ICON College of Technology and Management

Course Handbook

HND in Business - RQF

ICON COLLEGE

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Pearson BTEC Level 5 HND in Business (RQF)
Course Code: TNA67

Unit Details

Unit No	Level 4 Units (Eight Units, 120 Credit Value)	Unit	Unit Credit
1	Business and the Business Environment	Core	15
2	Marketing Essentials	Core	15
3	Human Resource Management	Core	15
4	Management and Operations	Core	15
5	Management Accounting	Core	15
6	Managing a Successful Business Project (Pearson-set)	Core	15
8	Innovation and Commercialisation	Optional	15
9	Entrepreneurship and Small Business	Optional	15

Unit No	Level 5 Units (Seven Units, 120 Credit Value)	Unit	Unit Credit
11	Research Project (Pearson-set)	Core	30
12	Organisational Behaviour	Core	15
17	Understanding and Leading Change	Optional	15
32	Business Strategy	Optional	15
35	Developing Individuals, Teams and Organisations	Optional	15
40	International Marketing	Optional	15
41	Brand Management	Optional	15

ICON College of Technology and Management

Semester Structure of Pearson BTEC Level 5 HND in Business
at ICON College of Technology and Management (RQF)

Semester One	Semester Two
Unit 1* Business and the Business Environment (L4) Unit 2* Marketing Essentials (L4) Unit 3* Human Resource Management (L4) Unit 4* Management and Operations (L4)	Unit 5* Management Accounting (L4) Unit 6* Managing a Successful Business Project (Pearson-set) (L4) Unit 8 Innovation and Commercialisation (L4) Unit 9 Entrepreneurship and Small Business (L4)
Semester Three	**Semester Four**
Unit 11* Research Project (Pearson-set) (L5) Unit 12* Organisational Behaviour (L5) Unit 32 Business Strategy (L5) Unit 40 International Marketing (L5)	Unit 11* Research Project (Pearson-set) (L5) Unit 17 Understanding and Leading Change (L5) Unit 35 Developing Individuals, Teams and Organisations (L5) Unit 41 Brand Management (L5)

Total credits: 240

∗   Mandatory Core units

Important Note

The College reserves the right to amend the above table as and when required without prior notice.

Course Specifications of HND in Business - RQF

Course titles

BTEC Higher National Diploma in Business

Awarding institution

Pearson Education Ltd

Teaching institution

ICON College of Technology and Management

Accreditation

Pearson; Qualification Accreditation Number (QAN): **601/8365/2**
Approval from date: 23 March 2016
Approval from date: 31 August 2021

Final Award

Pearson BTEC Level 5 HND in Business

Progression

The Level 5 Higher National Diploma allows students to specialise by committing to specific career paths and progression routes to degree-level study.

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the business sector through:

- Entering employment

- Continuing existing employment

- Linking with the appropriate Professional Body

- Committing to Continuing Professional Development (CPD)

- Progressing to university.

The Level 5 Higher National Diploma is recognised by Higher Education providers as meeting admission requirements to many relevant business-related courses, for example:

- BSc (Hons) in Business and Management

- BA and BSc (Hons) in Business Studies

- BSc (Hons) in International Management.

Students should always check the entry requirements for degree Courses at specific Higher Education providers. After completing a BTEC Higher National Diploma, students can also progress directly into employment.

Admission requirements

To meet the entry criteria for admission to level 5 HND Courses:

A candidate must have either:
- a level 3 qualification
- a level 2 qualifications and relevant work experience
- or substantial work experience related to the field of proposed study

and,
- Demonstrate capability in English equivalent to CEFR level B2 e.g. IELTS 5.5 (including 5.5 for reading and writing), PTE 51 or equivalent.

and,
- Demonstrate a Commitment to Study and a reasonable expectation of success on the Course

International qualifications at the appropriate level will also be accepted. The College will use UK NARIC to determine the equivalence of any international qualifications.

Where applicants do not have a formal qualification to demonstrate capability in English, they will be required to undertake the Colleges written English Language test before an offer of a place on a Course is made. Judgement of their capability in spoken English will be assessed by the Head of Department at the interview. Suitable alternative arrangements to written tests will be made where a student declares a disability, specific learning difficulty or long-term health condition on their application form, e.g. oral questioning, amanuensis etc.

Purpose of the Course

The purpose of BTEC Higher Nationals in Business is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the business sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

Objectives of the Course

The objectives of the BTEC Higher Nationals in Business are as follows:
- To equip students with business skills, knowledge and the understanding necessary to achieve high performance in the global business environment.

- To provide education and training for a range of careers in business, including management, administration, human resources, marketing, entrepreneurship, accounting and finance.

- To provide insight and understanding into international business operations and the opportunities and challenges presented by a globalised market place.

- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.

- To provide opportunities for students to enter or progress in employment in business, or progress to higher education qualifications such as an Honours degree in business or a related area.

- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.

- To provide opportunities for those students with a global outlook to aspire to international career pathways.

- To provide opportunities for students to achieve a nationally-recognised professional qualification.

- To offer students the chance of career progression in their chosen field.

- To allow flexibility of study and to meet local or specialist needs.

- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.

Relevant external reference points

- QAA subject benchmark statements for Business and Business Management
- The qualification remains as intermediate level qualifications on the FHEQ. Please refer to the Pearson programme specification for RQF.

Chartered Institute of Management (CIM), Association of Chartered Certified Accountants (ACCA), Chartered Institute of Personnel and Development (CIPD).

Credit value

240 credits, levels 4 and 5. Please see details in appendix A

Course learning outcomes

Knowledge and understanding

Students will be expected to gain the following knowledge during the Course of study:

- Developing the knowledge, understanding and skills of organisations, the business environment in which they operate and their management.

- Demonstrating knowledge and understanding Markets, and Marketing and sales, the management of resources including the supply chain, procurement, logistics, and outsourcing.
- Equipping students with awareness of Customer management and relationship and leadership.
- Developing knowledge of different financial sources and the use of accounting and managing financial risk.
- Understanding the use of relevant communication in business and management including the use of digital technology.
- Developing appropriate policies and strategies within a changing environment to meet stakeholders' interest and the use of risk management techniques.
- Providing innovative business ideas to create new products, services or organisations.
- Realising the need for individuals and organisations to manage responsibility and behave ethically in relation to social, cultural, economic and environmental issues.

Skills

Students will be expected to develop the following skills during the Course of study:

Employability skills:

- **Cognitive and problem-solving skills**: critical thinking, approaching non- routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.

- **Intra-personal skills**: self-management, adaptability and resilience, self- monitoring and self-development, self-analysis and reflection, planning and prioritising.

- **Interpersonal skills**: effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.

Knowledge and academic study skills

- Active research skills
- Effective writing skills
- Analytical skills
- Critical thinking
- Creative problem-solving
- Decision-making
- Team building
- Exam preparation skills
- Digital literacy
- Competence in assessment methods used in higher education.

Teaching, Learning and Assessment Strategies

The College recognises that its Teaching, Learning and Assessment Strategy is fundamental to achieving the aims set out in its Mission Statement and to satisfy expectations contained in appropriate indicators in Chapter B3, B4 and B6 of the UK Quality Code for the Assurance of Academic Quality and Standards in Higher Education.

The aims of the Teaching, Learning and Assessment Strategy is to achieve the following:
- To widen participation from students who are mature, from Black and Minority Ethnic Communities, and come from lower socio-economic backgrounds
- To educate students who are motivated and self-directed critical thinkers, capable of independent enquiry
- To provide students with both sound academic knowledge and vocational expertise
- To foster independent and collaborative learning among students and to encourage lifelong learning leading to enhancing their career potentials
- To develop and implement approaches to feedback and assessment that maximise learning and student outcomes.

(For more details please see The College Quality Assurance and Enhancement Manual).

Course structures

All students take a total of 15 units over 2 years to gain an HND in Business. Units are at level 4 (8 units) and level 5 (7 units).

Mandatory Core Units – Eight Units:

Business and the Business Environment (L4)
Marketing Essentials (L4)
Human Resource Management (L4)
Management and Operations (L4)
Management Accounting (L4)
Managing a Successful Business Project (Pearson-set) (L4)
Research Project (Pearson-set) (L5)
Organisational Behaviour   (L5)

Optional Units – Seven Units:

Innovation and Commercialisation (L4)
Entrepreneurship and Small Business (L4)
Understanding and Leading Change (L5)
Business Strategy (L5)
Developing Individuals, Teams and Organisations (L5)
International Marketing (L5)
Brand Management (L5)

Please see Appendix B for details.

Mode of Study

Full-time and Part-time.
Four semester taught full-time for all students, with minimum 15 hours study per week.

Assessment

The College adheres to the adopted assessment policies and procedures that are published in The Quality Assurance and Enhancement Manual (QAEM) which is in line with the UK Quality Code. Effective assessment rests with the purpose for which the assessment is carried out as well as the nature and type of appropriate assessment tools used. In essence the assessment materials and tools should be fit-for-purpose. The college assessor and internal verifier assured that assignment brief of the assignments are fair and accurate as much as possible.

As required by Pearson, according to the Course specifications, the key assessment objectives and strategies are aimed at assessing the achievement of a number of specific learning outcomes in every unit against specific assessment criteria.

The College uses both formal and informal assessment strategies. The College uses a variety of assessment methods to enhance learning and improves the validity of assessment. The assessment methods improve the knowledge of the assessment criteria and what is required to gain higher grade achievement. There is a range of assessment methods that are utilised, such as: presentations; written reports. As an informal assessment strategy, the College implements a formative method of assessment which requires students to submit 'task by task' coursework during the semester.

This Course is assessed using a combination of ICON College and Pearson-set assignments. Each year, Pearson will issue a Theme and (for Level 4) a set of related Topics. ICON College will develop an assignment, to be internally assessed, to engage students in work related to the Pearson-set Theme.

At Level 4, students will select a Topic to further define their approach to the Theme and assignment. At Level 5, it is expected that students will define their own Topic, in negotiation with Tutors, based on the Pearson-set Theme.

For further information on Pearson assessment procedure, please see https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/business-2016.html

Student support

The teaching philosophy at Icon requires students to be exposed to a range of learning methods and materials.

All tutors now support their classes by the use of "ICON VLE", a suite of electronic web-based materials that permits students to use the Icon intranet to access materials such as syllabi, Course plan, reading lists, reading assignments, and PowerPoint presentations for each of their Courses.

Student Survey is the primary method of obtaining and gauging student feedback at Icon. The evaluation forms are comprised of both qualitative and quantitative elements. Also Student and Staff Liaison Panel meetings, held each semester, to discuss Course issues and concerns is another way to support the student.

The Personal Tutorial System is an essential part of the College's Teaching, Learning and Assessment Strategy. It is also aimed at contributing to enhancement of the teaching and learning experience of the students. The College assigns every student a designated Personal Tutor who is available by appointment throughout the academic year. The relationship between the student and the personal tutor is built on trust and confidentiality. Whether the problem is related to a financial hardship, accommodation matters, or learning disabilities and academic difficulties, the Personal Tutor is the first contact point at the College who would act as a mentor, and guide the student to the right person for further action.

Evaluation and revision

The Assessment Board evaluates the external examiner's reports every year and makes sure the action plans produced from their reports are well managed and the progress is reported to Academic Board. The College also conducts a feedback on assignments to students by a formative feedback sheet which has been commended by standard verifiers of Pearson as supportive and effective.

Internal verification ensures that before any assignment brief is released to students, clear assessment criteria, and correct administrative information on assignment are included. Internal verifier teams identify what changes if any in the assignment brief are required and what corrective action should be taken by assessor and should ensure that it is fit for purpose. Internal verifiers check a range of assessment decisions for all assessors and modules by sampling some of the assignments. In case of unexpected assessment decisions, (e.g. everybody achieving Distinction in the assignment), additional sampling will be conducted on individual modules/assessors.

Language of study

English

Course structure

14 X 15 credits units, 1 X 30 unit research project. Please see the appendix A.

APPENDICES

Appendix A

Pearson BTEC Level 5 HND in Business – (RQF)
Course Code: TNA67

	Pearson BTEC Level 5 Higher National Diploma in Business (RQF)	Unit Level	Unit Credit
Level 4 units:			
Core unit *Mandatory*	1 Business and the Business Environment	4	15
Core unit *Mandatory*	2 Marketing Essentials	4	15
Core unit *Mandatory*	3 Human Resource Management	4	15
Core unit *Mandatory*	4 Management and Operations	4	15
Core unit *Mandatory*	5 Management Accounting	4	15
Core unit *Mandatory*	6 Managing a Successful Business Project (Pearson –set)	4	15
Optional unit	8 Innovation and Commercialisation	4	15
Optional unit	9 Entrepreneurship and Small Business	4	15
Level 5 Units:			
Core unit *Mandatory*	11 Research Project (Pearson-set)	5	30
Core unit *Mandatory*	12 Organisational Behaviour	5	15
Optional unit	17 Understanding and Leading Change	5	15
Optional unit	32 Business Strategy	5	15
Optional unit	35 Developing Individuals, Teams and Organisations	5	15
Optional unit	40 International Marketing	5	15
Optional unit	41 Brand Management	5	15

Total: 240 Credits

Appendix B

Unit Syllabus

Unit 1:   Business and the Business Environment

Unit code	**L/508/0485**
Unit type	**Core**
Unit level	**4**
Credit value	**15**

Introduction

The aim of this unit is to provide students with background knowledge and understanding of business, the functions of an organisation and the wider business environments in which organisations operate. Students will examine the different types of organisations (including for profit and not for profit), their size and scope (for instance, micro, SME, transnational and global) and how they operate.

Students will explore the relationships that organisations have with their various stakeholders and how the wider external environments influence and shape business decision-making.

The knowledge, understanding and skill sets gained in this unit will help students to choose their own preferred areas of specialism in future studies and in their professional career.

Learning Outcomes

By the end of this unit a student will be able to:

1   Explain the different types, size and scope of organisations.

2   Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure.

3   Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations.

4   Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors.

Essential Content

LO1 **Explain the different types, size and scope of organisations**

Different types of organisations:

Differences between for profit and not for profit and non-government organisations (NGOs).

Micro, small, medium-sized enterprises (SMEs). Different business purposes, objectives and supply of goods and services.

The range of legal structures associated with different forms of business: sole traders, partnerships and private limited companies.

Size and scope of organisations:

Differences between large, medium-sized and small organisations including objectives and goals, market share, profit share, growth and sustainability.

Global growth and developments of transnational, international and global organisations.

Differences between franchising, joint ventures and licensing.

Industrial structures and competitive analysis.

Market forces and economic operations e.g. scarcity and choice, supply and demand, income elasticity.

Stakeholders and responsibilities of organisations to meet different stakeholder interests and expectations.

LO2 **Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure**

The various functions within an organisation:

The role of marketing, finance, human resource management and operations within an organisational context and the interrelationships.

How functions relate to overall organisation mission and objectives.

Organisational structure:

Different structures depending upon the size and scope of the organisation, including bureaucratic and post-bureaucratic, parent, strategic business units (SBUs), matrix and functional levels.

Organisation structures and complexities of transnational, international and global organisations.

LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations

The context of the macro environment:

The application of the PESTLE framework and how organisations need to monitor and forecast external influences.

How the macro environment influences/impacts upon business activities: the impact of the digital revolution on production and consumption; the impact of social technologies; cybersecurity; emerging BRICS markets, the global shift in economic and social power and ethical and sustainable growth.

How organisations go through the transformation process and overcome resistance to change in response to the changing market environment.

LO4 Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors

Frameworks for analysis:

Introduction to SWOT and/or TOWS analysis and how they can assist in the decision-making process within organisations.

Key external macro factors including the competitive environment and government intervention that influence organisations and business.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the different types, size and scope of organisations		
P1 Explain different types and purposes of organisations; public, private and voluntary sectors and legal structures. **P2** Explain the size and scope of a range of different types of organisations.	**M1** Analyse how the structure, size and scope of different organisations link to the business objectives and product and services offered by the organisation.	**LO1 & 2** **D1** Provide a critical analysis of the complexities of different types of business structures and the interrelationships of the different organisational functions.
LO2 Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure		
P3 Explain the relationship between different organisational functions and how they link to organisational objectives and structure.	**M2** Analyse the advantages and disadvantages of interrelationships between organisational functions and the impact that can have upon organisational structure.	
LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations		
P4 Identify the positive and negative impacts the macro environment has upon business operations, supported by specific examples.	**M3** Apply appropriately the PESTLE model to support a detailed analysis of the macro environment within an organisation.	**LO3 & 4** **D2** Critically evaluate the impacts that both macro and micro factors have upon business objectives and decision-making.
LO4 Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors		
P5 Conduct internal and external analysis of specific organisations in order to identify strengths and weaknesses. **P6** Explain how strengths and weaknesses interrelate with external macro factors.	**M4** Apply appropriately SWOT/TOWS analysis and justify how they influence decision-making.	

Recommended Resources

BARON, P. (2012) *Business and its Environment.* 7th Ed. London: Prentice Hall.

PALMER, A. and HARTLEY, B. (2011) *The Business Environmen*t. 7th Ed. Maidenhead: McGraw-Hill.

WEATHERLEY, P. (Editor) and OTTER, D. (Editor) (2014) *The Business Environment: Themes and Issues in a Globalised World.* 3rd Ed. Oxford: Oxford University Press.

WORTHINGTON, I. and BRITTON. C. (2014) *The Business Environment.* 7th Ed. Harlow Pearson.

Links

This unit links to the following related units:

Unit 2: Marketing Essentials

Unit 12: Organisational Behaviour

Unit 18: Global Business Environment

Unit 25: Principles of Operations Management

Unit 32: Business Strategy

Unit 34: Business Systems

Unit 2:   Marketing Essentials

Unit code	**R/508/0486**
Unit type	**Core**
Unit level	**4**
Credit value	**15**

Introduction

This unit is designed to introduce students to the principles of marketing, enabling them to develop a basic marketing plan and to employ elements of the marketing mix to achieve results. While they will learn the underpinning theories and frameworks, they will also be able to relate these to real-world examples, including products/services that they encounter in their own daily lives.

Organisations such as Apple, Google, VISA, Burberry, Zara, Cadbury, Nestle, Unilever, Coca-Cola, Unicef, BP and small local businesses all have at least one thing in common: they all use marketing to influence us to engage with their products and/or services. Whether it is becoming a loyal customer buying a product and service or donating to a charity, organisations use a range of marketing techniques and tools to inform and influence us.

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

Learning Outcomes

By the end of this unit a student will be able to:

1   Explain the role of marketing and how it interrelates with other functional units of an organisation.

2   Compare ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives.

3   Develop and evaluate a basic marketing plan.

Essential Content

LO1 Explain the role of marketing and how it interrelates with other functional units of an organisation

Definitions and the marketing concept:

Definitions of marketing and the nature of marketing.

The development of the marketing concept, including current and future trends. How the external environment influences and impacts upon marketing activity.

The role of marketing:

The structure and operations of marketing departments.

Overview of marketing processes that include analysis, strategic planning and the marketing mix.

The different roles of marketing within both a B2C and B2B context.

The interrelationships of functional units:

Marketing as a business function.

The different roles of business units and the interrelationships between these functional units and marketing.

LO2 Compare ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives

The 7Ps marketing mix:

Product: Differences between products and services, importance of brands, product development and product lifestyle.

Price: Pricing context, pricing strategies and tactics.

Place: Channel management, supply chain management and logistics.

Promotion: Integrated communication mix and promotional tools.

People: The different roles of 'people' in marketing, including customer interfacing and support personnel. The different skills, attitudes and behaviour of people delivering the product or service to customers.

Physical evidence: The tangible aspects of service delivery – visual, aural and olfactory elements.

Process: Systems and processes involved in delivering a consistent service. Different types of processes used to expedite the marketing function.

Achieving overall business objectives:

The shift from the 4Ps to the 7Ps and the significance of the extended marketing mix.

An overview of the marketing planning process (Analysis, Planning, Implementation and Control) and marketing strategy.

LO3 **Develop and evaluate a basic marketing plan**

Marketing planning:

The importance and value of marketing plans.

The links between marketing plans, marketing objectives and marketing strategies.

Evaluating and monitoring marketing plans using appropriate control and evaluation techniques such as sales analysis, market-share analysis, efficiency ratios and cost-profitability analysis.

Structure and development of marketing plans:

Market segmentation and target market selection.

Setting goals and objectives, situational analysis tools and techniques, creating a marketing strategy and allocation of resources and monitoring and control measures.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the role of marketing and how it interrelates with other functional units of an organisation		**D1** Critically analyse and evaluate the key elements of the marketing function and how they interrelate with other functional units of an organisation.
P1 Explain the key roles and responsibilities of the marketing function. **P2** Explain how roles and responsibilities of marketing relate to the wider organisational context.	**M1** Analyse the roles and responsibilities of marketing in the context of the marketing environment. **M2** Analyse the significance of interrelationships between marketing and other functional units of an organisation.	
LO2 Compare ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives		**LO2 & 3** **D2** Design a strategic marketing plan that tactically applies the use of the 7Ps to achieve overall marketing objectives.
P3 Compare the ways in which different organisations apply the marketing mix to the marketing planning process to achieve business objectives.	**M3** Evaluate different tactics applied by organisations to demonstrate how business objectives can be achieved.	
LO3 Develop and evaluate a basic marketing plan		
P4 Produce and evaluate a basic marketing plan for an organisation.	**M4** Produce a detailed, coherent evidence-based marketing plan for an organisation.	

Recommended Resources

BRASSINGTON, F. and PETTITT, S. (2012) *Essentials of Marketing.* 3rd Ed. Harlow: Pearson.

GROUCUTT, J. and HOPKINS, C. (2015) *Marketing* (Business Briefings). London: Palgrave Macmillan.

JOBBER, D. and CHADWICK, F. (2012) *Principles and Practice of Marketing.* 7th Ed. Maidenhead: McGraw-Hill.

KOTLER, P. and ARMSTRONG, G. (2013) *Principles of Marketing.* London: Prentice Hall.

MCDONALD, M. and WILSON, H. (2011) *Marketing Plans: How to Prepare Them, How to Use Them.* 7th Ed. Chichester: John Riley and Sons.

Journals

Journal of Marketing

Harvard Business Review

Websites

American Marketing Association   www.ama.org

Chartered Institute of Marketing (UK)   www.cim.co.uk

Links

This unit links to the following related units:

Unit 1: Business and the Business Environment

Unit 22: Product and Service Development

Unit 23: Integrated Marketing Communications

Unit 37: Consumer Behaviour and Insight

Unit 40: International Marketing

Unit 3:   Human Resource Management

Unit code	Y/508/0487
Unit type	Core
Unit level	4
Credit value	15

Introduction

The aim of this unit is to enable students to appreciate and apply principles of effective Human Resource Management (HRM). People are the lifeblood of any organisation and being able to attract, recruit and retain talented staff is at the core of all HRM activity. This unit will explore the tools and techniques used in HRM to maximise the employee contribution and how to use HR methods to gain competitive advantage. Students will explore the importance of training and development in building and extending the skills base of the organisation and ensuring it is relevant to the ever-changing business environment. Students will also consider the growing importance of becoming a flexible organisation with an equally flexible labour force, and become familiar with techniques of job design and with different reward systems.

The unit investigates the importance of good employee relations and the ways in which employers engage with their staff and possibly with trade unions. Students will gain an understanding of the law governing HRM processes as well as the best practices which enable an employer to become an 'employer of choice' in their labour market.

Learning Outcomes

By the end of this unit a student will be able to:

1   Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives.

2   Evaluate the effectiveness of the key elements of Human Resource Management in an organisation.

3   Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation.

4   Apply Human Resource Management practices in a work-related context.

Essential Content

LO1 Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives

The nature and scope of HRM:

Definitions of HRM.

What are the main functions and activities of HRM.

The 'Best Fit' approach vs 'Best Practice'.

The hard and soft models of HRM.

Workforce planning.

Types of labour market, labour market trends and PESTLE.

The internal labour market.

Analysing turnover, stability and retention.

The impact of legal and regulatory frameworks.

The impact that advances in technology have had upon improving the efficiency of HR practices.

Recruitment:

Sources of recruitment: internal vs external recruitment.

Job analysis, job descriptions, personal specifications and competency frameworks.

Selection:

Main methods of selection: strengths and weaknesses of each.
Reliability and validity as key criteria.

On-boarding and induction:

The issues affecting successful induction and socialisation of employees.

LO2 Evaluate the effectiveness of the key elements of Human Resource Management in an organisation

Learning, development and training:

Differentiating development and training.

Identifying training needs − the training gap.

Types of training.

Evaluation of training.

Job and workplace design:

Reward management: extrinsic and intrinsic rewards from work.

The link between motivational theory and reward.

Series of job design-job extension techniques.

The flexible organisation:

Types of flexibility: numerical, structural and functional flexibility.

Models of flexible organisations (e.g. Handy, Atkinson).

Flexible working options in modern organisations.

Benefits to employers and benefits to employees of flexible working practices.

Performance and reward:

Performance management and methods used to monitor employee performance.

Types of payment and reward system.

Methods of a determination.

LO3 Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation

Employee relations:

Maintaining good employee relations.

Strategies for building and improving employee relations and engagement.

Employee relations and the law:

The purpose of employment law.

Key legal issues and constraints (e.g. equality, data protection, health and safety, redundancy, dismissal, employment contracts).

Ethical and social responsibilities.

Trade unions and workplace representation:

The role of trade unions – local/national.

Collective agreements.

Discipline, grievances and redundancy – best practice.

LO4 Apply Human Resource Management practices in a work-related context

Job and person specifications:

Preparing job specifications and person specifications applicable to the recruitment context and needs of the organisations, taking into account legislation and company policies.

Recruitment and selection in practice:

The impact of technology on improving the recruitment and selection process; the use of online resources, digital platforms and social networking.

Designing and placing job advertisements.

Shortlisting and processing applications.

Interviewing preparation and best practice.

Selection best practice.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives		
P1 Explain the purpose and the functions of HRM, applicable to workforce planning and resourcing an organisation. **P2** Explain the strengths and weaknesses of different approaches to recruitment and selection.	**M1** Assess how the functions of HRM can provide talent and skills appropriate to fulfil business objectives **M2** Evaluate the strengths and weaknesses of different approaches to recruitment and selection.	**D1** Critically evaluate the strengths and weaknesses of different approaches to recruitment and selection, supported by specific examples.
LO2 Evaluate the effectiveness of the key elements of Human Resource Management in an organisation		
P3 Explain the benefits of different HRM practices within an organisation for both the employer and employee. **P4** Evaluate the effectiveness of different HRM practices in terms of raising organisational profit and productivity.	**M3** Explore the different methods used in HRM practices, providing specific examples to support evaluation within an organisational context.	**D2** Critically evaluate HRM practices and application within an organisational context, using a range of specific examples.
LO3 Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation		
P5 Analyse the importance of employee relations in respect to influencing HRM decision-making. **P6** Identify the key elements of employment legislation and the impact it has upon HRM decision-making.	**M4** Evaluate the key aspects of employee relations management and employment legislation that affect HRM decision-making in an organisational context.	**LO3 & 4** **D3** Critically evaluate employee relations and the application of HRM practices that inform and influence decision-making in an organisational context.

Pass	Merit	Distinction
LO4 Apply Human Resource Management practices in a work-related context		
P7 Illustrate the application of HRM practices in a work-related context, using specific examples.	**M5** Provide a rationale for the application of specific HRM practices in a work-related context.	

Recommended Resources

ARMSTRONG, M. and TAYLOR, S. (2014) *Armstrong's Handbook of Human Resource Management Practice.* 13th Ed. London: Kogan Page.

BACH, S. and EDWARDS , M. (2013) *Managing Human Resources*. Oxford: Wiley.

BRATTON, J. and GOLD, J. (2012) *Human Resource Management: Theory and Practice.* 5th Ed. Basingstoke: Palgrave.

TORRINGTON, D, et al. (2011) *Human Resource Management.* 8th Ed. London: Prentice Hall.

CIPD (Chartered Institute of Personnel and Development) available at www.cipd.co.uk.

Links

This unit links to the following related units:

Unit 7: Business Law

Unit 12: Organisational Behaviour

Unit 19: Resource and Talent Planning

Unit 20: Employee Relations

Unit 21: Strategic Human Resource Management

Unit 29: Managing and Running a Small Business

Unit 4: Management and Operations

Unit code	**D/508/0488**
Unit type	**Core**
Unit level	**4**
Credit value	**15**

Introduction

The aim of this unit is to help students understand the difference between the function of a manager and the role of a leader. Students will consider the characteristics, behaviours and traits which support effective management and leadership. In addition, this unit will introduce the concept of operations as both a function and a process which all organisations must adopt to conduct business. Students will be introduced to contemporary and historical theories and concepts which will support their learning for this unit.

On successful completion of this unit students will have developed sufficient knowledge and understanding of how management and operations make a positive, efficient and effective contribution to an organisation at a junior level. This could be in the role of a team leader or managing a specific aspect of an operation function and/or process.

Underpinning all aspects of the content for this unit you will consider topics under two broad headings: management and operations.

Learning Outcomes

By the end of this unit a student will be able to:

1 Differentiate between the role of a leader and the function of a manager.

2 Apply the role of a leader and the function of a manager in given contexts.

3 Demonstrate an appreciation of the role leaders and managers play in the operations function of an organisation.

4 Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment.

Essential Content

LO1 Differentiate between the role of a leader and the function of a manager

Management theory:

Contemporary and seminal theories of management such as management by objectives, classical management theories, behavioural theory and contingency theory.

Leadership vs management:

The definitions and differences of both a leader and a manager.

Management functions such as planning, organising, controlling and directing.

Theories of leadership traits, style and contingency.

Transformational and Transactional Leadership.

Action Centred Leadership.

'Hard' management skills and 'soft' leadership skills.

LO2 Apply the role of a leader and the function of a manager in given contexts

How situations affect the role of a leader and function of a manager:

Situational leadership, systems leadership, task or relationship-orientated approaches.

The application of chaos theory and management by objectives.

LO3 Demonstrate an appreciation of the role leaders and managers play in the operations function of an organisation

Theories of operations and operations management:

Six sigma, lean production and queuing theory.

Different operations management approaches:

The use of different management approaches: Principles of Total Quality Management (TQM), Just-in-Time Inventory and the concept of continuous improvement (Kaizen)

Operational functions:

Control and Distribution Systems.

Transformation of raw material into finished goods/services.

Process design.

Capacity management.

Logistics and inventory management.

Scheduling.

LO4 **Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment**

Different dimensions of contemporary business environment:

The relationship that leadership and management have in the context of corporate social responsibility; culture, values, ethics and sustainability.

The relationship with stakeholders and meeting stakeholder expectations in the context of encouraging, developing and sustaining entrepreneurship and intrapreneurship.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Differentiate between the role of a leader and the function of a manager		**LO1 & 2** **D1** Critically analyse and evaluate the different theories and approaches to leadership in given contexts.
P1 Define and compare the different roles and characteristics of a leader and a manager.	**M1** Analyse and differentiate between the role of a leader and function of a manager by effectively applying a range of theories and concepts.	
LO2 Apply the role of a leader and the function of a manager in given contexts		
P2 Examine examples of how the role of a leader and the function of a manager apply in different situational contexts. **P3** Apply different theories and models of approach, including situational leadership, systems leadership and contingency.	**M2** Assess the strengths and weaknesses of different approaches to situations within the work environment.	
LO3 Demonstrate an appreciation of the role leaders and managers play in the operations function of an organisation		**LO3 & 4** **D2** Critically evaluate application of operations management and factors that impact on the wider business environment.
P4 Explain the key approaches to operations management and the role that leaders and managers play. **P5** Explain the importance and value of operations management in achieving business objectives.	**M3** Evaluate how leaders and managers can improve efficiencies of operational management to successfully meet business objectives.	
LO4 Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment		
P6 Assess the factors within the business environment that impact upon operational management and decision-making by leaders and managers.	**M4** Analyse how these different factors affect the business environment and wider community.	

Recommended Resources

HILL, A and HILL, T. (2011) *Essential Operations Management.* London: Palgrave.

PETTINGER, R. (2007) *Introduction to Management.* 4th Ed. London: Palgrave Macmillan.

SLACK, N., BRANDON-JONES, A. and JOHNSTON, R. (2013) *Operations Management.* 7th Ed. Harlow: Pearson.

SCHEDLITZKI, D. and EDWARDS, G. (2014) Studying Leadership: Traditional and Critical Approaches. London: SAGE.

Links

This unit links to the following related units:

Unit 12: Organisational Behaviour

Unit 17: Understanding and Leading Change

Unit 25: Principles of Operations Management

Unit 33: Business Information Technology Systems

Unit 34: Business Systems

Unit 5:   Management Accounting

Unit code	**H/508/0489**
Unit type	**Core**
Unit level	**4**
Credit value	**15**

Introduction

The overall aim of this unit is to introduce the fundamentals of management accounting which apply to the wider business environment and the organisations which operate within that environment. Students will explore how management accounting uses financial data to aid planning decisions, and the monitoring and control of finance within organisations.

On successful completion of this unit students will be in a position to present financial statements in a workplace context and be able to assist senior colleagues with financial business planning. In addition, students will have the fundamental knowledge and skills to progress onto a higher level of study.

Learning Outcomes

By the end of this unit a student will be able to:

1   Demonstrate an understanding of management accounting systems.

2   Apply a range of management accounting techniques.

3   Explain the use of planning tools used in management accounting.

4   Compare ways in which organisations could use management accounting to respond to financial problems.

Essential Content

LO1 Demonstrate an understanding of management accounting systems

Introduction to management accounting:

What is management accounting? Definition of management accounting.

What is a management accounting system?

Why is it important to integrate these within an organisation?

Explore the origin, role and principles of management accounting.

The distinction between management and financial accounting.

Different types of management accounting systems:

Cost-accounting systems, inventory management systems, job-costing systems and price-optimising systems.

Benefits of different types of systems.

Presenting financial information:

Why information should be relevant to the user, reliable, up to date and accurate.

Why the way in which the information is presented must be understandable. Different types of managerial accounting reports.

LO2 Apply a range of management accounting techniques

Microeconomic techniques:

What is meant by cost? Different costs and cost analysis.

Cost-volume profit, flexible budgeting and cost variances.

Applying absorption and marginal costing.

Product costings:

Fixed and variable costs, cost allocation.

Normal and standard costing, activity-based costing and the role of costing in setting price.

Cost of inventory:

Definition and meaning of inventory costs and different types of inventory costs.

The benefits of reducing inventory costs to an organisation.

Valuation methods.

Cost variances.

Overhead costs.

LO3 Explain the use of planning tools used in management accounting

Using budgets for planning and control:

Preparing a budget.

Different types of budgets (e.g. capital and operating).

Alternative methods of budgeting.

Behavioural implications of budgets.

Pricing:

Pricing strategies.

How do competitors determine their prices?

Supply and demand considerations.

Common costing systems:

Actual costing, normal costing and standard costing systems.

How cost systems differ depending on the costing activity: job costing, process costing, batch costing and contract costing.

Strategic planning:

Applying PEST, SWOT, balance scorecard or Porter's Five Forces analysis to the financial position of an organisation.

LO4 Compare ways in which organisations could use management accounting to respond to financial problems

Identifying financial problems:

Using benchmarks, key performance indicators (financial and non-financial) and budgetary targets to identify variances and problems.

Financial governance:

Definitions of financial governance, and how this can be used to pre-empt or prevent financial problems.

Using financial governance to monitor strategy.

Management accounting skill sets:

What are the characteristics of an effective management accountant?

How can these skills be used to prevent and/or deal with problems?

Effective strategies and systems:

The development of strategies and systems which require effective and timely reporting, full disclosure of financial positions and are responsibly owned and governed.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Demonstrate an understanding of management accounting systems		
P1 Explain management accounting and give the essential requirements of different types of management accounting systems. **P2** Explain different methods used for management accounting reporting.	**M1** Evaluate the benefits of management accounting systems and their application within an organisational context.	**D1** Critically evaluate how management accounting systems and management accounting reporting is integrated within organisational processes.
LO2 Apply a range of management accounting techniques		
P3 Calculate costs using appropriate techniques of cost analysis to prepare an income statement using marginal and absorption costs.	**M2** Accurately apply a range of management accounting techniques and produce appropriate financial reporting documents.	**D2** Produce financial reports that accurately apply and interpret data for a range of business activities.
LO3 Explain the use of planning tools used in management accounting		
P4 Explain the advantages and disadvantages of different types of planning tools used for budgetary control.	**M3** Analyse the use of different planning tools and their application for preparing and forecasting budgets.	**LO3 & 4** **D3** Evaluate how planning tools for accounting respond appropriately to solving financial problems to lead organisations to sustainable success.
LO4 Compare ways in which organisations could use management accounting to respond to financial problems		
P5 Compare how organisations are adapting management accounting systems to respond to financial problems.	**M4** Analyse how, in responding to financial problems, management accounting can lead organisations to sustainable success.	

Recommended Resources

DRURY, C. (2015) *Management and Cost Accounting*. 9th Ed. Cengage Learning.

EDMONDS, T. and OLDS, P. (2013) *Fundamental Managerial Accounting Concepts*. 7th Ed. Maidenhead: McGraw-Hill.

HORNGREN, C., SUNDEN, G., STRATTON, W., BURGSTALHER, D. and SCHATZBERG, J. (2013) *Introduction to Management Accounting*. Global Ed. Harlow: Pearson.
(This text is available electronically and is supported by access to an online course)

SEAL, W. et al (2014) *Management Accounting.* 5th Ed. Maidenhead: McGraw-Hill.

Links

This unit links to the following related units:

Unit 10: Financial Accounting

Unit 13: Financial Reporting

Unit 14: Advanced Management Accounting

Unit 15: Financial Management

Unit 29: Managing and Running a Small Business

Unit 6: Managing a Successful Business Project

Unit code	**D/508/0491**
Unit type	**Core**
Unit level	**4**
Credit value	**15**

Introduction

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

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

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

Learning Outcomes

By the end of this unit a student will be able to:

1   Establish project aims, objectives and timeframes based on the chosen theme.

2   Conduct small-scale research, information gathering and data collection to generate knowledge to support the project.

3   Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis.

4   Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance.

Essential Content

LO1 Establish project aims, objectives and timeframes based on the chosen theme

Project management:

What is project management and what does it involve?

The key stages of project management.

The advantages of using project management and why it is important.

Initiation of the project and project planning phase:

Scoping a project − defining objectives, scope, purpose and deliverables to be produced.

Steps and documentation required in the initiation phase.

Developing the project plan, including planning for timescales and time management, cost, quality, change, risk and issues.

The work breakdown structure.

Use of Bar and Gantt Charts for effective planning.

LO2 Conduct small-scale research, information gathering and data collection to generate knowledge to support the project

Project execution phase:

Selecting appropriate methods of information gathering, data collection and material resourcing.

The distinct phases which support a coherent and logical argument.

Use of secondary research to inform a primary empirical study.

Qualitative and quantitative research methods.

Field work:

Selecting a sample of the consumer market, businesses or individuals (those who meet certain characteristics relevant to the research theme) is used to gather data (qualitative or quantitative).

Sampling approaches and techniques, including probability and non-probability sampling.

Ethics, reliability and validity:

All research should be conducted ethically − how is this achieved and reported?

Research should also be reliable (similar results achieved from a similar sample) and valid (the research should measure what it aimed to measure).

Analysing information and data:

Using data collection tools such as interviews and questionnaires.

Using analytical techniques such as trend analysis, coding or typologies.

LO3 Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis

Communicating outcomes:

Consider the method (e.g. written, verbal) and the medium (e.g. report, online, presentation).

Both method and medium will be influenced by the project research and its intended audience.

Convincing arguments:

All findings/outcomes should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the project process.

Developing evaluative conclusions.

Critical and objective analysis and evaluation:

Secondary and primary data should be critiqued and considered with an objective mindset.

Objectivity results in more robust evaluations where an analysis justifies a judgement.

LO4 Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance

Reflection for learning and practice:

The difference between reflecting on performance and evaluating a project – the former considers the research process, information gathering and data collection, the latter the quality of the research argument and use of evidence.

The cycle of reflection:

To include reflection in action and reflection on action.

How to use reflection to inform future behaviour, particularly directed towards sustainable performance.

Reflective writing:

Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way.

Generalisation:

Many studies result in generalised findings. Research which has its basis in a specific field such as Human Resource Management (HRM) and in a specific context should avoid generalised conclusions.

Outcomes should be specific and actionable.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Establish project aims, objectives and timeframes based on the chosen theme		**LO1 & 2**
P1 Devise project aims and objectives for a chosen scenario. **P2** Produce a project management plan that covers aspects of cost, scope, time, quality, communication, risk and resources. **P3** Produce a work breakdown structure and a Gantt Chart to provide timeframes and stages for completion.	**M1** Produce a comprehensive project management plan, milestone schedule and project schedule for monitoring and completing the aims and objectives of the project.	**D1** Critically evaluate the project management process and appropriate research methodologies applied.
LO2 Conduct small-scale research, information gathering and data collection to generate knowledge to support the project		
P4 Carry out small-scale research by applying qualitative and quantitative research methods appropriate for meeting project aims and objectives.	**M2** Evaluate the accuracy and reliability of different research methods applied.	
LO3 Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis		**LO3 & 4**
P5 Analyse research and data using appropriate tools and techniques. **P6** Communicate appropriate recommendations as a result of research and data analysis to draw valid and meaningful conclusions.	**M3** Evaluate the selection of appropriate tools and techniques for accuracy and authenticity to support and justify recommendations.	**D2** Critically evaluate and reflect on the project outcomes, the decision-making process and changes or developments of the initial project management plan to support justification of recommendations and learning during the project.

Pass	Merit	Distinction
LO4 Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance		
P7 Reflect on the value of undertaking the research to meet stated objectives and own learning and performance.	**M4** Evaluate the value of the project management process and use of quality research to meet stated objectives and support own learning and performance.	

Additional Evidence Requirements

In addition to the above assessment criteria students will also be required to complete a project logbook to record ideas, changes and developments as they progress and complete the project.

Recommended Resources

COSTLEY, C., ELLIOT, G. and GIBBS, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-researchers.* London: SAGE.

FLICK, U. (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project.* London: SAGE.

GRAY, D. (2009) *Doing Research in the Real World.* 2nd Ed. London: SAGE.

SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2012) *Research Methods for Business Students.* 6th Ed. Harlow: Pearson.

Journals

International Journal of Quantitative and Qualitative Research.

Qualitative Research Journal.

Links

This unit links to the following related units:

Unit 8: Innovation and Commercialisation

Unit 11: Research Project

Unit 16: Operations and Project Management

Unit 8: Innovation and Commercialisation

Unit code	**M/508/0494**
Unit Level	**4**
Credit value	**15**

Introduction

This unit aims to equip students with a comprehensive understanding of innovation and commercialisation.

In today's competitive landscape it is critical that organisations continually innovate both their product offering and processes to ensure that they remain competitive in the market. Furthermore, adopting a more commercially driven approach is vital to maximise the Return on Investment (ROI).

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

Learning Outcomes

By the end of this unit a student will be able to:

1   Explain the context for innovation and determine the difference between invention and innovation.

2   Explain the different types of innovation.

3   Discuss the process required to commercialise innovation.

4   Evaluate the range of methods for protecting ideas and understand their advantages and disadvantages.

Essential Content

LO1 Explain the context for innovation and determine the difference between invention and innovation

Innovation vs invention:

Definition of innovation and commercialisation, taking into consideration the challenges this creates for small businesses.

Definition of invention and how invention is created.

Turning invention into innovation and sources of innovation.

Innovation management:

Creating a structure and culture of innovation; getting the organisation to know the difference between invention and innovation.

Developing innovation vision and leadership, entrepreneurial teams and innovation networks.

LO2 Explain the different types of innovation

Processing different types of innovation:

The use of the innovation funnel to manage new solution/idea development.

Overview of the different types of innovation with a focus on disruptive and incremental innovation, and exploring pros and cons of each approach.

The 4Ps and innovation space strategy.

The development of frugal innovation in response to necessity vs market driven innovation.

LO3 Discuss the process required to commercialise innovation

Commercialisation of innovation:

Adopting the New Product Development (NPD) and commercialisation funnel to drive new products to market; building the Innovation Business Case, in-market testing and iteration routes to market and market launch.

Planning innovation:

The impact of advanced technology and information management on research, testing and developments methods.

Consideration of big data and cognitive systems to predict behaviours and future trends, social media and constructing multimedia platforms for promotion and distribution.

Accessing funding and resources:

The reasons why an organisation would want to access funding (e.g. product development, marketing) and the different types of funding sources available.

Consideration of resources a small business may require to commercialise their offering (e.g. office space, etc.)

LO4 **Evaluate the range of methods for protecting ideas and understand their advantages and disadvantages**

Intellectual property:

The definition of intellectual property (IP).

Exploiting knowledge and intellectual property rights.

Overview of key IP tools including copyrights, trademarks, design rights and patents.

The role of branding in protecting the innovation and the limitations of IP in an international context.

The implications of growth of open source and open innovation platforms upon IP.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the context for innovation and determine the difference between invention and innovation		**LO1 & 2**
P1 Explain innovation and determine its importance to organisations in comparison with invention. **P2** Explain how organisational vision, leadership, culture and teamwork can shape innovation and commercialisation.	**M1** Analyse different sources of innovation, and how organisations can foster and develop an environment and culture of innovation.	**D1** Critically analyse how innovation is developed, embedded and measured in an organisational context.
LO2 Explain the different types of innovation		
P3 Explain the 4Ps of innovation and explain the use of the innovation funnel to examine and shape innovative ideas. **P4** Explain developments in frugal innovation and provide examples of how it is used in an organisational context.	**M2** Analyse and apply the innovation funnel in an organisational context. **M3** Evaluate the role of frugal innovation in an organisational context.	
LO3 Discuss the process required to commercialise innovation		**LO3 & 4**
P5 Explain the importance of the commercial funnel and the application of New Product Development (NPD) processing for commercialisation of innovation. **P6** Build an Innovation Business Case for an organisation, including ways to access funding.	**M4** Build a detailed Innovation Business Case which includes how to measure its overall effectiveness using appropriate techniques available to test, iterate and improve.	**D2** Critically evaluate the nature of innovation and the context in which it is developed, providing evidence-based judgements on how organisations can overcome challenges to develop successful innovations.

Pass	Merit	Distinction
LO4 Evaluate the range of methods for protecting ideas and understand their advantages and disadvantages		
P7 Evaluate the different tools that organisations can use to develop, retain and protect knowledge and intellectual property.	**M5** Present supported evidence-based evaluation of these different tools in the context of the wider business environment.	

Recommended Resources

BESSANT, J, and TIDD, J. (2015) *Innovation and Entrepreneurship.* 3rd Ed. Oxford: Wiley.

DRUCKER, P. (2006) Innovation and Entrepreneurship. London: Harper Business.

MATTHEWS, C and BRUEGGEMANN, R. (2015) *Innovation and Entrepreneurship: A Competency Framework.* London: Routledge.

TROTT, P. (2012) *Innovation Management and New Product Development.* Harlow: Pearson.

VALIKANGAS, L. and GIBBERT, M. (2015) *Strategic Innovation: The Definitive Guide to Outlier Strategies.* London: Pearson FT Press.

Links

This unit links to the following related units:

Unit 9: Entrepreneurship and Small Business Management

Unit 22: Product and Service Development

Unit 27: Identifying Entrepreneurial Opportunities

Unit 28: Launching a New Venture

Unit 42: Planning for Growth

Unit 9: Entrepreneurship and Small Business Management

Unit code	**T/508/0495**
Unit level	**4**
Credit value	**15**

Introduction

This unit provides students with an understanding of the definition and scope of entrepreneurship and an understanding of the enablers and barriers to business start-up.

Students will learn about the influence of national culture and economy on entrepreneurship and will explore the personal characteristics of entrepreneurs and the impact of personal situational factors, including education and background. Students will also learn about the role and importance of small firms to the economy, and about social enterprise and the social economy. Students will also be expected to understand the balance of risk and reward in starting a new venture and they will investigate and reflect on their own entrepreneurial and enterprising characteristics. Examples of entrepreneurs and start-up organisations will be discussed and students will be expected to draw on local, personal and general knowledge together with their learning to be able to identify the characteristics of entrepreneurial ventures.

Learning Outcomes

By the end of this unit a student will be able to:

1   Explore and illustrate the range of venture types that might be considered entrepreneurial.

2   Assess the impact of small businesses on the economy.

3   Determine and assess the key aspects of an entrepreneurial mindset.

4   Examine the different environments that foster or hinder entrepreneurship.

Essential Content

LO1 Explore and illustrate the range of venture types that might be considered entrepreneurial

Scoping and defining entrepreneurship:

What is entrepreneurship? Defining entrepreneurship, entrepreneurial activity and enterprise.

The differences between serial entrepreneurs, intrapreneurs and owner-managers.

The typology of entrepreneurship:

Lifestyle and growth firms. Entrepreneurship in a corporate or public sector context.

Roles and characteristics of micro, small and medium-sized organisations.

Social enterprise:

Understanding social enterprise, social entrepreneurs and the growth of the social economy.

LO2 Assess the impact of small businesses on the economy

Where entrepreneurial ideas come from:

Definitions of creativity and innovation.

The main sources of generating business and entrepreneurial ideas.

How businesses protect intellectual property rights.

The role and importance of small firms:

The number and type of small firms and their contribution to the economy at national, regional and local level.

Factors to consider: size, turnover, profit, rate of growth, innovation, sustainability and adaptability.

International aspects of entrepreneurship:

How international differences impact upon business start-up.

LO3 Determine and assess the key aspects of an entrepreneurial mindset

Entrepreneurial characteristics and mindset:

Research on personal characteristics of entrepreneurs and small business owners. Different lines of argument relating to characteristics of entrepreneurs such as are entrepreneurs born or made? Or can characteristics be learnt and adopted by anyone?

Skills set of the entrepreneur:

The types of skills that typify entrepreneurs and how these skills differentiate from other organisation managers.

Personal entrepreneurial tendency:

Entrepreneurial characteristics and situational factors in a personal context, including family upbringing, lifestyle, cultural differences and personal motivation and drivers.

LO4 **Examine the different environments that foster or hinder entrepreneurship**

The factors that influence the decision to start a business:

The range of factors that influence the choice to start-up a business, including personal background and education, national culture, economic circumstances and character traits.

The risks and rewards of business start-up:

The potential rewards of business start-up.

The risks and uncertainties of business start-up and how they can be mitigated.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore and illustrate the range of venture types that might be considered entrepreneurial		
P1 Examine different types of entrepreneurial ventures and explain how they relate to the typology of entrepreneurship. **P2** Explore the similarities and differences between entrepreneurial ventures.	**M1** Investigate a diverse range of entrepreneurial ventures to demonstrate an understanding of entrepreneurship in both the public and corporate sector.	**D1** Critically examine the scope, development and growth of entrepreneurial ventures.
LO2 Assess the impact of small businesses on the economy		
P3 Interpret and assess relevant data and statistics to illustrate how micro and small businesses impact on the economy. **P4** Explain the importance of small businesses and business start-ups to the growth of the social economy.	**M2** Evaluate the differences small, medium and large businesses make to the economy, applying relevant data and statistics.	**D2** Critically examine how small businesses have an impact on different levels of the economy (local, regional, national) and in an international context.
LO3 Determine and assess the key aspects of an entrepreneurial mindset		
P5 Determine the characteristic traits and skills of successful entrepreneurs that differentiate them from other business managers. **P6** Assess how aspects of the entrepreneurial personality reflect entrepreneurial motivation and mindset.	**M3** Explore and examine different lines of argument relating to entrepreneurial characteristics.	**D3** Analyse the characteristic traits, skills and motivational drivers of successful entrepreneurs, supported by specific examples.

Pass	Merit	Distinction
LO4 Examine the different environments that foster or hinder entrepreneurship		
P7 Examine, using relevant examples, how background and experience can hinder or foster entrepreneurship.	**M4** Analyse the link between entrepreneurial characteristics and the influence of personal background and experience to specific successful entrepreneurs.	**D4** Critically evaluate how background and experience influences entrepreneurs, both positively and negatively, by comparing and contrasting examples.

Recommended Resources

BURNS, P (2011) *Entrepreneurship and Small Business.* 3rd Ed. Basingstoke: Palgrave MacMillan.

DOWN, S. (2010) *Enterprise, Entrepreneurship and Small Business*. London: Sage.

CARTER, S. and JONES-EVANS, D. (2012) *Enterprise and Small Business: Principles, Practice and Policy*. London: Pearson.

GRIFFITHS, A. and WALL, S. (2011) *Economics for Business and Management.* 3rd Ed. Harlow: Pearson.

Journals

Journal of Small Business Management. Oxford: Wiley-Blackwell.

(http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-627X)

Websites

The Institute for Small Business and Entrepreneurship (ISBE) website: www.isbe.org.uk

Links

This unit links to the following related units:

Unit 1: Business and the Business Environment

Unit 27: Identifying Entrepreneurial Opportunities

Unit 28: Launching a New Venture

Unit 29: Managing and Running a Small Business

Unit 11: Research Project

Unit code	R/508/0522
Unit type	Core unit
Unit level	5
Credit value	30

Introduction

This unit is assessed by a Pearson-set assignment. Students will choose their own project based on a theme provided by Pearson (this will change annually). The project must be related to their specialist pathway of study (unless the student is studying the general business pathway). This will enable students to explore and examine a relevant and current topical aspect of business in the context of the business environment and their chosen specialist pathway.

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop research aims, objectives and outcomes, and to present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process during which recommendations for future, personal development are key learning points.

On successful completion of this unit students will have the confidence to engage in problem-solving and research activities which are part of the function of a manager. Students will have the fundamental knowledge and skills to enable them to investigate workplace issues and problems, determine appropriate solutions and present evidence to various stakeholders in an acceptable and understandable format.

Learning Outcomes

By the end of this unit a student will be able to:

1   Examine appropriate research methodologies and approaches as part of the research process.

2   Conduct and analyse research relevant to a business research project.

3   Communicate the outcomes of a research project to identified stakeholders.

4   Reflect on the application of research methodologies and concepts.

Essential Content

LO1 Examine appropriate research methodologies and approaches as part of the research process

Developing a research proposition:

The importance of developing methodical and valid propositions as the foundation for a research project.

Rationale – the purpose and significance for research question or hypothesis.

The value of the philosophical position of the researcher and the chosen methods.

Use of Saunders's research onion as a guide to establishing a methodological approach.

Literature review:

Conceptualisation of the research problem or hypothesis.

The importance of positioning a research project in context of existing knowledge.

Significance and means of providing benchmarks by which data can be judged.

Qualitative, quantitative and mixed method research:

Key theoretical frameworks for research.

Advantages and limitations of qualitative and quantitative research approaches and methods.

LO2 Conduct and analyse research relevant for a business research project

Research as a process:

Research has distinct phases which support a coherent and logical argument. This includes using secondary research to inform a primary, empirical, study.

Selecting a sample:

The importance of gathering data and information (qualitative or quantitative) to support research analysis.

Selecting sample types and sizes that are relevant to the research.

Considering sampling approaches and techniques including probability and nonprobability sampling.

Ethics, reliability and validity:

Research should be conducted ethically. How is this achieved and reported?

Research should also be reliable (similar results would be achieved from a similar sample) and valid (the research measures what it aimed to measure).

Analysing data:

Using data collection tools such as interviews and questionnaires.

Using analytical techniques such as trend analysis, coding or typologies.

LO3 Communicate the outcomes of a research project to identified stakeholders

Stakeholders:

Who are they?

Why would they be interested in the research outcomes?

What communication method do they expect?

Communicating research outcomes:

Consideration of different methods of communicating outcomes (e.g. written word, spoken word) and the medium (e.g. report, online, presentation). The method and medium will be influenced by the research and its intended audience.

Convincing arguments:

No matter what the method/medium, all research should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the research process.

The importance of developing evaluative conclusions.

LO4 Reflect on the application of research methodologies and concepts

Reflection for learning and practice:

Difference between reflecting on performance and evaluating a research project. The former considers the research process; the latter considers the quality of the research argument and use of evidence.

Reflection on the merits, limitations and potential pitfalls of the chosen methods.

The cycle of reflection:

To include reflection in action and reflection on action.

Considering how to use reflection to inform future behaviour and future considerations.

Reflective writing:

Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine appropriate research methodologies and approaches as part of the research process		**LO1 & 2**
P1 Produce a research proposal that clearly defines a research question or hypothesis supported by a literature review. **P2** Examine appropriate research methods and approaches to primary and secondary research.	**M1** Evaluate different research approaches and methodology and make justifications for the choice of methods selected based on philosophical/theoretical frameworks.	**D1** Critically evaluate research methodologies and processes in application to a business research project to justify chosen research methods and analysis.
LO2 Conduct and analyse research relevant for a business research project		
P3 Conduct primary and secondary research using appropriate methods for a business research project that consider costs, access and ethical issues. **P4** Apply appropriate analytical tools, analyse research findings and data.	**M2** Discuss merits, limitations and pitfalls of approaches to data collection and analysis.	
LO3 Communicate the outcomes of a research project to identified stakeholders		
P5 Communicate research outcomes in an appropriate manner for the intended audience.	**M3** Coherently and logically communicate outcomes to the intended audience demonstrating how outcomes meet set research objectives.	**D2** Communicate critical analysis of the outcomes and make valid, justified recommendations.
LO4 Reflect on the application of research methodologies and concepts		
P6 Reflect on the effectiveness of research methods applied for meeting objectives of the business research project. **P7** Consider alternative research methodologies and lessons learnt in view of the outcomes.	**M4** Provide critical reflection and insight that results in recommended actions for improvements and future research considerations.	**D3** Demonstrate reflection and engagement in the resource process leading to recommended actions for future improvement.

Recommended Resources

COSTLEY, C., ELLIOT, G. and GIBBS, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-researchers.* London: SAGE.

FLICK, U. (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project.* London: SAGE.

GRAY, D. (2009) *Doing Research in the Real World.* 2nd Ed. London: SAGE.

SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2012) *Research methods for Business Students.* 6th Ed. Harlow: Pearson.

Journals

International Journal of Quantitative and Qualitative Research.

Qualitative Research Journal.

Links

This unit links to the following related units:

Unit 6: Managing a Successful Business Project

Unit 16: Operations and Project Management

Unit 12:   Organisational Behaviour

Unit code	**H/508/0525**
Unit type	Core
Unit level	5
Credit value	15

Introduction

The aim of this unit is to develop a student's understanding of the influence culture, politics and power have on the behaviour of others in an organisational context. Students will be in a position to apply the principles of organisational behaviour to a variety of business situations.

On successful completion of this unit students will have an understanding and awareness of key influences which affect the behaviour of individuals, teams and organisations as a whole. They will be able to use this knowledge to make an immediate and positive contribution in the workplace, whether that role is as part of a team or as a team leader. This will be achieved through a strong appreciation of working in a team, having a more profound perspective of what makes people and organisations do what they do, and how to adjust one's own behaviour to reflect the circumstances and situation.

Learning Outcomes

By the end of this unit a student will be able to:

1   Analyse the influence of culture, politics and power on the behaviour of others in an organisational context.

2   Evaluate how to motivate individuals and teams to achieve a goal.

3   Demonstrate an understanding of how to cooperate effectively with others.

4   Apply concepts and philosophies of organisational behaviour to a given business situation.

Essential Content

LO1 Analyse the influence of culture, politics and power on the behaviour of others in an organisational context

Influence of culture:

Classifications of culture (power, role, task and person).

The importance of cultural-difference awareness.

Hofstede's dimensions of culture theory and application.

The rise of globalisation and digital technology and how they have influenced and shaped organisational culture in the 21st century.

Principles of Network theory and Systems theory as frameworks to understand organisations.

Organisational psychology.

Influence of politics:

Organisational politics and differentiation between personal, decisional, structural and organisational change.

Influence of power:

Power as a property viewpoint: individual, relationships and embedded in structures.

Bases and types of power, power controls and power sources.

LO2 Evaluate how to motivate individuals and teams to achieve a goal

Motivational theories:

Extrinsic and intrinsic motivation.

Motivational theorists and theories: content theories (Maslow, Herzberg and Alderfer) and process theories (Vroom, Adams, Latham and Locke).

The implications of motivational theory on management and leadership within organisations.

Behavioural psychology:

Definition of emotional intelligence and the importance of soft skills for managers and teams.

Task vs relationship leadership and psychodynamic approach to behaviour.

LO3 **Demonstrate an understanding of how to cooperate effectively with others**

Different types of organisational teams:

Including functional, problem-solving, project teams.

The impact of technology on organisational teams: the role of virtual team development and networking.

Team dynamics and teamwork:

Definitions of the terms group and team, and the differences.

Tuckman's Team Development model and the impact of development stages on individual development.

Belbin's typology for managing effective teams and considering roles and skills required for effective teams.

Soft and hard communication, co-operation and competition.

Benefits and risks of teams.

Conflict resolution.

LO4 **Apply concepts and philosophies of organisational behaviour to a given business situation**

Concepts and philosophy:

Path-goal theory leadership styles that improve team performance and productivity.

Contemporary barriers to effective behaviour, situational resistance, social capital theory and contingency theory.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the influence of culture, politics and power on the behaviour of others in an organisational context		**LO1 & 2**
P1 Analyse how an organisation's culture, politics and power influence individual and team behaviour and performance.	**M1** Critically analyse how the culture, politics and power of an organisation can influence individual and team behaviour and performance.	**D1** Critically evaluate the relationship between culture, politics, power and motivation that enables teams and organisations to succeed providing justified recommendations.
LO2 Evaluate how to motivate individuals and teams to achieve a goal		
P2 Evaluate how content and process theories of motivation and motivational techniques enable effective achievement of goals in an organisational context.	**M2** Critically evaluate how to influence the behaviour of others through the effective application of behavioural motivational theories, concepts and models.	
LO3 Demonstrate an understanding of how to cooperate effectively with others		**LO3 & 4**
P3 Explain what makes an effective team as opposed to an ineffective team.	**M3** Analyse relevant team and group development theories to support the development of dynamic cooperation.	**D2** Critically analyse and evaluate the relevance of team development theories in context of organisational behaviour concepts and philosophies that influence behaviour in the work place.
LO4 Apply concepts and philosophies of organisational behaviour to a given business situation		
P4 Apply concepts and philosophies of organisational behaviour within an organisational context and a given business situation.	**M4** Explore and evaluate how concepts and philosophies of OB inform and influence behaviour in both a positive and negative way.	

Recommended Resources

ARCHER, D. and CAMERON, A. (2013) *Collaborative Leadership; Building Relationships, Handling Conflict and Sharing Control.* 2nd Ed. London: Routledge.

BY, R.T. and BURNES, B. (2013) *Organizational Change, Leadership and Ethics: Leading Organisations Towards Sustainability.* London: Routledge.

HUCZYNSKI, A. and BUCHANAN, D. (2013) *Organisational Behaviour.* 8th Ed. Harlow: Pearson.

LEVI, D. (2014) *Group Dynamics for Teams.* 4th Ed. London: SAGE.

ROLLINSON, D. (2008) *Organisational Behaviour and Analysis: An Integrated Approach. 4th Ed.* London: Pearson.

Links

This unit links to the following related units:

Unit 1: Business and the Business Environment

Unit 3: Human Resource Management

Unit 4: Management and Operations

Unit 12: The Global Business Environment

Unit 17: Understanding and Leading Change

Unit 20: Employee Relations

Unit 21: Strategic Human Resource Management

Unit 35: Developing Individuals, Teams and Organisations

Unit 17   Understanding and Leading Change

Unit code	**A/508/0529**
Unit level	**5**
Credit value	**15**

Introduction

The aim of this unit is to prepare students to anticipate, plan and deliver organisational change. In addition students will be able to predetermine appropriate and timely interventions required to maximise the benefits and minimise the risk of organisational change.

On successful completion of this unit students will have developed sufficient knowledge and understanding of leadership in the context of organisational change to make an effective and immediate contribution to the way in which an organisation determines and responds to change drivers. Students will also be in a strong position to contribute to change initiatives as well as to consider the strategies required to change resistors.

Learning Outcomes

By the end of this unit a student will be able to:

1   Compare ways in which change impacts on an organisation's strategy and operations.

2   Evaluate the influences that drivers of change have on organisational behaviour.

3   Determine how barriers to change influence leadership decision-making.

4   Apply a range of leadership approaches to a change initiative.

Essential Content

LO1 Compare ways in which change impacts on an organisation's strategy and operations

Change as a constant requirement:

What is change in a business context?

How does position and perception influence a view of change as negative or positive?

Types of organisational change:

To include structural and strategic, and people and processes.

Drivers of change:

Consideration of internal and external drivers which could be based on a PEST and/or SWOT analysis.

Dealing with change:

To include planned and emergent change, strategies for change and the Bohner and Arnold Change Impact Analysis.

LO2 Evaluate the influences that drivers of change have on organisation behaviour

Change and the impact on organisational behaviour:

Considering the psychological impact of change on people.

How change impacts on team dynamics and how people are led and managed.

Recognising drivers of change:

Using analytical tools such as PEST and SWOT.

Selecting the most significant drivers in a given context.

Responding to drivers of change:

Using systems theory and continuous improvement models to predict and proactively plan for change.

Using the Burke-Litwen model to make the change process efficient and effective.

LO3 **Determine how barriers to change influence leadership decision-making**

Initiated or imposed change:

Deciding to be pre-emptive and proactive or responsive and reactive will be based on the situation and the nature/scope of the change.

Adaptive and constructive change.

Barriers and resistance to change:

Using a force field analysis to understand likely opposition and support for change in a contemporary context.

Schein's organisational culture model, self-efficacy perceptions and situational resistance when determining barriers.

Leadership and decision-making:

Doing the right thing is important when dealing with change as change mostly affects people. Decisions should be considered with this in mind.

LO4 **Apply a range of leadership approaches to a change initiative**

Situational leadership:

The context of a task/activity/challenge determines the appropriate leadership style/approach.

Initiating change:

Where change is initiated then leaders have more control, more time and, therefore, more opportunity to select the best approach to apply.

When change is imposed then these opportunities are reduced or even negated.

Change theories, concepts and models:

The key theories, concepts and models, including Kotter's 8-step Change model, Lewin's change management model, change through strategic communication, change and movement through leadership, the principles of change leadership.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Compare ways in which change impacts on an organisation's strategy and operations		**LO1 & 2**
P1 Compare different organisational examples where there has been an impact of change on an organisation's strategy and operations.	**M1** Assess the different drivers for change in each of the given examples and the types of organisational change they have affected.	**D1** Draw conclusions and recommendations with valid justifications for planning effectively for change and applying change impact analysis.
LO2 Evaluate the influences that drivers of change have on organisational behaviour		
P2 Evaluate the ways in which internal and external drivers of change affect leadership, team and individual behaviours within an organisation. **P3** Evaluate measures that can be taken to minimise negative impacts of change on organisational behaviour.	**M2** Apply appropriate theories and models to critically evaluate organisational response to change.	
LO3 Determine how barriers to change influence leadership decision-making		
P4 Explain different barriers for change and determine how they influence leadership decision-making in a given organisational context.	**M3** Use force field analysis to analyse the driving and resisting forces and show how they influence decision-making.	**D2** Critically evaluate the use of force field analysis in the context of meeting organisational objectives.
LO4 Apply a range of leadership approaches to a change initiative.		
P5 Apply different leadership approaches to dealing with change in a range of organisational contexts.	**M4** Evaluate the extent to which leadership approaches can deliver organisational change effectively applying appropriate models and frameworks.	**D3** Critically evaluate the effectiveness of leadership approaches and models of change management.

Recommended Resources

LEWIS, L. K. (2011) *Organizational Change: Creating Change Through Strategic Communication.* Chichester: Wiley-Blackwell.

MEE-YAN, C-J. and HOLBECHE, L. (2015) *Organizational Development: a Practitioner's Guide for OD and HR.* London: Kogan Page.

NORTHOUSE, P. G. (2010) *Leadership Theory and Practice.* 5th Ed. London: SAGE.

PENDLETON, D. and FURNHAM, A. (2012) *Leadership: All You Need to Know.* London: Palgrave Macmillan.

STANFORD, N. (2013) *Organization Design: Engaging with Change*. 2nd Ed. London: Routledge.

Journals

Journal of Change Management

Journal of Organisational Change Management

Leadership

Links

This unit links to the following related units:

Unit 4: Management and Operations

Unit 12: Organisational Behaviour

Unit 20: Employee Relations

Unit 21: Strategic Human Resource Management

Unit 35: Developing Individuals, Teams and Organisations

Unit 36: Human Resources – Value and Contribution to Organisational Success

Unit 32: Business Strategy

Unit code	**K/508/0574**
Unit level	**5**
Credit value	**15**

Introduction

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

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

Learning Outcomes

By the end of this unit a student will be able to:

1. Analyse the impact and influence which the macro environment has on an organisation and its business strategies.

2. Assess an organisation's internal environment and capabilities.

3. Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector.

4. Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation.

Essential Content

LO1 Analyse the impact and influence which the macro environment has on an organisation and its business strategies

The Strategic Context:

Missions, visions and objectives.

The definition and meaning of strategy.

The role of strategy to achieve business objectives and goals, strategic intent and different strategic direction.

Different strategic planning techniques.

Analytical frameworks of the macro environment:

The different types of frameworks and analysis of the macro environment, including:

Stakeholder analysis: stakeholder matrix, stakeholder mapping.

Environmental analysis: PESTLE and Porter's Five Forces model.

Structure-conduct-performance model.

Strategic positioning: Ansoff's growth vector matrix.

Organisational audit: SWOT analysis, benchmarking indicators.

LO2 Assess an organisation's internal environment and capabilities

Organisational internal environment:

What are strategic capabilities and what are the key components of strategic capabilities?

Resource-based view strategy as a basis for competitive advantage and the McKinsey's 7S model as a management tool.

Analysis of strategic capabilities using the VRIO/VRIN framework.

Benchmarking strategic capabilities and value chain analysis.

Cost-benefit analysis.

LO3 Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector

Analytical tools and models of analysis:

The Balanced Scorecard to align organisation vision and strategy.

Competitive analysis using Porter's Five Forces model.

Stakeholder analysis.

Applying the Ansoff matrix to product/market strategy.

LO4 **Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation**

Strategic choices and directions:

The application of Porter's generic strategies: cost and price leadership strategy, differentiation strategy, focus strategy and the extended model of Bowman's strategy clock.

Hybrid strategy.

Diversification.

Vertical/horizontal integration.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the impact and influence which the macro environment has on an organisation and its business strategies.		**LO1, 2, 3 & 4** **D1** Critique and interpret information and data applying environmental and competitive analysis to produce a set of valid strategic directions, objectives and tactical actions.
P1 Applying appropriate frameworks analyse the impact and influence of the macro environment on a given organisation and its strategies.	**M1** Critically analyse the macro environment to determine and inform strategic management decisions.	
LO2 Assess an organisation's internal environment and capabilities		
P2 Analyse the internal environment and capabilities of a given organisation using appropriate frameworks.	**M2** Critically evaluate the internal environment to assess strengths and weaknesses of an organisation's internal capabilities, structure and skill set.	
LO3 Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector		
P3 Applying Porter's Five Forces model evaluate the competitive forces of a given market sector for an organisation.	**M3** Devise appropriate strategies to improve competitive edge and market position based on the outcomes.	
LO4 Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation		
P4 Applying a range of theories, concepts and models, interpret and devise strategic planning for a given organisation.	**M4** Produce a strategic management plan that has tangible and tactical strategic priorities and objectives.	

Recommended Resources

JOHNSON, G. et al (2014) *Exploring Strategy Text and Cases.* Harlow: Pearson.

JOHNSON G. et al (2011) *Fundamentals of Strategy.* 2nd Ed. Financial Times/Prentice Hall.

KIM, W. C. and MAUBORGNE, R. (2015) *Blue Ocean Strategy.* Expanded Ed. Boston: Harvard Business Review Press.

ROTHAERMEL, F. (2014) *Strategic Management.* 2nd Ed. Maidenhead: McGraw-Hill.

Links

This unit links to the following related units:

Unit 1: Business and the Business Environment

Unit 18: Global Business Environment

Unit 25: Principles of Operations Management

Unit 27: Identifying Entrepreneurial Opportunities

Unit 33: Business Information Technology Systems

Unit 42: Planning for Growth

Unit 35: Developing Individuals, Teams and Organisations

Unit code	A/508/0594
Unit level	5
Credit value	15

Introduction

The aim of this unit is to provide students with the opportunity to appreciate that developing knowledge and skills to achieve high performance is a cross-organisation activity. Students will recognise that their own professional development is just one route to improving the performance of those teams and organisations in which they work. They will also gain an awareness of the context in which learning takes place and how development needs are linked to learning interventions aimed at supporting an organisation's strategy.

On successful completion of this unit, students will have laid the foundations for their own continuing professional development which will support their future engagement in lifelong learning. They will also be able to contribute to the development of others and make a positive contribution to the sustainable growth of an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

1   Analyse employee knowledge, skills and behaviours required by HR professionals.

2   Analyse the factors to be considered when implementing and evaluating inclusive learning and development to drive sustainable business performance.

3   Apply knowledge and understanding to the ways in which high-performance working (HPW) contributes to employee engagement and competitive advantage.

4   Evaluate ways in which performance management, collaborative working and effective communication can support high-performance culture and commitment.

Essential Content

LO1 Analyse employee knowledge, skills and behaviours required by HR professionals

Continuing professional development (CPD):

What does this mean?

How do we engage in CPD?

How and why should CPD be recorded and evaluated?

Frameworks for CPD:

As a means to structure CPD activities and to provide opportunities for reflection and evaluation.

Reflective learning:

Consider this as a philosophy and a concept. Using reflective learning to gain a deeper and objective insight into levels of performance in comparison to levels of expectation.

Feedback for learning:

Using feedback as part of the learning cycle where feedback informs reflection which in turn informs action.

LO2 Analyse the factors to be considered when implementing and evaluating inclusive learning and development to drive sustainable business performance

Supporting organisational and individual learning:

Learning should be focused on strategic and tactical goals and informed by, for example, GAP analysis or a skills evaluation.

Consider how learning is determined and implemented.

The learning organisation:

The use of formal and informal learning across an organisation to develop individual, team and organisational skill sets.

Training or development:

Training as a one-off event or series of activities is different to development which has a more protracted timescale and builds on the skills and knowledge gained during training. Should organisations focus on training, development or both?

The learning cycle:

Recognising that learning is continuous through the use of learning cycle theories developed by Kolb, Honey and Mumford and Lewin.

Barriers to learning:

Recognising the various environmental, physical, psychological and cognitive barriers and how to overcome them.

LO3 **Apply knowledge and understanding to the ways in which high-performance working (HPW) contributes to employee engagement and competitive advantage**

High-performance working (HPW):

As a concept, philosophy and approach to developing and supporting strategy development, competitive advantage and improving employee relations.

HPW organisations:

What characterises a HPW organisation (HPWO)?

How is this beneficial to employees and the employer?

What barriers may exist to HPW?

High-performance HRM practice:

How are the two related?

Which informs which?

What impact does the desire to achieve HPW impact of HR practices?

HPW and external stakeholders:

How will HPW be perceived and viewed by internal and external stakeholders?

Partnerships in a HPWO:

Consider who will be able to support HPW in an organisation?

The use of HPW champions to act as catalysts.

How do you sell the concept of HPW to those who will be facilitating this?

LO4 **Evaluate ways in which performance management, collaborative working and effective communication can support high-performance culture and commitment**

Performance management (PM):

As a concept and a process.

What constitutes effective PM?

How does effective PM inform learning and development at the organisational, team and individual level?

Differences in PM systems.

Organisational culture:

How this can be both a facilitator or barrier to effective PM.

The use of internal collaboration to deliver effective PM.

Transformation process:

Use PM to transform organisations. How this is achieved would depend on factors such as scale and size of the organisation, its geographic dispersal and competing challenges. The latter could be the requirement to remain strong in the market, to make a profit or to meet customer expectations during a period of transformation.

The developmental approach to PM:

Separating development from evaluation where the developmental approach considers stages in development and how these are achieved through the setting of criteria, the imposition of systems and an incremental approach to achieving developmental aims.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse employee knowledge, skills and behaviours required by HR professionals		**LO1 & 2**
P1 Determine appropriate and professional knowledge, skills and behaviours that are required by HR professionals. **P2** Analyse a completed personal skills audit to identify appropriate knowledge, skills and behaviours and develop a professional development plan for a given job role.	**M1** Provide a detailed professional skills audit that demonstrates evidence of personal reflection and evaluation.	**D1** Produce a detailed and coherent professional development plan that appropriately sets out learning goals and training in relation to the learning cycle to achieve sustainable business performance objectives.
LO2 Analyse the factors to be considered when implementing and evaluating inclusive learning and development to drive sustainable business performance		
P3 Analyse the differences between organisational and individual learning, training and development. **P4** Analyse the need for continuous learning and professional development to drive sustainable business performance	**M2** Apply learning cycle theories to analyse the importance of implementing continuous professional development.	
LO3 Apply knowledge and understanding to the ways in which high-performance working (HPW) contributes to employee engagement and competitive advantage		**LO3 & 4**
P5 Demonstrate understanding of how HPW contributes to employee engagement and competitive advantage within a specific organisational situation.	**M3** Analyse the benefits of applying HPW with justifications to a specific organisational situation.	**D2** Provide valid synthesis of knowledge and information resulting in appropriate judgements on how HPW and mechanisms used to support HPW lead to improved employee engagement, commitment and competitive advantage.

Pass	Merit	Distinction
LO4 Evaluate ways in which performance management, collaborative working and effective communication can support high-performance culture and commitment		
P6 Evaluate different approaches to performance management (e.g. collaborative working), and demonstrate with specific examples how they can support high-performance culture and commitment.	**M4** Critically evaluate the different approaches and make judgements on how effective they can be to support high-performance culture and commitment.	

Recommended Resources

FRIEDMAN, A. L. (2012) *Continuing Professional Development: Lifelong Learning of Millions.* London: Routledge.

MEE-YAN, C-J. and HOLBECHE, L. (2015) *Organizational Development: A Practitioner's Guide for OD and HR.* London: Kogan Page.

STEWART, J. and ROGERS, P. (2012) *Developing People and Organisations.* London: CIPD.

Journals

European Journal of Training and Development

International Journal of Training and Development

Organisation Development Journal

Links

This unit links to the following related units:

Unit 6: Managing a Successful Business Project

Unit 12: Organisational Behaviour

Unit 17: Understanding and Leading Change

Unit 19: Resource and Talent Planning

Unit 21: Strategic Human Resource Management

Unit 40:   International Marketing

Unit code	**Y/508/0599**
Unit level	**5**
Credit value	**15**

Introduction

The aim of this unit is to introduce students to a variety of methods organisations use to coordinate their international marketing efforts. Students will critically evaluate the various challenges that organisations face when doing so. This unit will give students the knowledge and ability to work with marketing teams internationally and to study marketing at a higher level.

In today's globalised economy it is essential that marketing efforts are able to transcend international borders. To do this, marketers must gain an appreciation of the various cultural, regulatory and political issues that exist in transferring marketing strategies into different countries and the impact it can have on both consumers and the organisation.

Learning Outcomes

By the end of this unit a student will be able to:

1   Demonstrate an understanding of how marketing contributes to business strategies in an international context.

2   Evaluate entry to a selection of international markets and define the key success factors.

3   Investigate how elements of the marketing plan can be adapted or standardised across international markets.

4   Demonstrate an understanding of how to organise and evaluate international marketing efforts (multinational, global, transnational, meta-national, etc.).

Essential Content

LO1 Demonstrate an understanding of how marketing contributes to business strategies in an international context

International context:

Scope and definition of international marketing.

Rationale for why organisations are seeking to internationalise.

Key global macro and customer trends.

Contribution to meeting strategic objectives:

Marketing's role in contributing to the business strategy in an international context.

Factors that influence internationalisation.

Setting an international marketing strategy to meet objectives.

LO2 Evaluate entry to a selection of international markets and define the key success factors

Critical evaluation of international markets:

The importance of choosing the right international market.

The international market selection process.

Opportunities and challenges when entering international markets, including ethical and legal considerations.

Risk management and contingency planning in relation to volatile international markets.

Generic international market entry strategies.

Determining key success factors of international marketing.

LO3 Investigate how elements of the marketing plan can be adapted or standardised across international markets

The marketing plan in an international context:

Product adaption: global vs local.

Pricing in international markets.

The use of new technologies that support international distribution and promotional strategies considering hardware (computerised systems, telecommunications, networks) and software (mobile computing, cloud computing, social media).

People and servicing in an international context.

Tapping into untapped markets.

LO4 **Demonstrate an understanding of how to organise and evaluate international marketing efforts (multinational, global, transnational, meta-national, etc.)**

International marketing efforts:

Organisation structures in an international context.

Home or international orientation and reporting lines.

Negotiation and new business assessment in international markets.

Assessing international market competition.

Assessing international market performance.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Demonstrate an understanding of how marketing contributes to business strategies in an international context		**LO1 & 2**
P1 Analyse the scope and key concepts of international marketing. **P2** Explain the rationale for an organisation to want to market internationally and describe the various routes to market they can adopt.	**M1** Evaluate the opportunities and challenges that marketing internationally presents to an organisation.	**D1** Produce a critical evaluation of the international market context, including insight into how organisations should adapt their marketing strategies for various markets.
LO2 Evaluate entry to a selection of international markets and define the key success factors		
P3 Evaluate the key criteria and selection process to use when considering which international market to enter. **P4** Explain, using examples, the different market entry strategies, including the advantages and disadvantages of each.	**M2** Apply the market evaluation criteria, entry strategies and make recommendations for a selected organisation.	
LO3 Investigate how elements of the marketing plan can be adapted or standardised across international markets		
P5 Present an overview of the key arguments in the global vs local debate. **P6** Investigate how the product, pricing, promotional and distribution approach differs in a variety of international contexts.	**M3** Evaluate the context and circumstances in which an organisation should adopt a global or local approach, highlighting the implications of doing so. **M4** Determine and articulate in detail how to adapt the marketing mix of a selected organisation in different international markets.	**D2** Produce a critical evaluation of how the marketing mix is applied to a range of international contexts.

Pass	Merit	Distinction
LO4 Demonstrate an understanding of how to organise and evaluate international marketing efforts (multinational, global, transnational, meta-national, etc.)		
P7 Explain and analyse the various international marketing approaches organisations can adopt. **P8** Compare home and international orientation and ways to assess competitors outlining the implications of each approach.	**M5** Evaluate various marketing approaches and competitor analysis in relation to an organisation and make recommendations on how they should operate in an international context.	**D3** Make recommendations on how organisations should be structured to maximise the opportunity in an international context.

Recommended Resources

ALBAUM, G and DUERR, E (2011) *International Marketing and Export Management*. 7th Ed. Harlow: Pearson.

BRADLEY, F (2005) *International Marketing Strategy*. 5th Ed. Harlow: Pearson.

KEEGAN, W (2013) *Global Marketing Management: International Edition*. 8th Ed. Harlow: Pearson.

Journals

Emerald Insight

International Marketing Review

Links

This unit links to the following related units:

Unit 1: Business and the Business Environment

Unit 2: Marketing Essentials

Unit 18: Global Business Environment

Unit 43 Tapping into New and International Markets

Unit 41:   Brand Management

Unit code	**F/508/0600**
Unit level	**5**
Credit value	**15**

Introduction

This unit gives students a comprehensive overview of brand management –
starting with why brands are so important and how they are formed, through to
measuring brand value and managing a portfolio of brands over time.

The unit is designed and structured to give students an end-to-end understanding
of brand management. It explores a range of tools and techniques that can be
employed to maximise brand value, while looking at a number of case studies that
contextualise information within real-world examples to aid understanding of how
effective brand management can be achieved.

Learning Outcomes

By the end of this unit a student will be able to:

1   Demonstrate an understanding of how a brand is built and managed over time.

2   Analyse how brands are organised in portfolios and how brand hierarchies are
    built and managed

3   Evaluate how brands are leveraged/extended over time domestically and
    internationally.

4   Evaluate techniques for measuring and managing brand value over time.

Essential Content

LO1 Demonstrate an understanding of how a brand is built and managed over time

Building brands:

Present an overview of brands and how they are developed, the use of the brand pyramid.

The advantages of branding for organisations, consumers and intermediaries.

What is brand equity?

How do organisations develop and grow brand equity?

The role of marketing in building brand equity and brand positioning and techniques.

Managing a brand over time:

How to strengthen brand equity, brand extensions, reinforcing and revitalising brands through innovation.

Overcoming brand crisis, transmedia branding and specific communication strategies for recovering and restoring a brand.

Interacting with customers: exploiting converging technologies to engage customers.

LO2 Analyse how brands are organised in portfolios and how brand hierarchies are built and managed

Portfolio and hierarchy management:

Brand portfolio strategies, including the house of brands and branded property models.

Hierarchy building: corporate branding, umbrella branding, family branding, endorsed sub brands and individual product branding.

How brand equity is built at different levels of the hierarchy.

Using the customer based brand equity model to develop and manage brands.

The use of market research as a key brand management tool.

LO3 **Evaluate how brands are leveraged/extended over time domestically and internationally**

Brand extension and leverage:

Brand extension approaches and strategies.

'Fit and leverage' in brand extensions.

Determine the different ways that brands can be reinforced and revitalised.

Brand collaborations and partnerships.

Global branding and positioning.

LO4 **Evaluate techniques for measuring and managing brand value over time**

Measuring and managing brand value:

Different brand measurement techniques for measuring brand awareness, market share, consumer attitudes and purchasing intent.

Brand equity audit and management and brand tracking techniques.

The relationship between branding and finance.

The concept of brand value and different approaches: cost, market based and financial based methods to brand valuation.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Demonstrate an understanding of how a brand is built and managed over time		
P1 Explain the importance of branding as a marketing tool and why and how it has emerged in business practice. **P2** Analyse the key components of a successful brand strategy for building and managing brand equity.	**M1** Evaluate how brands are managed successfully over time using application of appropriate theories, models and concepts. **M2** Apply appropriate and validated examples within an organisational context.	**LO1 - 4** **D1** Provide a critical evaluation that is supported by justified evidence demonstrating a comprehensive understanding of branding within an organisational context.
LO2 Analyse how brands are organised in portfolios; how brand hierarchies are built and managed		
P3 Analyse different strategies of portfolio management, brand hierarchy and brand equity management.	**M3** Critically analyse portfolio management, brand hierarchies and brand equity using appropriate theories, models and frameworks.	
LO3 Evaluate how brands are leveraged/extended over time domestically and internationally		
P4 Evaluate how brands are managed collaboratively and in partnership both at a domestic and global level.	**M4** Critically evaluate the use of different techniques used to leverage and extend brands.	
LO4 Evaluate techniques for measuring and managing brand value over time		
P5 Evaluate different types of techniques for measuring and managing brand value using specific organisational examples.	**M5** Critically evaluate application of techniques for measuring and managing brand value in relation to developing a strong and enduring brand.	

Recommended Resources

AAKER, D. (2011) *Brand Relevance: Making Competitors Irrelevant.* 1st Ed. San Francisco: Jossey Bass.

KAPFERER, J. (2012) *The New Strategic Brand Management: Advanced Insights and Strategic Thinking.* 5th Ed. London: Kogan Page.

KELLER, K (2015) *Strategic Brand Management: Global Edition.* 4th Ed. Harlow: Pearson.

WHEELER, A. (2012) *Designing Brand Identity: An essential guide for the whole branding team.* 4th Ed. Holboken NJ: Wiley and Sons.

Links

This unit links to the following related units:

Unit 2: Marketing Essentials

Unit 22: Product and Service Development

Unit 23: Integrated Marketing Communications

Unit 37: Consumer Behaviour and Insight

Unit 38: Customer Value Management

Appendix 1:
Calculation of the final qualification grade

Conditions for the Award

To achieve a Pearson BTEC Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5;
- achieved at least a pass in 105 credits at level 5;
- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4.

To achieve a Pearson BTEC Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4.

Compensation Provisions

Compensation Provisions for the HND

A student can still be awarded an HND if they have not achieved a minimum of a Pass in one of the 15 credit units at Level 4 and one of the 15 credit units at Level 5 but they have otherwise fulfilled all the above conditions.

Compensation Provisions HNC

A student can still be awarded an HNC if they have not achieved a minimum of a Pass in one of the 15 credit units but they have otherwise fulfilled all the above conditions.

The calculation of the **overall qualification grade** is based on the student's performance in all units to the value of 120 credits. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement.

- All units in valid combination must be attempted (120 credits)

- At least 105 credits must be Pass or above

- All 120 credits count in calculating the grade

- The overall qualification grade is calculated in the same way for the HNC and for the HND

- The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

    Points per credit:

    Pass: 4

    Merit: 6

    Distinction: 8

Point boundaries

Grade	Point boundaries
Pass	420−599
Merit	600−839
Distinction	840 +

Modelled Learner Outcomes

Level 5 Higher National Diploma

	STUDENT 1					STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade	Grade point	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	P	0	0	P	0	P	0	D	0	P	0
Core 2	15	4	P	0	0	P	0	P	0	D	0	M	0
Core 3	15	4	P	0	0	P	0	P	0	D	0	M	0
Core 4	15	4	P	0	0	P	0	M	0	M	0	M	0
Core 5	15	4	M	0	0	P	0	M	0	M	0	P	0
Core 6	15	4	M	0	0	P	0	M	0	D	0	U	0
Opt 1	15	4	M	0	0	P	0	D	0	D	0	D	0
Opt 2	15	4	M	0	0	P	0	D	0	D	0	D	0
Core 7	30	5	M	6	180	M	180	M	180	P	120	D	240
Core 8	15	5	M	6	90	M	90	M	90	P	60	D	120
Opt 3	15	5	M	6	90	M	90	D	120	P	60	D	120
Opt 4	15	5	M	6	90	P	60	D	120	P	60	D	120
Opt 5	15	5	M	6	90	P	60	D	120	M	90	M	90
Opt 6	15	5	M	6	90	P	60	M	90	M	90	P	60
Opt 7	15	5			90	P	60	M	90	M	90	M	90
TOTAL	240				720		600		810		570		840
GRADE					M		M		M		P		D

Appendix 2: Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements within units.

Term	Definition
Analyse	Present the outcome of methodical and detailed examination either: • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice, written or verbal presentation.
Apply	Put into operation or use. Use relevant skills/knowledge/understanding appropriate to context.
Arrange	Organise or make plans.
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts.
Calculate	Generate a numerical answer with workings shown.
Compare	Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.
Compose	Create or make up or form.
Communicate	Convey ideas or information to others. Create/construct skills to make or do something, for example a display or set of accounts.
Create/Construct	Skills to make or do something, for example, a display or set of accounts.
Critically analyse	Separate information into components and identify characteristics with depth to the justification.
Critically evaluate	Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth.

Term	Definition
Define	State the nature, scope or meaning.
Describe	Give an account, including all the relevant characteristics, qualities and events.
Discuss	Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important.
Demonstrate	Show knowledge and understanding.
Design	Plan and present ideas to show the layout/function/workings/object/system/process.
Develop	Grow or progress a plan, ideas, skills and understanding
Differentiate	Recognise or determine what makes something different.
Discuss	Give an account that addresses a range of ideas and arguments.
Evaluate	Work draws on varied information, themes or concepts to consider aspects, such as: • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. Students' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.
Explain	To give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Make clear by using examples or provide diagrams.
Indicate	Point out, show.
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression.
Investigate	Conduct an inquiry or study into something to discover and examine facts and information.
Justify	Learners give reasons or evidence to: • support an opinion • prove something is right or reasonable.
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.

Term	Definition
Produce	To bring into existence.
Reconstruct	To assemble again/reorganise/form an impression.
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Review	Make a formal assessment of work produced. The assessment allows learners to: • appraise existing information or prior events • reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts.
Stage and manage	Organisation and management skills, for example, running an event or a business pitch.
State	Express.
Suggest	Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration.
Undertake/ carry out	Use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence used for BTEC Higher Nationals:

Type of evidence	Definition
Case study	A specific example to which all students must select and apply knowledge.
Examination	This technique covers all assessment that needs to be done within a centre-specified time constrained period on site. Some units may be more suited to an exam-based assessment approach, to appropriately prepare students for further study such as progression on to Level 6 programmes or to meet professional recognition requirements.
Project	A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.
Written task or report	Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Team task	Students work together to show skills in defining and structuring activity as a team.
Presentation	Oral or through demonstration.
Production of plan/business plan	Students produce a plan as an outcome related to a given or limited task.
Reflective journal	Completion of a journal from work experience, detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.