Severn Business College

Pearson BTEC Level 5 Higher National Diploma in Leadership and Management for England

Course Handbook

Pearson BTEC

Qualification Title
Pearson BTEC Level 5 Higher National Diploma in Leadership and Management for England

Qualification Number
610/1142/3

Level
5

TQT
2400

Credit Value
240

Pearson BTEC Level 5 Higher National Diploma in Leadership and Management for England
This is a Higher Technical Qualification, or HTQ, which is a technical qualification designed by companies and awarding bodies to ensure that you have the necessary training, knowledge, and abilities to succeed in the workplace. It is based on the same requirements as apprenticeships and T Levels, and the Institute for Apprenticeships and Technical Education has certified that it meets the occupational standards.

Progression Opportunities
Students who successfully completed the Pearson BTEC Level 5 HND in Leadership and Management for England will be able to progress onto Degree Top-Up programme at many UK Universities.

Structure of the Pearson BTEC Level 5 Higher National Diploma in Leadership and Management for England

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 Resources	4	15
4	Leadership and Management	4	15
5	Accounting Principles	4	15
6	Managing a Successful Business Project	4	15
7	Operational Planning and Management	4	15
8	Digital Business in Practice	4	15
9	Organisational Behaviour Management	5	15
10	Managing and Leading Change	5	15
11	Principles of Operations Management	5	15
12	Business Strategy	5	15
13	Business Information Technology Systems	5	15
14	Developing Individuals, Teams and Organisations	5	15
15	Business Communications and Relationship Management	5	15
16	Business Data Analytics and Insights	5	15

Timetable
Course start date is as on acceptance letter
Term 1 (3 months): The Contemporary Business Environment **+** Marketing Processes and Planning
Term 2 (3 months): Management of Human Resources **+** Leadership and Management
Term 3 (3 months): Accounting Principles **+** Managing a Successful Business Project
Term 4 (3 months): Operational Planning and Management **+** Digital Business in Practice
Term 5 (3 months): Organisational Behaviour Management **+** Managing and Leading Change
Term 6 (3 months): Principles of Operations Management **+** Business Strategy
Term 7 (3 months): Business Information Technology Systems **+** Developing Individuals, Teams and Organisations
Term 8 (3 months): Business Communications and Relationship Management **+** Business Data Analytics and Insights

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	• A **merit grade** is achieved by meeting all the requirements defined in the assessment criteria for merit

merit in a unit	**(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, the functions of an organisation and the wider business environments in which organisations operate. Students will examine the different types of organisation (including for-profit and not-for-profit), their size and scope (for example, micro, small and medium-sized enterprise, 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, sizes 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 negativeinfluence/impact the macroenvironment has on business operations
LO4 Determine the internal strengths and weaknesses of a specific business 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 organisation: Differences between for-profit and not-for-profit and non-governmental organisations (NGOs) Micro and small- and medium-sized enterprises (SMEs) – different business purposes, objectives and supply of goods and services The range of legal structures associated with different forms of business: sole traders, partnerships, limited companies. 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,	**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 organisation. **M1** Analyse how the structure, size and scope of different organisations link to the business objectives and products and services offered by the organisations. **D1** Provide critical analysis of the complexities of different

	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 Examples of organisational stakeholders e.g. employees, communities, shareholders, creditors, investors, government, customers, owners, managers, suppliers, competitors, unions, trade groups, analysts and media Stakeholders and responsibilities of organisation to engage with different internal and external stakeholder interests, perspectives and expectations.	organisations and structures.
LO2 Discuss the interrelationship of the various functions in an organisation and how they link to organisational structure	The various functions in an organisation: The role of marketing, finance, human resource management and operations in an organisational context and the interrelationships Functions in relation to overall organisation values, 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 these can have on 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 macroenvironment has on business operations.	The context of the macroenvironment: The different political, economic, social, technological, legal and environmental (PESTLE) factors that influence and impact on 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 macrofactors that influence and impact on business activities: The transformation of the work environment, the changing and emerging markets and the global shift in economic and social power due to 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 ecommerce ● predicted impacts of the metaverse Emerging new sectors creating new career opportunities due to new technologies e.g. data and analytics, digital advertising The impacts of increased innovation and disruptive innovation The growth of data analytics and business intelligence using big data to inform decision-making, the rise of cybersecurity and data protection The impact of globalisation e.g. changing workforce, cultural diversity The growth of ethical considerations and sustainable business e.g. equality and diversity and corporate social	**P4** Identify the positive and negative impacts the macroenvironment has on business operations, supported by specific examples. **M3** Apply appropriately thePESTLE model to support a detailed analysis of the macroenvironment in an organisation. **D2** Critically evaluate the impacts that both macrofactors and microfactors have on business objectives and decision-making.

	responsibility. Organisation operations: Organisations' responses to transformation and managing resistance to change in response to a highly volatile and changing market environment Dealing with unexpected crises that affect business operations and activities e.g. crisis management and business recovery Data security and management, providing management information based on the collation, analysis and interpretation of data Managing remote teams, multiple teams and cross-cultural teams and developing high-performance teams.	
LO4 Determine the internal strengths and weaknesses of a specific business and their interrelationship with external macro factors.	Frameworks for analysis: Introduction to SWOT (strengths, opportunities, weaknesses and threats) and/or TOWS (threats, opportunities, weaknesses and strengths) analyses and how they can assist in the decision-making process and feed into business planning in organisations to support continuous improvement Different applications of SWOT analysis e.g. for market positioning, commercial viability, launching a new product, methods of sales distribution Both internal and external exploration of organisational situation The role of SWOT analysis in decision-making, development of strategies and creating key performance indicators (KPIs) to measure performance Use of TOWS to turn SWOT results into strategies and strengths to maximize opportunities, minimise threats and use opportunities to minimise weaknesses and avoid threats. Internal vs external factors: Internal factors that inform strengths, weaknesses, opportunities and threats relating to products, pricing, costs, profitability, performance, quality, people, skills, adaptability, brands, services, reputation, processes and 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 a specific organisation to identify strengths and weaknesses. **P6** Explain how strengthsand weaknesses interrelate with external macrofactors. **M4** Apply appropriately SWOT/TOWS analyses and justify how they influence decision-making. **D2** Critically evaluate the impacts that both macrofactors and microfactors have on business objectives and decision-making.

Recommended Resources

- Burns, J. and Needle, D. (2023) *Business in Context: An Introduction to Business and its Environment.* 8th Ed. Andover, Hants: Cengage Learning EMEA.
- Morrison, J. (2023) *The Global Business Environment: Sustainability in the Balance.* 6th Ed. London: Bloomsbury Publishing.
- Weatherly, P. and Otter, D. (2018) *The Business Environment: Themes and Issues in a Globalizing World.* 4th Ed. Oxford: Oxford University Press.
- Worthington, I., Thompson, E. and Britton. C. (2023) *The Business Environment*. 9th Ed. Harlow: Pearson.

Links

- www.businessballs.com Businessballs (General reference)
- www.forbes.com Forbes (General reference)
- www.ibtimes.com International Business Times "Business" (General reference)
- www.ted.com TED (Videos on business and technology)

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 people 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 people.

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 and 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 these are 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, including 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 and 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	**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.

	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.	
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 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 process 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) rate.	**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 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 objective 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 (company, collaborators, customers, competitors and climate) analysis Competitive analysis using analytical tools e.g. Boston Consulting Group Matrix Market segmentation and target market selection and profiling	**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.

	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, including monitoring customer feedback, measuring market sales, monitoring expenditure to maintain budget and maximise profitability, setting market share milestones. 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 Setting key performance indicators (KPIs) to evaluate how effective a marketing plan has been Measurements of success e.g. return on marketing investment (ROMI), customer lifetime value (CLV), net promoter score (NPS) Evaluating and monitoring performance of marketing plans using appropriate control and evaluation techniques such as sales analysis, market-share analysis, efficiency ratios and cost–profitability analysis to meet KPIs.	
LO4 Develop a media plan to support a marketing campaign for an organisation	Marketing campaigns: The purpose of marketing campaigns Different types of marketing campaign 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 monitoring and 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** Create 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

- Atherton, J. (2019) Social Media Strategy: A Practical Guide to Social Media Marketing and Customer Engagement. London: Kogan Page.
- Jobber, D. and Ellis-Chadwick, F. (2023) Principles and Practice of Marketing. 10th Ed. Maidenhead: McGraw Hill Education.
- Kingsnorth, S. (2022) Digital Marketing Strategy: An Integrated Approach to Online Marketing. 3rd Ed. London: Kogan Page
- Kotler, P. and Armstrong, G. (2020) Principles of Marketing. 18th Ed. London: Pearson.
- McDonald, M. and Wilson, H. (2016) Marketing Plans: How to Prepare Them, How to Profit from Them. 8th Ed. Chichester: John Wiley and Sons.

Links

- www.cim.co.uk Chartered Institute of Marketing (General reference)
- www.marketingdonut.co.uk Marketing Donut (General reference)
- www.marketingteacher.com Marketing Teacher (General reference)
- www.marketingweek.com Marketing Week (General reference)

UNIT SPECIFICATIONS

Unit Number
3

Unit
Management of Human Resources

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 resources (HR) occupational roles at either a generalist level – for example, HR assistant, adviser or 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 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 work-related context, using 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 adviser, 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 Communicating organisational vision and goals and how these apply to teams	**P1** Explain the main areas of HRM and 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 a sustainable workforce action plan for recruiting and retaining talent.

	Developing effective negotiation and influencing skills to manage conflict 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.	
LO2 Produce a workforce action plan for recruiting and retaining talent to address skills shortages in an organisation	Resourcing the organisation: The process of workforce planning Assessing skills and capabilities using audits and gap analysis for identifying talent and skills gaps 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 organisation's culture on retention, selecting the right talent and performance management On boarding and induction, the value of effective employee socialisation Role of line managers in employee engagement and performance management Approaches to coaching and mentoring to support employees Methods for supporting mental health and wellbeing of	**P3** Create a workforce action plan that addresses skills needs, skills gaps and hard-to-fill vacancies for recruiting and retaining talent in an 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 a sustainable workforce action plan for recruiting and retaining talent.

	employees Managing attrition, restructuring and redeployment, redundancy of employees Dealing with employee disciplinary and misconduct cases that end in dismissal.	
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 skills gaps and labour force trends ● impact of globalisation on HR policies for equality, diversity and raising cultural awareness and sensitivity in 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 on performance. Organisational development: The changing work environment e.g. need for flexible organisations and employees with adaptable skills and competencies, and developing high performance through effective leadership of multiple and remote teams Characteristics of agile organisation Digital transformation of HR functions e.g. reporting dashboards and predictive models for advanced people analytics, artificial intelligence (AI) for talent acquisition, cloud capabilities for measuring team performance and calibration decision-making.	**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.
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. continuing professional development (CPD) and training to build and motivate teams Providing support and maintaining wellbeing through coaching and mentoring Embedding learning and reflective practice in personal development planning Managing underperformance, disciplinary actions, industrial disputes and grievance procedures Succession planning.	**P5** 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 work-related context can improve sustainable organisational performance. **D3** Determine strengths and weaknesses of HRM practices to make recommendations for improving sustainable organisational performance.

	Employee relationship: The employment relationship The psychological contract Employee voice and engagement Managing performance to attain competitive advantage and increase job satisfaction Building trust and relationships by sharing good practice and working collaboratively.	

Recommended Resources

- Armstrong, M. and Taylor, S. (2023) Armstrong's Handbook of Human Resource Management Practice. 16th Ed. London: Kogan Page.
- Leatherbarrow, C. and Fletcher, J. (2018) Introduction to Human Resource Management. 4th Ed. London: CIPD and Kogan Page.
- Marchington, M., Wilkinson, A., Donnelly, R. and Kynighou, A. (2020) Human Resource Management at Work: The Definitive Guide. 7th Ed. London: CIPD and Kogan Page.
- Torrington, D., Hall, L., Atkinson, C. and Taylor, S. (2020) Human Resource Management. 11th Ed. London: Pearson.

Links

- www.cipd.co.uk Chartered Institute of Personnel and Development (General reference)
- www.hr-guide.com HR-Guide (General reference)
- www.personneltoday.com Personnel Today "Topics" and "Webinars" (General reference)
- www.shrm.org Society for Human Resource Management (General reference)

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 competencies of management e.g. team dynamics, planning, decision-making, strategic mindset, problem-solving, effective communication (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: The pros and cons of 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 (verbal and non-verbal), delegation to enable delivery through others, inspirational motivation, positive attitude, trustworthiness, creative thinking and innovative problem-solving Competencies e.g. giving and receiving constructive feedback, actively listening, taking responsibility for both success and failure, managing cultural sensitivity and diversity, global outlook and agility The hard skills of management vs the soft skills of leadership New adaptive leadership approaches and skills e.g. the compassionate leader and the vulnerable leader Different types of skills for leading people vs business activities and projects Principles and practices of virtual leadership for managing and leading remote teams. Impacts of 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.	**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.
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, Likert's systems 1–4 and McGregor's Theory X and Theory Y Adapting leadership styles to apply in different business situations e.g. how to lead remote teams, business recovery, project-based teams, and the required hard and soft skills Impacts of leadership and management styles on decision-making in a business organisation Skills needed for decision-making, including research (reliability of sources), analysis, collaboration, emotional intelligence. Types of 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

	Defining culture and types of culture, including: ● four types – power; role; task; and person (Handy) ● tough-guy macho; work-hard, play-hard; bet-the-company; process (Deal and Kennedy) The importance and value of culture for work ethic, organisational performance, health of the organisation Organisational cultures, diversity and impacts on leading and managing change. 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. of 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. on 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.	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 those of Maslow, Herzberg and McClelland, and their application to different work situations Process theories, including expectancy theory (Vroom), equity theory (Adams) and goal theory (Locke), and their 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, 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 Behaviours, communication processes and strategies applied in different business situations e.g. dealing with conflict, resistance to change, cultural awareness Defining capabilities and skills for a transformational environment e.g. determination, 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	**P6** Apply appropriate leadership and management approaches for managing performance and continuous improvement to a range of business situations. **M5** Assess how leadership and management approaches for managing performance support continuous improvement. **D3** Make recommendations to improve performance management that will ensure continuous improvement.

	performance Different approaches e.g. annual appraisal vs 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 measures, including 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 and competitiveness of the organisation, on the reward methods available The influence of leadership and management approaches on rewarding good performance.	

Recommended Resources

- Adair, J. (2022) Develop Your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow. 5th Ed. London: Kogan Page.
- Kelly, P. and Cole, G. (2020) Management: Theory and Practice. 9th Ed. Andover, Hants: Cengage Learning EMEA.
- Mullins, L.J. (2023 Organisational Behaviour in the Workplace. 13th Ed. Harlow: Pearson.
- Orti, P and Middlemiss, M. (2019). Thinking Remote: Inspiration for Leaders of Distributed Teams. London: Virtual Not Distant.
- Varney, S. (2021) Leadership in Complexity and Change: For a World in Constant Motion. Berlin: De Gruyter.

Links

- www.businesstrainingworks.com Business Training Works “Resources” (General reference)
- www.managementstudyguide.com Library – Management Study Guide “Management functions” (General reference)
- www.managementtoday.co.uk Management Today (General reference)
- www.mindtools.com Mind Tools “Explore – Leadership and management” (General reference)
- www.ted.com TED (Videos on business and technology)

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 global business services e.g. purchase-to-pay (P2P) professionals and record-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 competencies 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, including recording, reporting and analysing information to inform decision-making Aims of financial forecasting and management for the organisation, including ensuring a return on investment for the stakeholders of the organisation Role of supporting new information technologies to support accounting and decision-making Management accounting information, including systems e.g. cost accounting, inventory management, job costing The benefits (streamlined 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) Foundation accounting and sustainability disclosure standards, risk management, reputation, sustainability, governance Pros and cons of shared service centres and outsourcing accounting services.	**P1** Examine the purpose of the accounting function in an organisation. **P2** Assess the accounting function in 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 in complex operating environments.
LO2 Prepare basic	The accounting concept:	**P3** Prepare financial statements from

financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards.	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.	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 Financial forecasting to predict future revenues, expenses and cash flow Evaluating performance and effectiveness for making decisions and formulating plans. 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 e.g. budgets as devices for planning, coordinating, motivation and control 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 Budget-setting cycle: limiting or key factors; functional budgets, cash budgets, the preparation of sales budgets, debtors' budgets, creditors' budgets, production cost, raw	**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. **D3** Justify budgetary control solutions and their impact on organisational decision-making to ensure efficient and effective deployment of resources.

	materials and finished goods budgets The principal budget factor and budget types, including fixed, flexible, zero-based, incremental, rolling, activity-based, value proposition Variance analysis The steps for the preparation of a cash budget. Producing a spreadsheet: The numerical and other information requirements for a spreadsheet and how it should be structured to meet user needs Using a spreadsheet and techniques to enter, edit and organise numerical and other data 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. (2022) Accounting and Finance for Non-Specialists. 12th Ed. Harlow: Pearson.
- Bamber, M. and Parry, S. (2020) Accounting and Finance for Managers: A Business Decision Making Approach. 3rd Ed. London: Kogan Page.
- Drury, C. and Tayles, M. (2020) Management and Cost Accounting. 11th Ed. Andover, Hants: Cengage Learning EMEA.
- Weetman, P. (2019) Financial and Management Accounting: An Introduction. 8th Ed. Harlow: Pearson.

Links

This unit links to the following related units:

- www.accountingcoach.com AccountingCoach.com “Course outline” (Training)
- www.accaglobal.com Association of Chartered Certified Accountants (General reference)
- www.cimaglobal.com Chartered Institute of Management Accountants (General reference)
- www.corporatefinanceinstitute.com/ Corporate Finance Institute “Resources” (General reference)

UNIT SPECIFICATIONS

Unit Number

6

Unit

Managing a Successful Business Project (Pearson-set)

Level

4

TQT

150

Credit Value

15

Introduction

This 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 topic within the theme will enable students to explore and examine a relevant and 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. conception, 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, budget accountability and decisions on spending, and flexibility in meeting the needs of the organisation Project leadership styles, qualities and attributes e,g flexible, agile, adaptable Importance of motivation to team performance Delegation of work and responsibility Skills and techniques for dealing with conflict; negotiation; chairing meetings Project process management (e.g. process identification, specification, documentation, governance and operation) and how that applies at each stage of the project Contribution of process management to meeting project objectives Different project methodologies and frameworks e.g. waterfall, agile, hybrid, critical path, critical chain, scrum, kanban. 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 and 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	**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). **P3** Examine a range of research methods and strategies and their importance for gathering information and data collection. **M1** Evaluate the stages of the PLC and the factors, (deliverables, quality, risk, communication and resources) to be considered in a PMP. **M2** Evaluate a range of research methods and strategies for gathering information and data collection. **D1** Critically evaluate the project management process, PMP and research methods for gathering information and data collection.

	diagrams, fishbone diagrams, force field analysis.	
LO2 Produce a project management plan (PMP) for a business project using primary and secondary research methods	Factors to consider in a project management plan: Scheduling techniques estimating for project activities and Quality Assurance of project activities Relationship between schedules Progress monitoring and metrics to assess work performed against the schedule e.g. organisational breakdown structure (OBS) and work breakdown structure (WBS); bar charts; milestone schedules Cost breakdown structure: resources needed e.g. funding, estimating, overheads, direct costs, indirect costs, fixed costs, variable costs and overall budget for a project Tracking systems for actual costs, accruals and committed costs Alternative cost breakdowns to provide for graphical representations and performance management Project stakeholder management: their perspectives, different interests and levels of influence on project outcomes Stakeholder engagement e.g. challenges, complexities, limitations Human resources (HR) and requirements: calculation, specification and optimisation of HR requirements; job descriptions Formation of project teams Project initiation and start-up procedures Procurement strategies for outsourcing, external 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.	**P4** Produce a PMP that covers aims, objectives, deliverables, quality, risk, communication resources and research approach. **P5** Produce a work breakdown structure and a schedule to provide time frames and stages for completion. **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.
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	**P6** Conduct a business project as stated in the PMP and communicate findings. **P7** Present data to draw valid and meaningful conclusions and recommendations from data 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 method (e.g. written, verbal) and medium e.g. different report formats, online, presentation Multimedia presentation tools e.g. PowerPoint, Prezi, Google Slides, Microsoft Sway, Adobe Spark Video conferencing e.g. Zoom, Adobe Connect, Google Hangouts, Slack video calls. Communication 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, influencing and sales skills Presentation, behaviour and conduct of presenter e.g. attire, attitude, professionalism, suitable for audience, well prepared and organised Different communication formats to address different audience needs and expectations and appropriateness for meeting cultural diversity of an audience. Convincing arguments: Presenting logical and convincing findings and outcomes as part of the project process Developing evaluative conclusions.	**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
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 The value of reflection for adaptability, responding to feedback and generating new ideas and ways of working. 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.

Recommended Resources

- Flick, U. (2020) Introducing Research Methodology: Thinking Your Way Through Your Research Project. 3rd Ed. London: Sage Publications.
- Gray, D. (2021) Doing Research in the Real World. 5th Ed. London: Sage Publications. Maylor, H. and Turner, N. (2022) Project Management. 5th Ed. Harlow: Pearson.
- Pinto, J. (2019) Project Management: Achieving Competitive Advantage, Global Edition. 5th Ed. Harlow: Pearson.
- Saunders, M., Lewis, P. and Thornhill, A. (2023) Research Methods for Business Students. 9th Ed. Harlow: Pearson.

Links

- www.apm.org.uk Association for Project Management "Resources" (General reference)
- www.asana.com Asana (Tools)
- www.projectmanagement.com Project Management Institute (General reference)
- www.projectsmart.co.uk ProjectSmart (General reference)
- www.trello.com Trello (Tools)

UNIT SPECIFICATIONS

Unit Number
7

Unit
Operational Planning and Management

Level
4

TQT
150

Credit Value
15

Introduction

Operations management is everywhere, in every organisation, in every service experienced and in every product consumed. It 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 enable students to explore how operations management manages all business activities to efficiently create and deliver products and services. This includes the transformation of inputs into outputs of finished goods and services and activities throughout the supply chain. Students will explore the approach to quality management and continuous improvement in the production process. They will review how operations managers have to look externally as well as at internal processes, considering suppliers' performance and customers throughout the supply chain.
By the end of the unit students will have an insight into the complex nature of operations, processes and supply chain management, fundamental for understanding the holistic work environment in any industry and organisation.

Learning Outcomes

LO1 Examine the interrelationships of operations management with the other functions within an organisation
LO2 Explain the importance of operations management in achieving effective organisational performance
LO3 Apply quality management approaches to solve practical operations management problems
LO4 Assess the role of supply chain management in supporting an organisation to satisfy customer requirements.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Examine the interrelationships of operations management with the other functions within an organisation	Operations, core and support functions: Definition of 'operations' and 'operations management' Defining the operations function and management of activities to create and deliver products and services that include control and distribution systems, transformation process, process design, capacity management, logistics and inventory management Core functions of operations e.g. marketing, product/service development Support functions, including accounting and finance, human resources (HR), information systems and process technology Interrelationships between operations, core and support functions Career opportunities and roles in operations management e.g. operations manager, logistics manager, supply chain specialist, operations analyst Skills and competencies required: ● soft skills e.g. logical approach, quality conformance, communication skills, ethical awareness ● technical skills e.g. collaborative planning and forecasting, assessing and prioritising risks, business continuity planning and mitigation, integrating and improving systems technologies ● managing business recovery, uncertainty and seeking	**P1** Examine the interrelationships between operations and the core support functions in a range of organisations. **P2** Examine the impact that operations and processes have on other functions in an organisation. **M1** Analyse the role of operations and processes and impacts in an organisation. **D1** Critically analyse operations, processes and management in successfully improving organisational performance and achievement of objectives.

	innovative solutions to business needs in a post-pandemic world ● managing interrelationships e.g. how to manage potential conflict, hold-ups. Input-transformation-output process: Inputs, including raw materials, information and customers Transforming resources of facilities and staff Outputs of products and services, including facilitating services, service conscious manufacturing and the servitisation of organisations e.g. offer to customers of maintenance, maintenance support and training updates The process hierarchy – levels of process, the operation, supply network and individual processes Impact of the 'four Vs' (volume, variety, variation, visibility) on operations and processes.	
LO2 Explain the importance of operations management in achieving effective organisational performance	Importance of operations: The value of operations management for sustainable success, maximising profitability, productivity and efficiency The benefits of effective operations management e.g. quality, productivity, customer satisfaction, reduced cost The importance of meeting stakeholder requirements Improvement and innovation in operations function for driving organisational improvement, quality and organisational reputation. Challenges faced in operations management: The impact of the post-pandemic world on the supply chain e.g. material shortages, disruption to distribution networks, delivery times of goods and services Factors affecting pricing models, the increased volatility and rising costs of raw materials Dealing with post-Brexit trade barriers and regulations, and the impact this has had on operations and supply chains e.g, labour shortages, additional costs, complexity and risk of delay associated with new checks Increased customer expectations relating to quality, sustainability and variety Social and environmental issues e.g. political disruption, climate change, natural disasters Addressing the challenges of reducing greenhouse gas emissions in supply chains, reducing impacts on air, land, biodiverse and geological resources Globalisation e.g. shipping costs, energy costs Partnership relationships and reputation management. Organisational performance measurement: Performance objectives of operations management e.g. quality, speed, dependability, flexibility, cost Setting performance targets and key performance indicators (KPIs) to measure success Defining key performance metrics, including financial, customer satisfaction, employee satisfaction, productivity and response rate Balanced scorecard approach to performance measurement: financial, customer, internal processes and learning and growth.	**P3** Explain the challenges faced by operations management in a range of organisations when meeting customer requirements. **P4** Compare how different organisations measure operations performance and their effectiveness. **M2** Analyse the importance and effectiveness of operations management in enhancing organisational performance. **D1** Critically analyse operations, processes and management in successfully improving organisational performance and achievement of objectives.
LO3 Apply quality management approaches to solve practical operations management problems.	Importance of quality: Increased customer satisfaction, including loyalty and retention Improved organisational performance e.g. market share, waste reduction, impact on costs and revenue, improved operation processes The impact that quality has on reputation and employee motivation and engagement.	**P5** Apply different approaches to quality management for given operations management problems to optimise organisational performance. **M3** Compare benefits and limitations of different approaches for solving operations management problems and improving and optimising

	Different approaches to quality and continuous improvement: Process management to improve efficiency, compliance and output Total quality management (TQM) and developments from Deming's original 14 points for quality control for meeting customers' requirements, including employee involvement, process review and redesign, competitive benchmarking, 'right first time' and constant measurement of results Quality systems approach to achieve quality management that documents structure, processes, roles and responsibilities, policies and procedures ISO 9001, including the seven quality management principles Dimensions of TQM e.g. continuous improvement, process control, management and leadership, teamwork Theories of TQM: Crosby, Juran, European Foundation for Quality Management TQM methodologies including six sigma and DMAIC (define, measure, analyse, improve, control), lean manufacturing, zero defects, just-in-time, quick response manufacturing Best practice in TQM e.g. continuous improvement, customer focus, clear implementation strategy. Monitoring and controlling operations: Frequency of monitoring and evaluating Reporting results Deviating from the operational plan and replanning activity Use of control techniques e.g. push and pull control, trial and error control.	organisational performance. **D2** Justify different approaches of quality management to successfully solve operations management problems, optimise organisational performance and meet business objectives.
LO4 Assess the role of supply chain management in supporting an organisation to satisfy customer requirements.	The scope of supply chain management: The difference between supply chains and supply networks Internal and external supply chains Tangible and intangible supply chains Lean supply networks, efficiency and the functional product vs agile supply networks, responsiveness and the innovative product. Supply chain performance objectives: Different objectives of quality and speed, including responsiveness to customer demand and the impact on inventory, dependability, flexibility/agility, cost, sustainability. Managing supply chain relationships: In-house vs outsourcing of activities Contract-based/transactional relationships vs long-term/partnership relationships Characteristics, advantages and disadvantages of these relationships Supply-side management and the four key approaches of multiple, single, delegated and parallel sourcing Ethical global sourcing, both benefits and risks, including the ethical and sustainable considerations and standards of sources e.g. human rights, modern-day slavery, corruption and bribery Development of new pricing approaches, flexibility and capabilities to create long-term competitive advantages Demand-side management components, including logistics services, which includes in-house and outsourcing and customer relationship management (CRM) Approaches to stakeholder and supplier relationship management, including effective networking, collaborative working techniques and negotiation.	**P6** Review the role of supply chain management in supporting different organisations to supply products and services to meet their customers' needs. **M4** Evaluate how different organisations manage their supply chain relationships to ensure and maintain customers' satisfaction. **D3** Critically evaluate effective supply chain management to make recommendations for enhancing and exceeding customer satisfaction.

Recommended Resources

- Cole, G.A. and Kelly, P. (2020) Management Theory and Practice. 9th Ed. Andover, Hants: Cengage Learning EMEA.
- Grant, D.B., Trautrims, A. and Wong, C.Y. (2022) Sustainable Logistics and Supply Chain Management: Principles and Practices for Sustainable Operations and Management. 3rd Ed. London: Kogan Page.
- Jacobs, F.R. and Chase, R.B. (2023) Operations and Supply Chain Management. 17th Ed. Maidenhead: McGraw Hill Education.
- Reid, R.D. and Sanders, N.R. (2019) Operations Management: An Integrated Approach. 7th Ed. Hoboken, NJ: Wiley.
- Slack, N., Burgess, N. and Brandon-Jones, A. (2022) Operations Management. 10th Ed. Harlow: Pearson.

Websites

- www.ascm.org Association for Supply Chain Management (General reference)
- www.cips.org Chartered Institute of Procurement and Supply (General reference)
- www.ismworld.org Institute for Supply Management (General reference)
- www.scdigest.com Supply Chain Digest "Resources/Education" (General reference)

UNIT SPECIFICATIONS

Unit Number
8

Unit
Digital Business in Practice

Level
4

TQT
150

Credit Value
15

Introduction
As businesses across industries digitise their operations and processes, digital skills are highly valued by employers. Developing digital skills – ranging from data analysis to digital design, digital marketing and customer relationship management – is vital for progression in higher education but, crucially, also aids employability in a vast array of roles in the business environment.
In today's world, new technologies play an increasingly important role in the economy and in society. To remain competitive, businesses need to continually update and upskill their workers' competence. There is also a responsibility and onus on individuals to keep up to date with the changing digital landscape.
In this unit students will explore the impact of a range of digital technologies on the workplace. They will examine how these technologies can support businesses aims and services and allow interaction with customers, for example, to promote their business, to encourage people to visit their e-commerce site, to buy goods or services, to drive and increase sales, and to provide high levels of customer service. The skills generated through an understanding of the practical and necessary use and application of relevant technologies will enable students to present themselves as being digitally literate to employers and give them the confidence to succeed in applying modern, digital methods.

Learning Outcomes
LO1 Examine the digital business environment, emerging trends and contemporary approaches
LO2 Investigate the effectiveness of the use of digital technologies to achieve business objectives
LO3 Develop a transformational digital strategy plan to support the implementation of digital technologies within an organisation
LO4 Present the design of a selected mobile application to support a digital strategy within an organisation.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Examine the digital business environment, emerging trends and contemporary approaches	Defining digital business: Definitions of digital business, digitisation and digitalisation of business Digital business models Integrating business models, the business environment and the internet. Use of digital technologies: Cloud computing for access and storage, cloud file sharing and collaboration, record management Digital technologies for effective internal communication	**P1** Explain the range of digital approaches taken by organisations. **P2** Explore the relationship between contemporary approaches to digital business and their impact on meeting key performance indicators (KPIs) successfully. **M1** Evaluate the importance of digital business to organisations in a global context.

	e.g. use of Slack, Gmail and Skype for instant messaging and video conferencing Use of artificial intelligence (AI) software, e.g. ChatBot Customer service relationship management using social media e.g. Meta, Twitter, LinkedIn, Instagram, YouTube Integrated management systems software e.g. enterprise resource planning (ERP) Data analytics for audience profiles e.g. age, gender, income, geographical location Data-gathering tools and analysis, including Facebook Insights, Twitter Analytics and Google Analytics or any other suitable social media analytical tool. Emerging trends: The social networks of individuals and developments in internet technology Distributed ledger technology (DLT), the impact of blockchain and cryptocurrency on business transactions Artificial intelligence (AI).	**D1** Critically evaluate a range of digital business approaches in global organisations to promote new business growth.
LO2 Investigate the effectiveness of the use of digital technologies to achieve business objectives	The main functions of digital technologies: Different ways in which digital technology has transformed how people communicate, learn and work: ● practical application of marketing and brand promotion on products and services ● sharing information and data-based decision-making and performance measurement ● building relationships with customers/clients ● knowledge and information management ● performance measurement and planning ● business networking and interaction with customers ● effective internal communication and collaboration ● storage and archiving of data and information ● project management, budgeting, forecasting and target setting The use of statistical methods for business An introduction to financial statements, including balance sheets, income statements and cash flows, to consider the impact of digital business in an organisation. Business-to-consumer (B2C) digital interaction: The benefits of social media e.g. increased brand awareness, increased web traffic, targeted sales, increased revenue The implementation and assessment of social media strategies to create effective social media marketing campaigns across multiple platforms The benefits of good user interface (UI) and user experience (UX) design. Business-to-business (B2B) digital interaction: Managing brand and transparency using account-based digital advertising in the B2B context Different types of e-commerce platforms to provide information to B2B customers on stock levels, products regularly ordered, past purchases and add-ons for products previously bought Account portfolio management, measuring and identifying target accounts, engagement and considerations for tactical advertising and multichannel penetration. Risks and issues of the use of digital technologies to support business aims and services: Managing negative comments on social media and damage to reputation Increased use of business and personal resources to manage and control social media campaigns Customer complaints and feedback visible and open for	**P3** Investigate a range of digital technologies used by organisations to achieve business objectives. **M2** Assess the effectiveness of the use of digital technologies on business objectives in a range of global organisations. **D1** Critically evaluate a range of digital business approaches in global organisations to promote new business growth.

	scrutiny by the public Negative impact on health and mental wellbeing Meeting regulatory requirements for data protection e.g. UK General Data Protection Regulation (GDPR) compliant The impact of increased vulnerability to cybercriminals and measures to be taken for cybersecurity.	
LO3 Develop a transformational digital strategy plan to support the implementation of digital technologies within an organisation	Managing digital transformation: Leading and managing teams in the digital era, the role of the virtual leader An analysis of organisations closely associated with the digitalisation of business (e.g. Google, Apple) and digital leadership in other sectors e.g. retail, finance Skills required for managing uncertain and complex environments Ethical considerations in information systems and data analytics. Digital implementation and strategy: Implementation to improve efficiency, value or innovation The use of a digital transformation strategy plan to identify and shape new opportunities Assessing and developing new business ideas through the business model canvas Defining a digital vision, clear objectives and digital opportunities Types of digital innovation and examples of digital disruptors Considerations for strategic, long-term planning, focusing on integrated digital media channels, implementation of new technologies and smart, digital ways of working Setting SMART (specific, measurable, achievable, realistic, timely) targets in terms of integrating digital devices, platforms, media, data and technologies into organisation capabilities, processes and systems Testing ideas, creating prototypes, piloting and assessing customer feedback. Developing a competitive edge: Leading transformation and change to deliver added value and innovation Identifying and prioritising opportunities Strategies for embedding new technologies The interrelationship between the internet and strategy Information technology (IT) and change management Risk management, contingency planning to mitigate risk, mitigating implementation and monitoring.	**P4** Illustrate the ways in which digital technologies can support organisations. **P5** Construct a digital strategy plan to support the implementation of digital technologies in an organisation. **M3** Assess the ways in which digital innovation can assist organisations in developing a competitive edge through a digital strategic plan. **D2** Formulate a transformational digital strategy plan and an accompanying mobile application design through the consideration of key economic, social, cultural, technological, political, environmental and behavioural data to justify its implementation.
LO4 Present the design of a selected mobile application to support a digital strategy within an organisation.	Mobile applications: App marketing and app store optimisation Different mobile platforms, e.g. Android, iPhone, iPad, Windows, Hybrid Different app design for web app, mobile and tablet Design factors for the UI and UX Design aspects, including storyboarding, user stories, colours and fonts Phototyping and phototyping tools e.g. Apache Hadoop and IBM Cloud Identifying new business opportunities, generating feedback and putting real-world learning and theory into practice Obtaining start-up finance and initial digital marketing. Presentation and pitching skills: Audience awareness, research and sensitivity Competitor research Business and product narratives	**P6** Pitch the design of a mobile application that supports the overall digital strategy of an organisation. **M4** Pitch a mobile application, identifying ways in which it supports different digital strategies in organisations. **D2** Formulate a transformational digital strategy plan and an accompanying mobile application design through the consideration of key economic, social, cultural, technological, political, environmental and behavioural data to justify its implementation.

	Structure and time Verbal and non-verbal communication to meet audience requirements Presentation, behaviour and conduct of presenter e.g. attire, attitude, suitability for audience, preparation and organisation.	

Recommended Resources

- Bocij, P., Greasley, A. and Hickie, S. (2018) Business Information Systems – Technology, Development and Management for the Modern Business. 6th Ed. Harlow: Pearson.
- Brown, A.W. (2019) Delivering Digital Transformation: A Manager's Guide to the Digital Revolution. Berlin: De Gruyter.
- Chaffey, D., Hemphill, T. and Edmondson-Bird, D. (2019) Digital Business and E-Commerce Management. 7th Ed. Harlow: Pearson.
- Donald, M. (2019) Leading and Managing Change in the Age of Disruption and Artificial Intelligence. Bingley: Emerald Publishing.
- Laudon, K. and Laudon, J. (2021) Management Information Systems: Managing the Digital Firm. 17th Ed. Harlow: Pearson.

UNIT SPECIFICATIONS

Unit Number
9

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 organisational 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 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 and of 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	Individual difference – personality: Approaches to the study of human personality	**P1** Assess own personality traits and attributes in terms of them having a

perceptions to understand how individual difference informs and influences management approaches	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 team working abilities Application of personality and other forms of psychometric assessment in selection and promotion decisions, team building and professional development programmes. Emotional intelligence as a related concept of human personality: Developing self-awareness and understanding the value of own impact and emotional intelligence Importance of developing emotional intelligence: awareness of own thoughts, actions and feelings; ability to sense others' moods and needs Managing self and the warning signs of stress e.g. fatigue, anxiety, inability to concentrate Managing stress e.g. seeking clarity on job/task requirements; prioritising and organising; creating a balanced schedule; asking for help and support from others. Individual difference – perception: Significance of perception in 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.	positive or negative effect on management approaches and organisational performance. **P2** Reflect on the value and importance of personality and perception for effective managerial relationships. **M1** Challenge own perspectives and individual traits and attributes to influence and improve managerial relationships. **D1** Adapt personal perspectives, traits and attributes to justify improvements that influence and enhance employee motivation and create an effective workforce.
LO2 Apply content and process theories of motivation to create and maintain an effective workforce	Motivational theories: Main features of key models and their underpinning assumptions of content and process theories of motivation Content theories, including Alderfer, Herzberg, Maslow, McClelland Process theories, including Adams, Latham and Locke, Porter and Lawler The implications of motivational theory for management and leadership practice in organisations 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-	**P3** Apply content and process theories of motivation for enhancing and maintaining an effective organisational workforce, providing specific examples. **M2** Critically assess the extent that employee motivation can be enhanced and maintained by practical application of content and 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.

	bound concept, affected by a range of personal, generational and environmental factors.	
LO3 Lead a group team activity for a given business situation to demonstrate effective team leadership skills	Different types of organisational team: The importance of work groups and effective team working in contemporary organisations Types of team e.g. functional and cross-functional, problem-solving, project and self-directed teams The impact of globalisation and digital technologies on organisational teams, including virtual and cross-cultural teams Diversity and issues of communication, leadership and insufficient support Digital tools for communication (e.g. Slack, Skype, Microsoft Teams) and project management (e.g. Trello, 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 Tuckman's four stages of team 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, resistance to change Challenges in facilitating cohesiveness in global, virtual and diverse teams. Leading a team: Techniques for effectively chairing meetings both offline and online The importance of communicating organisational vision and goals effectively and how this influences teams Delegating responsibility to individuals on the basis of their expertise, competence, skills, knowledge and development needs Categorising areas for improvement in team members' performance outputs and standards Amending priorities and plans to take account of changing circumstances Techniques for leading multiple virtual teams Skills and behaviours for effective leadership e.g. inclusive, agile, professionalism in setting an example, being fair, consistent and impartial.	**P4** Communicate organisational goals and objectives to effectively lead a team for a given business situation. **P5** Explore the relevance of group behaviour and team theory in the creation and management of effective team working. **M3** Reflect on personal contribution to group behaviour and dynamics in leading and managing the team effectively. **D2** Revise personal contribution and skills in effectively leading teams to make justified recommendations for own improvement.
LO4 Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals.	Influence of power: Power as a property viewpoint: individual, relationships and embedded in structures Hard and soft sources of power Bases and types of power, power controls and power sources The use of power as an influencing mechanism in different circumstances and situations to achieve organisational goals and influence employee behaviour and performance. Influence of politics: Organisational politics arising from structural divisions, differing priorities and interests and when policies and rules are interpreted or acted on differently Political activity during periods of organisational change and political behaviour associated with conflict and	**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

	resistance. Influence of culture: Culture as a key variable affecting organisational success and factors that influence it e.g. nature of business, company goals, employee behaviours, diversity Culture promoting organisational values, expectations of how work should be undertaken and behavioural expectations of employees The impacts of organisational culture and diversity on leading and managing change 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, diversity 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.	organisational goals.

Recommended Resources

- Brooks, I. (2018) Organisational Behaviour: Individuals, Groups and Organisation. 5th Ed. Harlow: Pearson.
- Buchanan, D.A. and Huczynski, A.A. (2019) Organizational Behaviour. 10th Ed. Harlow: Pearson.
- Carbery, R. and Cross, C. (2021) Organisational Behaviour: An Introduction. 2nd Ed. London: Red Globe Press.
- Mullins, L.J. (2023) Organisational Behaviour in the Workplace. 13th Ed. Harlow: Pearson.
- Wilson, F.M. (2018) Organizational Behaviour and Work: A Critical Introduction. 5th Ed. Oxford: Oxford University Press.

Websites

- www.businessballs.com Businessballs "Management – Leading people – Organisational Culture" (Articles)
- www.hrzone.com HRZone "Lead – Culture" (Articles)
- www.managementstudyguide.com Management Study Guide "Library – Organizational Behaviour" (General Reference)
- www.managementtoday.co.uk Management Today "Leadership Lessons" (Articles)

UNIT SPECIFICATIONS

Unit Number
10

Unit
Managing and Leading Change (Pearson-set)

Level
5

TQT
150

Credit Value
15

Introduction
'Change is the only constant in life' (Heraclitus, 500 BCE). Whatever industry and whatever position you are employed in, there is always change. As such, businesses need to adapt and change with the changing business environment. Organisations are seeing change at a more rapid speed than ever before. Technology is playing a big part in this increased pace of change. Change leaders are evident in all business sectors and in a variety of roles in an organisation.
In business, change is all around, in all areas of an organisation, from minor process changes to large-scale structural change. The aim of this unit is for students to understand the different types and scope of change that may occur in an organisation. The unit will aim to illustrate the drivers and triggers for change and how they vary and affect organisations in different ways, including

the degree of impact and management's response to change. Students will gain an appreciation of how the depth of change can influence organisational behaviour, both during and after the change.
On successful completion of this unit, students will be able to apply a range of change management concepts, including diagnosing driving and resisting forces, planning for change and dealing with change in organisational settings. This will put students in a strong position to contribute to change initiatives in the workplace.
This is a Pearson-set unit. It will enable students to explore and examine a relevant and topical aspect of business that is driving change in the context of the business environment and apply this to the principles of change management.

Learning Outcomes

LO1 Produce a comparative analysis of the different types and drivers of change in business
LO2 Evaluate the impact of change on organisational behaviour
LO3 Examine different leadership techniques in decision-making for managing resistance to change and overcoming barriers
LO4 Recommend a range of leadership approaches to support the management of change initiatives.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Produce a comparative analysis of the different types and drivers of change in business	Types of organisational change: Change in a business context, including large-scale (e.g. radical, discontinuous, revolutionary) and small-scale e.g. incremental, evolutionary Different types of change, including planned or emergent, initiated or imposed Types of internal organisational change: structural, strategic, people and process change Individual, group and organisational levels of change. Drivers of change: Internal and external drivers of change e.g. PESTLE (political, economic, sociological, technological, legal and environmental) and core competencies, including identification and selection of the most significant drivers in each context The impact of technologies, including mobile devices, cloud computing, artificial intelligence (AI), cognitive computing and data analytics on the speed of change and as a driver of change The digital transformation of organisations and the change business model.	**P1** Review a range of contemporary examples of organisational change and their impact on business operations. **P2** Compare drivers for change and their influence on organisational change. **M1** Analyse drivers for change and the types of organisational change they have affected. **D1** Make justified recommendations that would minimise the impact of organisational change on organisational behaviour.
LO2 Evaluate the impact of change on organisational behaviour	Change and the impact on organisational behaviour: The impacts of change at individual, group and organisational level The psychological impact of change on people and the implications of change Impact on team dynamics and how people are led and managed The influence of position and perception on differing views of change, negatively or positively. Readiness to change: Learning organisations The use of systems theory, systems leadership and continuous improvement models to predict and proactively plan for change. Measures to minimise impact change: Different perspectives on dealing with change Change impact analysis (e.g. Bohner and Arnold) and impact analysis techniques The importance of stakeholder analysis and communication in change Application of the Burke-Litwin model to make the change process efficient and effective Preparing and planning for business continuity in response to major disruption and disaster recovery The benefits of effective succession planning for supporting planned transition and change	**P3** Analyse how leadership and individual behaviour in organisations can be affected by change. **P4** Evaluate measures that can be taken to minimise negative impacts of change on organisational behaviour. **M2** Critically evaluate the long-term implications of change on organisational behaviour. **D1** Make justified recommendations that would minimise the impact of organisational change on organisational behaviour.

	Best practices for effective business continuity and succession planning.	
LO3 Examine different leadership techniques in decision-making for managing resistance to change and overcoming barriers	Barriers and resistance to change: Different levels of resistance e.g. individual, group and organisational levels Recognition of the barriers to change, including physical, psychological and economic factors, for the individual, teams, managers and the organisation as a whole Schein's organisational culture model, self-efficacy perceptions and situational resistance when determining barriers The use of force field analysis to understand likely opposition and support for change. Leadership and decision-making: The use of the Vroom-Yetton-Jago decision-making model to identify correct leadership style for the situation and level of involvement required Leadership ethics for effective decision-making e.g. respecting and valuing diversity, values and ethical beliefs Speed of change e.g. pre-emptive and proactive or responsive and reactive The impact that the scope of the change may have on decision-making Factors for consideration, including organisational values and culture, ethics, type of decision (strategic vs tactical), value for money (VfM) and internal organisational factors The influence stakeholders have on attitudes to change. Responding to barriers and resistance to change: Conflict management, including Thomas-Kilmann Conflict Mode Instrument (TKI) and interest-based relational (IBR) approach Strategies used to manage conflict e.g. choosing a style of conflict resolution appropriate to the situation, separating people from problems, listening actively and empathetically, establishing the facts of the case, exploring options for a solution, producing a resolution plan and gaining buy-in from all parties Overcoming barriers to change, including: defining the changes required; moving to and agreeing a desired position with manager(s), team(s) and individuals; obtaining support; structuring the elements for change in overt ways. Delegation: Models of delegation e.g. Tannenbaum and Schmidt's continuum, Tuckman's four-stage model Features of delegation e.g. task definition, goal-planning, team/person selection, assessment of team/person capability, rationale for the delegation, target-setting Monitoring tools and reporting techniques e.g. activity management by observation, the use of checklists, updates and reports, self-assessment Factors affecting the success of delegated activities e.g. knowledge, experience and expectations of those involved, clarity of instructions, access to resources, time management.	**P5** Investigate forces for and against change and how they affect leadership decision-making in organisations. **P6** Discuss effective leadership techniques for managing resistance to change and overcoming barriers. **M3** Apply force field analysis to analyse both driving and resisting forces to show how they influence leadership techniques for decision-making **D2** Critically analyse different leadership techniques, approaches and models in relation to the drivers and resisting forces.
LO4 Recommend a range of leadership approaches to support the management of change initiatives.	Leadership approaches: The context of a task, activity or challenge to determine leadership styles and management approaches for supporting the management of change in the organisation e.g. situational leadership, transformational leadership and psychodynamic approaches 'Nudge' theory and influencing behaviours Features, advantages and disadvantages of different	**P7** Recommend change leadership approaches and models to support the management of change initiatives to meet organisational vision and goals. **M5** Analyse the use of leadership approaches and models for supporting the management of

	decision-making techniques, including decision tree analysis, Delphi technique, multi-voting, modified Borda count and paired comparison analysis. Initiating change: The impacts of change initiated by leaders e.g. increased control, time and increased opportunity to select the best approach to apply The impacts of change that is imposed e.g. opportunities are reduced or even negated The use of change agents in initiating and aiding change. Change models: The benefits and disadvantages of the key models of change, including: ● Kotter's eight-step change model ● Lewin's change management model McKinsey's 7-S model ● Kotter's dual operating system, which addresses both entrepreneurial ideas and strategy ● Balogun and Hope Hailey's change kaleidoscope and the application of power politics and culture to change ● change through strategic communication, the principles of change leadership ● use of the ADKAR model (awareness, desire, knowledge, ability and reinforcement) model to identify why change is difficult and why changes succeed or fail.	change initiatives. **D2** Critically analyse different leadership techniques, approaches and models in relation to the drivers and resisting forces.

Recommended Resources

- Cameron, E. and Green, M. (2024) Making Sense of Change Management. 4th Ed. London: Kogan Page.
- Dawson, P. and Andriopoulos, C. (2021) Managing Change, Creativity and Innovation. 4th Ed. London: Sage Publishing.
- Lewis, L.K. (2019) Organizational Change: Creating Change Through Strategic Communication. 2nd Ed. Chichester: Wiley-Blackwell.
- Northouse, P.G. (2021) Leadership: Theory and Practice. 9th Ed. London: Sage Publishing.
- Pendleton, D., Furnham, A. and Cowell, J. (2021) Leadership: No More Heroes. 3rd Ed. London: Palgrave Macmillan.

Websites

- www.businesstrainingworks.com Business Training Works "Resources" (General reference)
- www.managementtoday.com Management Today (General reference)
- www.mindtools.com Mind Tools "Explore – Leadership and management – Change management" (General reference)
- www.strategy-business.com Strategy + Business "Topics – Leadership" (Articles)

UNIT SPECIFICATIONS

Unit Number
11

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: 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, negotiating, coordinating and controlling resources The strategic, tactical and operational perspectives of operations management and its contribution to achieving organisational objectives e.g. impact on costs, quality, revenue, profit and customer satisfaction Scope of operations management in manufacturing vs service sectors, profit and not-for-profit, small and medium-sized enterprises (SMEs) and large organisations The transformational process model as a cyclic process: transformed resources – materials, information, customers; transforming resources e.g. staff, facilities; macro-operation (overall transformation) and micro-operations within the macro-operation (manufacture, transport, supply, service); boundaries to the operations system (suppliers, customers, external environment) Dimensions of operations processes e.g. volume, variety, variation, visibility. Design and management of supply chain networks: Operations and supply chain management interdependencies The impact of operations management on global sourcing and criteria for selecting appropriate suppliers on basis of efficiency, effectiveness, networks and 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 Embedding sustainable procurement practices in supply chain management; considering the environmental and human impact of the journey through the supply chain, from raw materials sourcing to production, storage, delivery and every transportation link in between Ethical considerations in the supply chain e.g. complying with standards, raising awareness of sustainability and ethical practices.	**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.

LO2 Apply a range of techniques and analysis frameworks used by operations managers to support decision-making and address problems	Measures of operations performance: Triple bottom line (TBL/3BL) and sustainability and strategic impact, including achieving objectives of revenue, risk, efficiency and innovation Business planning tools and techniques e.g. PERT (programme evaluation and review technique), linear programming, forecasting, capacity planning, contingency planning. Techniques and frameworks: Control systems and their link to the operational function Different types of control system, including capacity planning and control, inventory planning and control, and supply chain planning and control Building a culture of continuous improvement and total quality improvement Fail fast philosophy to support decision-making; testing and incremental development, pivoting and cutting losses to reduce costs and minimise risk 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. Contingency planning: Purpose of contingency planning and stages in contingency planning, including the use of benchmarking: ● the process(es) – the development of actions and activities to safely continue a task or activity within resources ● accessing resources for an emergency recovery e.g. money, a building, materials, people, equipment ● discussion relating to the lessons learned. The impact of technology on decision-making and operations management: Application of technologies to drive performance e.g. cloud computing, mobile telecommunications, remote working, convergence of technology platforms Technologies for customisation of design products and services e.g. computer aided design (CAD) Use of technologies for the interpretation of data and information to inform evidence-based decision-making e.g. dashboards, performance metrics Use of software and cloud-based systems e.g. enterprise resource planning (ERP) systems, supply chain management (SCM), new product development (NPD), 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 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 Pioneers of total quality management such as Deming (plan–do–check–act) and Juran e.g. quality planning–quality control–quality improvement. Continuous quality improvement in practice: Product quality and process quality improvement in relation to compliance with requirements, specifications and	**P5** Evaluate a range of approaches to continuous quality improvement. **P6** Prepare a continuous improvement plan based on operational activities in an organisation. **M3** Critique a range of total quality management approaches and techniques within the continuous improvement plan to achieve organisational objectives.

	customer expectations compared with process efficiency Monitoring improvement, 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 Lean approaches for systematic waste minimisation, work standardisation and flow, including just-in-time (JIT), 5S and kanban Quality improvement as a cross-organisational activity and not simply as an independent function Role of information technologies and software in supporting continuous quality improvement.	**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 e.g. organisational culture, human resource management (HRM), business activities 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 and planning contingency. Managing uncertainties and potential threats: Extending the use of PESTLE (political, economic, sociological, technological, legal , environmental) and SWOT (strengths, weaknesses, opportunities, threats) analysis to develop contingency plans and strategies to mitigate negative consequences Mitigating risk from increasing frequency of non-economic risks e.g. natural disasters, geopolitical uncertainty and global pandemics 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 The importance of effective negotiation skills with suppliers and factors to consider in mitigating risk, delivery time, payment conditions, aftercare and maintenance terms and quality standards The importance of alignment between partners in the supply chain and internal integration of business functions.	**P7** Discuss the role and importance of SRA for an organisation. **P8** Undertake an 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 SRA for organisations operating in diverse and complex environments.

Recommended Resources

- Cole, G. and Kelly, P. (2020) Management Theory and Practice. 9th Ed. Andover, Hants: Cengage Learning EMEA.
- Grant, D.B., Trautrims, A. and Wong, C.Y. (2022) Sustainable Logistics and Supply Chain Management: Principles and Practices for Sustainable Operations and Management. 3rd Ed. London: Kogan Page.
- Jacobs, F.R. and Chase, R.B. (2023) Operations and Supply Chain Management. 17th Ed. Maidenhead: McGraw Hill Education.
- Reid, R.D. and Sanders, N.R. (2019) Operations Management: An Integrated Approach. 7th Ed. Hoboken, NJ: Wiley.
- Slack, N., Burgess, N. and Brandon-Jones, A. (2022) Operations Management. 10th Ed. Harlow: Pearson.

Websites

- www.ascm.org Association for Supply Chain Management (General reference)
- www.cips.org Chartered Institute of Procurement and Supply (General reference)
- www.ismworld.org Institute for Supply Management (General reference)
- www.scdigest.com Supply Chain Digest “Resources/Education” (General reference)

UNIT SPECIFICATIONS

Unit Number

12

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 competencies 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 approach 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 Business strategy vs corporate 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 macroenvironment: The different types of frameworks and analysis of the macroenvironment, including: ● stakeholder analysis and stakeholder matrix, stakeholder mapping ● environmental analysis using PESTLE (political, economic, sociological, technological, legal, environmental) 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 (strengths, weaknesses, opportunities, threats) analysis and 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 edge Benchmarking strategic capabilities and value chain analysis Cost–benefit analysis. Internal analysis:	**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.

	Informing internal assessment from external context: linking tools e.g. SWOT informed by PESTLE McKinsey's 7-S model as a management tool. Analysis of strategic capabilities using the VRIO (valuable, rare, inimitable, organised)/VRIN (valuable, rare, inimitable, non-substitutable) framework.	**D1** Create a set of valid strategic directions, objectives and tactical actions for successfully achieving strategic alignment, based on critical interpretation of internal and external data and information.
LO3 Apply the outcomes of an analysis, using an appropriate strategic management tool, in a given market sector	Analytical tools and models of analysis: The balanced scorecard to align organisation vision and strategy Competitive analysis using Porter's five forces model Stakeholder analysis Applying the Ansoff matrix to product and market strategy. Monitoring performance: Monitoring performance against strategic management plans to adjust to an internal and external changing environment Monitoring techniques e.g. setting monitoring alerts, status reporting using reports, dashboards, analytics, monitoring risk and mitigating risks, frequently revisiting and reviewing action plans that detail strategy implementation and issues Reviewing and redefining goals, objectives and timelines. Measuring and evaluating success of strategic outcomes: Identifying and establishing strategic key performance indicators (KPIs) to measure and evaluate performance Different types of measure e.g. efficiency, quality, outcome measures Setting different types of KPI for financials, customers, processes and employees e.g. return on investment (ROI), percentage of market share, delivery response time to customers, employee retention.	**P3** Determine appropriate management tools to analyse a given market sector for an organisation and inform strategy. **P4** Devise appropriate strategic objectives, based on the outcomes of analysis for an organisation to inform 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 model canvas to visualise, assess and change business models The use of roadmaps to visualise long-term business objectives and strategies. 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 approach 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

- Dess, G., McNamara, G., Eisner, A. and Lee, S-H. (2020) Strategic Management: Creating Competitive Advantages. 10th Ed. Maidenhead: McGraw Hill Education.
- Johnson, G., Whittington, R., Angwin, D. and Regnér, P. (2023) Exploring Strategy. 14th Ed. Harlow: Pearson.
- Lynch, R. (2021) Strategic Management. 9th Ed. London: Sage Publications.
- Rothaermel, F. (2021) Strategic Management. 5th Ed. Maidenhead: McGraw Hill Education.

Websites

- www.businessballs.com Businessballs "Management – Operational management – Strategy and innovation" (General reference)
- www.corporatefinanceinstitute.com Corporate Finance Institute "Resources" (General reference)
- www.strategy-business.com strategy+business "Topics – Strategy" (General reference)

UNIT SPECIFICATIONS

Unit Number
13

Unit
Business Information Technology Systems

Level
5

TQT
150

Credit Value
15

Introduction
Information is the most valuable resource that an organisation possesses. The effective gathering, protection, analysis, processing and dissemination of information is vital to the success of any organisation. As globalisation and the 24-hour economy develop and increase, organisations must ensure that their information systems are reliable, efficient and able to cope with rapid change. This unit introduces students to the importance of information to organisations. They will examine how systems can be used to support core business functions and enable organisations to be more productive and competitive in the global marketplace.
The aim of this unit is to enhance students' understanding of contemporary business information technology (IT) systems and how organisations develop and continuously review their IT strategy to gain and maintain competitive advantage. Students will explore the areas of business that benefit from the support of IT systems and how organisations are using IT as a driver for business improvement.
By the end of this unit students will be able to critically analyse the application of current and future technologies and suggest best solutions for an organisation.

Learning Outcomes
LO1 Analyse the role of different IT systems in support of organisational objectives.
LO2 Compare flexible and reliable IT systems that respond to organisational requirements in an organisational context.
LO3 Evaluate IT systems that support value-added change in organisations.
LO4 Recommend practical IT system solutions to given organisational scenarios.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Analyse the role of different IT systems in support of organisational objectives.	IT systems: Definition of IT systems and categories of information systems e.g. operational, tactical and strategic information systems Definition of information and data, sources of information, information requirements and the need for information at different levels in an organisation Hardware and software for IT systems e.g. operating systems, computer communications and networks, distributed computing The link between strategy, processes and systems. Emerging digital technologies and use of digital devices:	**P1** Analyse the use of IT systems in different functions of an organisation. **P2** Examine how IT systems contribute to the achievement of objectives in a specific organisational context. **M1** Critically analyse how IT systems are applied in the different functions of an organisation and how they work together to achieve high performance.

	● cloud computing for data storage, retrieval and transmission ● mobile devices for database management, stock management, goods tracking and customer service ● distributed ledger technology (DLT) e.g. blockchain for e-commerce ● the transformational impact of 5G networks on IT systems for faster and efficient decision-making. The role of IT systems: The role of IT in knowledge management, data management and customer service management Storing information and its importance with regard to security, accuracy and relevance The impact of IT systems and their contribution to decision-making and solving business problems Capabilities and limitations of IT solutions The impact of IT systems on the functions and structure of organisations to support meeting organisational objectives.	**D1** Justify the role and purpose of IT systems in different functions of an organisation, and their contribution to achieving organisational objectives.
LO2 Compare flexible and reliable IT systems that respond to organisational requirements in an organisational context.	Types of IT system: Use of different types of IT system and their role in relation to meeting business objectives and improving operational efficiency: ● end of point sales (EOPS) for transaction processing ● systems for customer relationship management (CRM) e.g. Salesforce ● database management systems, use of data dashboards, data warehouses and data discovery tools for business intelligence e.g. datapine, Clear Analytics, Tableau Online ● knowledge management systems (KMS) (e.g. Microsoft Teams, Alfresco, Google) for streamlining employee workflows, collaboration, sharing and disseminating data and information ● enterprise resource planning (ERP) cloud solutions (e.g. Oracle) for integrating different technologies and systems across the business ● business process management (BPM) systems e.g. IBM Business Process Manager. Types of information and data: Layers of information systems e.g. services, integration, security, analytics Corporate database management systems, data management and characteristics of data in organisations Processing big data, data warehousing and online databases Types and flow of data and information in an organisation Cybersecurity measures for data protection and confidentiality. Reliability of IT systems and data quality: The importance of ensuring accurate and appropriate data collection Quality Assurance and control measures used to ensure data quality on entry and after data collection.	**P3** Compare different ways, in an organisational context, that IT systems store and process data for knowledge management, customer relationship management, data management and communication management. **M2** Evaluate the different ways that IT systems store and process data to meet organisational objectives, giving specific organisational examples. **D2** Critically evaluate the choices that have been made in specific organisational examples to make recommendations.
LO3 Evaluate IT systems that support value-added change in organisations.	Project management methodologies and strategies to create value and competitive advantage: Project management methodology for achieving specific goals e.g. scrum, waterfall, kanban methodologies Value-creation strategy, competitive advantage, make-or-buy decisions Cost and benefit analysis. IT support for value-added change: IT for improving knowledge in activities in the value chain, increasing quality, reducing costs New and existing approaches to improving IT position and impact on other business areas providing value-added services e.g. innovative solutions for providing real-time	**P4** Evaluate how IT systems can be used to support value-added change for improving business operations, performance and sustainability. **M3** Critically evaluate advantages and disadvantages of different IT systems that support value added change in an organisational context. **D3** Provide justified recommendations for improving IT systems in the support of value-added change in an organisational

	performance data, maintenance histories, organic systems for effective data management and cybersecurity solutions System development tools and techniques e.g. agile, rapid application development (RAD), scrum, waterfall The benefits of process management to support value-added change e.g. risk reduction, improved control and collaboration, improved business agility.	context.
LO4 Recommend practical IT system solutions to given organisational scenarios.	IT systems support for problem-solving: Problem-solving using decision-making models, e.g. decision support systems, group decision, artificial intelligence and IT systems application Problem-solving and decision-making techniques, including root cause analysis, affinity diagrams, Pareto analysis, cost–benefit analysis The need for adaptability to manage the fast pace of change in industry and technology; responding to impact of external factors; responding to stakeholder emerging needs; mental and physical wellbeing The use of IT systems to support the storing and managing of data, informationsharing, communication, security and gaining a competitive edge The use of IT systems for seamless customer experience management. Monitoring and evaluating IT systems: Effective monitoring and evaluation of IT systems and their impact on organisations.	**P5** Recommend practical IT systems solutions for organisational scenarios that cover a range of common business problems experienced in the workplace. **M4** Recommend practical IT systems solutions, giving potential consequences and benefits of their implementation. **D4** Evaluate how IT system solutions support added future value and improve the workplace.

Recommended Resources

- Benyon-Davies, P. (2019) Business Information Systems. 3rd Ed. London: Palgrave Macmillan.
- Bocij, P., Greasley, A. and Hickie, S. (2018) Business Information Systems: Technology, Development and Management for the Modern Business. 6th Ed. Harlow: Pearson.
- Galliers, R.D., Leidner, D.E. and Simeonova, B. (2020) Strategic Information Management: Theory and Practice. 5th Ed. Abingdon: Routledge.
- Laudon, K. and Laudon, J. (2021) Management Information Systems: Managing the Digital Firm. 17th Ed. Harlow: Pearson.
- Turban, E., Pollard, C. and Wood, G. (2021) Information Technology for Management: Driving Digital Transformation to Increase Local and Global Performance, Growth and Sustainability. 12th Ed. Chichester: John Wiley and Sons.

Websites

- www.computerweekly.com Computer Weekly (Articles)
- www.computer.org Institute of Electrical and Electronics Engineers (IEEE) Computer Society "Education and career – Research – Tech News Blog" (General reference)

UNIT SPECIFICATIONS

Unit Number
14

Unit
Developing Individuals, Teams and Organisations

Level
5

TQT
150

Credit Value
15

Introduction
This unit gives students knowledge of key areas for a career in human resource development and management positions where employee training and development are part of their role.

This unit will give students knowledge of the different factors involved in diagnosing the skills, training and development requirements for their future employees and for their individual career goals. Students will be introduced to the concept of highperformance workplaces and the strategic benefits this can bring to an organisation. They will recognise that their professional development is just one route to improving the performance of the teams and organisations in which they work. Students will plan towards achieving their career goals while becoming aware of the context in which learning takes place and how development needs are linked to learning interventions aimed at supporting an organisation's strategy.
On successful completion of this unit, students will have laid the foundations for their continuing professional development (CPD), which will support them in becoming engaged in lifelong learning. They will be able to contribute to the development of others and make a positive contribution to the sustainable growth of an organisation.

Learning Outcomes

LO1 Appraise the use of high-performance working (HPW) and culture in supporting sustainable business performance
LO2 Evaluate the ways in which performance management can support high-performance culture and commitment
LO3 Review the factors to be considered when planning training and development activities in an organisation
LO4 Design a personal and professional development career plan for a named job role, based on reflection and evaluation.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Appraise the use of high-performance working (HPW) and culture in supporting sustainable business performance	High-performance working (HPW): HPW as a concept, philosophy and approach to developing and supporting strategy development, competitive advantage and improving employee relations HPW and human resource management (HRM) practices to support HPW. HPW organisations and teams: The characteristics of an HPW organisation (HPWO) Benefits of HPW to employees and the employer Addressing barriers and how to overcome difficulties in an HPWO Selling the concept of HPW to those who will be facilitating its implementation Ethical considerations in developing and promoting an HPWO Katzenbach and Smith's The Wisdom of Teams, the characteristics of a highperforming team and common approaches to building team performance Larson and LaFasto's eight dimensions of team effectiveness Features, advantages and disadvantages of different problem-solving methods, including PDCA (plan, do, check, act), problem-solving cycle, FOCUS (find the problem, organise a team, clarify the problem, understand the problem, select a solution) model, GROW (goal, reality, obstacles, options, way forward) model. HPW culture: Different types of organisational culture The role that organisational culture plays in an HPWO Cultural awareness, diversity, and sensitivity in organisational culture to support an HPWO.	**P1** Review how HPW contributes to employee engagement and improved sustainable business performance for a specific organisation. **M1** Analyse the benefits of applying HPW, with justifications for a specific organisation to support successful sustainable business performance. **D1** Synthesise knowledge and information to make appropriate judgements on how HPW supports improved employee engagement, commitment and competitive advantage.
LO2 Evaluate the ways in which performance management can support high-performance culture and commitment	Performance management (PM): PM as a concept and a process Effective and ineffective PM The use of PM to inform learning and development at the organisational, team and individual level The ways in which evolving organisational, team and individual learning needs are analysed against performance gaps and planned goals Differences in PM systems Use of PM to transform organisations. Organisational culture: As a facilitator for or barrier to effective PM The use of internal collaboration to deliver effective PM. The developmental approach to PM:	**P2** Evaluate different approaches to performance management and how they support high-performance culture and commitment, giving specific examples. **M2** Critically evaluate the effectiveness of different approaches to performance management and how they support high-performance culture and commitment. **D1** Synthesise knowledge and information to make appropriate judgements on how HPW supports improved employee engagement,

	Separating development from evaluation where the developmental approach considers stages in development and how these are achieved through the setting of criteria, the imposition of systems and an incremental approach to achieving developmental aims.	commitment and competitive advantage.
LO3 Review the factors to be considered when planning training and development activities in an organisation	Learning and development (L&D) objectives: Defining the strategic role and different objectives of L&D The key areas and primary objectives for L&D: talent and acquisition; motivating and engaging employees; building a values-based culture; building an employee brand; and the mental health and wellbeing of employees. Supporting organisational and individual learning: Learning-focused strategic and tactical goals, informed by relevant evaluation and analysis e.g. a gap analysis or a skills evaluation Steps to build a learning organisation The different techniques by which learning is determined and implemented, including feedback tools (e.g. feedback loops, 360-degree feedback) and coaching tools e.g. GROW model, SMART (specific, measurable, achievable, realistic, timely) objective setting Skills required for providing and receiving employee feedback as part of the coaching process. Coaching and mentoring models: TGROW: based on the GROW model, perhaps the most well known in coaching circles – a five-stage model (topic, goal, reality, options, wrap-up) CLEAR (contract, listening, explore, action, review) OSKAR (outcome, scaling, know-how, action, reviewing progress) The use of formal and informal learning across an organisation to develop individual, team and organisational skill sets. Training and development: Training as a one-off event or series of activities is different to development, which has a more protracted timescale and builds on the skills and knowledge gained during training On-the-job, off-the-job, different training and development methods e.g. coaching, training that leads to a qualification, continuing professional development (CPD) activities. The learning cycle: Lifelong learning, learning cycle theories e.g. Kolb, Honey and Mumford, Lewin The conscious competence ladder and four stages of competence to aid learning and reflection Reflective models e.g. Gibbs and Schön.	**P3** Review the factors to be considered when implementing training and development and how they enable an organisation to maintain a competitive advantage. **M3** Critically evaluate the factors to be considered when planning training and development, supported by specific organisational examples. **D1** Synthesise knowledge and information to make appropriate judgements on how HPW supports improved employee engagement, commitment and competitive advantage.
LO4 Design a personal and professional development career plan for a named job role, based on reflection and evaluation.	Continuing professional development (CPD): Defining CPD and purpose in both an organisational and personal context Career planning for the career matrix and the value of lifelong learning principles to adapt to transformation and changing career opportunities Engaging in CPD and the CPD cycle Structuring CPD activities in an organisation and on an individual basis The recording and evaluation of CPD at a personal and organisational level The use of skills audits in diagnosing areas for development e.g. personal skills audits, gap analysis The importance of professional frameworks e.g. professional industry body standards.	**P4** Determine appropriate personal and professional knowledge, skills and behaviours required for a specific job role. **P5** Produce a personal and professional development plan for a specific job role, informed by reflective practice and evaluation. **M4** Design a detailed personal and professional development plan that incorporates the CPD cycle. **D3** Create a detailed and coherent personal and professional development plan, based on insightful reflection and critical

	Managing self: Meaning of self-management skills and the ability to control feelings, emotions and activities to feel and be more productive Areas of self-management e.g. self-awareness, stress management, time management Developing self-awareness and asking for feedback to get different perspectives; identifying blind spots; paying attention to other people's body language, emotions and words Exploring feelings and emotions by practising regular self-reflection and self-motivation Time management strategies, including using 'to do' lists (e.g. monthly, weekly, daily), prioritising tasks (e.g. importance vs urgency), Covey's time management matrix Scheduling tasks: allowing flexibility in scheduling; setting realistic goals and deadlines; regularly reviewing workload; keeping multitasking to a minimum; minimising distractions; managing emails effectively. Managing performance: The purpose and use of personal development planning (PDP) Identifying own responsibilities: job description; contract; staff handbook; code of conduct; organisational structure Goal-setting: agreeing SMART objectives with line manager; alignment of objectives with organisational aims/goals; relationship of personal objectives to those of team members and other colleagues Measurement standards: agreed criteria for measuring progress and achievement; varying criteria depending on organisation and role (e.g. quality of work, volume of work, timeliness of completion, customer satisfaction) Completing tasks/work: meeting quality standards and agreed timescales; reporting problems beyond own level of competence Methods of monitoring and assessing performance. Reflective learning: Meaning of reflective practice: learning from own experiences and actions to improve Application of the learning cycle in personal development The conscious competence ladder and the four stages of competence for reflective practice Reflective learning as a philosophy and a concept Becoming a reflective practitioner to reflect on own performance; working style and its impact on others.	evaluation of audits conducted.

Recommended Resources

- Cottrell, S. (2021) Skills for Success: Personal Development and Employability. 4th Ed. London: Bloomsbury Publishing.
- Cheung-Judge, M.Y. and Holbeche, L. (2021) Organization Development: A Practitioner's Guide for OD and HR. 3rd Ed. London: Kogan Page.
- Michelsen, W.K. (2022) The Essential Guide for Effective Team Management: The Rules and Tools for Achieving High Performance Teams. Lucca Publications NZ Ltd, Kindle edition.
- Taylor, S. and Woodham, C. (2022) Studying Human Resource Management. 3rd Ed. CIPD.

Websites

- www.businessballs.com Businessballs "Management – Managing People – Performance and talent management" (General reference)
- www.shrm.org Society for Human Resource Management HR Magazine (General reference)
- www.thebalancecareers.com The Balance "Career Planning" (General reference)

UNIT SPECIFICATIONS

Unit Number
15

Unit
Business Communications and Relationship Management

Level
5

TQT
150

Credit Value
15

Introduction
Effective communication and stakeholder relationships are essential for success in students' management/leadership roles. They will be expected to establish good relationships with their organisation's internal and external stakeholders, develop interpersonal skills and apply appropriate communication techniques to a variety of situations.
In this unit, students will look at concepts of communication in organisations and how to select communication techniques that are fit for purpose. They will investigate the contribution of interpersonal skills to successful relationship management and consider ways to build positive relationships with partners, stakeholders and suppliers. They will develop knowledge of approaches to negotiation, influencing and networking in a management/leadership context. 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.

Learning Outcomes
LO1 Employ a range of interpersonal skills and different approaches to partner, stakeholder and supplier relationship management.
LO2 Work collaboratively to enable delivery through others and share good practice in a business context**.**
LO3 Apply coaching and mentoring techniques to support learning and development of others.
LO4 Deliver a pitch and negotiation to achieve a sustainable competitive advantage.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Employ a range of interpersonal skills and different approaches to partner, stakeholder and supplier relationship management.	Relationship management: The concept of relationship management and its value Identification, analysis and management of relationships with internal and external stakeholders Creating good working relationships by managing conflict, motivating team, increasing productivity, solving problems, networking effectively, asking the right questions, being clear and concise, identifying common ground and establishing trust and rapport. Application of interpersonal skills in relationship management: Developing interpersonal relationships with subordinates, colleagues, partners, customers and suppliers Chairing meetings in line with organisational requirements to communicate vision and goals Importance of developing emotional intelligence to; ● build high-quality connections with stakeholder; listening, understanding, challenging and managing their expectations ● strengthening relationships with feedback, expressing gratitude and appreciation. Approaches to relationship management: Engagement with stakeholders e.g. being authentic, establishing shared goals and values, developing mutual respect Encouraging involvement e.g. excellent communication, openness, honesty, transparency	**P1** Apply a range of interpersonal skills and different approaches taken to relationship management in a chosen organisation. **P2** Examine how shared goals and values and mutual respect help develop effective partner relationships. **M1** Evaluate the value of effective interpersonal skills in creating strong internal and external stakeholder relationship management in a chosen organisation. **D1** Make recommendations for improving relationship management based on critical reflection.

	Influencing stakeholders e.g. the ability of a leader to affect, shape or transform opinions (convincing) and behaviours and actions (persuading) Critical leadership competence: outcomes of influencing, commitment, compliance, resistance Communicating organisational vision and goals to different stakeholders.	
LO2 Work collaboratively to enable delivery through others and share good practice in a business context**.**	Collaborative working techniques: Different types of collaboration e.g. open, closed, virtual Creating a trusting environment Setting clear objectives and actions Achieving buy-in, the personal benefits of collaboration Seeking views of others Seeking specialist advice and support to enable delivery against plans, in accordance with organisational policy. Networking: Establishing a mutually beneficial relationship e.g. informing others of benefits Creating new customers, new contacts and referrals Visibility, staying current Collaborating and problem-solving Sharing knowledge and experience with stakeholders.	**P3** Collaborate in a group project to identify and share good practice and work collaboratively with others in line with organisational requirements. **P4** Demonstrate positive effective interpersonal skills and behaviours to build trust. **P5** Seek specialist advice and support to enable delivery against organisational requirements. **M2** Apply effective collaborative techniques to successfully meet the organisational requirements. **D2** Adapt interpersonal skills and behaviours to improve and and enhance collaboration.
LO3 Apply coaching and mentoring techniques to support learning and development of others.	Coaching: Coaching in an organisational context e.g. when used as a training and development activity and motivational tool The benefits of using coaching to improve performance at work e.g. enhancement of morale, motivation and productivity Features of different coaching models and how they are used to structure coaching e.g. directive, non-directive Coaching skills e.g. empathy and ability to understand others, effective feedback skills to coach team members to reach new goals, compassion as a relationship building skill, effective goal-setting, positive thinking. Mentoring: Mentoring as a training and development activity Models of mentoring, including: ● Alred et al – three-stage model ● Kram's four stages of the mentoring relationship ● developmental vs sponsorship mentoring ● work shadowing ● job or work rotation ● secondment Stages in mentoring e.g. exploration, contracting, new understanding, action planning Factors affecting the choice of mentoring approach e.g. personal need/purpose of the mentee, experience of those involved, the availability of resources, proximity, access to technology, information security and record-keeping, ethical considerations Advantages and disadvantages of mentoring approaches used to improve performance in the workplace.	**P6** Apply the use of appropriate recognised coaching and mentoring techniques to support development of a team or individual. **P7** Demonstrate appropriate communication and interpersonal skills to build rapport with an individual being coached and mentored. **M3** Justify the selection of coaching and mentoring models that align with identified development needs. **D3** Critically review the effectiveness of own coaching and mentoring practice in supporting the development of others.
LO4 Deliver a pitch and negotiation to achieve a sustainable competitive advantage.	Stages of the negotiation process: Preparation and planning Discussion and defining ground rules Clarification of goals Negotiate and bargain towards a win–win outcome The five stages of conflict resolution Dealing with rejection and asking for referrals Tactics for avoiding misunderstanding	**P8** Present an appropriate pitch and negotiation, applying effective negotiation and influencing skills that achieve a sustainable competitive advantage. **M4** Deliver a structured pitch that focuses on sustainable competitive advantage and maximises the

	Influencing skills e.g. listening closely, acknowledging others' viewpoints, establishing rapport Agreement Implementation of a course of action. Pitching and negotiation 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 with and persuading internal and external stakeholders Strong negotiation and sales skills e.g. active listening, persuasion, strategising, compromising, cooperating Presentation, behaviour and conduct of presenter e.g. attire, attitude, professional conduct, suitability for audience, preparation, organisation	opportunities for success. **D4** Pitch a dynamic and creative strategy that is both concise and persuasive, to achieve a sustainable competitive advantage.

Recommended Resources

- Castle, T. (2018) The Art of Negotiation: How to Get What You Want, Every Time. Croydon: I_AM Self Publishing.
- Connor, M. and Pokora, J. (2017) Coaching and Mentoring at Work: Developing Effective Practice. 3rd Ed. Oxford: Open University Press.
- Coughter, P. (2012) The Art of the Pitch: Persuasion and Presenting Skills that Win Business. New York: Palgrave Macmillan.
- O'Brien, J. (2022) Supplier Relationship Management: Unlocking the Value in Your Supply Base. 3rd Ed. London: Kogan Page.
- Rycraft, S. (2020) Negotiation Hacks: Expert Tactics To Get What You Want. Independently published.
- Shultz, M., Shaby, D. and Springer, A. (2020) Virtual Selling: How to Build Relationships, Differentiate, and Win Sales Remotely. Boston, Ma: 35 Group Press.
- Starr, J. (2021) The Coaching Manual: The Definitive Guide to the Process, Principles, and Skills of Personal Coaching. 5th Ed. Harlow: Pearson.
- Voss, C. and Raz, T. (2017) Never Split the Difference: Negotiating As If Your Life Depended On It. New York: Random House Business.

Websites

- www.hbr.org Harvard Business Review (Article)
- www.mindtools.com Mind Tools "Explore – Personal development – Negotiation, persuasion and influence" (General reference) www.skillsyouneed.com Skills You Need "Interpersonal Skills" (General reference)

UNIT SPECIFICATIONS

Unit Number
16

Unit
Business Data Analytics and Insights

Level
5

TQT
150

Credit Value
15

Introduction
The value of data to organisations is driving data management and governance to top-level priority in most business organisations and is generating a wealth of career opportunities and employer demand in this growing sector. Core competence in using technical knowledge to mine, inspect and interpret data before transforming it into useful information that will influence business decision-making is highly valued, as is being able to design, develop and implement data-collection databases and processes.

This unit aims to give students an understanding of how organisations in different contexts improve their efficiency through the use of effective data management techniques. Students will look at the importance of data analysis and interpretation in informing business decision-making processes to enable organisations to stay current and competitive in a volatile macro environment. Students will learn how key decision makers, at various levels, are able to improve strategic outcomes by using more effective processes to gain an insight into the most appropriate data and information available to a business. This, in turn, informs effective business strategy.
On completion of this unit, students will have greater understanding and awareness of fundamental data analysis processes, data mining and data transformation. Broader topics such as data management ethics, legislation relating to data and using data in strategic choices will also be explored. This will enable students to develop a career that focuses on the analysis, interpretation and effective use of data.

Learning Outcomes

LO1 Analyse the contribution of effective data analytics and insight to business decision-making processes.
LO2 Apply various data analysis methods and techniques that could inform business decisions.
LO3 Examine the importance of ethics and conduct in data analytics and management**.**
LO4 Develop data management processes that allow for improved decision-making in ever-changing business environments.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Analyse the contribution of effective data analytics and insight to business decision-making processes	Defining concepts: Defining data analytics and data management Key tasks in data analytics e.g. generating summary accounts, creating reports with summary descriptive statistics, application of 'data visualisation' tools to create graphics that convey information contained in data Terminology in data management e.g. data mining, raw data, file formats, repositories, data modelling, data visualisation, metadata, intellectual property, access rights Key tasks in data management e.g. building databases, uploading data to these data stores, creating backup and historical copies of files, providing 'permissions' to access data files. Data types and strategy: Different types of data – quantitative and qualitative, structured vs unstructured Levels of strategy – operational, tactical and strategic decision-making Appropriateness of data types to business decision-making. Contribution to decision-making: The use of data analytics in decision-making e.g. for better planning, identifying problems and opportunities, providing real-time insights, forecasting The steps of the decision-making process e.g. identifying a decision, gathering information, assessing alternative resolutions Relationships between 'effective' or 'poor' data analytics and strategic decision making. Advantages and disadvantages, impact analysis, return on investment (ROI).	**P1** Explain key concepts and processes that underpin data analytics for decision making in an organisational context. **P2** Analyse benefits and limitations of data management for organisational insights and decision-making. **M1** Critically analyse the use of data analytics in the decision-making process in an organisational context for effective decision-making. **D1** Justify recommendations for improving data analytics for effective decision making.
LO2 Apply various data analysis methods and techniques that could inform business decisions	Gaining business insight through data interpretation: Data analysis tools and techniques e.g. decision tree analysis, cluster analysis, regression analysis, cross-correlations, machine learning Data collection in research: Different research methodologies underpinning a philosophical approach: positivism (deductive) vs interpretivism (inductive) paradigms 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:	**P3** Use a range of different approaches for analysing information and data available to business. **P4** Assess the appropriateness of selected data analysis methods and techniques to inform business decisions in a specific business context. **M2** Critically evaluate strengths and limitations of a range of data analysis methods and techniques for informing decision-making. **D2** Justify how different approaches to data analysis influence decision-

	Role and significance of ethics in conducting research e.g. informed consent, confidentiality Reliability of research and the degree to which research methods produce consistent results Validity of research, extending to which results measure what they are supposed to measure Data sources, assessing credibility, reliability and validity Representative data, sample size, research populations Contextualised data sets for improved evidence-based determinations. Data presentation: Data formats e.g. raw, processed, statistical data Appropriateness of visual support aids – graphs, charts, tables, narratives, drawings, scatter charts and graphics Stakeholder analysis for presentation formats.	making and an organisation's ability to achieve its strategic objectives.
LO3 Examine the importance of ethics and conduct in data analytics and management	Topical data management issues and trends: Data manipulation, bias in data interpretation, privacy and personal data, access and storing of data, intellectual property, use of artificial intelligence in data processing. Corporate social responsibility and compliance: Government expectations of data management responsibilities e.g. information technology (IT), security techniques, information security management systems requirements (ISO/IEC 27001:2022) Compliance and associated regulations, including worldwide data protection and privacy legislation e.g. UK General Data Protection Regulation 2018 (GDPR). Poor data management implications: Organisational values and ethics, expectations of stakeholders, public image and branding, legal consequences.	**P5** Examine examples of effective or poor ethical behaviours and conduct with regard to data management and the potential consequences these may have. **M3** Critically examine the impact of poor ethical behaviours and conduct in a specific context and the implications this has in business. **D3** Critique ethics and conduct in a specific context to determine both legal and business consequences of unethical practices in data analytics and management.
LO4 Develop data management processes that allow for improved decision-making in ever-changing business environments.	Data analytics process implementation: Creating data management process – stages, data collection, data quality assessments, data business models, piloting and testing, process implementation, execution and monitoring and review Infrastructure analysis for data processing, IT competencies, SWOT (strengths, weaknesses, opportunities and threats) Data flow charts and communication channels. Creating accountability and transparency: Roles in data management – processors, controllers, users Producing data management structures Use of responsibility assignment matrices (RAM), communication platforms to enhance transparency. Data governance: Business benefits associated with data governance Creating success metrics aligned to organisational strategy Quality Assurance of monitoring process, Information Commissioner's Office (ICO) guidance. Producing data management system proposals: Strategic, tactical and operational recommendations SMART (specific, measurable, achievable, realistic and timely) implementation plans.	**P6** Develop appropriate data management processes that can be applied in an organisational context to improve decision-making. **M4** Devise a range of data management processes in a specific context that create accountability and transparency to improve decision-making processes. **D4** Create tactical data management processes that specifically align with organisational strategic decisions and objectives.

Recommended Resources

- Barends, E. and Rousseau, D.M. (2018) Evidence-Based Management: How to Use Evidence to Make Better Organizational Decisions. London: Kogan Page.
- Bocij, P., Greasley, A. and Hickie, S. (2018) Business Information Systems: Technology, Development and Management for the Modern Business. 6th Ed. Harlow: Pearson.
- Geisler, E. (2022) Beyond Business Analytics: The Foundations of Behavioral Perspective Theory. London: Palgrave Macmillan.
- Marr, B. (2021) Data Strategy: How to Profit from a World of Big Data, Analytics and Artificial Intelligence. 2nd Ed. London: Kogan Page.

- O'Keefe, K. and O'Brien, D. (2023) Ethical Data and Information Management: Concepts, Tools and Methods. London: Kogan Page.

Websites

- www.tableau.com Tableau (General reference)
- www.techtarget.com TechTarget (Articles)
- www.ukdataservice.ac.uk UK Data Service "Learning hub" (Resources)

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