to increase value and profitability, e.g. those with most growth potential. Use of analytical tools to maximise sales effectiveness and forecast opportunities. Identify investment opportunities and where to focus efforts of sales team. Managing the sales pipeline, account development and performance.	**P5** Develop a portfolio management process that supports sales growth and profitability to maximise revenue for an organisation. **M4** Develop an effective portfolio management process that applies appropriate analytical tools for increasing profitability and a competitive edge. **D2** Construct a portfolio management process that strengthens the sales pipeline and account management.

Recommended Resources

- HORNER, C. (2019). T*he Sales Plan: The definitive five-step guide to selling. Learn to generate leads, win new customers and grow accounts in a changing and competitive world*. Independently Published.
- JOBBER, D. and LANCASTER, G. (2015) *Selling and Sales Management.* Harlow: Pearson.
- WEINBERG, M. (2015) *Sales Management. Simplified: The Straight Truth About Getting Exceptional Results from Your Sales.* New York: Amacom.

Websites

www.marketingdonut.co.uk
www.mycustomer.com
www.salesforce.com
www.zoho.com

UNIT SPECIFICATIONS

Unit Number

38

Unit

Law of Contract and Tort

Level
5

TQT
150

Credit Value
15

Introduction

The aim of this unit is to give students knowledge and understanding of the essential elements of a valid contract and the principles of the tort of negligence. The unit covers the essential elements of an enforceable contract and the situations wherein the law requires the contract to be in a particular form. The unit also covers how the law determines whether negotiating parties reached an agreement and when the parties will be regarded as intending the agreement to be legally binding. Students will identify the key terms and conditions to be found in a business contract and investigate the importance of classification of terms and how they are established.

This unit will help students to better understand the duty of care in general and especially for businesses. They will be able to illustrate the impact of tort on normal business operations and the role of modern law of negligence such as professional negligence in providing services to clients.

On completion of this unit, students will understand appropriate remedies to contracts that have been discharged by breach and how the law attempts to compensate for harm done by awarding damages to given situations in tort. Students will be able to explore the appropriate remedies to contract and tort in the business scenario, using examples of decided cases.

Learning Outcomes

LO1 Examine the essential elements of a valid contract.
LO2 Discuss how the contents and the terms of contract are established.
LO3 Illustrate the impact of contractual breakdown and suggest remedies available for breach.
LO4 Evaluate the elements of tort of negligence and remedies available.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Examine the essential elements of a valid contract.	*Contracts and agreements:* Definition of a contract. The defining aspects of law of contract, e.g. relationships, obligations, measure of damage and remoteness of damages. Contractual relationships, e.g. third-party contracts. *The elements of a valid contract:* The offer: revocation of offer, counter-offer, lapse of offer, meeting of minds. Acceptance: acceptance, subject to contract, intention that the agreement should be legally binding. Consideration: meaning and requirement in English law, types of consideration, past consideration, a promise to perform an existing obligation and public duty, and consideration in deeds. *Capacity and legality:* General rule, corporate capacity to contract, *ultra vires* rule, void, voidable and illegal contracts.	**P1** Examine how the law determines the essential elements of a valid contract to make it enforceable, using case law examples. **M1** Apply examples of case law to determine the elements of valid contract, including consideration in different circumstances. **D1** Provide a critical evaluation of how contracts are formed, recognising law and remedies for breach of contract with evidence drawn from local and international case law and judgment.
LO2 Discuss how the contents and the terms of contract are established.	*Incorporation of terms:* By actual notice, signature, reasonable notice, cause of previous dealings. *Express and implied terms:* The differences between expressed and implied terms. Express terms are agreed by parties. Implied terms by courts, by law. Example of application, e.g. Consumer Rights Act (2015), seller has the right to sell, description, bulk and sample, satisfactory quality. *The status of contractual terms:* Conditions, warranty, how to determine the status of contractual terms, exemption clauses and unfair contract terms.	**P2** Examine how law determines whether negotiating parties have reached agreement, using a range of case law examples. **P3** Demonstrate how the terms of a contract are established **M2** Evaluate the contents of the contract and incorporation of terms, using a range of case law examples. **D1** Provide a critical evaluation of how contracts are formed, recognising law and remedies for breach of contract with evidence drawn from local and

		international case law and judgment.
LO3 Illustrate the impact of contractual breakdown and suggest remedies available for breach.	*Performance of contract:* Definition of performance contract. Different types of performance, e.g. actual partial performance, substantial Exceptions, divisible contract, valid reasons for non-performance. *Breach and types of breach:* Meaning of breach, serious breach and the different types of breaches necessary to cause contractual breakdown. *Remedies for breach of contract:* Different types of remedies, e.g. discharge for breach, consumer cases, nonmonetary remedies, payment of the price, damages for breach, remoteness and causation, measure, mitigation by claimant and contributory negligence.	**P4** Discuss the type of breach necessary to cause contractual breakdown and remedies. **M3** Analyse remedies for breach of contract, including monetary and non-monetary remedies. **D1** Provide a critical evaluation of how contracts are formed, recognising law and remedies for breach of contract with evidence drawn from local and international case law and judgment.
LO4 Evaluate the elements of tort of negligence and remedies available.	*Tort as a civil wrong and negligence:* Definition of tort and tort of negligence, essential elements such as duty to take care, circumstances required to establish negligence, breach, causation and remoteness, defences in tort. From *Donoghue v. Stevenson* to the Caparo case – history of the duty of care with decided cases. The influence of tort in similar areas, e.g. consumer protection, occupiers' liability. *Breach of duty and damages caused by negligence:* The standard of duty to take care, reasonable care, higher duties such as towards vulnerable victims and children. Damages, personal injury, damage to property, financial loss connected to personal injury. Liability for defective products: consumer protection measures and statutory protection under sale of goods. *Professional negligence:* Breach of duty of care between professionals and clients. Hedley Byrne Principle and awarding economics loss to the client.	**P5** Assess the elements of tort of negligence, using specific examples. **M4** Compare and contrast tort of negligence with breach of contract, using specific examples. **D2** Critically evaluate principles of the tort of negligence, with reference to professional advice.

Recommended Resources

- ANDREWS, N. (2015) *Contract Law.* Cambridge: Cambridge University Press.
- FINCH, E. and FAFINSKI, S. (2017) *Tort Law.* 6th Ed. Harlow: Pearson Education.
- HORSEY, K. and RACKLEY, E. (2019) *Tort Law*. 5th Ed. Oxford: Oxford University Press.
- McKENDRICK, E. (2019) *Contract Law.* 5th Ed. Oxford: Red Globe Press.
- MERKIN, R. and SAINTIER, S. (2019) *Poole's Casebook on Contract Law.* 13th Ed. Oxford: Oxford University Press.

Websites

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

UNIT SPECIFICATIONS

Unit Number

39

Unit

Company Law and Corporate Governance

Level

5

TQT

150

Credit Value
15

Introduction
The aim of this unit is to give students knowledge and understanding of the law with regard to how companies are formed, administered, financed and managed. Students will learn skills in applying the relevant rules, particularly in business situations, as this unit is linked with the general business law unit which students have already completed.
Students will gain practical knowledge of the advantages and disadvantages of carrying out business through the medium of a company limited by shares, different types of shares and procedure for the issue of shares. They will also be able to identify the rights of shareholders with a board of a company. Student engagement in the learning process will help them better understand the procedure required for company administration, along with the rights and liabilities of directors and companies to outsiders. Students will look at the modern organisational requirement of governance, leading to the evaluation of good practice relating to company affairs. Using examples of local and international companies, students will gain the knowledge and skills to identify governance issues and the impact on directors' behaviour, and their duties and care.
On successful completion of this unit, students will have the confidence to advise on the matters of company administration and the modern requirement of good governance, and to make a positive contribution in the workplace.

Learning Outcomes
LO1 Evaluate the nature and legal status of companies.
LO2 Assess the importance of meetings and resolutions in corporate management.
LO3 Analyse the process of raising and maintaining capital for a company.
LO4 Evaluate the role and impact of corporate governance in the management of companies.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Evaluate the nature and legal status of companies.	*Concept of corporate personality:* The different types of legal status. Legal person and the capacity to be sued or prosecuted. Characteristics of different forms of business organisations. Incorporation and corporate personality, advantages and disadvantages of incorporation, promoters, pre-incorporation contracts and commencement of trading. *Formation and constitution:* Memorandum and Articles of Association, public, private and community interest companies, purchasing 'off the shelf'. Community interest companies. The capacity and ability of a company to contract and doctrine of *ultra vires*.	**P1** Assess the meaning of corporate personality and the procedure of forming a company for both private and public limited companies. **M1** Compare and contrast a private limited liability company with a public limited liability company to evaluate advantages and disadvantages. **D1** Provide a critical evaluation of how private and public limited companies are administered, financed and managed, with evidence drawn from local and international case law and judgment.
LO2 Assess the importance of meetings and resolutions in corporate management.	*Corporate management:* The definition of corporate management, divisions and functions of corporate management. Board of directors, appointment, retirement, disqualification and removal of directors, and their power and duties during office. Personal liability of directors. Qualifications, powers and duties of the company secretary. Rights of shareholders with the board of the company. *Company administration:* Rules and procedure, on different types of meetings, such as, board meetings, Annual General Meeting (AGM) and Extraordinary General Meeting (EGM). Company resolutions and the use of different types of resolutions, rights attaching to different types of shares and the purpose and procedure for issuing shares. The process of issuing shares, class rights and dividends. Audits and record keeping.	**P2** Examine the status of directors and their involvement in the management of a company. **P3** Using examples, illustrate the procedure relating to company meetings and resolutions. **M2** Evaluate the statutory requirement of directors' duties and their liability to a company's creditors. **D1** Provide a critical evaluation of how private and public limited companies are administered, financed and managed, with evidence drawn from local and international case law and judgment.
LO3 Analyse the process of raising and maintaining capital for a company.	*Raising of share capital:* The nature of shares, different rights, types of capital debt and equity, public subscription, issue of shares, authorised capital, pre-emption rights, payment of shares.	**P4** Analyse the rules on raising and maintaining capital for a limited liability company. **M3** Critically analyse the law on

	Maintenance of share capital: General rule, reduction of capital, procedure, duties of directors, purchase of own shares, financial assistance by the company for acquisition of own shares, statutory restriction and distribution of profit. *Loan capital:* The advantages and disadvantages of raising loan capital. Fixed vs floating charges. Nature of debenture, comparison of share and debenture, debenture trust deed, fixed and floating charges, registration of charges, debenture holders' remedies.	issues of shares, dividends and insider dealing. **D1** Provide a critical evaluation of how private and public limited companies are administered, financed and managed, with evidence drawn from local and international case law and judgment.
LO4 Evaluate the role and impact of corporate governance in the management of companies.	*Role of corporate governance:* Definition of corporate governance. The history of corporate governance, international requirement, Enron case, interaction of governance with business ethics and company law. *Impact of corporate governance:* The corporate governance code. The need for corporate governance. Effect of corporate governance on directors' behaviour and duties of care and skill. Different board structures, role of the board on governance issues, types and policies and procedures leading to best practice, requirement under company law for governance framework in companies. Conflicts of interest and policies, e.g. bribery, compliance, data protection regulations. Rules – based vs principles approach. *Corporate rescue and liquidations.* Rationale of corporate rescue, role of Administrator, voluntary winding up, creditors winding up, duties and functions of a liquidator, distribution of surplus assets, dissolution.	**P5** Evaluate the principles of corporate governance in the management of companies. **P6** Recommend duties of directors in complying with principles of governance in the management of companes. **M4** Critically evaluate the role of a board in corporate governance issues and different approaches taken. **D2** Critically evaluate the types of policies and procedures of bestpractice to make valid and justified recommendations for improving corporate governance.

Recommended Resources

- BAINBRIDGE, S. (2015). *Corporate Law*. 3rd Ed. St Paul, MN: Foundation Press.
- REISBERG, A. and DONNAVAN, A. (2018). *Pettet's, Lowry and Reisberg Company Law and Corporate Finance*. 5th Ed. Harlow: Pearson Education.
- MOORE, M. and PERTIN, M. (2017). *Corporate Governance: Law, Regulations and Theory*. London: Macmillan Publishers.
- TAYLOR, C. (2016). *Company Law*. 4th Ed. Harlow: Pearson Education.

Websites

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UNIT SPECIFICATIONS

Unit Number

40

Unit

Consumer and Intellectual Property Law

Level

5

TQT

150

Credit Value

15

Introduction

An increasing number of business models in the digital economy rely on consumers' personal data as a key input. In exchange for sharing their data, online users benefit from personalised and innovative services. However, consumer privacy and fundamental rights need to be protected against unfair practices in the marketplace.

The aim of this unit is to give students knowledge of the law relating to consumer transactions, consumer credit and intellectual property in terms of everyday dealings.

They will learn to recognise that a business operates in a diverse legal framework and that consumer transactions are governed by statutes and regulations, creating specific legislation for sale of goods and consumer protection.

Students will explore intellectual property as a creation of the mind, to deal with industrial property and copyright. Intellectual property rights allow creators and owners of intellectual property to benefit from their own work. Students will have opportunities to apply knowledge and understanding to a range of consumer scenarios and evaluate case law relating to consumer rights and protection.

Learning Outcomes

LO1 Analyse the main principles affecting the legal relationship between business organisations and their consumers.
LO2 Examine the legal rules on consumer credit agreements.
LO3 Evaluate the key provisions relating to intellectual property rights.
LO4 Recommend appropriate legal solutions based on relevant legislation, case law and regulations.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Analyse the main principles affecting the legal relationship between business organisations and their consumers.	*Sale of goods:* Consumer rights and remedies. Statutory implied terms, transfer of property and possession, seller's remedies against the buyer, consumer's remedies against the seller, relevant legislation. Consumer guarantees exclusion and limitation clauses. *Digital content rights:* Statutory rights and remedies, e.g. repair or replacement when digital products are faulty. *Supply of services:* Statutory implied terms and remedies, e.g. right to repeat performance, right to price reduction. *Product liability:* Defective products and liability. Product safety at common law and under statute, liability consequences, defences.	**P1** Analyse the legal rules on implied terms relating to the sale of goods and supply of services. **P2** Appraise the statutory provisions relating to sale of goods and product liability, using a range of case law examples. **M1** Critically analyse the statutory provisions relating to consumer transactions using a range of case law examples. **D1** Critically evaluate the legal rules relating to consumer transactions and intellectual property rights, using a range of specific examples.
LO2 Examine the legal rules on consumer credit agreements.	*Forms of consumer credit agreements:* Classification of consumer credit agreements and different types. Pre- and post-contract requirements. Restricted use of credit, unrestricted use of credit, debtor-creditor supplier agreements, debtor-creditor agreements, relevant legislation. Rights and obligations under consumer credit agreements. *Consumer credit licensing:* General licensing requirements, e.g. the issue of licences. Termination of consumer credit agreements, early repayment, right to terminate, termination statements, enforcement of consumer credit agreements, creditor's remedies, default notices, relevant legislation.	**P3** Discuss different types of consumer credit agreements and the legal rules of consumer credit, using a range of specific examples. **M2** Assess different types of credit agreement and legal rules, termination rights and default notices, using a range of specific examples. **D1** Critically evaluate the legal rules relating to consumer transactions and intellectual property rights, using a range of specific examples.
LO3 Evaluate the key provisions relating to intellectual property rights.	*Intellectual property:* Definition of intellectual property. The purpose of intellectual property law. Registration of patents, designs and design rights, trademarks and copyright, role of the Intellectual Property Office (UK), European Patent Office. How to manage effectively intellectual property rights The law in practice. *Patents:* Patent legislation, patent rights, inventions, patents and employees.	**P4** Assess the principles relating to intellectual property rights. **P5** Compare and contrast the main areas of intellectual property, providing specific examples from each area. **M3** Evaluate how to manage intellectual property rights effectively, giving specific examples from each of the four main areas. **D1** Critically evaluate the legal rules

	Trademarks and business names: Defining trademarks, applying to register a trademark, registering business names.	relating to consumer transactions and intellectual property rights, using a range of specific examples.
LO4 Recommend appropriate legal solutions based on relevant legislation, case law and regulations.	*Different types of consumer-related disputes:* Consumer complaint, consumer authority, inquiry and possible remedies. *Infringement of intellectual property rights:* Unauthorised use of intellectual property, patent rights, copyright tribunal, passing off and legal action in courts, arbitration and alternative remedies.	**P6** Recommend different forms of remedies for breach of statutory provisions relating to sale of goods and intellectual property rights. **M4** Assess the positive and negative impacts of recommended forms of remedies. **D2** Justify recommendations with case law and statutory provisions in comparison with alternative solutions.

Recommended Resources

- FARRAND, B. and HOWELL, C. (2017) *Law Express: Intellectual Property Law*. 5th Ed. Edinburgh: Pearson Education Limited.
- TWIGG-FLESNER, T., CANAVAN, R. and MACQUEEN, H. (2020) *Sale of Goods.* 14th Ed. Harlow: Pearson Education Limited.
- TILLSON, J. (2016) *Law Express: Consumer and Commercial.* 4th Ed. Edinburgh: Pearson Education Limited.
- WAELDE, C., BROWN, A., KHERIA, S. and CORNWELL, J. (2019) *Contemporary Intellectual Property: Law and Policy.* 5th Ed. Oxford: Oxford University Press.

Websites

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