

Severn Business College

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

Course Handbook

Pearson BTEC

Qualification Title
Pearson BTEC Level 5 Higher National Diploma in Business (Procurement and Supply Management)

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 (Procurement and Supply Management)
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
26	Principles of Operations Management	5	15
36	Procurement and Supply Chain Management	5	15
37	Pitching and Negotiation Skills	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): Principles of Operations Management **+** Procurement and Supply Chain Management
Term 8 (3 months): Pitching and Negotiation Skills

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	**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

	companies. *Size and scope of organisations:* Differences between large-, medium-sized and small organisations, including objectives and goals, market share, profit share, growth and sustainability. Global growth and developments of transnational, international and global organisations. Differences between franchising, joint ventures and licensing. Industrial structures and competitive analysis. Market forces and economic operations, e.g. scarcity and choice, supply and demand, income elasticity. Stakeholders and responsibilities of organisations to meet different stakeholder interests and expectations.	and scope of different organisations 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	**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.

	business, e.g. equality and diversity and corporate social 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	**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.

	Promoter Score (NPS). 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	**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.

	dashboards and predictive models for advanced people 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:*	**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.

	Positive impacts for improving business performance, 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	**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

	different business situations, e.g. dealing with conflict, 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.	continuous improvement. **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 unincorporated and small business organisations in accordance with accounting principles, conventions and standards.	*The accounting concept:* The accounting concept as the foundation for all financial 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.	**P3** Prepare financial statements from a given trial balance for sole traders, 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.	**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.

	Using a spreadsheet and techniques to enter, edit and organise numerical and other data. 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.	**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.

	Project initiation and start-up procedures. Procurement strategies for outsourcing, external 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.	**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.

	Different communication formats to address different audience needs and expectations and appropriateness for meeting cultural diversity of an audience. *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.	**P6** Compare and contrast different sources of legal advice and support for dispute resolution to make appropriate recommendations to

	Corporate and commercial disputes, e.g. breach of contract, contesting a damages claim, dispute between directors. Commercial property, e.g. commercial lease transactions, real estate and investment properties. *Alternative dispute resolution:* The role of alternative dispute resolution (ADR). Civil litigation procedures and funding. Tribunals. The role of unions. Citizens Advice. *Professional skills:* A range of professional skills required for dispute resolution, e.g. negotiation skills, communication skills, critical analysis skills, problem solving.	legal solutions. **M4** Recommend legal solutions for resolving a range of disputes, using examples to demonstrate how a 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 supported within different types of organisations.	*Innovation vs invention:* Definition of innovation and commercialisation, taking into consideration the challenges this creates for small businesses. Definition of invention and how invention is created. Turning invention into innovation and sources of innovation. *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.	**P1** Discuss the ways in which different organisations source and 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	**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.

	methods. Big Data and cognitive systems to predict behaviours and future trends. Social media and constructing digital platforms for promotion and distribution.	
LO4 Evaluate the range of methods for protecting innovation within organisations.	*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	*Primary data collection and sampling:* The significance of gathering primary data, qualitative or quantitative, to support research analysis.	**P4** Conduct research using appropriate methods for a business research project.

findings.	Characteristics of primary data. Selecting sample types and sizes relevant to the research. Alternative random and non-random probability sampling approaches. 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.	**P5** Analyse data from research findings to communicate research outcomes in an appropriate manner for the intended audience. **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.	**P3** Apply content and process theories of motivation for enhancing and maintaining an effective organisational workforce, providing specific examples.

	Process theories, including Adams, Latham and Locke, Porter and Lawler. The implications of motivational theory for management and leadership practice in organisations. 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.	**M2** Critically assess the extent that employee motivation can be enhanced and maintained by practical application of content and 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	**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.

	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.	
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
15

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	*Analytical tools and models of analysis:* The balanced scorecard to align organisation vision and strategy.	**P3** Determine appropriate management tools to analyse a given market sector for an organisation

management tool, in a given market sector.	Competitive analysis using Porter's Five Forces model. Stakeholder analysis. Applying the Ansoff matrix to product and market strategy. *Measuring strategic outcomes:* Identifying and establishing strategic performance indicators. Reviewing and redefining goals and objectives.	and inform strategy. **P4** Devise appropriate strategic objectives, based on the outcomes of analysis for an organisation to inform 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	**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

	sales channels.	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

26

Unit
Principles of Operations Management

Level
5

TQT
150

Credit Value
15

Introduction

Operations management is everywhere, in every organisation, in every service experienced and in every product consumed. Operations management is the administration of business practices to create the highest level of efficiency possible in an organisation. It is concerned with converting materials and labour into goods and services as efficiently as possible to maximise profits.

The aim of this unit is to introduce students to the role of operations in an organisation, how the nature of operations management has evolved and how it contributes to sustained competitive advantage. Students will understand the key concepts of operations management in an organisational and environmental context, and how this links to supply chain management, products and processes, organisational efficiency and effectiveness, and the achievement of tactical and strategic objectives. A variety of operations management techniques and frameworks will be explored, including continuous improvement, total quality management, benchmarking and risk analysis.

By the end of this unit, students will have an appreciation of the dimensions of operations management and its central role for organisations across a wide range of sectors. Students will also have the knowledge and skills required to progress to higher levels of study or employment in positions in operations, logistics and supply.

Learning Outcomes

LO1 Analyse the effectiveness of operations management in contributing to organisational objectives across a wide range of organisations and sectors.

LO2 Apply a range of techniques and analysis frameworks used by operations managers to support decision-making and address problems.

LO3 Apply the concept of continuous quality improvement in an operational context.

LO4 Conduct a strategic risk analysis (SRA) on the operations functions of an organisation.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Analyse the effectiveness of operations management in contributing to organisational objectives across a wide range of organisations and sectors.	*Operations management in context:* Definition of 'operations' and 'operations management'. Evolution of operations management from craft to mass production to mass customisation to agile and lean. The role and function of operations management in an organisation and across the value chain, e.g. planning, organising, co-ordinating and controlling resources. The strategic, tactical and operational perspectives of operations management and its contribution to achieving organisational objectives. Scope of operations management, including relevance to public, private and not-for-profit sectors. Career opportunities and roles in operations management, e.g. Operations Manager, Logistics Manager, Supply Chain Specialist, Operations Analyst. Skills and competences required: ● soft skills, e.g. logical approach, quality conformance, communication skills and ethical awareness ● technical skills, e.g. collaborative planning and forecasting, assessing and prioritising risks, business continuity planning and mitigation, integrating and improving systems technologies. Transformational model of the organisation: input-transformation-outputs. Dimensions of operations processes, e.g. volume, variety,	**P1** Analyse the role and effectiveness of operations management across a range of sectors to meet different organisational objectives. **P2** Discuss the contribution of effective supply chains to the organisation. **M1** Critically analyse the relationship between effective operations management and the achievement of tactical and strategic business objectives. **D1** Justify the impact of effective operations management and the use of operational techniques on achieving objectives in complex and dynamic trading environments, making valid recommendations and solutions.

	variation and visibility. External influences on contemporary operations management, including PESTLE factors, globalisation, sustainability. Global and ethical sourcing of suppliers and supplies. *Design and management of supply chain networks:* Operations and supply chain management interdependencies. Types of supply chain relationships, including length, breadth, depth. Types of supply chain networks in manufacturing, services, retail, construction and public sector supply chains. The impact of operations management on global sourcing and criteria for selecting appropriate suppliers on basis of efficiency, effectiveness, networks, Just-in-Time (JIT) capabilities. Benefits and risks of deploying technology to drive efficient, effective, sustainable and profitable operations. The impact of internet-based technologies and the use of database information systems to manage expenditures on goods and services.	
LO2 Apply a range of techniques and analysis frameworks used by operations managers to support decision-making and address problems.	*Performance measurement:* Performance objectives of operations management, e.g. quality, speed, dependability, flexibility and cost. Setting performance targets. Defining performance metrics, including financial, customer satisfaction, employee satisfaction, productivity, response rate. Balanced Scorecard approach to performance measurement: financial, customer, internal processes and learning and growth. *Techniques and frameworks:* Control systems and their link to the operational function. Different types of control systems, to include capacity planning and control, inventory planning and control and supply chain planning and control. Building a culture of continuous improvement and total quality improvement. Business Process Re-engineering (BPR) to radically redesign core business processes to achieve productivity and quality improvements. Cost-benefit analysis for justification of operational decisions, systems or projects. Valuable, Rare, Inimitable, Organised (VRIO) framework analysis identifying the source of competitive advantage for the organisation. Benefits of benchmarking for improving organisational performance, e.g. cost position, gaining strategic advantage and increase organisational learning. *The impact of technology on operations management:* Applications of technologies to drive performance, e.g. cloud computing, mobile telecommunications, remote working, convergence of technology platforms. Use of software and cloud-based systems, e.g. Enterprise Resource Planning systems (ERP), Supply Chain Management (SCM), New Product Development (NPD) and Customer Relationship Management (CRM).	**P3** Devise solutions to given operations management problems using a range of techniques and analysis frameworks. **P4** Appraise the use of digital technologies for effective operational performance. **M2** Evaluate different techniques and analysis frameworks used by operations managers to solve problems and achieve high operational performance. **D2** Critically evaluate, giving evidence-based recommendations, different techniques and frameworks used by operations managers to solve complex problems and drive organisational performance.
LO3 Apply the concept of continuous quality improvement in an operational context.	*Role of total quality management in operations management:* Quality and continuous improvement as a philosophy (Kaizen) and approach. Differences between total quality and quality assurance.	**P5** Evaluate a range of approaches to continuous quality improvement. **P6** Prepare a continuous improvement plan based on operational activities in an

	Pioneers of total quality management such as Deming (plan-do-check-act) and Juran e.g. quality planning-quality control-quality improvement Approaches to total quality management: ● Just-in-Time (JIT), lean ● quality circles ● statistical process control ● process architecture. Role of information technologies and software in supporting continuous quality improvement *Continuous quality improvement in practice:* Product quality and process quality improvement in relation to compliance to requirements, specifications and customer expectations compared to process efficiency. Diagnosing quality problems and reducing errors using statistical process control. Reasons for variations in product quality process quality. The Taguchi Loss Function, Poka-yoke and the Six Sigma approach to quality improvement. Quality improvement as a cross-organisational activity and not simply as an independent function.	organisation. **M3** Critique a range of total quality management approaches and techniques within the continuous improvement plan in order to achieve organisational objectives. **D3** Produce a continuous quality improvement plan, underpinned by theoretical concepts, that justifies approaches and solutions, with reference to costs, benefits and sustainable performance.
LO4 Conduct a strategic risk analysis (SRA) on the operations functions of an organisation.	*Risk analysis and management:* Conducting a risk analysis at the operational, tactical and strategic level. Exploring risk analysis options, e.g. avoid, reduce, transfer, accept. The use of risk management standards and benchmarks. A strategic risk analysis as a systematic and continual process for assessing the most significant operational risks facing the organisation. *Managing uncertainties and potential threats:* Extending the use of PEST and SWOT to develop contingency plans and strategies to mitigate negative consequences. Use of risk identification and mapping to support risk assessment and the prioritisation of responses. *Stakeholder analysis and expectations:* The relationship between stakeholders and risk, particularly investors, suppliers and customers.	**P7** Discuss the role and importance of SRA for an organisation. **P8** Undertake a SRA for an organisation using risk identification and mapping. **M4** Assess a range of contingency plans and strategies available to the organisation as it seeks to manage organisational and stakeholder risk. **D4** Critically evaluate the significance of strategic risk analysis for organisations operating in diverse and complex environments.

Recommended Resources

- COLE, G. A. and KELLY, P. (2020) *Management Theory and Practice*. 8th Ed. Andover: Cengage.
- JACOBS, F. R. and CHASE, R. B. (2017) *Operations and Supply Chain Management*. 14th Ed. McGraw-Hill Education.
- REID, R. D. and SANDERS, N. R. (2019) *Operations Management: An Integrated Approach.* 7th Ed. Hoboken NJ: Wiley.
- SLACK, N. and BRANDON-JONES, A. (2019) *Operations Management*. 9th Ed. Harlow: Pearson.

Websites

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www.ismworld.org
www.scdigest.com

UNIT SPECIFICATIONS

Unit Number

37

Unit

Procurement and Supply Chain Management

Level

5

TQT
150

Credit Value
15

Introduction

Procurement and supply chain managers face increasing challenges to create and retain efficient, effective supply chain methods. The strains on supply chains are becoming far more complicated and intense and, therefore, management requires a strong plan and constant measuring for weak links.
The aim of this unit is to enhance students' understanding of the nature, role and contribution of supply chain management to a business. The growth of global business has led to organisations becoming increasingly reliant on logistics and supply chain management in order to keep up with the demands of a global economy.
Students will explore the purpose of supply chain management and its benefits to an organisation, their customers and their suppliers.
Students will consider the design, development, implementation, control and future development stages of supply chain. There is an emphasis on practical employability skills throughout this unit.

Learning Outcomes

LO1 Compare procurement and supply chain concepts, principles and processes in an organisational context.
LO2 Evaluate the importance of ethical and sustainable practices in procurement and supply to achieve responsible management.
LO3 Analyse the added value achieved through procurement and supply management to achieve competitive advantage for an organisation.
LO4 Develop solutions to improve a procurement or supply chain process for an organisation.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Compare procurement and supply chain concepts, principles and processes in an organisational context.	*Defining procurement and supply:* Definitions of procurement, purchasing and supply chain management. Defining stakeholders and stakeholder mapping for procurement and supply chain functions. Key aspects of corporate governance for procurement and supply. The use of procurement policies, procurement strategies and procurement manuals. Benefits of different IT systems to support the function of procurement and supply chain management in organisations, including P2P systems, systems for inventory management, Enterprise Resource Planning (ERP) technologies. Success/performance measures of the different systems. The impact of Distribution Ledger Technology (DLT) on reducing cost and complexity in SCM, e.g. tracking a shipment through its journey, use of cryptocurrency for transactions, decentralisation of the marketplace. *Procurement:* The procurement cycle and different stages, e.g. defining business need, market analysis, supplier evaluation and tendering processes. Different types of procurement, e.g. products and services for stock, non-stock, direct or indirect. Developing appropriate procurement processes and procedures for supplier selection, tenders and contracting, supplier management. *Supply chain management:* Relationships with suppliers and logistic providers, and portfolio analysis techniques to manage those relationships. A holistic approach to managing and optimising the effectiveness of a supply chain. The use of the Supply Chain Operations Reference (SCOR)	**P1** Examine the procurement principles and processes used by a range of organisations. **P2** Examine the supply chain principles and processes used by a range of organisations. **P3** Compare risks and challenges faced by organisations in procurement and supply management. **M1** Analyse procurement and supply chain management integration in global operations. **D1** Make valid recommendations for effective ethical procurement and supply chain management.

	model to address, improve and communicate supply chain management (SCM). The benefits of effective SCM. *Supply chain integration:* Holistic and integrated approaches to a supply chain and supply chain management. Factors influencing decisions to integrate a supply chain, including the size of the business, its structure, geographic location(s), target market and competitor profile. *Supply chain logistics:* Aspects of logistics, including transportation and warehousing and inventory management. Customising logistics networks to meet service requirements. Customer demand planning and the product lifecycle. *Risk management:* Factors for failure e.g. design, supplier, customers, facilities Different types of risks in procurement and supply caused by internal factors e.g. contract failure, operational risks, security, logistical risks and external factors e.g. geopolitical and economic issues. Techniques for preventing failure e.g. fault tree analysis, poka yoke Approaches to managing risk in projects e.g. risk assessment, tracking risks, prioritising risks and mitigating risks.	
LO2 Evaluate the importance of ethical and sustainable practices in procurement and supply to achieve responsible management.	*Ethical and sustainable practices:* Definitions of aspects of sustainability such as corporate social responsibility, responsible procurement and purchasing and supply chain relationships. The ethical and sustainable considerations and standards of sources, e.g. human rights, modern-day slavery, corruption and bribery. Ethical considerations in the supply chain, e.g. complying with standards, raising awareness of sustainability and ethical practices. *The implications of globalisation:* Different cultural and social issues and challenges throughout the supply chain, e.g. language barriers, health and safety, codes of conduct, equal opportunities and rights. The impact of different customs and traditions in negotiation and contracting suppliers. The impact of regulatory standards and compliance to processes and standards that affect the workplace and producers. The principles and charter of the World Trade Organization (WTO). Fairtrade Labelling Organisations International (FLO) and global fair-trade organisations.	**P4** Evaluate considerations and challenges that organisations must overcome to achieve ethical and sustainable practices in procurement and supply. **P5** Assess the impact of globalisation on procurement and supply chain management in a range of organisations. **M2** Critically evaluate the importance of ethical and sustainable practices in procurement and supply for a range of organisations. **D1** Make valid recommendations for effective ethical procurement and supply chain management.
LO3 Analyse the added value achieved through procurement and supply management to achieve competitive advantage for an organisation.	*Competitive analysis:* Different analytical tools for competitive analysis, e.g. Porter's Five Forces. PESTLE model. *Added value:* Sources of added value that include speed efficiency to meet timescales, pricing and cost management, improved quality and streamlined channels of communication. The need for agility and flow to deliver to increasing customer expectations. The use of cloud-based technologies to support increased connectivity, visibility and transparency across the supply chain.	**P6** Examine sources of added value in procurement and supply management available to a specific organisation in order to achieve competitive advantage. **P7** Analyse how a specific organisation can create positive stakeholder relationships in order to achieve competitive advantage. **M3** Critically analyse the added value achieved through procurement and supply management.

	Increasing customer responsiveness and managing customers and meeting their needs efficiently and effectively to build a competitive infrastructure. *Creating positive stakeholder relationships:* Team management in organisations, e.g. Tuckman. Building relationships based on reputation and trust. The supplier relationship spectrum including relationship types, e.g. competitive suppliers, preferred suppliers, performance partnerships and business alliances. The relationship lifecycle. Use of supplier positioning model, e.g. Kraljic Supply Matrix/ Portfolio Purchasing Model. Challenges of stakeholder relationships, e.g. geographical distance, fluctuating currency exchange rates, political and economic stability of countries in the supply chain, differences in legal systems, differences in cultural and ethical standards, language and time differences. Sources of conflict in purchasing and supply and management of conflicts. Processes for terminating stakeholder relationships, including timing, legal considerations, continuity of supplies and impact on relationships.	**D2** Make justified recommendations for improving procurement and supply chain processes and procedures to achieve competitive advantage.
LO4 Develop solutions to improve a procurement or supply chain process for an organisation.	*Analysing procurement and supply chain processes:* The importance of a critical and objective approach to identify negative and positive trends. Analysing issues and problems within the procurement and supply chain. Assessing risks and priorities. *Developing justified recommendations for change:* Use of performance objectives of quality, speed, dependability, flexibility and cost. Different types of improvements, to include satisfying the needs of the end customer, and identifying the mix of quality, speed, dependability, flexibility and cost required by the end customer. Resolutions for complex and multi-faceted issues facing customer service, cost control, supplier relationship management, risk management and talent acquisition. Resource issues caused by changes and improvements, e.g. costs, termination of contracts, impacts on relationships. Monitoring and evaluation targets, including the achievement of customer requirements and impact on the performance of the whole procurement or supply chain. *Effective record keeping:* Record keeping assisting in the effective identification of issues in procurement and/or supply chain strategies. Purpose of record keeping, e.g. to encourage internal tracking of issues and problems and the resolutions identified. Lessons learnt logs, feedback reports and fault registers.	**P8** Develop a range of solutions to improve procurement or supply chain processes that meet stakeholder needs and end-customer requirements. **M4** Produce solutions that resolve multi-faceted issues to achieve performance objectives. **D3** Devise innovative solutions to solve complex problems and issues in procurement or supply chain processes.

Recommended Resources

- CHRISTOPHER, M. (2016) *Logistics and Supply Chain Management.* 5th Ed. London: Pearson.
- FARRINGTON, B. and LYSSONS, K. (2020) *Purchasing and Supply Chain Management.* 10th Ed. Harlow: Pearson.
- HANDFIELD, R. (2020) *Purchasing and Supply Chain Management*. 7th Ed. Cengage.
- SLACK, N. and BRANDON-JONES, A. (2019) *Operations Management*. 9th Ed. Harlow: Pearson.

Websites

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UNIT SPECIFICATIONS

Unit Number
37

Unit
Pitching and Negotiation Skills

Level
5

TQT
150

Credit Value
15

Introduction
This unit gives students a comprehensive overview of the essential pitching and negotiation skills required to win new contracts on agreeable terms. Good pitching skills for a new product or service will generate sales and networking opportunities, while negotiating with different people and in different business transactions will secure more favourable deals. These transferable skills can be applied in various contexts to add value to a business.
These skills are essential for the managing and running of a small business or for being part of a dynamic and innovative workforce. Individuals and groups working in key sales, tendering and contracting roles benefit from developing their skills further to increase and maintain a competitive edge within its markets.
This unit aims to give students a knowledge base and tools that will help them to develop these skills. Topic areas that they will investigate include analysing context prior to negotiation, information management prior to and during negotiation, the process of developing and presenting a case and being able to assess the successes of a new pitch.

Learning Outcomes
LO1 Evaluate the context of a negotiation and identify the key considerations to prepare for a negotiation.
LO2 Manage information and documentation relevant to tenders and contracts.
LO3 Develop a pitch to achieve a sustainable competitive edge.
LO4 Assess the outcome of a pitch and negotiation.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Evaluate the context of a negotiation and identify the key considerations to prepare for a negotiation.	*Context for negotiating:* The rationale for negotiation and the importance of negotiating skills in the workplace. Generating new business and winning new deals. Key negotiation tactics and strategies for group and individual negotiations. Preparing to negotiate and the Request For Proposal (RFP) process. Ethical behaviours in negotiation versus unethical Closing a deal e.g. creating and finalising a contract. The value of understanding the context and behavioural factors that influence individuals in a negotiation, including cultural awareness and differences in international business negotiations. The value of forming and building long term negotiation relationships Collapse and recovery when negotiating.	**P1** Determine what is a negotiation, why it occurs and who the key stakeholders are during a negotiation process. **P2** Evaluate the key steps and considerations required for negotiating and generating deals. **M1** Present a concise rationale for the negotiation process, including detailed steps that organisations go through during a negotiation process. **D1** Critically evaluate the steps of the negotiation process and present valid solutions for dealing with issues that can arise.
LO2 Manage information and documentation relevant to tenders and contracts.	*Context for tendering:* Key sources of information required during a negotiation, contextual information, client data, new solution information and contingencies. The key elements of an RFP document. The contractual process for both personal and classified information.	**P3** Examine the RFP process and the relevant types of information and documentation required. **P4** Discuss the contractual process and how relevant documentation is managed and monitored. **M2** Evaluate the RFP process in an

	The key elements of master agreements and statements of work. Contract law and compliance of processes, bribery and corruption, conflict of interest. Amending contracts and breaches of terms and conditions. Defining procurement and the different types of procurement processes. Online bidding and tendering.	organisational context, outlining the key documentation and information required, and consequences of breaching the terms of an agreement. **D2** Critically evaluate the competitive tendering and contract process and make recommendations for completing a successful tender with minimal risk.
LO3 Develop a pitch to achieve a sustainable competitive edge.	*Developing a competitive strategy for pitching:* The benefits of having a sustainable competitive advantage. The types of sustainable competitive advantage e.g. cost, value focus. The structure of pitching with emphasis on the value of brand loyalty, innovation and networking and partnerships, fit-for-purpose steps and stages to consider. Building the bridge of trust during a pitch and the importance of providing realistic solutions to problems, opportunity focus and partnership approaches. Importance of relationship building during negotiation. Methods for managing a negotiation team versus individual Determining key outcomes and the pursuit of value. Dealing with rejection and asking for referrals. Tactics for avoiding misunderstanding Summarising and follow-up. *Stages of negotiation process:* Preparation and planning Discussion and defining ground rules Clarification of goals Negotiate and bargain towards a Win-Win outcome Agreement Implementation of a course of action *Pitching and presentation skills:* Audience awareness, research and sensitivity. Competitor research. Business and product narratives. Structure and time. Verbal and non-verbal communication to meet audience requirements. Communicating and persuading internal and external stakeholders. Strong negotiation and sales skills, e.g. persuasion, strategising, compromising and co-operating. Presentation, behaviour and conduct of presenter, e.g. attire, attitude, professional conduct, suitability for audience, preparation and organisation.	**P5** Deliver an appropriate pitch, applying key principles that achieve a sustainable competitive advantage. **M3** Present a structured pitch that focuses on sustainable competitive advantage and maximises the opportunities for success. **D3** Pitch a dynamic and creative strategy that is both concise and persuasive, to achieve a sustainable competitive advantage.
LO4 Assess the outcome of a pitch and negotiation.	*Outcomes of a pitch and negotiation:* Determining key outcomes and tangible success indicators for negotiation. Contingency planning for dealing with rejection. Contractual implementation and fulfilling obligations, on-going monitoring/review of contracts. Managing relationships and generating incremental revenue. Terminating contracts. Record keeping and analysis for future tender development.	**P6** Assess the potential outcomes of a pitch, using specific success indicators. **P7** Determine how organisations fulfil their obligation from a pitch, identifying potential issues that can occur. **M4** Critically evaluate the pitch and post-pitch outcomes to determine potential issues and risk management. **D4** Recommend ways in which an organisation can fulfil their post-pitch obligations, highlighting any potential issues.

Recommended Resources

- CASTLE, T. (2018) *The Art of Negotiation: How to get what you want, every time.* I_AM Self Publishing.
- CREMADES, A. (2016) *The Art of Startup Fundraising: Pitching Investors, Negotiating the Deal, and Everything Else Entrepreneurs Need to Know.* London: Wiley and Sons.
- COUGHTER, P. (2016) *The art of the pitch: Persuasion and Presenting Skills that win Business.* New York: Palgrave Macmillan.
- VOSS, C. and RAZ, T. (2017). *Never Split the Difference: Negotiating As If Your Life Depended On It.* 1st Ed. Random House Business.

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