QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 7 Diploma in Business Strategy

Specification (For Centres)

September 2021

About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

Contents

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realized.

1.3 Qualification Title and Code

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 7 Diploma in Business Strategy (603/5745/9)

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

The qualification has been created to develop and reward the business managers of today and the future, and to continue to bring recognition and professionalism to the management sectors. We hope that centres and learners take the opportunity to learn a great deal from this programmes that will provide relevant new skills and qualities.

It is envisaged that this programme will encourage both academic and professional development so that you learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The Diploma is accredited at the postgraduate Level 7. The programme has a total equivalence of 120 credits. Completing the Diploma allows access to a dissertation at one of our University partners for a related master's degree.

2.2 Rationale for the Diploma

The Level 7 programme will require learners to critically evaluate, challenge and synthesise a wide range of current management tools, techniques and models. The emphasis placed on current management concepts and models is on those that are relevant to the 21st century business environment.

At level 7 the emphasis is placed on the ability to adapt management concepts, tools and techniques to align with organisational culture and apply critical reflective thinking. The qualification scope covers all the primary business functions and how these are interrelated and integrated. The units provide a holistic study of core organisational management issues that are relevant to strategic decisions making, planning and enabling the organisation to achieve its strategic aims and objectives.

The qualification will enable learners to become independent, self-directed learners with tools and motivation to continue learning, developing and reflecting on practice throughout their careers.

2.3 Aims of the Diploma

Level 7 qualifications are designed to develop the knowledge, understanding and skills learners require to deal with the complexities of management in a business context, and to develop their ability to lead change in organisations.

The Qualifi Level 7 Diploma in Business Strategy aims to give learners the opportunity to:

1. Gain a recognised qualification from an internationally recognised awarding organisation.
2. Learn from a curriculum supported by the most recent content relevant to a contemporary business environment.
3. Develop new skills and knowledge that can be immediately applied.
4. Prepare for higher-level positions in management through personal and professional development as a leader who thrives in complex and globally diverse environments.
5. Have assessments marked and moderated by respected professionals with practical experience across a number of business sectors and management fields.
6. Be supported by a digital online platform and develop a personalised e-portfolio to improve the transparency and portability of the qualification.
7. Progress along a pathway to gain a higher level qualification.

2.4 Learning Outcomes of the Diploma

The overall learning outcomes of the Diploma are:

1. To understand and apply the principles of management strategy in a business environment
2. Review and apply the principles of business management within industry
3. To understand and apply the principles of strategic management in a specific environment
4. To improve the employability of learners by allowing them to explore the relationship between management theories and their practical application in the business world.
5. Analyse problem-solving techniques specific to business and industry
6. Select, collate, review and analyse information form a wide range of sources
7. Work independently and as part of a team
8. Manage one's own personal development and growth.

These are the overall learning outcomes in line with postgraduate programmes. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to hold the following

- Level 6 Qualification or;
- First Degree.

In certain circumstances, managers with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Business Strategy is a Level 7 Qualification made up of 120 credits.

The units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

The overall structure of the course is based on 'six' core units and remaining optional units that cover several topics relating to learning outcomes. All units are mandatory unless stated optional. Learners will have to choose optional units that relate to five specialisms: General Management, Human Resources, Marketing, Finance and Project Management.

Learners will be invited to attend lectures and workshops that will introduce the subject matter. Learners must complete all units taken successfully and achieve 120 credits before the Diploma can be issued.

Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas.

QUALIFI Level 7 Diploma in Business Strategy

The Level 7 Diploma focuses on developing understanding, skills, and abilities to equip the learner with the awareness and aptitudes to be an effective strategic business manager.

Learners must complete all 6 mandatory units and choose a specialism route to achieve 120 credits

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
M/506/9074	Strategic Marketing	7	150	15	60
D/506/9071	Finance for Managers	7	150	15	60
D/506/9068	Strategic Direction	7	150	15	60
Y/506/9070	Strategic Planning	7	150	15	60
H/618/0795	Creative and Innovative Management	7	150	15	60
K/618/0796	Managing Corporate Responsibility in the Wider Business Environment	7	100	10	40
	Credits			**85**	

Unit Reference	Specialism Units	Level	TQT	Credit	GLH
	GENERAL MANAGEMENT SPECIALISM				
Y/506/9133	Research Methods	7	200	20	80
J/506/9064	Development as a Strategic Manager	7	150	15	60
	Credits			**35**	
	HUMAN RESOURCES MANAGEMENT SPECIALISM				
K/615/3307	Resourcing, Talent Management and Development	7	150	15	60
M/615/3308	Performance Management	7	100	10	40
Y/615/3304	Contemporary HRM	7	100	10	40
	Credits			**35**	
	FINANCE SPECIALISM				
R/618/8634	Business Finance	7	100	10	40
Y/618/8635	International Financial Management	7	100	15	40
Y/615/3304	Contemporary HRM	7	100	10	40
	Credits			**35**	
	MARKETING SPECIALISM				
D/618/8636	Customer Growth marketing	7	100	10	40
H/618/8637	Advanced Strategic Marketing	7	150	15	60
Y/615/3304	Contemporary HRM	7	100	10	40
	Credits			**35**	
	Project Management SPECIALISM				
K/618/8638	Planning, Controlling and Leading a Project	7	150	15	60
M/618/8639	Procurement Risk and Contract Management	7	100	10	40
H/618/8640	Advanced Project and Logistics Management	7	100	10	40
	Credits			**35**	

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 7 Diploma in Business Strategy** can progress to:

- the QUALIFI Level 8 Diploma in Strategic Management and Leadership, or
- a university partner to complete a dissertation to then receive a full master's degree, or
- directly into employment in an associated profession.

4.4 University Exemptions

QUALIFI has exemptions for learners to progress to a number of universities to complete a master's degree. This generally requires completion of a dissertation only.

The pathways are an indication of a learner's progress towards a university degree and are based on the university's review of QUALIFI's learning programmes and outcomes. Further information is available here http://www.QUALIFI.net/learning-pathways/

4.5 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:
- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres. This includes:

- assessment strategy
- assessment arrangements for learners with a disability
- verification

- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

For more information please contact Qualifi.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful students through the registered centres.

8.2 Classification of Awards

Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI, and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email:
support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 https://www.gov.uk/equality-act-2010-guidance. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by contacting QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 115 888 2323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net   www.QUALIFI-international.com

Appendix 1: Unit Descriptors

Unit 701: Research Methods

Unit code: Y/506/9133
RQF level: 7

Aim

The aim of the unit is to develop the learner's knowledge and understanding of academic practice and approaches to research. It utilises a problem-based learning approach to develop your practical competence in aspects appropriate to academic practice and research in business and management.

The unit aims to allow learners to:

- develop the ability to conduct research into business and management issues that require familiarity with a range of business data, research sources and appropriate methodologies;

- combine theoretical and practical programme elements and personal development by building the academic skills and qualities within a holistic approach;

- gain confidence and competence in the academic skills required to study successfully at the master's level and beyond;

- develop the principles and practice of quantitative and qualitative research with a practical view of the whole process from idea to required output;

- define research and development questions;

- find, select and review literature;

- analyse data, interpret data and evidence.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to understand and apply different research methods that can provide realistic and applicable outcomes.	1.1 Critically apply the principles and practices of quantitative and qualitative research on a practical level.
	1.2 Define research and development questions and prioritise them in relation to contemporary managerial and business needs.
2. Be able to use standard research methodologies.	2.1 Produce critical literature reviews based upon research methodology.
	2.2 Use methodology, instrumentation and research design appropriate to the specific nature of fieldwork.
	2.3 Critically apply statistical methods.
3. Be able to produce research reports.	3.1 Plan and deliver management research projects using research methodologies.
	3.2 Provide written research reports that include data visualisation.
	3.3 Address ethical issues in research.

Indicative Content

In this unit learners will study a number of models, concepts and ideas which can be used to help manage team performance.

These will include:

- Systems of interest
- Boundary critiques
- Multiple perspectives
- Emergent properties
- Reference systems
- Context is everything
- Diagnosis and analysis
- Your research focus – some questions
- Your research strategy
- The nature of data and information
- Taxonomy, ontology and epistemology
- Mode 1 and 2 knowledge
- Tacit and explicit knowledge
- Methods and techniques for collecting data and information
- Criteria for selecting data and information/Sources of data and information
- Different types of research

Suggested Resources

- Bruce, I. (2008) Market Research in Practice: Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research, 2nd ed., London: Kogan Page.
- Bryman, A. (2008) Social Research Methods, Oxford: Oxford University Press.
- Callingham, M. (2004) Market Intelligence: How and why organisations use market research, London: Kogan Page Ltd.
- Cassell, C. & Symon, G. (2004) Essential Guide to Qualitative Methods in Organisational Research, London: Sage.
- Cottrell, S. (2008) The Study Skills Handbook, 3rd ed., Basingstoke: Palgrave Macmillan.
- Daymon, C. & Holloway, I. (2011) Qualitative Research Methods in Public Relations and Marketing Communications, 2nd ed., London: Routledge.
- Fink, A. (2009) How to Conduct Surveys a Step-by-Step Guide, 4thed., London: Sage Publications.
- Gill, J. & Johnson, P. (2010) Research Methods for Managers, 4th ed., London: Sage Publications.
- Hackley, C. (2003) Doing Research Projects in Marketing, Management and Consumer Research, London: Routledge.
- Keegan, S. (2009) Qualitative Research: Good Decision Making Through Understanding People, Cultures and Markets (Market Research in Practice), London: Kogan Page.
- Malhotra, N.K. & Birks, D.F. (2007) Marketing Research an Applied Approach, 3ed., London: Pearson Education Ltd.
- Yin, R.K. (2008) Case Study Research: Design and Methods, (Applied Social Research Methods), 4th ed., London: Sage Publications

Unit 702: Development as a Strategic Manager

Unit code: J/506/9064
RQF level: 7

Aim

The unit aims to supports organisational and self-awareness in learners. It provides a foundation for a self-critical and reflective approach to personal development to support the learner when operating at a strategic level. Wider context organisational and environmental factors are also considered as contributors to overall strategic success of the individual and the organisation.

Learning Outcomes and Assessment Criteria

Learning Outcomes To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:
1. Be able to identify personal skills to achieve strategic ambitions.	1.1 Critically analyse the strategic direction of the organisation.
	1.2 Critically evaluate the strategic skills required of the leader operating in a complex environment to achieve personal and organisational strategic ambitions.
	1.3 Assess the relationship between existing, required and future skills to achieve strategic ambitions.
2. Be able to manage personal leadership development to support achievement of strategic ambitions.	2.1 Critically discuss the opportunities to support leadership development.
	2.2 Design a personal development plan to direct leadership development in a complex environment.
	2.3 Devise an implementation process to underpin the success of the development plan that can realise substantial changes in leadership style.
3. Be able to evaluate the effectiveness of the leadership development plan.	3.1 Critically evaluate the achievement of outcomes of the plan against original objectives.
	3.2 Evaluate the impact of leadership style and the achievement of objectives on strategic ambitions in different organisational settings.
	3.3 Critically review and update the leadership development plan
4. Be able to advocate an employee welfare environment that supports organisational values.	4.1 Critically evaluate the impact of corporate commitment to employee welfare on strategic organisational objectives.
	4.2 Discuss how an employee welfare environment can affect achievement of strategic organisational objectives.
	4.3 Determine the influence of corporate commitment to employee welfare on the development of organisational values that will realise strategic ambitions.

Indicative Content

The indicative content for learners includes, but is not limited to, the following:

- Approaches to business strategy
- Old and new business models
- Strategy evolution
- Resource based approach to strategy
- Analysis of the environment
- Honey and Mumford learning styles
- Personal development and gap analysis including developing yourself
- Career anchors (Edgar Schein)
- Blanchard, Adair, Blake and Mouton Models on leadership and development
- Argyris' double loop learning
- Reddin's 3D and Belbin's team roles
- Skills competences and know-hows including core and distinctive competences
- Intellectual capital and balance score card methods
- Development of a personal development plan (PDP)
- Health and safety at work
- Erikson's Life Stage Theory
- Nudge Theory
- Psychological Contract
- Kirkpatrick's Learning Evaluation Model
- Erikson's Theory of Personal Development (1902 – 1994)
- Developmental and Sponsorship Mentoring
- Formal and Informal Coaching.

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to help them set departmental, project, team and their own objectives.

Core Text

Human resource management at work Marchington, M. and Wilkenson, A 2008

Suggested Resources

- Organisational Behaviour, ARVINEN MUONDON and PERKINS, KOGAN PAGE
- Human resource Management in a Business Context, KEW and STREDWICK, CIPD
- Strategy and human resource, BOXALL, P. and PURCELL, J. (2008) CIPD
- Learning and Development Talent, Jim STEWART and CLARE RIGG, CIPD
- Contemporary strategy analysis. 6th ed. GRANT, R. (2008), Blackwell.
- Exploring Corporate Strategy, JOHNSON and SCHOLES, PRENTICE HALL
- Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking about Organisations. 6th ed. Stacey, R., (2011), Financial Times Prentice

Unit 703: Strategic Marketing

Unit code: M/506/9074
RQF level: 7

Aim

The unit will investigate underlying models, techniques and theories that underpin marketing and can contribute to strategic objectives. It will also provide learners with a critical understanding of the marketing function within complex organisations.

Learning Outcomes and Assessment Criteria

Learning Outcomes To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:
1. Be able to understand the relationship between the marketing plan and strategic objectives.	1.1 Critically evaluate how marketing techniques and tools can support the strategy of an organisation and how these impacts on the marketing plan.
	1.2 Determine marketing methodologies and approaches that contribute to a marketing plan within complex organisations.
	1.3 Address risk associated with the marketing plan
2. Be able to produce a strategic marketing plan.	2.1 Critically analyse the components of a marketing plan and the levels of importance of each component to the achievement of strategic objectives.
	2.2 Address mitigation strategies for high risk components of the plan.
	2.3 Develop a marketing plan that will achieve strategic objectives for a complex organisation.
3. Be able to promote the marketing plan in support of strategic objectives.	3.1 Discuss how the plan supports strategic objectives.
	3.2 Develop an approach to gain agreement for the marketing plan that will change organisation actions and methods to achieve strategic objectives.
	3.3 Critically evaluate and provide review measures for the agreed plan.

Indicative Content

- Marketing mix and principles of marketing
- Marketing research
- International marketing planning
- Methods and Techniques for collecting Data and Information
- Basic / Traditional Approaches to Strategy
- Marketing methodologies
- Diffusion of Innovation, Product life cycle and experience curve
- Issues of risk within a marketing plan
- Components of a Strategic Marketing Plan
- Brand & Advertising including Global Brands
- Advertising to Children
- The Regulatory Frameworks
- Use Product/Service Branding
- Behaviours and Attitudes/Behavioural Measures of Loyalty
- Customer Service
- Digital and Global marketing
- Globalization theories and cases in practice.
- Advertising to Children
- The Regulatory Frameworks

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to help them set departmental, project, team and their own objectives.

Core Text

- Marketing by Paul Baines and Chris Fill, 3rd Edition, Oxford University Press

Suggested Resources

- Hollensen, S. (2013) Global Marketing Harlow, 6th Edn. Pearson Education
- Friedman, Thomas L. (2006) The World is Flat: The Globalized World in the Twenty-First Century, Penguin Group, London/New York 978-0-141-03489-8
- Soros, George (2002) George Soros On Globalization, Perseus, New York 1-903985-24-2
- European Journal of Marketing
- International Journal of Bank Marketing
- International Journal of Pharmaceutical and Healthcare Marketing
- International Marketing Review
- Journal of Business & Industrial Marketing
- Journal of Communication Management
- Journal of Consumer Marketing
- Journal of Fashion Marketing and Management
- Journal of Islamic Marketing
- Journal of Product & Brand Management
- Journal of Research in Interactive Marketing
- Journal of Research in Marketing and Entrepreneurship
- Journal of Services Marketing
- Journal of Social Marketing
- Marketing Intelligence & Planning
- Qualitative Market Research
- Marketing Week

Unit 704: Finance for Managers

Unit code: D/506/9071
RQF level: 7

Aim

This unit is geared towards supporting learners in understanding and using financial information and data. This unit is important to learners as it supports decision making.

Learning Outcomes and Assessment Criteria

Learning Outcomes To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:
1. Be able to analyse financial information and data.	1.1 Determine what financial information is needed and assess its validity.
	1.2 Analyse different financial documents and information and formulate conclusions about financial performance levels and needs of stakeholders.
	1.3 Conduct comparative analysis of financial information and data.
	1.4 Critically review and question financial information and data.
2. Be able to assess budgets and their ability to support organisational objectives.	2.1 Identify how a budget can be produced taking into account financial constraints and achievement of targets and accounting conventions.
	2.2 Be able to assess a budge.
	2.1 Identify how a budget for a complex organization can support organizational objectives and targets whilst taking into account financial constraints and accounting conventions.
3. Be able to evaluate financial proposals for expenditure provided by others.	3.1 Identify criteria by which proposals can be judged.
	3.2 Critically analyse the viability of a proposal for expenditure.
	3.3 Identify the strengths and weaknesses of a proposal and give feedback on the financial proposal.
	3.4 Analyse the viability of a proposal for expenditure.

Indicative Content

- Context: Financial Accounting and Management Accounting
- Basic accounting concepts, e.g. profit, cash, matching
- Difference between capital & revenue, sources of financial & cost data
- Financial Analysis
- Budgeting and cash flows
- Costing methods and overhead allocations
- Return on Investment calculations
- The role of depreciation
- Cost / profit centres and allocating costs
- Analysis of financial data, cost benefit analysis
- Lean Methods and Lean accounting
- The difference between data and information
- Sources of data and information

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to help them set departmental, project, team, and their own objectives.

Core Texts

There are two sets of core text: one to support UK accounting rules and treatment of depreciation and tax. And the second to support US accounting rules and treatment of depreciation and tax

Core Text (US)

- Horngren's Financial & Managerial Accounting, The Managerial Chapters and The Financial Chapters, Global Edition, 5th Edition
- Introduction to Management Accounting Global Edition, 16th Edition, Charles Horngren, Gary Sundem, William Stratton, Dave Burgstahler, Jeff Schatzberg, Feb 2013,

Core Text (UK)

- Introduction to bookkeeping and accounting Kindle Edition, by The Open University
- Accounting Paperback – 5 Apr 2013, by Michael J. Jones. This includes students on both accounting and non–accounting degrees and also MBA students.

Suggested Resources (US)

- Financial Accounting Standards Board
- American Institute of Certified Public Accountants
- International Accounting Standards Board
- International Financial Reporting Standards
- http://aaajournals.org/doi/full/10.2308/accr-10297

Suggested Resources (UK)

- http://www.accaglobal.com/uk/en.html
- http://www.aca.org.uk/
- https://www.cipfa.org/
- http://www.icaew.com/en/about-icaew/what-is-chartered-accountancy/major-accountancy-bodies

- http://www.accaglobal.com/uk/en.html
- http://www.aca.org.uk/

Unit 705: Strategic Direction

Unit code: D/506/9068
RQF level: 7

Aim

The unit will explore the strategic aims and objectives of an organisation and their significance in setting direction, and identifying success and progress for the organisation. The unit will also explore where different strategic options may lead the organisation to change its direction.

Learning Outcomes and Assessment Criteria

Learning Outcomes To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:
1. Be able to review and determine the organisation's strategic aims and objectives.	1.1 Critically analyse the existing strategic aims and objectives of the organisation.
	1.2 Undertake a critical evaluation of the components of current organisational strategy.
	1.3 Critically analyse the factors affecting the strategic aims of organisational strategy over the short and medium term.
2. Be able to evaluate progress towards achieving organisational strategic aims and objectives.	2.1 Apply a range of diagnostic and analytical tools to audit and assess progress towards existing strategic aims and objectives.
	2.2 Take responsibility for and critically assess the expectations of all stakeholders and their influence upon future organisational strategy.
	2.3 Critically analyse, interpret and produce an evaluation of the existing organisational strategic position and progress towards achieving the existing strategy.
3. Be able to determine and evaluate strategic options to support a new strategic position.	3.1 Critically evaluate and develop a range of alternative strategic options to meet organisational strategic aims, direction and objectives in the short and medium term.
	3.2 Determine and justify the existing strategic option that can meet the revised strategic position.

Indicative Content

In this unit learners will be introduced to some of the concepts, ideas and models that underpin an organisation setting or taking a strategic direction. The models and concepts to be discussed include:

- Evaluate each component part of the chosen strategic plan
- Analyse the factors affecting the strategic plan of your choice
- Internal and external change drivers
- Structured evaluation of the organisation's strategic position
- Strategic options to meet strategic aims and objectives
- Justifying strategic options
- Evaluating the expectations of all stakeholders
- Medelow – Johnson, Whittington and Scholes
- POSIWID and organisational purpose.

Core Text

Exploring Strategy, Johnson, G, Whittington, R and Scholes, K. London Financial Times / Prentice Hall 9th Edition 2011

Suggested Resources

- The Art of Strategy. (Avinash K. Dixit)
- Competitive Strategy Techniques. (Professor Michael Porter)
- Blue Ocean Strategy. (W. Chan Kim)
- Good Strategy Bad Strategy. (Richard Rumelt)
- The Lean Start-up. (Eric Ries)
- Strategy. (B. H. Liddell Hart)
- The Innovators Dilemma. (Clayton M. Christiansen)
- Completive Advantage. (Professor Michael Porter)
- Strategic Safari. (Henry Mintzberg)
- Competitive Advantage. (Johnson and Scholes)
- Grant, R., (2007) Contemporary Strategy Analysis 6th Ed., Pearson
- Lynch, R., (2005) Corporate Strategy 4th Ed., F-T/Prentice Hall
- Mintzberg, H., (2007) Tracking Strategies: Towards a General Theory, OUP
- Ringland, G. (2004) Scenario Planning. Wiley
- Van der Heijden, K. (2004) Scenarios: The Art of the Strategic Conversation. Wiley
- Whittington R (2001) What is Strategy – and does it matter? 2nd Ed. Thomson Learning
- Stacey, R., (2011) Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking about Organisations. 6th ed. Harlow, England, New York: Financial Times Prentice Hall.

Unit 706: Strategic Planning

Unit code: Y/506/9070
RQF level: 7

Aim

This unit is about the value of the strategic planning process in formulating appropriate strategies and designing a plan that will be supported by stakeholders and other organisational leaders. The critical review of the plan and its success is also addressed in the unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to conceive and analyse strategic options.	1.1 Critically analyse and identify the organisation's strategic aims and objectives including the approach adopted to strategic planning.
	1.2 Determine alternative strategic options available and the implications for the organisation.
	1.3 Critically evaluate the impact of stakeholder expectations on a strategic plan and the planning horizon.
2. Be able to formulate a strategic plan.	2.1 Critically evaluate the strategic options available to the organisation over the existing planning horizon and factoring in wider context market and competitor impacts.
	2.2 Assess and determine the priorities and feasibility of alternative options over the existing planning horizon.
	2.3 Carry out a risk assessment of the preferred strategy and alternatives.
	2.4 Identify, justify and articulate the selected strategies within the plan and address any potential problems.
	2.5 Produce a strategic plan and its components to achieve the selected strategic direction.
3. Be able to implement, evaluate, monitor and review the strategic plan.	3.1 Critically review the organisational and market factors to be considered in the implementation of the strategic plan.
	3.2 Determine and apply a range of tools and concepts to monitor and review the strategic plan.
	3.3 Determine the impact of the strategic plan on the organisation's direction and achievement of the organisation's objectives.

Indicative Content

In this unit learners will be introduced to the concepts, ideas and models that underpin an organisation setting or taking a strategic direction. The models and concepts briefly discussed include:

- Organisational aims and objectives
- Alternative Strategic Options
- Strategic Tools and Techniques
- Other Tools and Techniques
- Stakeholder expectations
- Strategic options
- Risk Assessment
- Components of a Strategic plan
- How to evaluate, monitor and review a strategic plan.

Core Text

Exploring Strategy, Johnson, G, Whittington, R and Scholes, K. London Financial Times / Prentice Hall 9th Edition 2011

Suggested Resources

- Johnson, G, Whittington, R and Scholes, K (2013) Exploring Strategy. London: Financial Times / Prentice Hall.
- Johnson, M. W., Christensen, C. M., & Kagermann, H. (2008). Reinventing   your business model. Harvard Business Review, 86(12), 50-59.
- Kaplan, R. S., & Norton, D. P. (2007). Using the balanced scorecard as a strategic management system. Harvard Business Review, 85(7/8), 150-161.
- Markides, C. and Williamson, P. (1996). 'Corporate diversification and organizational structure: A resource-based view'. Academy of Management Journal: 39(2): 340
- Martin, J. and Sayrak, A. (2003). 'Corporate diversification and shareholder value: a survey of recent literature'. Journal of Corporate Finance, 9(1): 37–57.
- Neilson, G. L., Martin, K. L., & Powers, E. (2008). The secrets to successful strategy execution. Harvard Business Review, 86(6), 60-70.
- Johnson, G, Whittington, R and Scholes, K (2011) Exploring Strategy. London: Financial Times / Prentice Hall.
- Strategic management system. Harvard Business Review, 85(7/8), 150-161.
- Martin, J. and Sayrak, A. (2003). 'Corporate diversification and shareholder value: a survey of recent literature'. Journal of Corporate Finance, 9(1): 37–57.
- Porter, M. E. (1996). What is strategy? Harvard Business Review, 74(6), 61-78.
- Sethi, R., Iqbal, Z., & Sethi, A. (2012). Developing New-to-the-Firm Products. The Role of Micropolitical Strategies. Journal of Marketing, 76(2), 99-115. doi:10.1509/jm.09.0308.

Unit 707: Creative and Innovative Management

Unit code: H/618/0795
RQF level: 7

Aim

This unit provides the learner with the understanding to recognise the value to organisations of creative and innovative management ideas and the skills to implement this understanding.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1 Understand the importance of creative and innovative management in organisations.	1.1 Evaluate current creative and innovative management processes in an organisation.
	1.2 Explain how to lead others to positively embrace innovation and change.
2 Be able to support creative and innovative management processes for an organisation.	2.1 Assess the influence of vision and mission on generation of creative and innovative management processes in an organisation.
	2.2 Use analytical tools to identify potential creative and innovative management ideas.
	2.3 Assess risks and benefits of creative and innovative management ideas.
	2.4 Use change models to support the implementation of creative and innovative management ideas.
3 Be able to influence others to effect change in an organisation.	3.1 Produce an appropriate rationale to persuade stakeholders of an organisation of the benefits of a creative and innovative management idea.
	3.2 Communicate a creative and innovative management idea to stakeholders of an organisation.
	3.3 Establish key goals and priorities for implementation of a creative and innovative management idea using feedback from stakeholders.
4 Be able to plan to overcome barriers to implementation of creative and innovative management ideas in an organisation.	4.1 Assess the barriers to the implementation of a creative and innovative management idea in an organisation.
	4.2 Plan a strategy to overcome identified barriers to the implementation of a creative and innovative management idea in an organisation.
	4.3 Explain how a strategy plan for overcoming barriers will ensure innovative change is achieved.
	4.4 Communicate a strategy plan for overcoming barriers to relevant stakeholders in an organisation.

Indicative Content

- Organisational processes: processes for the evaluation, selection and development of ideas; ideas – value chain, inside/outside, cross-pollination, selection, development, diffusion; role of incubation.
- Leading the case for innovation: leadership styles and behaviours – strengths, adopting appropriate style for different circumstances; theory and practice of influencing and motivating others.
- Relationship between transformational and transactional change; decision- making processes and style. Perceptions and motivational influences and how to influence them.
- Different methods of communication – strengths and weaknesses in different circumstances
- Vision and mission: influence of vision and mission; indicators of organisational performance; influence of an organisational strategic plan and business plan on innovation.
- Methods; concept that policies and procedures are supported by a culture that reinforces consistently what the organisation is about.
- Tools for creative and innovative solutions: theory and application of lateral thinking, visioning, and problem-solving techniques; theory and use of analytical tools – SWOT (strengths, weaknesses, opportunities, threats), PESTLE (political, economic, social, technological, legal, environmental) analysis; cost-benefit analysis; decision-making processes and styles.
- Risks: risk analysis, risk management techniques.
  Benefits and limitations of innovation: benefits – first to market, premium prices, large market share, increased shareholder return, increased employee motivation and morale, improved systems and processes.
- Limitations – risk, investment needed, continual change; expertise in organisation, technological know-how; strategy – strengths and weaknesses.

Core Text

Exploring Strategy, Johnson, G, Whittington, R and Scholes, K. London Financial Times / Prentice Hall 9th Edition 2011

Suggested Resources

- Ashkenas R, Ulrich D, Jick T and Kerr S – *The Boundaryless Organization* (Jossey-Bass, 2002) ISBN 078795943X
- Birkinshaw J and Hagström P — *The Flexible Firm* (Oxford University Press, 2001) ISBN 0199248559
- Cairncross F – *The Death of Distance* (Harvard Business School Press, 2001) ISBN 157851438X
- Christensen C – *Innovation and the General Manager* (McGraw-Hill, 2002) ISBN 0071183809
- Christiansen J A – *Competitive Innovation Management: Techniques to Improve Innovation Performance* (Palgrave USA, 2003) ISBN 0312230257
- Clegg B – *Creativity and Innovation for Managers* (Butterworth-Heinemann, 1999) ISBN 0750642556
- Drucker P F – *Innovation and Entrepreneurship* (Butterworth-Heinemann, 2007) ISBN 0750685085
- Financial Times – *Mastering Global Business* (Financial Times/Prentice Hall, 1998) ISBN 0273637061
- David Ford D, Gadde L E, Håkansson H and Snehota I – *Managing Business Relationships* (John Wiley and Sons, 2003) ISBN 0470851252
- Galbraith J R – *Designing the Global Corporation* (Jossey-Bass, 2000) ISBN 0787952753
- Gupta A K and Westney E – *Smart Globalization: Designing Global Strategies, Creating Global Networks* (Jossey-Bass, 2003) ISBN 0787965324
- Hammer M and Champy J – *Reengineering the Corporation: A Manifesto for Business Revolution* (Harper, 2004) ISBN 0060559535

- Hofstede G and Hofstede G J – *Cultures and Organizations: Software for the Mind* (McGraw-Hill Professional, 2004) ISBN 0071439595
- Jones T – *Innovating at the Edge* (Butterworth-Heinemann, 2002) ISBN 0750655194
- Konopaske R and Ivancevich J M – *Global Management and Organizational Behaviour* (McGraw-Hill Education, 2003) ISBN 0071232516
- Mead R and Andrews T G – *International Management: Culture and Beyond, 4th Edition* (Wiley-Blackwell, 2009) ISBN 1405173998
- Mercado S, Welford R and Prescott K – *European Business, 4th Edition* (Financial Times/Prentice Hall, 2000) ISBN 0273646001
- Mole J – *Mind Your Manners, 3rd Edition* (Nicholas Brealey Publishing, 2003) ISBN 1857883144
- Neuhauser P, Bender R and Stromberg K – *Culture.Com: Building Corporate Culture in the Connected Workplace* (John Wiley and Sons, 2000) ISBN 0471645397
- Schneider S C and Barsoux J L – *Managing Across Cultures* (Financial Times/Prentice Hall, 2002) ISBN 027364663X

Journals

- *Academy of Management Journal* (Academy of Management) *British Journal of Management* (John Wiley and Sons)
- *European Management Journal* (Elsevier)
- *Global Trade Review* (Exporta Publishing and Events)
- *Harvard Business Review* (Harvard Business Publishing)
- *Journal of Management Studies* (John Wiley and Sons)

Websites

- www.asa.org.uk
- www.bbc.co.uk www.benchmarkingnetwork.com www.bized.co.uk www.britishcouncil.org.uk
- www.business.com
- www.cipd.co.uk
- www.direct.gov.uk www.findarticles.com
- www.ft.com www.i-l-m.com www.ico.gov.uk
- www.iso9000.org www.managers.org.uk www.mintel.co.uk
- www.newsint-archive.co.uk www.ons.gov.uk
- Advertising Standards Authority British Broadcasting Corporation The Benchmarking Network Inc Learning materials and case studies British Council
- Business search engine on business background
- Chartered Institute of Personnel and Development
- Public service information
- BNET – for articles in more than 500 publications
- *Financial Times* archive
  Institute of Leadership and Management
- Information Commissioner's Office – data protection and freedom of information advice
- International Quality Systems Directory Chartered Management Institute
- Mintel International on consumer markets
- *The Times* and *Sunday Times* archive Office for National Statistics

Unit 708: Managing Corporate Responsibility in the Wider Business Environment

Unit code: K/618/0796
RQF level: 7

Aim

This unit provides the learner with an understanding of the effect of legislation and global integration on decisions, policies, processes and activities undertaken by organisations.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must: be able to:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1 Understand the wider implications and effects of global integration on organisations.	1.1 Explain the effects of globalisation on national economies.
	1.2 Discuss the influence of international institutions on organisations.
	1.3 Explain the role and responsibility of European Union membership on the workplace.
2 Understand the importance of responsible corporate governance in organisations.	2.1 Explain the importance of responsible corporate governance in organisations.
	2.2 Analyse the regulatory requirements that shape corporate governance.
	2.3 Evaluate the impact of regulatory requirements on corporate stakeholders' interests in an organisation.
3 Understand the effects of environmental legislation, directives and guidance on organisations.	3.1 Discuss the economics of adopting a policy of environmental awareness in organisations.
	3.2 Explain the actions that need to be taken by organisations to maintain the environment.
	3.3 Describe the measures that exist to improve workplace health and safety practice.
4 Understand the socio-cultural, ethical and moral issues that affect organisations in the current economic environment.	4.1 Analyse the responsibilities of organisations to improving workforce welfare.
	4.2 Compare approaches to the management of diversity in organisations.
	4.3 Compare organisational approaches to ensuring positive policies of workforce diversity.

Indicative Content

- Global integration: international business environment – PESTLE (political, economic, social, technical, legal, environmental) analysis; market size; economies of scale; multinational corporations; transnational corporations.
- International institutions – World Trade Organization (WTO), World Bank, International Monetary Fund (IMF), Organisation for Economic Co-operation and Development (OECD), The Group of Twenty (G-20); global financial stability; capital investment; emerging economies.
- European Union (EU): role, responsibility, EU legislation; EU directives; EU membership; EU business regulations and their incorporation into national law; EU policies e.g. agriculture (CAP), business,

competition, growth, employment, education, economics and finance, employment, environment, science and technology, regional, welfare.

- Corporate governance: purposes (direction, oversight, accountability); board responsibilities; transparency; disclosure; objectivity; integrity; ethical behaviour; organisational culture; stakeholders' interests.
- Regulatory requirements: Cadbury report; Rutteman guidance; Greenbury report; Hampel report; Turnbull report; Higgs report; Smith report; Companies Acts (2004, 2006); the 8th Company Law Directive of the European Union (2006), Sarbanes Oxley Act (2002, US).
- Impact on domestic business; UK Corporate Governance Code; stock exchange listing requirements; incorporation of legal and regulatory requirements into organisational policies, practice and procedures
- Environmental legislation: EU legislation; UK legislation; environmental protection (air, environmental permitting, land, waste, water, chemicals); noise and nuisance; climate change; energy conservation etc
- Social, cultural, ethical and moral issues: equal opportunities, diversity; disability; discrimination; racism; harassment; bullying; whistleblowing; privacy; confidentiality.
- Ethical standards in business activities (finance, human resources, marketing, dealing with stakeholders); affirmative action; codes of practice; organisational policies; staff training.

Core Text

Exploring Strategy, Johnson, G, Whittington, R and Scholes, K. London Financial Times / Prentice Hall 9th Edition 2011

Suggested Resources

- Crane A and Matten D – *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 3rd Edition* (Oxford University Press, 2010) ISBN 0199564337
- Mallin C A – *Corporate Governance, 3rd Edition* (Oxford University Press, 2009) ISBN 0199566453
- Solomon J – *Corporate Governance and Accountability, 3rd Edition* (John Wiley and Sons, 2010) ISBN 0470695099

Journals/newspapers

- Management Today (Haymarket Business Media) Professional Manager (Chartered Management Institute)
- The Economist (The Economist Newspaper Ltd) has articles on corporate responsibility and governance from time to time
- The Times (Times Newspapers Ltd) has a specialist section on human resource related topics that it publishes once a week

Websites

- www.businesslink.gov.uk www.europa.eu www.frc.org.uk www.imf.org www.netregs.gov.uk

Unit 709: Contemporary Human Resource Management

Unit code: Y/615/3304

RQF level: 7

Aim

The aim of this unit is to provide learners with the ability to understand and analyse the impact of internal and external environmental forces on organisational strategy and management of people. Also, to enable the learner to analyse a range of organisational contexts and how they develop ways to respond such environmental forces and the role of HR professionals in contributing to it.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1: Understand the environment of modern organisations and changing nature of contemporary HRM.	1.1: Analyse the key internal and external environmental forces impacting upon organisations.
	1.2: Describe the changing nature of HRM in response to environmental forces.
2: Understand the impact of changes to the structure and nature of industry, employment law and working patterns on HRM.	2.1 Explain the impact of globalisation and international forces on organisational HR strategies and practices.
	2.2: Explain the impact of demographical, social & technological trends on HR strategies and practices.
	2.3: Explain the impact of government policy and legal regulation on HR strategies and practices.
3: Understand the process of strategic management and the role of HR professionals in contributing to it.	3.1: Explain strategic contexts and terminology.
	3.2: Carry out stakeholder analysis and environmental audit.
	3.3: Identify the role of HR professionals in strategic planning.
4: Understand the diverse application of HR practices in a range of organisational contexts.	4.1: Identify a range of organisational contexts.
	4.2: Evaluate the application of a HR function in an organisational context in achieving set goals and objectives.

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help learners to work individually, or as part of a group, researching and gathering information about the subject.

Personal and group research, case studies, simulations, exercises, and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self- directed study and reflect on their experience and expertise.

Up-to-date information and materials are available from many sources such as businesses, the Worldwide web, television and radio broadcasts, broadsheet newspapers and advisory services.

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

Topic and Suggested Assignments/Activities/Assessment

- Introduction to the unit and the programme of assignments
- Presentation on the nature of modern organisations and changing nature of contemporary HRM
- Presentation on the impact of changes to the structure and nature of industry, employment law and working patterns on HRM
- Presentation on process of strategic management and the role of HR professionals in contributing to it
- Presentation of stakeholder analysis and environmental audit
- Presentation on the diverse application of HR practices in a range of organizational contexts
- Presentation on the diverse application of HR practices in a range of organizational contexts
- Review of unit and programme of assignments

Suggested Resources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of the qualification. Learners should be made aware of these sources before delivery of this unit and be fully conversant with these sources upon completion of this unit.

Textbooks

- Armstrong's Handbook of Human Resource Management Practice, 11th Edition
- Strategy and Human Resource Management, Peter Boxall and John Purcell, 3rd Edition

Journals

- The International Journal of Human Resource Management
- Human Resource Management Journal
- Human Resource Management International Digest

Websites

- https://www.researchgate.net
- http://www.forbes.com
- http://www.mindtools.com/
- http://managementhelp.org/

Unit 710: Resourcing, Talent Management and Development

Unit code: K/615/3307

RQF level: 7

Aim

The purpose of this unit is to develop competence in understanding and analysing employment markets and demographic trends to create and implement effective, ethical and appropriate resourcing, retention, talent management and development strategies.

Also, the potential and limitations of the contribution of learning and talent development policies and strategies to formulating and achieving objectives at national, organisational, group and individual level will be discussed. Learners will assess the role of HRM professionals in designing, implementing, and evaluating strategic planning relevant to employee resourcing, talent management and development.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1: Understand the theoretical and conceptual basis for employee resourcing and major contemporary developments in employee resourcing and talent management.	1.1: Explain the contextual and environmental themes and trends relevant to employee resourcing and talent management.
	1.2: Explain the strategic significance of employee resourcing and talent management.
2: Understand the features and characteristics of changing employment markets as a basis for effective resourcing and talent management strategies.	2.1: Explain the ways in which employment markets vary and the implications for organisations.
	2.2: Propose ways in which Long and short-term resourcing and talent planning can be carried out.
	2.3: Explain the Human Resource Planning Process.
3: Understand the full range of professional functions associated with long- and short-term talent and succession planning.	3.1: Explain the professional functions.
4: Understand the theoretical and conceptual basis of learning and talent development and contemporary research evidence.	4.1: Explain the theoretical perspective of learning and talent development.
	4.2: Explain the process and practices of learning and talent development.
5: Be able to design, implement and evaluate resourcing and talent management and development strategies.	5.1: Analyse the environmental context of employee resourcing and talent management and development.
	5.2: Evaluate learning and talent development.

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help learners to work individually, or as part of a group, researching and gathering information about the subject.

Personal and group research, case studies, simulations, exercises, and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self- directed study and reflect on their experience and expertise.

Up-to-date information and materials are available from many sources such as businesses, the worldwide web, television and radio broadcasts, broadsheet newspapers and advisory services.

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

Topic and Suggested Assignments/Activities/Assessment

- Introduction to the unit and the programme of assignments
- Presenting theoretical and conceptual basis for employee resourcing and major contemporary developments in employee resourcing and talent management
- Practical work, ways in which employment markets vary and the implications for organisations
- Assignment 1. A staged report
- Presentation on talent development.
- Tutorial support and feedback for assignment 1 stages
- Review of unit and programme of assignments

Suggested Resources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of the qualification. Learners should be made aware of these sources before delivery of this unit and be fully conversant with these sources upon completion of this unit.

Textbooks

- Johnson, G., Scholes, K., and Whittington, R. Exploring Corporate Strategy: Texts and Cases (latest edition)
- Grant, R M, Contemporary Strategy Analysis (latest edition)
- Barney, J, Gaining and Sustaining Competitive Advantage (latest edition)

Journals

- International Journal of Business and Globalisation
- Journal of management
- Strategic management journal
- Journal of strategy and management

Websites

- http://www.strategicmanagementinsight.com/
- http://www.forbes.com
- http://www.mindtools.com/
- http://managementhelp.org/

Unit 711: Performance Management

Unit code: M/615/3308

RQF level: 7

Aim

The aim of this unit is to enable learners to understand the main elements that influence the performance of employees at all levels within an organisation and the ways in which such elements can be managed in a constructive manner. Further to provide learners with understanding to devise and implement appropriate HR practices and strategies that relate to Performance Management.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1: Understand the linkages between employee performance, HR practices and organisational performance.	1.1: Identify the linkages between HR practices and organisational performance.
	1.2: Explain the role of HR in contributing to employee performance.
2: Be able to identify the barriers and blockages preventing expected standards of performance being met.	2.1: Identify the expected performance standards of an organisation and barriers and blockages in achieving those.
	2.2: Formulate strategies and tactics to overcome the identified barriers and blockages.
3: Be able to analyse the key HR and employment practices influencing employee performance.	3.1: Identify the key HR and employment practices and their influence on employee performance.
4: Understand the key requirements of various systems central to performance management and their integration.	4.1: Identify various systems central to performance management.
	4.2: Explain various ways to integrate various systems central to performance management.

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help learners to work individually, or as part of a group, researching and gathering information about the subject.

Personal and group research, case studies, simulations, exercises, and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self- directed study and reflect on their experience and expertise.

Up-to-date information and materials are available from many sources such as businesses, the worldwide web, television and radio broadcasts, broadsheet newspapers and advisory services.

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

Topic and Suggested Assignments/Activities/Assessment

- Introduction to the unit and the programme of assignments
- Presentation on the linkages between employee performance, HR practices and organizational performance
- Presentation on the role of HR in contributing to employee performance
- Tutorial support and feedback for assignment 1 stages 1 and 2
- Presentation on the barriers and blockages preventing expected standards of performance being met
- Presentation on the key HR and employment practices influencing employee performance
- Presentation on the key requirements of various systems central to performance management
- Tutorial support and feedback for assignment 1 stages 3, and 4
- Review of unit and programme of assignments

Suggested Resources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of the qualification. Learners should be made aware of these sources before delivery of this unit and be fully conversant with these sources upon completion of this unit.

Textbooks

- Armstrong's Handbook of Human Resource Management Practice, 11th Edition
- Performance Management: Concepts, Skills and Exercises by Robert L. Cardy

Journals

- International Journal of Productivity and Performance Management
- Team Performance Management
- Journal of Performance Management

Websites

- https://www.opm.gov
- http://www.forbes.com
- http://www.mindtools.com/
- http://managementhelp.org/

Unit 712: Business Finance

Unit code: R/618/8634
RQF level: 7

Aim

This unit aims to develop students' knowledge and understanding of management accounting techniques for small businesses and introduce students to the use of management accounting information in the effective management (planning, organising, actuating, and controlling) of small businesses

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Explain the management of working capital in small business.	1.1. Explain and analyse the process Accounting and finance for small business.
	1.2 Discuss costs and techniques for costing in small business.
2. Explain the framework for financial decision making and interpretation of financial statements for decision making.	2.1 Analyze the costing and the business structures and explain their framework.
	2.2 Explain the benefits of budget preparation in the decision-making process
3. Be able to interpret the various investment appraisal methods.	3.1 Synthesize a Report on investment appraisal techniques in your own context.
4. Produce a range of financial budgets for small businesses and discuss the benefits and relevance of budget preparation in decision making processes.	4.1 Analyse and report financial information that enables decision making at the management level.

Delivery and Assessment

The learning and teaching strategy will consist of formal lectures to present theory, principles and practices which will form the foundation of the learning outcomes. Students will be encouraged to interact and contribute as a means of developing critical skills. Tutorials will be activity based using real world case studies and live examples to apply the theory into practice and develop their decision making and evaluating skills.

In addition, students will be encouraged to undertake self-directed study and further research on selected topics to acquire additional perspectives which will provide them with a deeper understanding of the topics covered

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered:

1. Introduction to small business structures
2. Introduction to management/cost accounting
3. Cost accumulation for inventory valuation and profit measurement
4. Information for decision-making
5. Information for planning, control, and performance measurement
6. Strategic management and challenges for the future
7. The application of quantitative methods to management accounting

Topic and Suggested Assignments/Activities/Assessment

- Introduction to the unit and the programme of assignments
- Tutorial support and feedback for assignment 1 stages 1 and 2
- Tutorial support and feedback for assignment 1 stages 3, and 4
- Discuss the role of costing in different business scenarios
- Discuss presentation of costs for ease of understanding by the management team
- Review of unit and programme of assignments

Suggested Resources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of the qualification. Learners should be made aware of these sources before delivery of this unit and be fully conversant with these sources upon completion of this unit.

Textbooks

- Drury, C. (2017). Management and Cost Accounting, Tenth Edition, Andover, UK, Publisher: Cengage.
- Bhimani, A., Datar, S. M., Horngren, C. T., Rajan, M. V. (2019). Management and Cost Accounting, Paperback Seventh Edition, London, UK,

Websites

Small Business Finance UK - https://businessfinancing.co.uk/

Better Business Finance UK- https://www.betterbusinessfinance.co.uk/

Unit 713: International Financial Management

Unit code: Y/618/8635
RQF level: 7

Aim

This module aims to develop students' understanding and knowledge on investments that are conducted across international borders. Furthermore, it explores issues that go beyond domestic economies, including dealing with foreign currency and managing international economic and cultural differences. Hence, this module equips students with the tools to navigate the complex world of international finance.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to explain international financial environment with emphasis on financial markets and exchange rate determination.	1.1 Explain the conditions that will result in Triangular Arbitrage and covered interest arbitrage 1.2 Analyse International financial Environment on basis of financial markets 1.3 Explain the common methods used to conduct International Business 1.4 Provide a model for valuing the MNC
2. Be able to analyse exchange rate behaviors and learn relationship between Inflation, Interest rates and exchange rates.	2.1 Explain the measurement of exchange rate movements 2.2 Explain equilibrium exchange rate and examine the factors that affect it 2.3 Explain the purchasing power parity (PPP) theory in line for exchange rate changes 2.4 Discuss influence of inflation and interest on exchange rates and how financial institutions capitalize on anticipated exchange rate movements
3. Be able to explain the forecast of future exchange rate risks and to manage the same by hedging the exposure.	3.1 Explain why corporations forecast future exchange rate and currency risks 3.2 Explain how forecast performance can be evaluated 3.3 Discuss forward contracts, currency call and put options contracts 3.4 Explain how to account for uncertainty surrounding forecasts
4. Be able to understanding of how MNCs decide on their short-term cash flow needs to finance international trade.	4.1 Explain common trade finance methods 4.2 Describe methods of payment for international trade 4.3 Identify sources of short term financing methods 4.4 Explain how MNC's determine whether to use foreign financing
5. Be able to explain how MNCs manage long term assets and liabilities; and conduct capital budgeting analysis and capital structure decision.	5.1 Compare the capital budgeting analysis of an MNCs subsidiary vs its parent 5.2 Demonstrate how multinational capital budgeting can be applied to determine

| | whether an international project should be implemented. |
| | 5.3 Explain how the risk of international projects can be assessed |

Delivery and Assessment

The learning and teaching strategy will consist of formal lectures to present theory, principles and practices which will form the foundation of the learning outcomes. Students will be encouraged to interact and contribute as a means of developing critical skills. Tutorials will be activity based using real world case studies and live examples to apply the theory into practice and develop their decision making and evaluating skills. In

In addition, students will be encouraged to undertake self-directed study and further research on selected topics to acquire additional perspectives which will provide them with a deeper understanding of the topics covered.

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

1. The International Financial Environment (Introduction)
2. The International Financial Environment (Intermediate)
3. Exchange Rate Behaviour
4. Exchange Rate Risk Management
5. Exchange Rate Risk Management
6. Long Term Asset & Liability Management
7. Short-Term Asset & Liability Management

Topic and Suggested Assignments/Activities/Assessment

- Introduction to the unit and the programme of assignments
- Tutorial support and feedback for assignment 1 stages 1 and 2
- Tutorial support and feedback for assignment 1 stages 3, and 4
- Discuss the role of costing in different business scenarios
- Discuss presentation of costs for ease of understanding by the management team
- Review of unit and programme of assignments

Suggested Resources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of the qualification. Learners should be made aware of these sources before delivery of this unit and be fully conversant with these sources upon completion of this unit.

Textbooks

- Madura, J. and Fox, R. (2017). International Financial Management, Fourth Edition, London, UK, Publisher: Cengage Learning.
- Pilbeam, K. (2013). International Finance, Paperback Fourth Edition, London, UK, Publisher: Palgrave

Websites

International Finance: Theory and Practice's websites:

www.cengage.co.uk/books/9781473725508/
www.worldbank.org/
www.oecd.org/
www.imf.org/external/np/tre/sdr/basket.htm
www.bis.org/
www.economist.com

www.bloomberg.com/markets

www.transparency.org/

www.taxsites.com/

www.taxworld.org/

www.ey.com/tax/

www.pwcglobal.com/

Unit 714: Customer Growth Marketing

Unit code: D/618/8636
RQF level: 7

Aim

The overarching aim of this module is to critically examine the tools and techniques used to create successful customer growth in all contexts. In doing so students will develop a critical understanding of the factors which influence consumer behaviour and evaluate the literature and relevant theories which explain consumer motivation and customer relationships. Students will also be able to analyse an organisation's marketing strategy and demonstrate the application of key elements concepts and tools within the business environment.

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Critically evaluate and design successful communication strategies to meet and grow marketing outcomes.	1.1 Critically evaluate different communication strategy options. 1.2 Analyse best communication strategy options to implement to meet objectives
2. Identify and redefine segmentation and targeting techniques to reach your customer base.	2.1 Analyse and redefine targeting techniques 2.2 Analyse existing customer segmentation and suggest redefining the same to reach specific customer niche
3. Be able to Develop and Explain creative marketing plans targeting the consumer behavior.	3.1 Evaluate consumer behavior and its relation to marketing plan 3.2 Design and develop creative marketing plans to reach target customer
4. Be able to conceptualize competitive advantage by creating long term growth using relationship marketing.	4.1 Analyse possible marketing methods to reach customer base and create loyalty 4.2 Conceptualise marketing options to create repeat customers using relationship marketing

Delivery and Assessment

The learning and teaching strategy will consist of formal lectures to present theory, principles and practices which will form the foundation of the learning outcomes. Students will be encouraged to interact and contribute as a means of developing critical skills.

Tutorials will be activity based using real world case studies and live examples to apply the theory into practice and develop their decision making and evaluating skills. In addition, students will be encouraged to undertake self-directed study and further research on selected topics to acquire additional perspectives which will provide them with a deeper understanding of the topics covered.

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

1. Marketing strategy: Macro and microenvironment
2. Segmentation and targeting: Identifying your customers
3. Consumer motivation: Understanding buyer behaviour
4. Differentiation and creating value for target customers
5. Relationship marketing

Topic and Suggested Assignments/Activities/Assessment

- Introduction to the unit and the programme of assignments
- Tutorial support and feedback for assignment 1 stages 1 and 2
- Tutorial support and feedback for assignment 1 stages 3, and 4

Suggested Resources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of the qualification. Learners should be made aware of these sources before delivery of this unit and be fully conversant with these sources upon completion of this unit.

Textbooks required:

- Kotler, P. and Armstrong, G. (2016) Principles of Marketing: Global edition (16th edn). Harlow U Pearson

Supportive Reading:

- Baines, P., Fill, C. and Page, K. (2014), Marketing. 3rd ed. Oxford, U.K.: Oxford University Press.
- Blythe, J. (2013), Consumer Behaviour. 2nd Edition. London: Sage Publications.
- Chaffey, D. and Ellis-Chadwick, F. (2016), Digital Marketing. 6th ed. London, U.K.: Pearson
- Cravens, D.W., and Piercy, N. (2012), Strategic Marketing. 10th ed. New York, NY: McGraw Hill Higher Education.
- Fill, C. and Turnbull, S. (2016), Marketing Communications: Discovery, Creation and Conversations. 7th ed. Harlow, Pearson.
- Hooley, G., Nicoulaud, B. and Piercy, N. (2011), Marketing Strategy and Competitive Positing. 5th ed. New Jersey, U.S.: Pearson FT/Prentice Hall.
- Kotler, P., et al. (2016), Marketing Management. 15th ed. London, U.K.: Pearson.

Journals:

• European Journal of Marketing

• Journal of Marketing

• Journal of Marketing Management

• Journal of Marketing Research

• Journal of the Academy of Marketing Science

• Journal of Consumer Psychology

Websites

Chartered Institute of Marketing www.cim.co.uk

Unit 715: Advanced Strategic Marketing

Unit code: H/618/8637
RQF level: 7

Aim

Marketing Strategy builds on the existing knowledge that students and practitioners already hold about the principles of marketing. It should help candidates propose strategic response to emerging market themes and allow them to consider the impact on marketing and its interaction with other parts of the organisation.

Its aim is to provide a clear concise guide to the tools and frameworks for marketing decisions that seek answers to the strategic questions, where are we now? Where do we want to be? How will we get there? And did we get there?

Learning Outcomes and Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to evaluate various possible orientations of marketing strategy.	1.1 Discuss the role of Marketing within strategy and Emerging themes 1.2 Analyse the marketing strategy for firms of same and different industries. 1.3 Evaluate more effective marketing strategies to reach market segmentation.
2. Be able to Identify and analyse marketing issues within various environments, utilising a wide range of marketing techniques, concepts and models.	2.1 Analyse and evaluate marketing strategy options for products across border 2.2 Perform Strategic analysis by conducting micro and macro analysis; and financial and portfolio analysis
3. Be able to critically evaluate various options available within given constraints and apply competitive positioning strategies, justifying any strategic decisions taken to determine.	3.1 Critique your available marketing strategy options to create a competitive strategy. 3.2 Evaluate options to reach competitive advantage by using various marketing mix.
4. Be able to analyze and develop creative, customer focused and innovative strategies incorporating relevant marketing mix decisions, to realise sustainable competitive advantage.	4.1 Analyse and develop innovative marketing strategies using various marketing mix. 4.2 Discuss the use the of forecasting and strategic intent to reach competitive advantage
5. Be able to identify competitive advantage as an on-going process that needs to be measured, managed, and controlled.	5.1 Analyse and conceptualize a measurement process of competitive advantage 5.2 Discuss implementation and control by applying marketing metrics to monitor competitive advantage 5.3 Develop metrics to measure customer lifetime value

Delivery and Assessment

The learning and teaching strategy will consist of formal lectures to present theory, principles and practices which will form the foundation of the learning outcomes. Students will be encouraged to interact and contribute as a means of developing critical skills. Tutorials will be activity based using real world case studies and live examples to apply the theory into practice and develop their decision making and evaluating skills.

In addition, students will be encouraged to undertake self-directed study and further research on selected topics to acquire additional perspectives which will provide them with a deeper understanding of the topics covered.

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

1. Strategic perspectives, what is strategic management and the role of marketing within strategy and emerging themes
2. Strategic analysis, external and internal analysis including Macro and micro analysis Auditing tools including financial and portfolio analysis
3. Forecasting and strategic intent including Mission, gap analysis, objective setting and the balanced scorecard Strategy formulation including
4. Competitive advantage, strategic direction, industry positioning and product market strategies Strategic Choice including Strategic methods, branding, pricing, and distribution to marketing communication strategies
5. Strategic implementation and control including Relationship and Internal marketing, applying marketing metrics, monitoring performance to customer lifetime value

Topic and Suggested Assignments/Activities/Assessment

- Introduction to the unit and the programme of assignments
- Tutorial support and feedback for assignment 1 stages 1 and 2
- Tutorial support and feedback for assignment 1 stages 3, and 4

Suggested Resources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of the qualification. Learners should be made aware of these sources before delivery of this unit and be fully conversant with these sources upon completion of this unit.

Textbooks Required:

Aaker A and McLoughlin D (2010), Strategic Market Management; Global Perspectives, Wiley Walker, Mullins, Boyd and Larreche (2008) Marketing Strategy, 5th edition, McGraw Hill International

Supportive reading:

- Bradley F (2005) International Marketing Strategy 5th edition, Prentice Hall West, Ford and Ibrahim (2006) Strategic Marketing; Creating Competitive Advantage, Oxford University Press
- Baines, P., Fill, C. and Page, K. (2014), Marketing. 3rd ed. Oxford, U.K.: Oxford University Press.
- Blythe, J. (2013), Consumer Behaviour. 2nd Edition. London: Sage Publications.
- Chaffey, D. and Ellis-Chadwick, F. (2016), Digital Marketing. 6th ed. London, U.K.: Pearson
- Cravens, D.W., and Piercy, N. (2012), Strategic Marketing. 10th ed. New York, NY: McGraw Hill Higher Education.
- Fill, C. and Turnbull, S. (2016), Marketing Communications: Discovery, Creation and Conversations. 7th ed. Harlow, Pearson.
- Hooley, G., Nicoulaud, B. and Piercy, N. (2011), Marketing Strategy and Competitive Positing. 5th ed. New Jersey, U.S.: Pearson FT/Prentice Hall.
- Kotler, P., et al. (2016), Marketing Management. 15th ed. London, U.K.: Pearson.

Journals:

• European Journal of Marketing

• Journal of Marketing

• Journal of Marketing Management

• Journal of Marketing Research

• Journal of the Academy of Marketing Science

• Journal of Consumer Psychology

Websites

Chartered Institute of Marketing www.cim.co.uk

Unit 716: Planning, Controlling and Leading a Project

Unit code: K/618/8638

RQF level: 7

Unit Aim

This unit aims to introduce learners to the realities of developing and managing a project. It will also introduce learners to the challenges of project management practice in the global business arena. It aims to promote thinking critically about project management as complex, process-based cultural systems and as constantly developing with the high performing team efforts.

As increasing number of firms have project development and project management activities, understanding the efficient project management is of vital importance. Learners will learn about the roles and responsibilities of a project team members. Various level of management skills will be studied with special focus on success factors, monitoring and control.

Learning Outcomes, Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the concepts and principles of project management in business.	1.1 Examine the role of project management in achieving business objectives.
	1.2 Explain the application of key concepts and principles of project management in different business environments.
	1.3 Appraise business objectives in order to determine potential projects.
2. Be able to design systems and plans for initiating and managing and leading projects.	2.1 Examine key leadership and management theories related to project management.
	2.2 Develop role and responsibilities of the project manager for a project.
	2.3 Develop a project organogram identifying roles of key project team members.
	2.4 Determine sources of finance available for a project.
	2.5 Assess the feasibility of a proposed project.
	2.6 Prepare a detailed project plan with high level estimates of time, resources and costs that meet agreed milestones.

3. Be able to evaluate the effectiveness of communication within a project management team.	3.1 Explain the key contents of a project communication plan.
	3.2 Evaluate the benefits of a project communication plan to stakeholders of a project.
	3.3 Analyse the factors that can affect communication during a project's life span.
4. Be able to design monitoring and controlling mechanisms for a project.	4.1 Evaluate risk factors that may impede completion of a project.
	4.2 Design systems and measures to monitor and appraise the status and progress of a project.
	4.3 Develop contingency plans to help mitigate potential delays in the progress of a project.
5. Understand how to close and review the completion of a project.	5.1 Explain the closing stages of a project.
	5.2 Assess the importance of project evaluation.

Indicative Content

Project management: principles; role of the project manager e.g., management of change, understanding of project management system elements and their integration, management of multiple projects; project environment and the impact of external influences on projects; identification of the major project phases (initiate, plan, execute, monitor/control, evaluate/close) and why they are required, understanding of the work in each phase; the nature of work in the lifecycles of projects in various industries.

- The Product Breakdown Structure (PBS)
- Work Breakdown Structure (WBS),
- Project Execution Strategy (PES) and the

  Organisation Breakdown Structure (OBS) e.g., preparation of organisational charts, task responsibility matrix, statement of work (SOW) for project tasks.

- Relationship between schedules, OBS and WBS, network techniques, resourcing techniques, computer-based scheduling and resourcing packages, project progress measurement and reporting techniques, staff-Hours earned value and progress 'S' curves, critical path analysis and reporting, milestone trending. C
- Cost control: cost breakdown structure e.g., types of project estimate, resources needed, estimating techniques, estimating accuracy, contingency, and estimation, bid estimates, whole-life cost estimates, sources of information, cost information sensitivity, computer-based estimating.

- The why, what, how, when, where and by whom of Project Management e.g., contract terms, document distribution schedules, procurement, establishing the baseline for the project.
- Critical path method, PERT/CPA modelling, quality control and analysis,

- Total Quality Management (TQM), quality chain, milestone charting
- Team structures: Hierarchical, virtual, functional team, matrix management.
- Roles and responsibilities of Project Manager and sponsor,
- Long term and short-term sources of funding.
- Share Capital or Equity Shares, Preference

Analysis of results and planned procedures; use of appropriate evaluation techniques; application of project evaluation and review techniques (PERT); opportunities for further studies and developments, use of appropriate techniques to justify project progress and outcomes in terms of the original agreed project specification

Suggested Resources

Kerzner, H. (2017). *Project Management: a systems approach to planning, scheduling, and controlling*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Burke, R. (2013). *Project Management: planning and control techniques*. Hoboken, N.J.: Wiley; Chichester.

Meredith, J.R., Shafer, S.M. and Mantel, S.J. (2019). *Project Management: a managerial approach*. Milton Qld: John Wiley & Sons Australia, Ltd.

Unit 717: Procurement Risk and Contract Management

Unit code: M/618/8639

RQF level: 7

Unit Aim

The aim of the unit is to enable the student to understand the core concepts of procurement along with the importance of identifying and managing risks related to procurement and contract management. The learners will also develop a critical understanding of various legislative frameworks important for procurement and consider frameworks for risk assessment in the procurement context.

Learning Outcomes, Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the core concepts of procurement and contract management.	1.1 Define procurement and contract management. 1.2 Examine the principles of procurement and contract management as applied to a large multinational organisation. 1.3 Evaluate the importance of sustainable procurement.
2. Be able to critically evaluate procurement operating environment and legislation.	2.1 Assess the impact of legislative frameworks on procurement in the impact public and private sector. 2.2 Critically assess the role of European Union in procurement. 2.3 Evaluate the importance of establishing 'Contract Procedure Rules' and applying financial regulations.
3. Understand the management of procurement operations.	3.1 Discuss the key principles and application of category management. 3.2 Critically assess the impact of technology on procurement operations. 3.3 Examine the use of electronic promotion of contract opportunities and electronic tendering. 3.4 Explain the various risks associated with e-tendering.

4. Understand the risk management process in procurement and contract management.	4.1 Evaluate the risk management factors that impact on procurement and contract management.
	4.2 Evaluate frameworks of risk assessment in relation to procurement.

Indicative Content

- Procurement & sourcing methods, inventory management, distribution facility, structural changes, definition by CIPS.
- Procurement cycle support wider social, economic, and environmental objectives.
- Contract Management: Standardised Processes and Procedures, Spend, Visibility, Improved Compliance, Solid Foundation for Spend and Performance Analysis, Rebate Management, Reduced Maverick Spending, Evergreen
- Example Framework:
  o The Public Service (Social Value) Act 2012
  o Community Right to Challenge (Localism) Act 2012
  o FreedomofInformationAct2000
  o GDPR2019, Part 1

- Relevant Frameworks in own country
- EU Consolidated Public Procurement Directive,

- Category Management: Strategic, Bottleneck, Routine, Leverage
- Electronic procurement: Public Services Network (PSN), Procure to Pay (P2P), Enterprise Resource, Planning system (ERP).
- E-Sourcing / e-Tendering: Electronic reverse auctions, electronic marketplace, Purchase cards, Request for information, Request for proposal, Request for quotation, RFx (the previous three together), and eRFx (software for managing RFx projects), System for Acquisition Management (SAM).
- Risks: Micromanagement, Time-Consuming Approval Chains, Supplier Onboarding Problems, Hacking, Data Loss

- Risk and Issue Register, Risk Probability Framework, Scoring Impact, Scoring Probability, Sources of Risk, Risk Control
- Procurement Cycle Risks, Measuring risk against expenditure type risk and cost, Procurement Risk Register, Prioritisation of Risk Matrix

Suggested Resources

Carter, R., Kirby, S. and Oxenbury, A. (2012). *Practical contract management*. Cambridge: Cambridge Academic.

Crocker, B., Baily, P.J.H., Farmer, D. and Jessop, D. (2015). *Procurement principles and management*. Harlow, United Kingdom: Pearson

Education.

Lysons, K. and Farrington, B. (2016). *Procurement and supply chain management*. Boston: Pearson.

Unit 718: Advanced Project and Logistics Management

Unit code: H/618/8640

RQF level: 7

Unit Aim

The aim of this unit is to allow the learner to understand concepts of portfolio management and the associated features. The value of having a Project Management Office will also be examined and the stages of establishing and effective project management office will be considered. Learners will also examine the supply chain ecosystem and review IT frameworks appropriate for logistics and supply chain complexities.

Learning Outcomes, Assessment Criteria

Learning Outcomes: To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Understand the features and aims of project, program, and portfolio management.	1.1 Compare the features and aims of programme management with project management. 1.2 Define the principles of portfolio management. 1.3 Examine the differences between programmes and portfolios. 1.4 Evaluate the relation between portfolios management and organisational strategy. 1.5 Evaluate the efficacy of various portfolio selection tools and techniques.
2. Understand the requirements for implementing a Project Management Office.	2.1 Critically assess the benefits of the Project Management Office. 2.2 Assess the implementation of a levelled Project Management Office structure. 2.3 Critically evaluate the stages involved in planning and implementing the Project management Office. 2.4 Create a Project Management Office charter for an organisation.
3. Understand the global supply chain ecosystem.	3.1 Define what a global supply chain eco system is. 3.2 Explain how to map global supply chains ecosystem. 3.3 Explain the use of the ecosystem framework in supply chain analysis.

	3.4 Examine how modern manufacturing and services are intertwined.
4. Understand the role of information technology in logistics and supply chain.	4.1 Critically assess the relationship between logistics and information systems.
	4.2 Define Critical Success Factors (CSF) for IT integration in logistics.
	4.3 Design a framework to integrate IT into the Total Logistic System.

Indicative Content

- Cross-project and multi-disciplined
- Focal Point for Ownership and Accountability
- Horizontal Collaboration
- Strategic in Nature
- Strategic vs. Tactical
- Scope of Responsibility
- Management of Risk
- Life Cycle Involvement
- Process Orientation
- Skills and Capabilities

- Process vs. Function
- Portfolio Management and Organisational Strategy
- A Portfolio Roadmap
- Enterprise portfolio management
- Single-Criterion Prioritization Model
- Multiple-Criteria Weighted Ranking Model
- Multiple-Criteria Scoring Model
- Benefits of the Project Management Office. (PMO)
- PMO staffing, PMO Charter, Assign the PMO Manager, Integrate Applicable Organisational Policies, Establish Project Manager Qualifications, Establish PMO Processes and Procedures, Create a Change Management Plan
- Supply Chain Ecosystem
- The Ecosystem Elements as Enablers of
- Globalization
- Supply Chain De-Verticalization, Modularization,
- and Outsourcing
- Organisational modularity
- Supply chain trends: Modularity and outsourcing
- De-verticalization of electronics firms, De-
- verticalization of apparel firms
- Role of Institutions
- Economic, regulatory, and trade-related

- innovations, Institutions, and supply chains,
- Resources and Management, Clusters
- Delivery Infrastructure: Logistics,
- Communication, IT, and ITeS
- Logistics Ecosystem Framework

- Information Logistics (IL), information element (IE), Data logistics
- (1) Pre-transaction elements: o Inventory availability

    o Target delivery dates.

- (2) Transaction elements:

    o Order status
    o Order tracing
    o Back-order status
    o Shipment shortages of Product substitutions.

- Frameworks: The Project Integrate Framework, Enterprise application integration, ELPIF: E- Logistics Processes Integration Framework Based on Web Services, Resource Integration Framework of Logistics Resource Grid (LRG).

Suggested Resources

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Coyle, J.J., Langley Jr., C.J., Gibson, B.J., Novack, R.A. and Bardi, E.J. (2013). *Supply Chain Management: A Logistics Perspective.* 9th Edition., South-Western Aus.: Cengage Learning.

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