OTHM LEVEL 7 DIPLOMA IN STRATEGIC MANAGEMENT AND LEADERSHIP

Qualification Number: 603/2181/7

Specification | May 2020

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 7 Diploma in Strategic Management and Leadership qualification is to develop strategic management and leadership skills for managers who have the authority and personal attributes to translate organisational strategy into effective operational performance. This qualification reflects current practice in Strategic Management and Leadership and allows learners to develop and expand their high-level understanding of strategic management and leadership in the workplace. This qualification is suitable for mature learners with a background in academic study or industry. The qualification has a clear work-related emphasis on practical skills development alongside theoretical fundamentals.

Successful completion of the Level 7 Diploma in Strategic Management and Leadership qualification will equip learners with the key skills and capabilities to become an effective strategic manager. The qualification also allows learners to progress into or within employment and/or continue their study towards an MBA with advanced standing.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the register of Regulated Qualifications.

OTHM has progression arrangement with many UK and overseas universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top-up and Master's/top-up programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 7 Diploma in Strategic Management and Leadership
Ofqual Reference Number	603/2181/7
Regulation Start Date	25-Aug-2017
Operational Start Date	31-Aug-2017
Revision	12-March-2019
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	600 Hours
Sector Subject Area (SSA)	15.3 Business Management
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

The OTHM Level 7 diplomas on the Regulated Qualifications Framework (RQF) are at the same level as master's degrees. However, they are shorter (120 credits) and learners will have to proceed to the dissertation stage (60 credits) with university to achieve a full masters or MBA.

QUALIFICATION STRUCTURE

The OTHM Level 7 Diploma in Strategic Management and Leadership consists of 4 mandatory units and 2 optional units, making a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 600 Guided Learning Hours (GLH) for the completed qualification.

To achieve the OTHM Level 7 Diploma in Strategic Management and Leadership, learners must achieve a minimum of 120 credits; 80 credits must be achieved from the mandatory units in Group A, plus a minimum of 40 credits from the optional units in Group B.

Unit Ref. No.	Group A Mandatory Units	Credit	GLH	TQT
A/616/2724	Strategic Management	20	100	200
R/617/5012	Strategic Leadership	20	100	200
F/616/2725	Strategic Human Resource Management	20	100	200
J/616/2726	Advanced Business Research Methods	20	100	200
Unit Ref. No.	Group B Optional Units: Choose 2:	Level	Credit	GLH
L/616/2727	Strategic Financial Management	20	100	200
R/616/2728	Supply Chain and Operations Management	20	100	200
Y/616/2729	Entrepreneurship and Innovation	20	100	200
L/616/2730	Globalisation and Corporate Governance	20	100	200
R/616/2731	Strategic Change Management	20	100	200
Y/616/2732	Strategic Marketing	20	100	200

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*

b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

For entry onto the OTHM Level 7 Diploma in Strategic Management and Leadership qualification, learners must possess:

- An honours degree in related subject or UK level 6 diploma or an equivalent overseas qualification
- Mature learners with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)
- Learners must be 21 years old or older at the beginning of the course

English requirements: If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit English Language Expectations page.

PROGRESSION

Successful completion of OTHM Level 7 Diploma in Strategic Management and Leadership qualification enables learners to progress into or within employment and/or continue their further study. As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to progress to an MBA top-up with advanced standing. For more information visit University Progressions page.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

OPPORTUNITIES FOR LEARNERS TO PASS

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum, that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

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

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:
- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

Strategic Management

Unit Reference Number	A/616/2724
Unit Title	Strategic Management
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of strategic and change management models, as well as the ability to review strategic plans, to propose strategic options, to create implementation plans and to lead organisational changes.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to analyse key external influences on an organisation's strategy.	1.1 Critically evaluate the position of an organisation in its current market. 1.2 Critically analyse the effects of existing plans on an organisation.	• **Explaining the importance of scanning business environments in making strategic decisions of organisation:** business environment e.g. definition, features, characteristics, types; distinctions between culture and organisational environment; key components of organisational environment; organisational environment basics; internal environment e.g. working capacities, employment relations, job satisfaction;
2. Be able to appraise strategic options for an organisation.	2.1 Critically explore the relationship between, corporate, business and operational strategies. 2.2 Apply strategic models and tools to develop strategic options for an organisation. 2.3 Evaluate strategic options for an organisation.	

3. Be able to evaluate various tools and approaches to a strategy implementation plan.	3.1 Create a relevant vision, mission and strategic goals for an organisation. 3.2 Propose a suitable structure for an organisation that fits a strategic plan. 3.3 Create a resourced strategy implementation plan.	external factors e.g. beneficiaries identification, consumer group demands; ways to meet those demands; contractors; stakeholders; shareholders; suppliers; general workforce; competitor success directions; links of influential factors e.g. social, political, technological; organisational commitment e.g. short term, medium and long term; competitor analysis; designing of products or services; influence measurement; organisational environment improvement.
4. Be able to develop and implement a strategic organisational change management plan.	4.1 Apply force field analysis to effectively distinguish forces of change. 4.2 Critically evaluate various change management models. 4.3 Identify relevant leadership and change agent skills to implement a strategic change in an organisation.	• **Using a variety of tools to critically analyse external business environment:** business environment dynamics e.g. definition, characteristics, changes; basics of business environment; organisational environment e.g. benchmark, liability, elasticity, intelligibility, commitment of team, management practices impact; effectiveness and efficiency effects; tools of analysis; threats and opportunities analysis; SWOT (strengths, weaknesses, opportunities, threats) analysis; market analysis, consumer survey; competitor identification; market research; data and information analysis.
5. Be able to monitor and control the implementation of strategic plans.	5.1 Develop a monitoring and control system for the implementation of strategic plans. 5.2 Design key success indicators in order to monitor the implementation of the strategic plan. 5.3 Distinguish potential risks during implementation. 5.4 Review the effectiveness of the strategic plan.	• **Using a variety of tools to critically analyse internal business environment:** internal organisational environment e.g. definition, types, features and changes; internal management analysis; employee and management review; efficient communication rationale; strength analysis; weaknesses analysis; resource analysis; pricing strategies; strategic drift; product analysis; product life cycle analysis. • **To review the position of an organisation in its current market:** market situation analysis; organisational position measurement; strategic business planning tools; e.g. SWOT (strength, weakness, opportunity and threats) analysis; Porter's Five Forces Analysis; value chain analysis; Boston growth-share

		(BCG) matrix; market equilibrium; market share; sustainable competitive advantage.
		• **To analyse the effects of exiting plans on organisation:** organisational planning effects; organisational agreement between several organisations; communication with stakeholders; organisational planning development; objectives led management; guidelines; action planning; strategic and structure fit; Business Process Re- engineering; performance appraisal; policy development; systems of communication; realignment and focus.
		• **Identify and analyse mandatory competency and competitive advances of an organisation:** competitive advantage identification; economies of scope and scale; product or service life measurement; internal statistics and surveys; measures for monitoring and evaluating; emergent and unrealised strategy; globalisation effects; resources analysis; mandatory skills and competences; experience curves; comparative analysis.
		• **Discussing relationship between, corporate, business and operational strategies:** strategic relationships e.g. concepts, application and changing trends; corporate strategies; business strategies; operational strategies; effective communication; strategy formulation; strategic drift; strategic options review; benchmarking; competitor analysis; benefit-cost analysis; information review; organisational value consistency; position in markets; market share; globalisation effect; impacts of technological advancements.
		• **Use various models and tools to develop strategic options for an organisation:** strategic models, e.g. identification, uses and effectiveness; Mintzberg's strategies e.g. emergent and deliberate; Ansoff matrix

		strategies; balanced mandatory card analysis; sensitivity analysis; organisational integration; merger and acquisition; gap analysis; product portfolio. • **Analyse and decide strategic and business strategic options:** strategic options e.g. basics and organisation led applications; potential option review; business ethics; good practices; effective participation of stakeholders; diversity management; organisational environment consideration; awareness raising; objectives settings; strategic alliance; benchmarking; leadership. • **Developing appropriate vision, mission and strategic goals for an organisation:** situational analysis; setting vision and mission targets; understanding organisational values; business environment outlining; conceptualising stakeholders. • **Proposing a suitable structure: stakeholders:** identification, role analysis; comprehensive target setting for a business organisation; motivation to participate in strategic planning; strategy formulation; strategy implementation; monitoring and evaluation of stakeholders' performance. • **Developing an agreed strategy plan that addresses all resource implications due to new action plan:** organisational culture analysis; understanding basic values of a business organisation e.g. cultural, ethical, social, economic, business; SMART (specific, measurable, achievable, realistic, time-based) target selection; resource audit; risk analysis. • **Carrying out force field analysis:** organisational changes e.g. definitions, processes, patterns; the identification of change forces; roles of change forces; factor identification; impact of globalisation. • **Using various change management models:** change management models e.g. identification,

selection and use; in order to implement any change in an organisation; Lewin's Change Management Model; McKinsey 7-S Model; Kotter's 8 Step Change Model.

- **Acquiring leadership and change agent skills:** change agent skills e g, identification, appropriate selection and application; implementing a strategic change in an organisation; right attitude; appropriate knowledge; leadership and skills.

- **To develop a time schedule for implementation of the plans:** time requirement for planning implementation; time allocation for planning; time management; time scheduling; planning implementation timetable.

- **To develop key success factors in order to monitor the implementation of the strategic plan:** success factors definition; success factors identification; successful strategic plan monitoring; planning implementation; evaluation and monitoring of control system; cascading and dissemination process.

- **To analyse potential risk:** risks e.g. definitions, features, identification and relevancies in diverse circumstances; implementation risks; implementation risks avoidance; contingency planning; contingency corrective development; risk preventive actions.

Assessment

To achieve a pass for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 5	All ACs under LO 1 to 5	Coursework	4500 words

Indicative reading list

Core texts:

Johnson, G. and Scholes, K. (2017) *Fundamentals of Strategy*. Pearson Ltd.

Gupta, S. and Starr, M. (2014) *Productions and Operations Management Systems*. Boca Raton, FL: CRC Press.

Additional reading:

- Barney, J. (2010) Gaining *and Sustaining Competitive Advantage*. New York: Pearson Education.
- Cusumano, M. A. and Markides, C. (2001) *Strategic Thinking for the Next Economy*. Mason, OH: Cengage Learning EMEA.
- De Wit, B. and Meyer, R. (2004). *Strategy: Process, Content, Context.* Stamford, CT: Cengage Learning EMEA.
- Finlay, P. N. (2000). *Strategic Management: An Introduction to Business and Corporate Strategy.* Harlow: Prentice Hall.
- Goold, M., Campbell, A. and Alexander, M. (1994) *Corporate-level Strategy: Creating Value in the Multibusiness Company*. New York: John Wiley and Sons Ltd.
- Grant, R. (2010) *Contemporary Strategy Analysis*. Hampshire: John Wiley and Sons.
- Gratton, L. (2000) Living *Strategy: Putting People at the Heart of Corporate Purpose*. Harlow: Financial Times/Prentice Hall.
- Harrison, J. S. (2002) *Strategic Management of Resources and Relationships: Concepts and Cases.* Hampshire: John Wiley and Sons.
- Hill, C., Jones, G. and Schilling, M. (2013) *Strategic Management: Theory: An Integrated Approach.* Stamford, CT: Cengage Learning.
- Johnson, G., Scholes, K. and Whittington, R. (2008) *Exploring Corporate Strategy*. Harlow: Financial Times/Prentice Hall.
- Johnson, G. & Scholes, K. (2000) *Exploring Public Sector Strategy. Harlow:* Financial Times/Prentice Hall.
- Kaplan, R. & Norton, D. (2000) *The Strategy-focused Organization: How Balanced Mandatory Card Companies Thrive in the New Business Environment*. Massachusetts: Harvard Business School Press.
- Lynch, R. (2005) *Corporate Strategy. Harlow:* Financial Times/Prentice Hall.
- McGee, J., Thomas, H. and Wilson, D. (2005) *Strategy: Analysis and Practice.* New York: McGraw-Hill Higher Education.
- Mintzberg, H. (2000) *The Rise and Fall of Strategic Planning. Harlow:* Financial Times/Prentice Hall.
- Mintzberg, H., Ahlstrand, B. and Lampel, J. (2008). *Strategy Safari: Your Complete Guide Through the Wilds of Strategic Management.* Harlow: Financial Times/Prentice Hall.
- Pettigrew, A. M., Thomas, H. and Whittington, R. (eds.) (2006) *The Handbook of Strategy and Management.* London: Sage.
- Stacey, R. D. (2010) *Strategic Management and Organisational Dynamics.* Harlow: Financial Times/Prentice Hall.

Journals/newspapers:

- The Journal of Marketing
- The European Journal of Marketing;
- The Journal of Marketing Management;
- Academy of Management Journal;
- British Journal of Management;
- California Management Review;
- European Management Journal;
- Harvard Business Review;
- Journal of Business Strategy;
- Journal of Management Studies;
- Long Range Planning;
- MIT Sloan Management Review;
- Strategic Change;
- Strategy and Leadership;

Websites:

- www.sps.org.uk Strategic Planning Society;
- www.ft.com Financial Times;
- www.managers.org.uk Chartered Management Institute

Strategic Leadership

Unit Reference Number	R/617/5012
Unit Title	Strategic Leadership
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

This unit provides an in-depth understanding of the key principles and practice of leadership This will enhance the individuals' knowledge, skills and attributes to effectively engage in the role and responsibilities required of an effective team player and leader of a team; being proactive in innovation and improvement to inform strategy and business planning within the organisation.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand the principles, concepts, differences, and approaches to contemporary leadership.	1.1 Explain the meaning and importance of leadership. 1.2 Contrast the main approaches to the study of leadership. 1.3 Critically evaluate the role of leadership in strategic management.	• **Meaning and importance of leadership**: definitions of leadership in range of organisational contexts; leadership as a strategic competitive advantage; the relationship between management and leadership; characteristics of strategic leaders.
2. Understand how leadership influences individuals, teams and the organisation.	2.1 Critically compare the relationships between leaders of work groups, and leaders of teams. 2.2 Distinguish between the influence of leadership on groups and teams, and on formal and informal groups. 2.3 Critically evaluate the characteristics of an effective work group and team.	• **Approaches to the study of leadership:** the qualities or traits approach; the functional or group approach, including action-centered leadership; leadership as a behavioural category; styles of leadership; contingency theories; transitional or transformational leadership;

3. Understand the impact of leadership on organisational performance.	3.1 Assess the nature of organisation effectiveness and performance. 3.2 Critically explore the main features and requirements of leadership development. 3.3 Provide criteria for assessing an organisations strategic effectiveness from a leadership perspective.	inspirational or visionary leadership; authentic leadership. • **Leadership in strategic management:** leadership and strategy; vision, mission and values, stakeholder relationships, change and change management; levels of leadership; future thinking, storytelling and scenarios.
4. Understand ethical decision making and organisational value.	4.1 Critically explore the exercise of leadership power and influence. 4.2 Critically review the importance of ethics, values and corporate social responsibilities to an organisations value. 4.3 Critically evaluate leadership and sustainability concepts and trends.	• **Work groups and teams**: distinguish between groups, workgroups and teams; types and forms of teams: project teams, self-managed teams, virtual teams, and operational teams, etc.; group values and norms; formal groups, informal groups • **Characteristics of an effective work group and team:** Factors contributing to group cohesiveness and performance, advantages and disadvantages; member compatibility, Belbin et al, team development and maturity; creative leadership and team development; inter-team conflict. • **Organisation effectiveness and performance:** distinguish between organisation efficiency and effectiveness; innovation, culture and creativity, excellence models, Peters and Waterman, McKinsey 7S, learning organisations. • **Leadership development**: Coaching, empowerment and support, training and learning, knowledge management, succession planning and career progression, EFQM Excellence Model. • **Strategic effectiveness and leadership**: EFQM Excellence Model; Balanced Scorecard, Strategy Maps. • **Leadership power and influence:** Leadership and ethics; process of decision-making power

		and control; French and Raven sources of power, power involvement and compliance; strategic control, power, order and flexibility, delegation, trust and empowerment. • **Ethics, values and corporate social responsibility:** models of ethics, ethical decision making; value-based leadership; values and corporate social responsibility; the concept of corporate social value; codes of business conduct; UN global compact; ethical leadership. • **Leadership and sustainability concepts and trends:** Concept of sustainability leadership, sustainability leadership model, leadership and sustainable development, leadership and the triple bottom line.

Assessment

To achieve a pass for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	4500 words

Indicative reading list

Core text: There are no essential resources required for this unit.

Additional Reading:

- Adair, J. (2007). *How to grow leaders: the seven key principles of effective leadership development*. London: Kogan Page
- Bass, B. M. and Riggio, R. (2005). *Transformational Leadership*. 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates
- Covey, S. (1989). *Seven habits of highly effective people*. New York: Simon & Schuster
- Goleman, D. (1996). *Emotional Intelligence: Why it can matter more than IQ*. Bantam Books

- Handy, C. (1999). *Understanding Organisations*. 4th ed. Penguin Books
- George, B. (2003). *Authentic Leadership*. San Francisco: Jossey-Bass
- Hargreaves, A. Fink, D. (2006) *Sustainable Leadership*. San Francisco: Jossey Bass
- Mullins, L. (2010*) Management and Organisational Behaviour*. London: Pearson Ltd.
- Northouse, P. (2010). *Leadership: Theory and Practice*. 5th Ed, Sage Publications
- Sinclair, A. and Agyeman, B. (2004). *Building Global Leadership: Strategies for success*. Roffey Park Institute

Journals/newspapers:

- European Management Journal
- Management Today (Haymarket Business Media);
- The Leadership Quarterly
- People Management (Chartered Institute of Personnel and Development);
- Professional Manager (Chartered Management Institute);
- Journal of Leadership and Organisational Studies
- Journal of Leadership Studies

Websites:

- www.aqa.co.uk AQA professional development;
- www.cipd.co.uk Chartered Institute of Personnel and Development Continuing professional development;
- www.cityandguilds.co.uk City & Guilds professional development;
- www.businesslink.gov.uk Interactive tools for creating a personal development plan through assessment of management and leadership skills;
- www.managementhelp.org Articles on leadership development planning and self- assessments for personal and professional development;
- www.management-standards.org.uk Chartered Management Institute;
- www.mindtools.com Time-management tools and activity logs.

Other sources:

- Online resources, different research organisations and university based professional and communication network.

Strategic Human Resource Management

Unit Reference Number	F/616/2725
Unit Title	Strategic Human Resource Management
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of how the effective strategic management of human resources supports the achievement of organisational objectives in different contexts. Learners will evaluate the contribution of strategic human resource management, and the application of leadership and management theory for organisational benefit.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand the role of management of human resources.	1.1 Critically justify the importance of human resource management in organisations. 1.2 Assess the role and purpose of the strategic human resource management function and activities in an organisation. 1.3 Evaluate how human resource management is related to other functional areas.	• **Critical explanation of the nature and importance of human resource management in organisations**: definition; features of HRM approach; HRM models: D Guest, M Patterson, best practice model, contingency model, Harvard Framework; personnel management and HRM; activities of HRM.
2. Be able to create a human resource plan for an organisation.	2.1 Assess the business factors to consider before human resource planning. 2.2 Determine human resource requirements in different organisational contexts. 2.3 Develop a human resource plan for an organisation.	• **Assessing the role and purposes: Strategy:** HRM strategy; organisational strategy; HRM strategy benefits for organisations; interrelationships between HRM and organisational strategies; organisational

3. Understand the role of legal and ethical issues in developing human resources policy.	3.1 Explain the purpose of human resource policy. 3.2 Assess the impact of regulatory and legal requirements on human resource policies in an organisation. 3.3 Assess the impact of business ethics, CSR, and sustainability requirements on human resource policies for an organisation.	performance and HRM strategy; HRM strategy influence on organisational strategy; organisational strategy influence on HRM strategy; value creation; human capital management; HRM strategy business focus; effective HRM. • **Evaluating contributions of human resource management:** evaluation of human resource management contribution e.g. characteristics, importance, techniques; the changing patterns of effective human resource management; the effect of globalisation; the use of IT.
4. Be able to plan develop human resource strategies.	4.1 Critically analyse the impact of an organisational strategy, structure and culture on the management of human resources. 4.2 Develop a structured, relevant and comprehensive HR strategy. 4.3 Critically monitor the effectiveness of human resources management.	• **Analysing the business factors:** growth in business; changes in business; labour market competition; labour cost substitution; development of employee; control of labour cost; operations location; work nature changing; productivity increase; efficiency increase; technological impact; competition in business; declination of business.
5. Understand HRM approaches within organisations and their relationships with organisational performance.	5.1 Critically evaluate the relationships between business strategy and human resource management. 5.2 Explain the implementation and measurement of HR approaches using relevant metrics. 5.3 Monitor and evaluate a human resource strategy that supports organisational mission, vision, values and objectives.	• **Determining human resource requirements:** personnel prerequisites identification: experiences, skills, qualifications, numbers; personnel matching to organisational prerequisites; basic prerequisite factors: skills, demand and supply of labour, workforce; external factors: policies of governments, education, employment, regional or industrial training; competitions in labour market. • **Developing a human resource plan:** human resource planning e.g. features and requirements; functionalities e.g. selection and recruitment, retention, skill development, up-skilling, re-skilling, succession planning; outputs; resource demand; success factors; planning

		length e.g. short, medium and long; costs and benefits of business; Empowerment and talent management.
		• **Explaining the purpose of human resource policy:** policy purposes; selection and recruitment; diversity and equality; development and training; expenses and benefits; discipline; performance improvement; rewards; pay; health and safety; discipline; information confidentiality; working time; paternity or maternity leave; harassment or bullying; management of change; grievance and dismissal; intellectual property: copyrights, patents; protected disclosure/whistle blowing; alcohol, drugs or smoking.
		• **Analysing the impact of regulatory and legal requirements on human resource policies in an organisation:** legislation of employment; rights and responsibilities of employment; payment related regulatory and legal rights; data protection, conditions and contract terms.
		• **Analysing the impact of ethical requirements on human resource policies in an organisation:** ethics in human resource management e.g. discrimination, harassment, racism, gender preference, nepotism, favouritism; employee satisfaction; compliance and grievance.
		• **Analysing the impact of an organisational strategy, structure and culture on the management of human resources:** culture and structure; culture led theoretical models: Schein, Hofstede, Handy; culture of organisation; interrelationships between HRM activities and culture.
		• **Proposing the effective appropriate HR**

		strategy: the requirement for effective human resource strategies; SMART objective target settings (specific, measurable, achievable, realistic, time-based).
		• **Critically monitor effectiveness of human resources management and provide recommendations:** importance of monitoring effective human resource management; policies, strategies, operations; HRM contributions; benefits; costs; use of resources; effectiveness; ineffectiveness; information collection on HRM performance; performance indicator development; evaluation of HRM performance indicators; quantitative measurement: person output, productivity, retention of employee, turnover of staff, cost saving; qualitative measurement: stakeholder perspectives, employee attitude surveys, HRM performance benchmarking, service level standards and agreements of HRM; costs and benefits utility analysis; HRM improvement proposals and activities.
		• **Discuss relationship of people development and HRM:** planning for people development and human resource management; functionalities: employment, development, retention, skill enhancement, planning of succession; HR resourcing; success criteria; planning of milestones: short, medium or long term; cases study of businesses: benefits, costs, SMART (specific, measurable, achievable, realistic, time-based) target settings.
		• **Explain organisational theory underpinning HRM:** organisational structure theories: Handy, Mintzberg, Weber; HRM impacts and structure

		forms: product based, functional, divisional, geographical; matrix: centralisation, decentralisation.
		• **Discuss the interrelationship of employee relations/HRM practices and the management of change:** employee relations e.g. concept, features and application; best fit practices; absence; discipline and grievance; consultation and communication; employee engagement; psychological contract; flexible working hours.
		• **Developing the HRM process, recruitment and selections:** the requirement of human resources; personnel requirement identification e.g. number, experiences, qualifications, set skills; human resource match to organisational demands; factors of human resource development, recruitment and selection e.g. person profile, requirement of labour, requirement of skills; external factors of recruitment and selection; demand of labour; labour supply; national level policies as related to human resource e.g. education, empl9oyment, training, regional, industrial; competition in labour market.
		• **Developing employee motivational and appraisal strategies:** employee motivation e.g. features, importance and practices; career progression; rewards; bonus and pay rise; promotion; emotional support; job satisfaction.
		• **Critically Analysing role and employee retentions in organisations:** employee retention e.g. importance and trends; employee turnover; competitive remuneration benefits; stay interview; employee development.

		• **Explore and discuss purpose of leadership in different kinds of organisations:** leadership e.g. definition, features, characteristics, types, purposes of leadership; direct and indirect leadership; features of managers or leaders; leadership skills; followership; 10 managerial roles of Mintzberg. • **Evaluate leadership practices in an organisational context:** styles of management and leadership: persuasive; autocratic; charismatic; participative; laissez-faire; management and leadership influence on an organisation; style impact on strategic decisions; situation led adaptation of management and leadership styles. • **Creating a human resource strategy that supports organisational mission, vision, values and objectives:** strategic leadership development; leadership requirement for organisational aspects e.g. mission, vision and objectives; strategic development; organisational strategy formulation. • **Monitoring and evaluating the human resource strategy:** monitoring and evaluation e.g. general features, criteria; organisational mission, vision, values and objectives monitoring; monitoring and evaluating strategy formulation.

Assessment

To achieve a pass for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 5	All ACs under LO 1 to 5	Coursework	4500 words

Indicative reading list

Core texts:

Rees, G. and Smith, P. E. (2017) *Strategic Human Resource Management: An international perspective.* Sage Publications

Additional reading:

- Avery, G. (2004) *Understanding Leadership.* London: Sage
- Bradley, F. (2005) *International Marketing Strategy.* New Jersey, FL: Prentice Hall.
- Bratton, J., Grint, K. and Nelson, D. L. (2005) *Organizational Leadership.* New York: Thomson South Western.
- Brooks, I. (2009) *Organisational Behaviour: Individuals, Groups, and Organisations.* Harlow: FT Prentice Hall.
- Buchanan, D. and Huczynski, A. (2007) *Organisational Behaviour.* Harlow: FT Prentice Hall
- Colquitt J, LePine, J. and Wesson, M. (2010) *Organizational Behaviour.* Boston: McGraw-Hill.
- Daft, R. (2006) *The Leadership Experience.* New York: Thomson South Western.
- Du Brin, A. J. (2007) *Leadership: Research Findings, Practice and Skills.* Boston: Houghton Mifflin.
- Gill, R. (2006) *Theory and Practice of Leadership.* London: Sage.
- Gold. J., Thorpe, R. and Mumford, A. (2010) *Leadership and Management Development*, 5th Edition. CIPD
- Kouzes, J. M. and Posner, B. Z. (2008) *The Leadership Challenge*. 4th Edition. *New York:* Jossey-Bass. London: CIPD.
- Mabey, C. and Finch-Lees, T. (2008) *Management and Leadership Development.* London: Sage.
- Martin, J. (2005) *Organisational Behaviour and Management.* London: Thomson Learning. Mullins, L. J. (2010) *Management and Organisational Behaviour. 9th Edition.* Harlow: Financial Times
- Northouse, P. G. (2007) *Leadership Theory and Practice.* London: Sage
- Northouse, P. G. (2009) *Introduction to Leadership, Concepts and Practice.* London: Sage
- Robbins, S. and Judge, T. (2009) *Organizational Behaviour.* New Jersey: Person Prentice Hall
- Storey, J. (2004) *Leadership in Organisations; Current Issues and Key Trends*. London: Rutledge. Times/Prentice Hall.

Advanced Business Research Methods

Unit Reference Number	J/616/2726
Unit Title	Advanced Business Research Methods
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' ability to prepare for various types of academically based management research through the development and design of a research proposal. Learners will develop a critical understanding of the philosophical, practical and ethical concepts of research within the context of the business environment.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to develop research approaches in a relevant context.	1.1 Appraise business research problems. 1.2 Develop and justify appropriate research aims and objectives within a defined scope and timeframe. 1.3 Critically explore, select and justify research approaches.	**Research problem identification:** understanding the research context; research problem identification for investigation; research topic identification; the conceptualisation of a research problem;
2. Be able to critically review literature on a relevant research topic.	2.1 Critically analyse different theoretical approaches to a research problem. 2.2 Create a structured and thorough critical literature review.	developing insights; feasibility and possibilities; the search for literatures; setting initial components e.g. working plan, research goals, time table and management, research process,

3. Be able to design business research methodologies.	3.1 Critically evaluate relevant research methodologies to reflect the research objectives. 3.2 Design an appropriate methodology in terms of the research objectives for a defined population. 3.3 Justify the methodology selected in terms of the research objectives within agreed ethical guidelines.	monitoring, evaluation and revision. **Research problem selection and justification: rationale of the proposed research**; appropriateness; reasons for selection of a specific research topic; skills, capacities and knowledge requirement identification; research question and hypothesis formulation; rationale elaboration; essential date setting; review and monitoring process.
4. Be able to develop a research proposal.	4.1 Create a research question, literature review and methodology. 4.2 Propose techniques for use with quantitative and qualitative data collection and analysis.	**Develop appropriate research objectives and justification: background, aims and objectives selection**; reasons for these selections; length of the research; skills, capacities and knowledge enhancement e.g. literature review, methodology, research type selection, data collection and analysis, drawing a successful conclusion; critical knowledge on appropriate research methods e.g. qualitative and quantitative, statistical research tools; research validity, reliability and ethical issues; critical justification of these selections. **Literature review as relevant to the research problem and objectives**: definition, features and ways to do literature review; the generic selection of literature; spotting the sources of literature; justification of an appropriate selection of literature. **To compare different theories and authors:** the selection of appropriate theories for the research; conceptualisation of the research phenomenon; including relevant theories and the justification of choices; the strength and credentials of relevant theoretical framework; the understanding and interpretation;

		developing the theoretical framework. **Critical review of the key literature for inclusion in a research proposal while focusing on concepts and methodologies followed by other**: knowledge on acceptability, reliability and validity of literature; the reference style of literature; key literature type selection e.g. journals, books, papers, conference papers; source of literature: library searches, internet, both online and offline publication media. **Research methodologies and relationship with research objectives**: advanced knowledge on research methodologies; action research; intervention research; non-intervention research. **Design and choose an appropriate methodology in terms of the research objectives**: designing a research using the most appropriate method; research question or hypothesis test; reliability and validity test; ethical and access issues consideration; quantitative methodology; questionnaire design and distribution; conducting interviews; surveys; qualitative methodology; interviews; observation; case studies **Justify the methodology selected in terms of the research objectives:** critical knowledge on questions on the questionnaire, interviewee selection, data verification, bias, time and place selection, interview recording; justification of using any selected research tool. **Evaluate and use techniques for use with quantitative and qualitative data**: types of

		data presentation and analysis; qualitative data analysis e.g. techniques of categorisation and coding; transcripts interpretation, data analysis process, data analysis, data presentation, the use of information technologies, quantitative data analysis e.g. value analysis, coding, data analysis manually and electronically;

Assessment

To achieve a pass for this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	2500 words

Indicative reading list

Core texts:

Cameron, S. (2005) *The MBA Handbook.* Harlow: Prentice Hall.

Saunders, M., Lewis, P. and Thornhill, A. (2010) *Research Methods for Business Learners*. Harlow: Prentice Hall.

Additional reading:

- Anderson, V. (2009) *Research Methods in Human Resource Management.* London: Chartered Institute of Personnel and Development.
- Binsardi, A. (2008) *Research Methods for Management.* Cambridge: International Academic Press.
- Booth, A., Papaioannou, D. and Sutton, A. (2012) *Systematic Approaches to a Successful Literature Review.* London: Sage Publications.
- Bryman, A. and Bell, E. (2011) *Business Research Methods.* New York: Oxford University Press.
- Burns, R. P. and Burns, R. (2008) *Business Research Methods & Statistics Using SPSS.* London: Sage Publications.
- Cooper, D. R. and Schindler, P. S. (2006) *Business Research Methods*. Boston: McGraw Hill.
- Deniels, P. and Becker, L. (2012*) Developing Research Proposals*. London: Sage Publications.
- Denscombe, M. (2007) *The Good Research Guide.* Maidenhead: Open University Press.

- Easterby-Smith, M., Thorpe, R. and Jackson, P. (2012) *Management Research*. London: Sage Publications.
- Fink, A. (2009) *Conducting Research Literature Reviews*. London: Sage Publications. Flick, U. (2011) *Your Research Project*. London: Sage Publications.
- Gill, J. and Johnson, P. (2010) *Research Methods for Managers*. London: Sage Publications. Jankowicz, A. D. (2005). *Business Research Projects*. London: Thomson Learning.
- Jesson, J. K., Matheson, L. and Lacey, F. M. (2011) *Doing Your Literature Review*. London: Sage Publications.
- Keleman, M. L. and Rumens, N. (2008). *An Introduction to Critical Management Research*. London: Sage Publications.
- Malhatra, N. K. (2007) *Marketing Research: An Applied Orientation*. New Jersey: Pearson.
- McNiff, J. and Whitehead, J. (2009) *Doing and Writing Action Research*. London: Sage Publications.
- Moutinho, L. and Hutcheson, G. D. (2011) *The Sage Dictionary of Quantitative Management Research*. London: Sage Publications.
- Robson, C. (2002) *Real World Research*. Hampshire: John Wiley and Sons.
- Saunders, M., Lewis, P. and Thornhill, A. (2009) *Research Methods for Business Learners*. Harlow: Financial Times/Prentice Hall.
- Thomas, R. and Lynn, P. (2009) *Survey Research in Practice*. London: Sage Publications.

Strategic Financial Management

Unit Reference Number	L/616/2727
Unit Title	Strategic Financial Management
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Optional
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to enable learners to apply financial principles relevant to management in an organisational context, including analytical techniques and theories/models of management accounting, evaluation of budgetary processes, recommending funding sources and appraising investment options.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to apply the tools and techniques of cost accounting.	1.1 Critically analyse the concepts, features and importance of cost accounting in an organisation. 1.2 Apply tools of costing design and costing systems to an organisation. 1.3 Recommend improvements to the costing and pricing systems of an organisation.	• **Introduction to financial and managerial accounting its purposes and financial strategy formulation.** • **Cost systems:** Cost classifications in terms of object; function, product/service and behaviour; opportunity cost, recording and analysing costs; job costing; batch costing; process costing; contract costing; standard costing;

2. Be able to critically analyse the financial performance of businesses.	2.1 Analyse financial statements to assess the financial position of an organisation. 2.2 Recommend organisational decisions based on evaluation of financial statements using financial ratios. 2.3 Propose managerial recommendations on the strategic portfolio of an organisation based on financial analysis.	variance calculations; variance analysis and management by exception. • **Costing methods:** absorption, marginal costing, activity-based costing (ABC); use in calculating costs and pricing policy and their relationship to cost controls and pricing.
3. Be able to evaluate the budgetary processes of organisations.	3.1 Evaluate budgetary targets for an organisation. 3.2 Develop a master budget for an organisation. 3.3 Critically evaluate budget and budgetary processes in an organisation.	• **Cost control of systems:** cost centre; profit centres; investment centres; accountable management; planning and control methods. • **Financial statements:** estimates and assumptions relating to the profit and loss account; balance sheet and cash flow statement. • **Financial ratios analysis, interpretation, decisions and limitations:** employment of financial ratios internally
4. Be able to recommend effective long term and short-term sources of funding.	4.1 Assess the need for short term working capital and long- term funds for an organisation. 4.2 Appraise appropriate sources of short term and funds for an organisation. 4.3 Justify choices of sources of funds using a range of criteria related to cost and risk.	and externally; financial profiles of organisations; calculation of key ratios reflecting business liquidity; efficiency and profitability. • **Budgets:** types; flexible and fixed budgets; zero-based budgeting, budgeting process from subsidiary/functional to master budget; relationship of budget to cost and quality control, resource utilisation and profitability.
5. Be able to critically appraise investment options.	5.1 Apply financial appraisal methods to analyse competing investment projects in different kinds of organisations. 5.2 Justify strategic investment decision for an organisation using relevant financial information. 5.3 Critically analyse strategic investment decisions using information.	• **Budgets monitoring and evaluations:** budgeted and actual figures, accounting for and investigating different kind of variances in budgetary controls; corrective action; human behavioural issues relating to budgeting. • **Sources of financial resources; types of funds:** short term and long terms, sourcing funds internally and externally; venture capitalists, leverages; risk, cost and control issues with types of funding; techniques of selecting appropriate sources of funds for different projects – comparison of costs, risk and controls. • **Managing working capitals and appraisal of investment options:** capital and revenue expenditure, risk, cost and controls; cash flow statements; time value of money; different methods of project appraisal like: accounting rate of return; payback period and cash flows;

		discounted cash flow – net present value and internal rate of return; and allowance for inflation in money and real rates of discount, taxation and project appraisal. • Impacts of information and communication technology; global financial management; using excel sheets in financial analysis, MIS and financial resource plaining and control.

Assessment

To achieve a pass for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 5	All ACs under LO 1 to 5	Coursework	4500 words

Indicative reading list

Core texts:

Atrill, P. and McLaney, E. (2006) *Accounting & Finance for Non-specialists. (5th edition)* Harlow: FT Prentice Hall.

Chaffey, D., Bocij, P., Greasley, A. and Hickie, S. (2006) *Business information systems: technology, development and management for the e-business, (3rd edition),* Harlow: Financial Times Prentice Hall/Pearson Education.

Additional reading:

- Atrill, P. (2011) *Financial management for decision makers*. Harlow: FT Prentice Hall.
- Atrill, P. and McLaney, E. (2006) *Management Accounting for Decision Makers*. Harlow: Prentice Hall.
- Berk, J. and DeMarzo, P. (2007) *Corporate Finance*. London: Pearson.
- Brealey, R., Myers, S. and Marcus, A. (2007) *Fundamentals of Corporate Finance*. New York: McGraw Hill Irwin.
- Cox, D. and Fardon, M. (1997) *Management of Finance*. London: Osborne Books.

Dyson, J. R. (2004) *Accounting for Non-Accounting Learners*. 6th Edition. Harlow: FT Prentice Hall.

- Drury, C. (2009) *Management Accounting for Business*. 4th Edition. London: Cengage Learning EMEA.
- Lumby, S. and Jones, C. (2000) *The Fundamentals of Investment Appraisal*. London: Thomson Learning.
- Laudon, K. and Laudon J. (2007) *Management Information Systems – Managing the Digital Firm*. 10th Edition. Harlow: Prentice Hall.
- Monden, Y. (1995) *Cost Reduction Systems: Target Costing and Kaizen Costing*. New York, Productivity Press.
- Marsh, C. (2009) *Mastering Financial Management*. Harlow: FT Prentice Hall.
- Van Horne, J. and Wachewicz, J. (2009) *Fundamentals of Financial Management*. Harlow: FT Prentice Hall
- White, G. I., Sondhi, A. C. and Fried, D. (2003) *The Analysis and Use of Financial Statements*. 3rd Edition. Hampshire: John Wiley and Sons.

Other indicative reading:

- Peer reviewed academic journals as Financial Management, Journal of International Financial Management & Accounting, International Journal of Financial Management and related.
- Online resources, corporate industry reports, the Institute of Certified Financial Managers publications and relevant.

Journals/newspapers:

- The Financial Times;
- Management Accounting Quarterly;
- Financial Management;
- International Journal of Financial Management;
- Journal of International Financial Management & Accounting;
- Management Today;
- Strategic Finance;

Websites:

- Most of the professional accounting bodies in the UK have their own websites (CIMA, ICA, CIPFA, AAT);
- www.aat.co.uk Association of Accounting Technicians;
- www.cimaglobal.com Chartered Institute of Management Accountants;
- www.cipfa.org.uk Chartered Institute of Public Finance and Accountancy;
- www.companies-house.gov.uk Companies House.

Supply Chain and Operations Management

Unit Reference Number	R/616/2728
Unit Title	Supply Chain and Operations Management
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Optional
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of the concepts and models of effective supply chain and operations management in competitive marketplaces using case studies and real-world industry scenarios. Learners will develop an understanding of operational processes, techniques, planning and control systems.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand the relationship between supply chain management, operations management and organisational business objectives.	1.1 Critically explain the significance of effective supply chain and operational management in achieving organisational objectives. 1.2 Explain the relationship of supply chain management with other business functions in an organisation. 1.3 Critically analyse the key success factors that aid in developing an integrated supply chain strategy in an organisation.	**Operations management:** definition, aims, objectives, features; importance of effective operations management; the relationship of operations management with different areas of an organisation e.g. operations, management, administration, procurement; value chains. **Supply chain and operations management relationship types:** basic and critical understanding of relationship between supply chain

2. Be able to critically analyse the role of technology in supplier relationships.	2.1 Critically evaluate factors and strategies that drive organisations to maintain supplier relationships. 2.2 Assess the use of information technology to create strategies to develop effective supplier relationships. 2.3 Recommend supplier relations systems to maintain relationships with suppliers.	and operations management types; alliances e.g. strategic, adversarial, collaborative, developmental; business relationship e.g. supplier, business to business, business to consumer; networks e.g. personal, business; organisational; association e.g. supplier association; supplier development; intermediation and disintermediation.
3. Be able to critically analyse the importance of logistics and procurement in supply chain management.	3.1 Justify the importance and use of logistics in supply chain management in an organisation. 3.2 Evaluate the effectiveness of procurement strategies and procedures in an organisation. 3.3 Critically analyse factors that may improve logistics and procurement strategies in an organisation.	**Key success factors that support to develop an integrated supply chain strategy in an organisation:** success factors identification and critical analysis; cost reductions and customer service; demand fulfilment; time compression; total ownership cost reduction; basic facilitators for effective supply chain management e.g. inventory, facilities, information, transportation, pricing, sourcing, technology, customer services.
4. Be able to develop a systematic order of procurement and inventory control.	4.1 Design effective and economic order quantity for procurements in an organisation. 4.2 Critically evaluate the role of the principles of LIFO and FIFO in inventory control. 4.3 Evaluate the just in time systems of managing inventory.	**Critically evaluate factors and strategies that drive operations management:** the conceptual understanding of information technology and operation management; the impact of globalisation; factors to adopt information technology; the impact of IT on operations management.
5. Be able to develop a strategy to improve an organisation's supply chain.	5.1 Analyse factors involved in developing a strategy to improve an organisation's supply chain. 5.2 Plan various supply chain strategies to improve an organisation's supply chain. 5.3 Justify the choice of a supply chain strategy according to its suitability, feasibility, acceptability and overall performance benefits in an organisation.	**Analyse and use information technology to create strategies to develop effective supplier relationships:** the use of extranets, intranets, internets and virtual private networks to manage order processing, supply chain integration, tracking system and a comprehensive data interchange system on the web; supply and operational management information exchange; dependencies on digital platforms. **Critical explanation of the importance and use of logistics in operations management in an organisation:** logistics e.g. features in a changed global business organisational context;

		interrelationships with supply and operational chain management; logistics planning; control and functioning of product movement and storage; raw materials management; operational activities and marketing; product supply and information circulation; aspects covering product supply and use. **Evaluation of effectiveness of procurement strategies and procedures in an organisation:** the key aspects of procurement; the selection of suppliers; policies of procurement; optimal procurement; quality; reliability. **Critical analysis and discussion of factors to improve logistics and procurement strategies:** factors of logistics and procurement strategy improvement; the role of external factors; internal factors as related to logistics and procurement; the role of stakeholders and beneficiaries; the development of logistics and procurement strategies. **Discuss the design effective and economic order quantity for procurements at an organisation:** definition, aims, objectives, features and importance of procurement control; procurement control strategies; factors of procurement control. **Critical evaluation of the role of principles LIFO and FIFO in inventory control:** inventory management; shipment; lead time reduction; lean organisational control; online business communities; information sharing; online inventory management; LIFO (First- in-first-out), FIFO (Last-in first-out) and AVCO (Average cost or weighted cost) e.g. definition, characteristics, capacities; effectiveness in changed global environments;

		roles in managing inflation, taxation and cost flow.
		Evaluation of just in time systems of managing inventory: Just in Time (JIT) qualifications e.g. definition, features, capacities, tools and procedures; transaction cost reduction; purchasing capacities improvements; purchase scheduling; order processing; tracking.
		Analysing factors and contextual environment of operations management: strategic implementation of stock holding reduction strategies; waste reduction strategy implementation; labour cost reduction strategies; manufacturing facilities improvement; on time supply; customer service improvement; factors related to supply chain e.g. marketing, financial, sales, manufacturing, human resources; operational.
		Developing metrics to monitor effectiveness and efficiency of operations management: critical knowledge on operations management metrics; operational understanding; application of these metrics in production, procurement, inventory, distribution, customer service, warehousing, transportation.
		Plans to overcome barriers of supplying chain improvement strategy: strategic supply chain improvement barrier identification; problems of cash flow; lack of efficiencies in inventory management; distribution network inappropriateness; distribution strategy ineffectiveness; logistical activity trade-offs e.g. reducing transportation costs, inventory holding cost reduction; ineffective supply chain information sharing.
		Propose a resource and time plan: problem identification for operations strategy

		implementation; strategic resource allocation plan; strategic time management plan; understanding the development areas of an organisation; comprehensive strategic management plan implementation covering areas as production management, distribution management, channel management, inventory management, customer service management, financial management, payment management, supplier management, and transportation management.

Assessment

To achieve a pass for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 5	All ACs under LO 1 to 5	Coursework	4500 words

Indicative reading list

Core texts:

Myerson, M. (2012) *Lean Supply Chain and Logistics Management*. New York: McGraw- Hill Books.

Slack, N. Brandon-Jones, A. and Johnston, R. (2013) *Operations Management*. Harlow: Pearson Education Limited.

Additional reading:

- Bowersox, D., Closs, D. and Cooper, M. B. (2002) *Supply Chain Logistics Management*. New York: McGraw Hill Books.
- Chaffey, D. (2009) *E-Business and E-Commerce Management: Strategy, Implementation and Practice.* Harlow: Financial Times/Prentice.
- Christopher, M. (2013) *Logistics and Supply Chain Management.* Oxford: Butterworth Heinemman.
- Mahadeva, B. (2010) *Operations Management: Theory and Practice.* New Delhi: Dorling Kindersley (pvt.) Limited.
- Sheffi, Y. (2005) *The Resilient Enterprise: Overcoming Vulnerability for Competitive Advantage.* Cambridge, MT: MIT Press.

- Stadtler, H. and Kilger, C. (2008) *Supply chain management and advanced planning: Concepts, models, software and case studies*. Hamburg: Springer.
- Turban, T., Lee, J. K., King, D., Liang, T. P. and Turban, D. (2010) *Electronic Commerce 2010: A Managerial Perspective. 6*th *Edition*. New York: Pearson Education.

Journals/newspapers:

- The Financial Times very often publishes articles and news on supply and operations management;
- European Journal of Purchasing and Supply Management;
- Journal of Operations Management;
- Supply Chain Management: An International Journal;

Websites:

- www.cips.org Chartered Institute of Purchasing and Supply;
- www.iwvaluechain.com Industry Week's the Value Chain;
- www.som.cranfield.ac.uk The Cranfield Centre for Logistics and Supply Chain Management (CLSCM);
- www.logistics.about.com/mbody News about logistics and the supply chain;
- www.supplymanagement.com details of industry focused supply chain news and updates.

Entrepreneurship and Innovation

Unit Reference Number	Y/616/2729
Unit Title	Entrepreneurship and Innovation
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Optional
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit aim is to introduce learners to the basics of business processes and strategies related to enterprise and entrepreneurship, developing knowledge of enterprise and entrepreneurship in global contexts.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to critically analyse the concepts and process of entrepreneurship.	Critically analyse the nature, characteristics and challenges of establishing different kinds of enterprise. Critically assess own entrepreneurial skills and attributes. Evaluate what makes a successful commercial or social entrepreneur.	**Nature, characteristics and challenges of entrepreneurship:** establishing different kind of enterprise; business skills and attributes; skills envisaged for new ideas: e.g. paperwork, sales, marketing, finance, production, purchasing; business law; obtaining supplies; maintaining equipment; monitoring quality; getting publicity; writing promotional materials; strategic thinking; communication; dealing with stakeholders; negotiation; decision making; problem solving; delegation; to support creative and innovative and entrepreneur management processes for a project or organisation; key factors of a successful commercial or social entrepreneur. **Types of innovation:** product development; market
2. Be able to evaluate innovative and entrepreneurial management processes for a project or organisation.	Evaluate methods for encouraging creativity and innovation in organisations. Evaluate potential creative and innovative management ideas. Critically explore how to lead others to positively embrace innovation and change.	

3. Be able to critically assess proposals developed from new ideas.	Analyse business ideas. Evaluate production, and marketing feasibility of new business ideas. Produce business planning forecasts using financial techniques.	development; business model innovations; increasing efficiency and developing cost advantage, e.g. outsourcing, changing production methods, remodelling the supply chain, electronic ordering and invoicing; improving processes; taking calculated risks; having a positive attitude;
4. Be able to develop a business plan.	Develop a business plan for a new business. Develop a control and monitoring mechanism for the business plan	being motivated and dedicated; flexibility and adaptability; intuitiveness; the drive to succeed and grow; openness to change; having the vision and capacity to inspire. **Selection and development of ideas:** ideas – value chain; inside/outside; cross- pollination; selection; development; diffusion; role of incubation; need to be systematic; adopting appropriate style for different circumstances; influencing and motivating others – methods of rewarding staff for appropriate behaviours; effecting change management; influence of vision and mission; concept that policies and procedures are supported by a culture that reinforces consistently what the organisation is about. **Tools for creative and innovative solutions:** theory and application of lateral thinking; visioning and problem-solving techniques; theory and use of analytical tools – sources of business ideas; PESTLE (political, economic, social, technological, legal, environmental) analysis; cost-benefit analysis; decision-making processes and styles. **Risks:** risk analysis; risk management techniques. **Sources of business ideas:** process of idea development; Stage Gate Model; methods: e.g. theoretical models, e.g. Graham Wallas (1926) Preparation (definition of issue, observation, and study); incubation (laying the issue aside for a time); illumination (the moment when a new idea finally emerges); verification (checking it out); Anderson and West's four factor theory of group climate for innovation: vision, participative safety, task orientation and support for innovation; cultivating own imagination and curiosity; use of mind-maps; problem-solving exercises; overcoming barriers to creativity; the journalistic six (asking who, why, what,

where, when, how).

Common elements in theoretical models: preparation including use of observation; imagination and curiosity creating store of concepts; analysis of problem; generation of ideas through seeking links between concepts; harvesting of ideas; enhancing and evaluating of ideas.

Market research: types of research as primary, secondary.

Purposes for micro start-up business: reduce risks; convince sponsors; make first link with potential customers; use of tools to analyse production, and marketing feasibility of the new business idea business planning forecasts using financial techniques; cash flows; use different methods of evaluations of projects (accounting and time value of money based).

The nature and purpose of intellectual property rights; patents; copy rights; trademarks; trade secrets; product vs. process patents.

The eight categories of copyright works and the distinction between authorial and entrepreneurial works; and moral rights; infringement of copyright: the need for copying; primary and secondary infringing acts.

The basic requirements in relation to the registration of trademarks; registerable marks; absolute and relative grounds of refusal/objection; the requirement for a mark to be used or intended to be used on particular goods or services and the significance of the description of goods or services on the register.

The requirements for an invention to be patented: patentable subject-matter; industrial applicability; novelty and inventive step.

An overview of patent application procedure including: the contents of a patent and the legal requirements for the specification and claims; the role of qualified patent agents in drafting patent specifications; and the options for obtaining patent protection nationally throughout Europe and

		worldwide.
		Elements of a business plan: mission, vision, objectives and type of company; organisation charts; sources of funds; brief feasibilities (market, competition, business, financial, production & technical, HR) and resource needs; legal business formats for small business: e.g. sole trader, partnership, private limited company, social enterprise formats, partnership; private limited company, social enterprise formats.
		Business plan headings: executive summary; vision; purpose; summary of proposition.
		Outline of rewards; management: goals, risks to business, skills requirements, legal structure, professional advisors. Summary of finance: profit and loss forecast; cash-flow forecast; break-even analysis.
		Funding required: purpose; timing of requirements; preferred sources.
		Summary of markets and competition: local business environment; market research; marketing; promotion; product or service can be made; how, where and when sales can be made.
		Control and monitoring mechanism for the business plan: schedules and Gantt Charts; organising for resources and procedures; key success factors and metrics; balance.
		Investor's needs from potential investment opportunity: compelling idea; skills, experience and knowledge; trust; business acumen; able to work with; robust assessment of risks; good potential return on investment.
		Investment Planning stage of the pitch: gather supporting evidence; identify and overcome risks; determine amount of finance needed; assess return on investment (ROI); design presentation of business and financial plan; select and become familiar with venue for meeting.
		Structure of presentation: introductions; outline of idea;

		main points in logical order; questions; courteous close. **Visual aids:** presentation software; handouts; selection of key parts of plan; use of graphics. **Presentation skills:** personal presentation to portray desired image as dress, professional manner; importance of appearing to be confident; importance of honesty; importance of being fluent about content of pitch; importance of practicing presentation; importance of portraying energy, enthusiasm and commitment. **Negotiation:** identification of expected questions; robustness of evidence of market; own skills and expertise; security of supply; assumptions behind sales forecasts and return on investment calculations; capacity to meet high demand etc; techniques for handling challenging questions; having a bottom line for level of sponsorship.

Assessment

To achieve a pass for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	4500 words

Indicative reading list

Core texts:

- Burns, P. (2007) *Entrepreneurship and Small Business*. Hampshire: Palgrave. Barrow, P. (2008) *The Best-laid Business Plans*. London: Virgin.
- Bently, L. (2008) *Intellectual Property Law*. Oxford: Oxford University Press.
- Ford, B. R., Bornstein, J. M., Pruitt, P. T. and Young, E. (2010) *The Ernst & Young Business Plan Guide.* Chichester: John Wiley & Sons.
- Green, J. (2005) *Starting your own business*. New York: How to Books. Jones, P. (2007) Tycoon. Montessori, M: Hodder and Stoughton.
- Mair, J. (2006) *Social Entrepreneurship*. Hampshire: Palgrave Macmillan.
- Mawson, A. (2008) *The Social Entrepreneur, making communities work*. London: Atlantic Books.

- Rae, D. (2007) *Entrepreneurship: From opportunity to action*. Hampshire: Palgrave Macmillan
- Reuvid, J. (2006) *Start-up and run your own business*. London: Kogan Page.
- Robinson, K. (2005) *The element: How finding passion changes everything*. London: Penguin.
- Stokes, D. and Wilson, N. (2006) *Small business management and entrepreneurship*. London: Thomson.
- World Intellectual Property Organisation (WIPO) (2012) *The enforcement of intellectual property rights-A case book*. Retrieved from: http://www.wipo.int/edocs/pubdocs/en/intproperty/791/wipo_pub_791.pdf

Additional reading:

- Barringer, B. R. and Ireland, D. (2009) *Entrepreneurship: Successfully launching new ventures.* Boston: Pearson Education.
- Alinsky, S. D. (1999) *Rules for radicals*. Westminster: Random House. Burgh, B. (2007) *The go-giver*. New York: Portfolio Hardcover.
- Claxton, G. (2000) *Hare brain, tortoise mind: How intelligence increases when you think less*. London: Ecco.
- Gittomer, J. (2003) *The sales Bible: The ultimate sales resource*. Hoboken, N.J.: John Wiley & Sons.
- Gladwell, M. (2002) *The tipping point: How little things can make a big difference*. London: Back Bay Books.
- Godin, S. (2005) *Purple Cow*. London: Penguin.
- Godin, S. (2008) *Tribes.* London: Paitkus

Books:

- Kirby, D. (2002) *Entrepreneurship.* Maidenhead: McGraw-Hill Higher Education.
- Mawson, A. (2008) *The social entrepreneur: Making communities work*. London: Atlantic Books.
- Semler, R. (2001) *Maverick! The success story behind the world's most unusual workplace*. Harlow: Random House Business Books.
- Vaynerchuck, G. (2009) *Crush it! Why now is the time to cash in on your passion.* New York: Harper Studio.
- Weinber, T. (2009) *The new community rules: Marketing on the social web.* Farnham: O'Reilly Media.
- West, C. (2008) *Think like an entrepreneur, your psychological toolkit of success*. Harlow: Prentice Hall.

Journals/newspapers:

- Journal of Social Entrepreneurship;
- International Journal of Social Entrepreneurship and Innovation;
- Journal of Innovation and Entrepreneurship;
- Journal of Entrepreneurship;

Websites:

- http://www.epo.org/index.html
- www.businessballs.com
- www.businesslink.co.uk
- www.directedcreativity.com
- www.enchantedmind.com
- www.hypohoist.co.uk
- www.orkneyrose.com/about
- www.sfedi.co.uk
- www.socialenterprise.org.uk

Globalisation and Corporate Governance

Unit Reference Number	L/616/2730
Unit Title	Globalisation and Corporate Governance
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Optional
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of the effect of legislation, ethics, and global integration on decisions, corporate governance, policies, processes and activities undertaken by organisations.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to critically discuss the impacts of globalisation on organisations.	1.1 Analyse the effects of globalisation on organisations operating nationally using PESTLE approach. 1.2 Evaluate the role of trading blocs such as the EU on organisations with global presence. 1.3 Explain the roles and responsibilities of international organisations for harmonising business practice globally.	• **International business environment** – PESTLE (political, economic, social, technical, legal, environmental) analysis; market size; economies of scale. • **Multinational corporations**: transnational corporations; international institutions – World Trade Organisation

2. Be able to critically discuss the socio-cultural, ethical and moral issues that affect global organisations.	2.1 Critically analyse various socio-cultural, ethical and moral factors that may affect global organisations. 2.2 Compare and contrast organisational approaches to ethically manage a globally diverse workforce. 2.3 Critically discuss the roles and responsibilities of global organisations to improve workforce welfare.	(WTO), World Bank, International Monetary Fund (IMF), Organisation for Economic Co-operation and Development (OECD), the Group of Twenty (G-20). • **Global financial stability:** capital investment; emerging economies (tiger economies, BRIC economies); European Union (EU); international trading blocs, corporate values; corporate social responsibility; fair trade; transfer pricing; outsourcing; developing world production; human rights; child labour; intellectual property (copyrights, trademarks, patents); corruption; pariah states; piracy; counterfeiting; hegemony; cultural imperialism; cultural factors. • **Social, cultural, ethical and moral issues**: equal opportunities, diversity; disability; discrimination; racism; harassment; bullying; whistleblowing; privacy; confidentiality (up- to-date legislation covering these issues must be used); workforce profiling; dignity in the workplace; multi-culturalism, stereotyping; labelling; prejudice, glass ceilings; human rights; Citizen's Charter, moral imperatives; value rigidity; empowerment; management styles; work-life balance; childcare provision; professional development; employee participation; ethical standards in business activities (finance, human resources, marketing, dealing with stakeholders); affirmative action; codes of practice; organisational policies; staff training.
3. Be able to analyse the role of corporate governance in global organisations.	3.1 Justify the significance of responsible corporate governance in global organisations. 3.2 Critically analyse the regulatory requirements that shape corporate governance in global organisations. 3.3 Critically evaluate the impact of regulatory requirements on corporate stakeholders' interests in a global organisation.	
4. Be able to critically discuss International Consumer Protection laws.	4.1 Analyse the significance of national and international legal frameworks covering consumer protection laws. 4.2 Examine key international consumer protection laws that may affect the operations of a global organisation. 4.3 Evaluate the measures that exist in a global organisation to protect consumers' interests.	
5. Be able to critically analyse regulations related to online trading.	5.1 Analyse the significance of the UK legislations related to online trading. 5.2 Determine the actions that need to be taken by organisations to ensure they are adhering to the key online trading legislations.	

		• **Corporate governance**: nature, purposes (direction, oversight, accountability); board responsibilities; transparency; disclosure; objectivity; integrity; ethical behaviour; organisational culture; stakeholders' interests; principal/agent; governance controls (internal, external); best governance practice.
		• **Regulatory requirements:** Cadbury report; Rutteman guidance; Greenbury report; Hampel report; Turnbull report; Higgs report; Smith report; Companies Acts (2004, 2006); the 8th Company Law Directive of the European Union (2006), Sarbanes Oxley Act (2002, US) – impact on domestic business;
		• **Corporate Governance Code:** stock exchange listing requirements; incorporation of legal and regulatory requirements into organisational policies, practice and procedures.
		• **Environmental laws, issues:** ecological and anthropocentric world views; climate change e. g. Kyoto Protocol, Rio Earth Summit; carbon emissions; biodiversity; environmental degradation; conservation; overpopulation; genetic engineering; resource use; resource depletion; waste; pollution; externalities, public goods, free goods; green accounting; balanced mandatory cards; corporate responsibilities; health and safety at work; accident prevention; employment contract; employer's duty of care;

		occupational health
		• **Environmental legislation**: International policy, EU legislation; UK legislation; environmental protection (air, environmental permitting, land, waste, water, chemicals); noise and nuisance; climate change; energy conservation (the most up-to-date legislation covering these issues must be used).

Assessment

To achieve a pass for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 5	All ACs under LO 1 to 5	Coursework	4500 words

Indicative reading list

Key Reading list:

There are no essential resources required for this unit. A set of resources are needed to cover all LOs.

Additional reading:

- Bagley, C. E. (2012) *The entrepreneur's guide to business law.* Mason, Ohio: South- Western.
- Bently, L. (2008) *Intellectual property law.* Oxford: Oxford University Press.
- Coteanu, C. (2005*) Cyber Consumer Law and unfair trading practices: Unfair commercial practices (Markets and the Law)*. Kent: Ashgate Publishing.
- Crane, A. and Matten, D. (2010) *Business ethics: Managing corporate citizenship and sustainability in the age of Globalisation.* Oxford: Oxford University Press.
- Mallin, C. A. (2009) *Corporate governance.* Oxford: Oxford University Press.

- Solomon, J. (2010) *Corporate governance and accountability*. Hampshire: John Wiley and   Sons.
- MacIntyre, E. (2012) *Business Law*. Harlow: Pearson.
- Cross, F. and Miller, R. (2014) *The legal environment of business: Text and cases*. Mason: Cengage Learning.
- Worthington, I. (2009) *The business environment*. Harlow: FT Prentice Hall.

Journals/newspapers:

- International Journal of Corporate Strategy and Social Responsibility;
- Journal of Business Law & Ethics;
- Journal of Business Ethics.
- The Economist (The Economist Newspaper Ltd) has articles on corporate responsibility and governance from time to time;
- The Times (Times Newspapers Ltd) has a specialist section on human resource related topics that it publishes once a week;

Websites:

- http://www.wto.org
- www.businesslink.gov.uk
- www.europa.eu
- www.frc.org.uk
- www.imf.org
- www.netregs.gov.uk
- www.oecd.org

Strategic Change Management

Unit Reference Number	R/616/2731
Unit Title	Strategic Change Management
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Optional
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of classic and contemporary theories of change management and how they apply to contemporary organisations in the globalised world, with the identification and use of change models. Learners will understand the personal characteristics of change agents as well as the evaluation and development of leadership skills to meet current and future change management roles.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to evaluate change agents' knowledge, attributes skills and development.	1.1 Critically analyse the relationship between leadership and change agents. 1.2 Critically analyse the characteristics and attributes of change agents. 1.3 Critically evaluate the effectiveness of change agents.	• Characteristics of effective change agents: attitudes, values and behaviour of change agents' e.g. courageous leadership, recognise growth opportunities; demonstrates flexibility and resilience; explores alternative perspectives • Self-reflection: This includes reflecting on your own attitudes, values and behaviour and identifying areas of change required to be an effective change agent • Practical application: evaluate the

		effectiveness of a change agent's knowledge skills and competencies and action plan and developing relevant skills and competencies.
2. Be able to critically analyse approaches to organisational change and their processes.	2.1 Critically evaluate change theories, tools and techniques. 2.2 Evaluate the internal and external triggers of change that may impact on an organisation. 2.3 Develop a change management strategy for an organisation taking stakeholders into account.	• Principles of change: Understand the basic principles of organisational change such as systematic change for the humans, start at the top, involve all the levels, effective communication, create clear responsibilities, consider cultural aspects, prepare for the contingencies, individual focus, etc. • Different approaches to organisational change: This include in depth understanding of principles of change, organisational change processes and the different approaches possible • Causes of change: Explain external and internal triggers of change and innovation: changes in markets, economic downturns, legislation, demographics, mergers and acquisitions, re-engineering, TQM, organisational constraints e.g. human and financial resources etc. Appraise these triggers of change and innovation • Practical application: Identify and appraise real life examples of the organisational change process

3. Be able to create a plan and implement effective change within an organisation.	3.1 Assess and select relevant tools and techniques to implement and manage change. 3.2 Develop a plan to implement a change in an organisation. 3.3 Develop measures to monitor and evaluate progress of the change plan.	• Change models: 7-S seven step model, Lewin's three step change models, Kotter, Kuber-Ross, ADKAR etc. • Tools and techniques for organisational change management: pay off matrix, threat/ opportunity matrix, stakeholder analysis/ influence, backwards imaging, attitude charting, risk management, teambuilding etc. • Influences on change: impact of external factors such as globalisation, mergers and acquisitions, exchange rate changes etc. on organisations. Internal factors such as culture, attitude, resources, etc. also should be considered • Measuring progress: goal and process-based evaluation, outcome-based evaluation, quality circles, milestones, benchmarks etc.
4. Be able to analyse stakeholder responses to organisational change.	4.1 Assess possible risks associated with an organisation's change process. 4.2 Apply a stakeholder analysis to understand possible resistance to change. 4.3 Critically appraise relevant strategies to manage resistance to change in organisations.	• Potential resistance to change: organisational culture and behaviour, organisational policies, power and the influence of individuals and groups • Types of conflicts: inter-personal, intra personal, inter group • Sources of conflicts: poor communication, poor leadership, different styles, conflicting personalities, different perceptions, conflicting goals, limited resources capabilities • Managing conflicts: Integrating; obliging; avoiding; compromising

5. Be able to involve functional areas in an organisation's change management.	5.1 Explain the relationship between management disciplines and effective organisational change. 5.2 Critically analyse the role of various business functions/departments within change management. 5.3 Evaluate an integrated change management plan for an organisation.	• Integration of all disciplines: finance, HRM, marketing, IT, operations, quality and business strategy and impact analysis • Communication with all internal stakeholders • Appraise methods by which this integration could be achieved, using real life examples

Assessment

To achieve a pass for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 5	All ACs under LO 1 to 5	Coursework	4500 words

Indicative reading list

Key Reading:

There are no essential resources required for this unit. A set of resources is needed to cover all LOs.

- Carnall C. (2007). *Managing Change in Organisations, 5th Edition* (Financial Times/ Prentice Hall, ISBN 0273704141

Other indicative reading:

- Mullins, L. J. (2013) *Management and Organisational Behaviour, (latest edition)* FT Prentice Hall
- Cottrell, S. (2010) *Skills for Success: Personal Development and Employability. 2nd Edition.* Palgrave Macmillan
- Gold, J., Thorpe, R., and Mumford, A. (2010) *Leadership and Management Development*. CIPD
- Burnes, B. (2004) *Managing Change: A Strategic Approach to Organisational Dynamics*. ISBN-13: 978-0273683360

Journals/newspapers

- Journal of Organisational Change Management
- International Journal of Strategic Change Management

- Journal of Leadership Studies
- International Journal of Corporate Strategy and Social Responsibility;

Websites

- http://www.personalityexplorer.com/
- http://changingminds.org/
- http://www.mindtools.com
- http://www.wto.org
- www.businesslink.gov.uk
- www.europa.eu
- www.frc.org.uk
- www.imf.org
- www.netregs.gov.uk
- www.oecd.org

Strategic Marketing

Unit Reference Number	Y/616/2732
Unit Title	Strategic Marketing
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Optional
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of the concepts, methods and technical aspects of strategic marketing and the challenges associated with marketing in today's business environment, including how a strategy combines product development, promotion, distribution, pricing, relationship management and other elements.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to critically analyse the principles of strategic marketing and the role of digital technologies.	1.1 Critically evaluate the nature and purpose of strategic marketing in an organisation. 1.2 Critically analyse and apply different marketing concepts in a range of organisational contexts. 1.3 Explain the processes involved in strategic marketing.	**Critically discuss the nature and purpose of strategic marketing in an organisation:** strategic marketing e.g. definition, concepts, aims, objectives, importance; the interrelationships between strategic marketing and business organisation; emergence and importance of digital

2. Be able to apply tools for analysing the business environment in strategic marketing.	2.1 Develop SMART strategic marketing objectives for an organisation. 2.2 Critically review the external and competitive environment in which an organisational performs. 2.3 Draw conclusions about the internal and stakeholder environment in which an organisational performs.	and online marketing. **Analysis and application of different marketing concepts in different organisational contexts:** strategic marketing concepts of Philip Kotler, Peter Doyle, Hugh Davidson, Malcolm McDonald and others; strategic marketing features; attachments with corporate strategies as defined by Michael Porter; organisational structures; dynamic strategies as featured by Carpenters and Sanders; attachments with mission statements; ethics and corporate responsibilities; knowledge management systems; systematic approaches, necessities of strategic marketing in an organisation; activity integration, scheduling and sequencing; resource demands; time scaling; control and monitoring elements. **Explanation of the processes involved in strategic marketing:** the definition, role and importance of process in strategic marketing; planning processes of strategic marketing with contributions or Malcolm McDonald and Peter Doyle; strategic marketing analysis; factor analysis; option evaluation; objective setting of marketing strategy; perceptual mapping; choice; control; formulation; implementation. **Developing SMART strategic marketing objectives for an organisation:** situation analysis of market, industry and organisation environment; conduct and performance; SMART (specific, measurable, achievable, realistic and time bound); portfolio analysis techniques: Ansoff matrix, BCG matrix, Product Life Cycle model; Porter's Five Forces model; PEST (political, economic, social, technological) analysis; marketing audit.
3. Be able to carry out market segmentation, targeting and brand positioning.	3.1 Critically explore market segments for an organisational context. 3.2 Evaluate targeted segments for an organisational context. 3.3 Design a differentiated brand position for targeted segments for an organisational context.	
4. Be able to apply the integrated marketing mix in an organisation.	4.1 Evaluate the significance of the integrated marketing mix for an organisational context. 4.2 Design an effective marketing mix for an organisational context. 4.3 Critically analyse the relationship between the product lifecycle and the marketing mix for an organisational context.	
5. Be able to critically analyse brands in a business context.	5.1 Critically analyse the nature of brands and the significance of branding. 5.2 Critically discuss the need for integration between the brand pyramid, the brand's positioning and brand management. 5.3 Demonstrate how branding is used to strengthen a business or product.	

		Assessing and evaluating external and competitive environment in which an organisation performs: supply to demand environment shift; competition; globalisation; new constraints; fashionisation of markets; micro-markets; expectations rising; technological change; importance of customer service; commoditisation; brands erosion. **Assessing and evaluating internal and stakeholder environment in which an organisation performs:** SWOT (strengths, weaknesses, opportunities and threats) analysis of a business organisation; the role identification of stakeholders; measuring the performances of stakeholders; marketing objectives focus; attachments with corporate strategies; new product developments speed; customisation, information handling abilities to gain competitive advantage; timescales; demands for resources; organisational structures; budgets; monitoring; control and review mechanisms; innovation strategies; target markets; e-marketing position; mandatory focus; key market segments; customers and other stakeholders partnerships. **Identify and develop various options available within given constraints for an organisation:** relationship marketing e.g. definitions; features; direct response marketing strategies: new customers acquiring, offensive strategies, increasing customer purchase frequency; defensive strategies; customer satisfaction; switching costs. **Critically evaluate various options available within given constraints for an organisation:** strategy alternatives e.g. features, identification; innovation strategies; market niche; market

leader; market challenger; market pioneer; market follower: late followers, close followers; value-based, defensive and offensive marketing strategies General Electric model; Porter's generic strategies: focus, cost leadership and differentiation; competitive advantage: H. Davidson, M. Porter; Shell directional policy matrix; market dominance strategies; mandatory competences: G. Johnson and K. Scholes, G. Hamel and C. K. Prahalad; investment opportunity evaluation: D. F. Abell and J. S. Hammond.

Selection of competitive strategic marketing strategies: responses to strategic marketing; emerging concepts or themes; globalisation impact, competitor weaknesses or weaknesses; environmental factor importance; political environment related changes; safety factors; the exchange rate; the state of the economy.

Developing and discussing market segments, targeting and branding positioning of an organisational context: market segments, targeting and branding positioning e.g. definitions, features, criteria, usefulness, adjustability in changed market and organisational contexts;

Evaluating and deciding about targeted segments for an organisational context: methods of consumer market segmenting e.g. demographic, geographic, behavioural, psychographic, benefit, cultural, multi-variable account; targeting strategies e.g. mass marketing, direct marketing, niche marketing, differentiated market targeting strategies; branding strategies e.g. determination of brand objectives, brand positioning statement.

Developing differentiated brand position for targeted segments for an organisational

		context: marketing techniques; marketing objectives setting; marketing strategies; targeting markets; segmenting markets: demographic, geographic, behaviour, psychographic; profiling markets: profitability potential, revenue potential, market share potential; positioning segmented markets: mass marketing, market leader or product line extension or targeted marketing, direct or indirect sales. **Analysing the significance of integrated marketing mix for an organisational context:** definition, aims, objectives, importance, application and usefulness of marketing mix; **Developing effective marketing mix for an organisational context:** the development of effective marketing mix; understanding strategic marketing e.g. definition; marketing mix 7 Ps; product/service marketing strategies; production; distribution; pricing; promotion; direct marketing, advertising, sales promotion, public relations, personal selling, people: customer service, internal, intermediaries; processes; physical evidences, e-marketing strategies; customer relationship management; resource requirements: people, financial marketing; marketing activity strategies integration. **Establishing linkage between product lifecycle and dynamics of marketing mix for an organisational context:** product life cycle e.g. definition, characteristics, application in changed market and organisational contexts; interrelationships between product lifecycle and dynamics of marketing mix. **Critical analysis factors of impacting successful implementation of marketing strategies:**

		understanding the interrelationships between strategic positioning and marketing tactics; definition of strategic positioning; strategic choice; information analysis and collection; marketing tactics; market development; product development; future position definition; monitoring; implementation; market penetration; internal growth; product tactics: range, selection, quality, branding; promotion tactics: product sampling, dealer loaders, customer loyalty schemes, point of sale (POS) materials, extended credit; pricing tactics: cost pricing, market pricing, skim pricing, penetration pricing, price discrimination; place tactics: transport management, distribution channels, stock and handling, run through times, terms of delivery. **Organising for resources during implementations:** understanding marketing options; customer retention strategies: obtaining new customers, product bundling, cross-selling, cross promotions, loyalty qualifications; customer life cycle value; Payne and Ballantyne's six markets model; personalised marketing. **Monitoring the effectiveness of marketing strategies and qualifications:** marketing strategy monitoring and evaluation; understanding marketing strategy performance indicator; early warning; tactics change; objective change; strategy change;

Assessment

To achieve a pass for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count approx. length)
All 1 to 5	All ACs under LO 1 to 5	Coursework	4500 words

Indicative reading list

Core texts:
- Aaker, D. A. and McLoughlin, D. (2010) *Strategic Market Management: Global Perspectives*. Chichester: John Wiley & Sons.
- Proctor, C. (2014) *Strategic Marketing: An Introduction*. Oxon: Routledge.

Additional reading:
- Bradley, F. (2005) *International Marketing Strategy.* New Jersey, FL: Prentice Hall.
- Best, R. J. (2009) *Market-based Management: Strategies for Growing Customer Value and Profitability. 5th Edition.* Harlow: Prentice Hall.
- Chernev, A. (2009) *Strategic Marketing Management.5th Edition. New York:* Brightstar Media.
- Hastings, H. and Saperstein, J. (2007) *Improve Your Marketing to Grow Your Business.* New York: Wharton School Publishing.
- Hooley, G., Saunders, J., Piercy, N. F. and Nicoulaud, B. (2007) *Marketing Strategy and Competitive Positioning. 4th Edition.* Harlow: Financial Times/Prentice Hall.
- Kotler, P. and Armstrong, G. (2008) *Principles of Marketing. 13th Edition.* New York: Prentice Hall.
- Kotler, P. and Keller, K. L. (2008) A *Framework for Marketing Management*. London: Pearson Education.
- Lambin, J. J. (2007). *Market Driven Management: Strategic and Operational Marketing, 2nd Edition,* London: Palgrave Macmillan
- McDonald, M. (2007) *Malcolm McDonald on Marketing Planning: Understanding Marketing Plans and Strategy*, New York: Kogan-Page.
- Mukerjee, K. (2007) *Customer Relationship Management: A Strategic Approach to Marketing*, New Delhi: Prentice Hall of India.
- Mullins, J. Walker, O. C. and Boyd, H. W. (2009). *Marketing Management: A Strategic Decision-Making Approach, 7th Edition*, New York: McGraw-Hill Higher Education.
- Palmer, R. Cockton, J. and Cooper, G. (2009) *Managing Marketing: Marketing Success Through Good Management Practice.* Oxford: Butterworth-Heinemann.
- Tollin, K. and Carù, A. (eds.) (2008) Strategic *Market Creation: A New Perspective on Marketing and Innovation Management*. Chichester: John Wiley and Sons.
- Winer, R. and Dhar, R. (2010) *Marketing Management. 4th Edition*. London: Pearson Education.

Journals and Newspapers:

- European Journal of Marketing;

- International Journal of Research in Marketing;
- Journal of Interactive Marketing;
- Journal of Marketing Communications;
- Journal of Strategic Marketing;
- The Journal of Customer Behaviour;
- The Journal of Marketing;
- The Journal of Marketing Management;
- The Marketing Review;

Websites:

- Online resources as the following can be helpful. But learners need to search for information on diverse platforms covering both online and offline sources.
- www.bbc.co.uk The Learning Zone at BBC Education;
- www.direct.gov.uk Gateway to wide range of UK government information;
- www.statistics.gov.uk Detailed information   on a variety of UK consumer demographics;
- www.kpmg.co.uk; www.ey.com.uk; www.pwcglobal.com; Major consultancy websites.
- www.en.wikipedia.org Articles on strategic marketing and further links;
- www.businessballs.com Management learning resources and articles and links on strategic marketing management;
- www.idea.gov.uk Local Government Improvement and Development – developing a strategic; communication strategy in the public sector which applies equally to the private sector;
- www.managementhelp.com Articles on strategic marketing planning and further links;
- www.marketingpower.com American Marketing Association – marketing articles.

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this document serves only as a useful guide to your learning experience.   For updated information please visit our website www.othm.org.uk. You can call us on +44 (0)20 7118 4243 or email to info@othm.org.uk