



# **OTHM LEVEL 5 DIPLOMA IN PROJECT MANAGEMENT**

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Qualification Number: 610/1781/4  
Specification | December 2022

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## QUALIFICATION OBJECTIVES

The objective of the OTHM Level 5 Diploma in Project Management is to develop a learner's practical project management skills and prepare them to work in a wide range of contexts.

The Level 5 units give learners the opportunity to progress in specific subject occupational areas. Learners will develop and enhance knowledge and skills in the areas of operations management, project quality management, business strategy, responsible business practices, project planning and execution and digital business practices.

Successful completion of this qualification will equip learners with industry-specific and practical skills, enabling them to successfully apply their knowledge in the workplace, enhance their career prospects and allow progression to further study.

## 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 arrangements with several UK universities that acknowledges the ability of learners after studying relevant 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 5 Diploma in Project Management
Ofqual Reference Number	610/1781/4
Regulation Start Date	16/12/2022
Operational Start Date	16/12/2022
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 5 Diploma qualifications represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Diplomas (HND) and Year 2 of a three-year UK Bachelor's degree programme.

## QUALIFICATION STRUCTURE

The OTHM Level 5 Diploma in Project Management qualification consists of 6 mandatory units, 120 credits, 1200 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 600 hours.

All units are mandatory.

Unit Ref. No.	Unit Title	Level	Credit	GLH	TQT
J/650/4871	Operations Management in Projects	5	20	100	200
K/650/4872	Project Quality Management	5	20	100	200
L/650/4873	Business Strategy and Sustainability	5	20	100	200
M/650/4874	Responsible Business Practices	5	20	100	200
R/650/4875	Project Planning, Execution and Evaluation	5	20	100	200
T/650/4876	Digital Business Practices	5	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)** are 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

These qualifications are designed for learners who are typically aged 18 and above.

The entry profile for learners is likely to include at least one of the following:

- Relevant Level 4 Diploma qualification or equivalent qualification
- GCE Advanced level in 3 subjects or equivalent qualification
- Mature learners (over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

**English requirements:** If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the [English Language Expectations](#) page on the [OTHM website](#).

Centres need to ensure that learners are selected for suitability on the course, establishing that they meet the following minimum criteria:

- Can read and communicate clearly and accurately enough to meet the requirements of their training
- Minimum core of literacy, language, numeracy and ICT
- Do not have a criminal background which might prevent them from working as a teacher with young people or vulnerable adults.

## PROGRESSION

The OTHM Level 5 Diploma in Project Management 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 also eligible to gain direct entry into Year 3 of a three-year UK Bachelor's degree programme. For more information visit the [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.

It is important that centres develop an approach and delivery module to teaching and learning that supports the progression and stretch of learners.

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 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.

## Assessment Tracking and Recording Learner Progress

It is necessary to track and record learner achievement throughout the delivery period of the OTHM Level 5 Diploma and this should not be left until the end of the course.

This will include regular review of learner work through formative and summative assessment and internal quality assurance at planned intervals during the programme:

- before decisions have been made on any unit
- sampling evidence once one or two of the units or assignments are completed

Tracking learner progress, recording the achievement of each learner per criteria on a unit-by-unit basis ensures:

- the assessment evidence is clearly measured against national standards
- learner progress is accurately tracked
- the assessment process can be reliably verified
- evidence is valid, authentic and reliable for the safety of certification
- identification of which assessments are outstanding
- internal verification is timely
- samples for standards verification and other external audits can be made available as required
- up to date, securely stored assessment records help to minimise the risk of assessment malpractice and potential issues; maintaining the integrity of the qualification.

Tutors/Assessors should provide learners with formative and summative feedback to aid development during their studies.

## Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study.

Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance.

## Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden.

Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Evidence of both formative and summative assessment **MUST** be made available at the time of external quality assurance – EQA.

## **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.

## **LEVEL 5 UNIT SPECIFICATIONS**



## OPERATIONS MANAGEMENT IN PROJECTS

Unit Reference Number	J/650/4871
Unit Title	Operations Management in Projects
Unit Level	5
Number of Credits	20
Guided Learning Hours (GLH)	100 hours
Total Qualification Time (TQT)	200 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

### Unit Aims

This unit aims to develop learners' knowledge and understanding of operations management within a variety of organisations. It examines different aspects of operations management relevant to the design, planning, control and improvement of business operations

### Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand the purpose of operational management systems and processes in projects.	1.1 Identify different management systems and processes used by organisations in managing projects. 1.2 Explain the purpose and characteristics of different management systems and processes. 1.3 Explain the use of technology in improving the effectiveness of management systems and processes in projects.	<ul style="list-style-type: none"> <li>Purposes and characteristics of management systems and processes, Quality assurance (QA): purpose – preventing mistakes and defects in the delivery of products and services; Characteristics – documented processes; clearly defined roles and responsibilities; accessible data; strong internal audit program.</li> <li>Customer relationship management (CRM):– establishing, maintaining and enhancing the relationship between the organisation and external customers for effective management</li> </ul>

		<p>of projects.</p> <ul style="list-style-type: none"> <li>• Characteristics of effective CRM – responsiveness; accessibility; reliability; courtesy; consideration; communication; flexibility; competence; recognition of the customer.</li> <li>• Performance management: establishing performance goals; identifying any gap between current and desired performance; planning, implementing and monitoring changes to improve; aligned to organisational goals and values</li> <li>• Characteristics – activities, processes and documentation that maintain and improve employee performance; measurement of current performance levels; addressing underperformance.</li> <li>• Benefits of technology for managers/teams, e.g. improved efficiency, improved quality, increased productivity, reduced costs, improved workforce motivation, maintained market share by being competitive, reduction of waste.</li> <li>• Benefits of technology for the workforce, e.g. improved working practice, improved consistency of outcomes, reduction in low-paid repetitive tasks, awareness of up-to-date practices leading to transferability of skills and knowledge.</li> <li>• Benefits of technology for stakeholders, e.g. access to equipment and software, which could inform decision making, aid new developments, progress innovation, monitor performance/outcomes against inputs 24/7, increase profit while managing costs of</li> </ul>
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<p>2. Understand how data is analysed and managed in organisations.</p>	<p>2.1 Explain data analysis techniques, systems and models used in different organisational contexts.</p> <p>2.2 Explain how data security systems and processes are used in business activities in a project.</p> <p>2.3 Assess the effectiveness of data management in an organisation or a project.</p>	<p>projects.</p> <ul style="list-style-type: none"> <li>• Data management systems across various organisations, including private, public and third sector. E.g.: storage mode, backup methods, quality assurance etc in projects.</li> <li>• Principles of data security, Systems for data management, including software packages, memory and policies and protocols on limitations relating to the use of data .e.g.: access rights, future proofing of data, software’s in use, virtual drop boxes.</li> <li>• Factors in managing and securing data e.g.: Data, Materials, Resource Collection Information, Ethics, Intellectual Property, Access and Use of Information, Storage and Backup of Data, Archiving and Future Proofing of Information</li> <li>• Cost of day-to-day systems and any system upgrades Relationship between data, information and knowledge and how they impact on the department or organisation</li> <li>• Access to resources and training implications for the workforce</li> <li>• Use of internal systems, external systems, outsourcing in terms of security, speed of access to data and costs</li> <li>• Data protection linked to current legislation, including the General Data Protection Regulation (GDPR) 2018 Copyright, Design and Patents Act, Freedom of Information Act</li> </ul>
<p>3. Understand how management information and systems support operational management.</p>	<p>3.1 Explain how data analysis assists in decision-making processes and problem-solving activities in project management within organisations.</p> <p>3.2 Analyse the role of data management</p>	<ul style="list-style-type: none"> <li>• Benefits and limitations of management systems and processes in projects.</li> <li>• Benefits, e.g. greater efficiency leading to improved financial performance, better risk</li> </ul>

	<p>systems in supporting operational managers.</p> <p>3.3 Evaluate the use of management systems and processes to support operational managers in successful execution of a project.</p>	<p>management, consistent quality standards, improved compliance with legislation and regulations, clear expectations of employees, greater transparency across organisation.</p> <ul style="list-style-type: none"> <li>• Limitations, e.g. cost of initial set-up, future upgrades and ongoing staff training; increased bureaucracy; over reliance on IT systems and data in projects.</li> <li>• Use of data in decision-making and problem-solving processes, e.g. production, sales, marketing, human resources, research and development, purchasing, governance in projects.</li> </ul>
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## 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	Type of assessment	Word count
All 1 to 3	All ACs under LO 1 to 3	Coursework	3000 words

## Indicative Reading List

Cole, G. A. And Kelly, P. (2020) Management Theory and Practice. 8th Ed. Andover: Cengage.

Reid, R. D. And Sanders, N. R. (2019) Operations Management: An Integrated Approach. 7th Ed. Hoboken Nj: Wiley

## Additional Resources

[www.apics.org](http://www.apics.org)

[www.cips.org](http://www.cips.org)

[www.ismworld.org](http://www.ismworld.org)

[www.scdigest.com](http://www.scdigest.com)

## PROJECT QUALITY MANAGEMENT

Unit Reference Number	K/650/4872
Unit Title	Project Quality Management
Unit Level	5
Number of Credits	20
Guided Learning Hours (GLH)	100 hours
Total Qualification Time (TQT)	200 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

### Unit Aims

This unit will explore the concept of quality, quality management processes, and what these mean in the context of projects and project management.

### Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand the contemporary issues relating to project risk management.	1.1 Identify the potential constraints to planning a project. 1.2 Explain how to identify potential risks. 1.3 Analyse how to manage potential risks.	<ul style="list-style-type: none"> <li>• The triple restraint: time, scope and cost.</li> <li>• Project Risk management</li> <li>• Risk identification</li> <li>• Risk analysis</li> <li>• Risk allocation</li> </ul>
2. Be able to use different tools, techniques and information for project control purposes.	2.1 Analyse the links to project controls and to project success. 2.2 Evaluate how to apply key IT tools and techniques for effective project control planning & implementation. 2.3 Demonstrate how to exert control over the	<ul style="list-style-type: none"> <li>• Project complexity &amp; control disciplines</li> <li>• Project Control Plan (PCP) and controls</li> <li>• Planning for project controls - baseline plans &amp; quadruple constraints</li> <li>• Overseeing the structuring, cost and resource loading of schedules</li> </ul>

	<p>project in order to identify and respond to changing project requirements from stakeholders.</p> <p>2.4 Evaluate the process of maintaining a risk register throughout a project's life cycle.</p>	<ul style="list-style-type: none"> <li>• Cost control and change management</li> <li>• Using Dashboards to building effective project monitoring &amp; control systems</li> <li>• Using a risk register: define the risk, determine its priority and what the potential impact on the project could be</li> </ul>
<p>3. Be able to develop a quality management plan.</p>	<p>3.1 Use appropriate tools and techniques to measure quality.</p> <p>3.2 Critically analyse the activities to be applied throughout a project's life cycle to meet quality objectives.</p> <p>3.3 Review and adapt quality management plans in accordance with change control requirements.</p> <p>3.4 Recommend an improved a quality management plan for a project.</p>	<ul style="list-style-type: none"> <li>• Roles of Project Personnel in Quality Management: <ul style="list-style-type: none"> <li>○ The Project Manager</li> <li>○ Team Members</li> <li>○ Stakeholders</li> <li>○ Customers</li> </ul> </li> <li>• Managing the process of project: setting quality targets for the team, measuring quality targets and reporting.</li> <li>• Project management tools: Project Manager, Online Gantt Charts</li> <li>• Quality checks: technical reviews, management oversight, standards verification and customer satisfaction objectives</li> <li>• Document changes, for e.g. how quality improvements could alter the quality management plan, procedures and resources allocation.</li> </ul>

## 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	Type of assessment	Word count
All 1 to 3	All ACs under LO 1 to 3	Coursework	3000 words

## Indicative Reading List

Chapman, R. J. (2019). The rules of project risk management: Implementation guidelines for major projects. Routledge.

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

## Additional Resources

[www.apm.org](http://www.apm.org)

<https://www.projectmanager.com/>

<https://freedcamp.com/>



## BUSINESS STRATEGY AND SUSTAINABILITY

Unit Reference Number	L/650/4873
Unit Title	Business Strategy and Sustainability
Unit Level	5
Number of Credits	20
Guided Learning Hours (GLH)	100 hours
Total Qualification Time (TQT)	200 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

### Unit Aims

This unit will enable learners to gain knowledge and experience of business in society and how to implement responsible leadership for organisational sustainability. Learners will learn how to work with stakeholders, how to analyse the macro environment and provide evidence-based solutions to overcome business problems.

### Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand the strategic context of an organisation and the influence of the macro environment.	1.1 Define the strategic context of an organisation. 1.2 Analyse the macro environment of an organisation to determine and inform strategic management decisions. 1.3 Evaluate the role of sustainability in designing strategies for organisations and projects.	<ul style="list-style-type: none"> <li>• The strategic context: Missions, visions and objectives. The definition and meaning of strategy.</li> <li>• The role of strategy in achieving business objectives and goals, strategic intent and different strategic direction.</li> <li>• Sustainability, stakeholders and triple bottom line,</li> <li>• Strategic planning techniques</li> </ul>

		<ul style="list-style-type: none"> <li>Analytical frameworks of the macro environment:</li> <li>Stakeholder analysis and stakeholder matrix, stakeholder mapping</li> <li>Environmental analysis using PESTLE</li> <li>Porter’s Five Forces model</li> <li>Strategic positioning, e.g. Ansoff’s growth vector matrix Organisational audit and the use of SWOT analysis, benchmarking indicators.</li> </ul>
2. Be able to analyse the internal environment of an organisation and its capabilities.	<p>2.1 Identify the strategic capabilities of an organisation.</p> <p>2.2 Analyse the components of an organisation’s strategic capability.</p> <p>2.3 Conduct an internal audit using relevant tools and/or models and evaluate sustainable competencies of an organisation.</p>	<ul style="list-style-type: none"> <li>Organisational internal environment:</li> <li>Strategic capabilities and key components</li> <li>Resource-based view strategy as a basis for competitive benchmarking</li> <li>Strategic capabilities and value chain analysis.</li> <li>Cost-benefit analysis</li> <li>Internal Audit:</li> <li>Informing internal assessment from external context: linking tools, e.g. SWOT informed by PESTLE McKinsey’s 7S model as a management tool.</li> <li>Analysis of strategic capabilities using the VRIO/VRIN framework</li> </ul>
3. Be able to develop a strategic management plan for a selected organisation.	<p>3.1 Determine the constituents of strategic management and planning.</p> <p>3.2 Assess how strategic direction and choices need to be aligned for organisational suitability.</p> <p>3.3 Evaluate strategic alternatives for an organisation determined by corporate objectives.</p> <p>3.4 Develop a strategic management plan for a selected organisation.</p>	<ul style="list-style-type: none"> <li>Strategic management planning: Definitions and overview of strategic management, the process of strategic management, elements included in strategic planning.</li> <li>The use of the Business Canvas Model to visualise, assess, change business models.</li> <li>Strategic choices and directions: Strategic alignment of internal processes to organisational objectives. Organisational sustainability.</li> </ul>

		<ul style="list-style-type: none"> <li>• Selection of fit-for-purpose strategy, in line with corporate agendas.</li> <li>• Models, theories and other strategic concepts:</li> <li>• Porter’s generic strategies</li> <li>• Ansoff’s Matrix</li> <li>• Vertical/horizontal integration</li> <li>• Mergers and acquisitions</li> </ul>
4. Understand the role of supply chain management in supporting an organisation to satisfy customer requirements.	<p>4.1 Explain how supply chain management objectives are influenced by various factors.</p> <p>4.2 Examine the ethical practices embedded in supply chain management of an organisation.</p> <p>4.3 Evaluate how an organisation manages their supply chain relationships in order to ensure and maintain customer satisfaction.</p>	<ul style="list-style-type: none"> <li>• The scope of supply chain management:</li> <li>• The difference between supply chains and supply networks.</li> <li>• Internal and external supply chains.</li> <li>• Tangible and intangible supply chains.</li> <li>• Supply chain performance objectives: Different objectives of quality, speed, including responsiveness to customer demand and the impact on inventory, dependability, flexibility/agility, cost, sustainability.</li> <li>• Ethical considerations in the supply chain, e.g. complying with standards, raising awareness of sustainability and ethical practices.</li> <li>• Sustainable performance: The design and structuring of an organisation to deliver sustainable short- and long-term objectives.</li> </ul>

## 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	Type of assessment	Word count
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

## **Indicative Reading List**

Johnson, G. et al (2019) Exploring Strategy: Text and Cases. 12th Ed Harlow: Pearson.

Morrison, J. (2020) The Global Business Environment: Towards Sustainability? 5th Ed. Red Globe Press

## **Additional Resources**

[www.strategy-business.com](http://www.strategy-business.com)

[www.businesscasestudies.co.uk](http://www.businesscasestudies.co.uk)

## RESPONSIBLE BUSINESS PRACTICES

Unit Reference Number	M/650/4874
Unit Title	Responsible Business Practices
Unit Level	5
Number of Credits	20
Guided Learning Hours (GLH)	100 hours
Total Qualification Time (TQT)	200 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

### Unit Aims

This unit will allow learners to gain the knowledge and skills necessary to critically evaluate the complex role of business practice in global systems and to understand the challenges associated with responsible business transformation.

### Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand why organisations need to adopt responsible business practices.	1.1 Analyse why businesses have to operate in a responsible manner. 1.2 Explain the consequences for businesses in failing to operate responsibly.	<ul style="list-style-type: none"> <li>• Why businesses operate responsibly:                             <ul style="list-style-type: none"> <li>○ Ethics and social responsibilities of the business</li> <li>○ Legislation And Regulations</li> <li>○ Principles Of Corporate Governance</li> <li>○ Environmental Issues</li> <li>○ Sustainability</li> <li>○ Accusations Of Corruption</li> <li>○ Fair Trade Employers</li> <li>○ Fair Working Conditions</li> <li>○ Professional Bodies'</li> <li>○ Code Of Conduct</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Reasons for adopting responsible business practices,             <ul style="list-style-type: none"> <li>○ Needs of different stakeholder group</li> <li>○ Business needs</li> <li>○ Improve reputation</li> <li>○ Better public relation</li> <li>○ Improve recruitment prospects</li> <li>○ Increase sales and increase productivity</li> <li>○ Improve business profile</li> <li>○ Improve efficiency</li> <li>○ Enhance customer satisfaction</li> </ul> </li> <li>• The consequences of a business failing to operate responsibly:             <ul style="list-style-type: none"> <li>○ Loss of customer confidence/loyalty</li> <li>○ Poor reputation</li> <li>○ Reduced competitiveness</li> <li>○ Challenges from pressure groups</li> <li>○ Lack of compliance with relevant legislation and codes of practice</li> </ul> </li> </ul>
<p>2. Understand the impact of responsible business practices on different stakeholders.</p>	<p>2.1 Review the needs of various stakeholder groups.                  2.2 Analyse the challenges faced by businesses in operating responsibly.                  2.3 Evaluate the implications of adopting responsible business practices in projects and organisation.</p>	<ul style="list-style-type: none"> <li>• Stakeholders: stakeholders (owners, employees, customers, suppliers, competitors, citizens);</li> <li>• Conflicts of interest between stakeholder groups</li> <li>• The difficulties faced by businesses in operating responsibly:             <ul style="list-style-type: none"> <li>○ Cost implications</li> <li>○ Training needs</li> <li>○ Expected impact not achieved or negligible outcomes</li> <li>○ Consumer cynicism</li> </ul> </li> <li>• Implications: Adapting business behaviour; responding to ethical pressures; implementing ethical practices;</li> </ul>

		<ul style="list-style-type: none"> <li>influence of stakeholders and pressure groups; impact on competitiveness; reputation; public image;</li> <li>ethical trade; value-added; complying with relevant legislation and codes of practice, eg UK law, EU law;</li> <li>UN Declaration on Human Rights; UN Global Compact.</li> </ul>
3. Be able to assess the impact of responsible business practices on business performance.	<p>3.1 Investigate how a specific business reaches a compromise when dealing with conflicting stakeholder needs.</p> <p>3.2 Justify the choice of responsible business practices that a specific business has implemented.</p>	<ul style="list-style-type: none"> <li>Potential conflicts of interest that may exist between different stakeholder groups</li> <li>Dealing with potential conflicts of interest (e.g. identify, record and manage conflicts of interest, set clear standards, find an alternative way forward)</li> <li>How businesses manage ongoing conflicts of interests (attempt to balance needs of stakeholders, set expectations, phased implementation of new practices, negotiation with stakeholders, collaborative working</li> </ul>

## 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	Type of assessment	Word count
All 1 to 3	All ACs under LO 1 to 3	Coursework	3000 words

## Indicative Reading List

Crane, A. and Matten, D. (2015) Business Ethics 4th Edition, Oxford, Oxford University Press

Kopnina, H. & Bliwett J (2018) Sustainable Business Issues, London, Routledge

## **Additional Resources**

Journal of Business Ethics

[UN Environment Programme](#)

[UN Development Goals](#)



## PROJECT PLANNING, EXECUTION AND EVALUATION

Unit Reference Number	R/650/4875
Unit Title	Project Planning, Execution and Evaluation
Unit Level	5
Number of Credits	20
Guided Learning Hours (GLH)	100 hours
Total Qualification Time (TQT)	200 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

### Unit Aims

This practical unit enables learners to apply project management strategies to a live business project. Learners are required to engage in pro-active and self-directed study, initiate and develop a client brief and develop effective solutions. Learners will have the opportunity to manage a client project from the start to completion using industry-standard methodologies.

### Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand the project life cycle process.	1.1 Explain the different phases within an identified project life cycle. 1.2 Compare the features and benefits of different project methodologies. 1.3 Assess the importance of each phase of the identified project life cycle.	<ul style="list-style-type: none"> <li>Defining project management.</li> <li>The project lifecycle and the stages of the project lifecycle, e.g. initiation, planning, execution and closure.</li> <li>The advantages of using project management and why it is important.</li> <li>Roles in project managing, e.g. assistant project manager, junior project manager, project team leader and responsibilities to drive through the project and achieve</li> </ul>

		<p>required outcomes.</p> <ul style="list-style-type: none"> <li>• Project management skills, including good planning, organising, leadership and communication</li> <li>• Scoping a project – defining objectives, scope, purpose and deliverables to be produced.</li> <li>• Developing the project plan, including planning for timescales and time management, cost, quality, change, risk, stakeholder communication</li> </ul>
<p>2. Be able to initiate a project and develop a project plan.</p>	<p>2.1 Identify a business project for an organisation.                  2.2 Investigate different stakeholders and their influence over projects &amp; programmes.                  2.3 Develop a comprehensive project plan for the identified business project.</p>	<ul style="list-style-type: none"> <li>• Initiation phase, i.e.: stakeholders, clients, target audience, scope definition, purpose, objectives, resources (fast tracking, crashing, delaying, optimising)</li> <li>• Tools (Gantt charts, Network diagram)</li> <li>• deliverables, timescales, structure, business case</li> <li>• Feasibility study (evaluation and analysis of a proposed project)</li> </ul> <p>Terms of reference</p> <ul style="list-style-type: none"> <li>○ what the project aims to achieve</li> <li>○ criteria and flexibilities involved</li> <li>○ project parameters, scope, range, outputs, sources,</li> <li>○ participants, budgets and timescales</li> </ul> <p>Project plan consisting of:</p> <ul style="list-style-type: none"> <li>○ Resource plan</li> <li>○ Financial plan</li> <li>○ Quality plan</li> <li>○ Risk plan</li> <li>○ Acceptance plan</li> </ul>
<p>3. Be able to execute projects successfully.</p>	<p>3.1 Follow the project plan and conduct a phase review of the identified business project.</p>	<ul style="list-style-type: none"> <li>• Execution phase, i.e.: time (tracking and recording time spent on tasks as per project plan)</li> </ul>

	<p>3.2 Prepare a project closure report based on the execution phase review of the identified business project.</p> <p>3.3 Recommend potential improvements for future projects based on the outcome of the project evaluation.</p>	<p>cost (identifying and recording costs against budget plan, quality (review quality of deliverables and management process) change (reviewing and implementing requests for changes to project) risk (assessing level of project risks and taking action to minimise the risks) issue (identifying and resolving project issues), communication (communication with stakeholders, end users, clients, project team members)</p> <ul style="list-style-type: none"> <li>• Phase review</li> <li>• Project closure report</li> <li>• Assessment of project performance</li> </ul>
<p>4. Be able to carry out project evaluations.</p>	<p>4.1 Develop evaluative conclusions.</p> <p>4.2 Reflect on the value gained from implementing the project and the project management process.</p>	<p>Evaluation phase, feedback from:</p> <ul style="list-style-type: none"> <li>○ Clients</li> <li>○ Stakeholders</li> <li>○ Users</li> <li>○ Team</li> <li>• The effect the selected tools and methods have had on the outcome of the project</li> <li>• Identify major achievements and the positive effect on the client’s business</li> <li>• Identify any project failures and the effects on the client’s business</li> <li>• Identify lessons learned</li> <li>• Identify potential improvements for similar future projects</li> </ul>

## 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	Type of assessment	Word count
All 1 to 4	All ACs under LO 1 to 4	Project Report	3000 words

## Indicative Reading List

Dinsmore, P. And Cabanis-Brewin, J. (2018). The Ama Handbook of Project Management. 5th Ed. Amazon.

Zwikael, O., & Smyrk, J. R. (2019). Project Management: A Benefit Realisation Approach. Springe

## Additional Resources

[www.projectmanagement.com](http://www.projectmanagement.com)

[www.apm.org](http://www.apm.org)

## DIGITAL BUSINESS PRACTICES

Unit Reference Number	T/650/4876
Unit Title	Digital Business Practices
Unit Level	5
Number of Credits	20
Guided Learning Hours (GLH)	100 hours
Total Qualification Time (TQT)	200 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

### Unit Aims

In this unit, learners will develop an understanding of how digital technologies impact on business practices. Learners will explore how technologies can support business objectives, drive interaction with customers, boost sales and help provide high levels of customer service. The unit will allow learners understanding of the practical and necessary use and application of relevant technologies and how to apply modern digital methods to businesses.

### Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand the digital business environment, emerging trends and contemporary approaches.	1.1 Describe digital business models and corresponding characteristics. 1.2 Analyse various digital technologies and their suitability for effective communication. 1.3 Explore emerging trends in digital business and the impact on business performance. 1.4 Evaluate the role of technologies in developing smart cities.	<ul style="list-style-type: none"> <li>Defining digital business: Definitions of digital business, digitisation and digitalisation of business.</li> <li>Concept of smart cities, smart business, smart offices, smart devices, IoT, AI and smart cities.</li> <li>Digital business models. Integrating business models, the business environment and the internet. Use of digital</li> </ul>

		<p>technologies: Cloud computing for access and storage, cloud file sharing and collaboration, record management.</p> <ul style="list-style-type: none"> <li>• Digital technologies for effective internal communication, e.g. use of Slack, Gmail, Skype for instant messaging and video conferencing. Artificial intelligence software, e.g. chatbot.</li> <li>• Customer Service Relationship Management using Social media such as Facebook®, Twitter®, LinkedIn®, Instagram® TikTok and YouTube®.</li> <li>• Integrated management systems software, e.g. Enterprise Resource Planning (ERP).</li> <li>• Data analytics for audience profiles, e.g. age, gender, income, geographical location. Data gathering tools and analysis, including Facebook Insights™, Twitter Analytics™ and Google Analytics™ or any other suitable social media analytical tool.</li> <li>• Emerging trends: Digital systems and their rapidly evolving environment, e.g. Enterprise Resource Planning (ERP), Customer Relationship Management (CRM).</li> <li>• The social networks of individuals and developments in internet technology. Distributed Ledger Technology (DLT), the impact of Blockchain</li> <li>• IoT, Smart Projects, Smart cities and smart houses</li> </ul>
<p>2. Understand the various functions of digital technologies within B2B and B2C markets.</p>	<p>2.1 Describe the ways in which digital technologies can support organisations, projects and smart cities. 2.2 Analyse the benefits of B2B and B2C digital</p>	<ul style="list-style-type: none"> <li>• The main functions of digital technologies: A practical application of marketing and brand promotion on products and services. Sharing information and data-based</li> </ul>

	<p>interaction.</p> <p>2.3 Explain the various risks associated with the use of digital technologies and how these can be managed.</p>	<p>decision making and performance measurement. Building relationships with customers/clients. Knowledge/information. Performance measurement and planning. Business networking and interaction with customers. Effective internal communication and collaboration. Storage and archiving data and information.</p> <ul style="list-style-type: none"> <li>• Project management, budgeting, forecasting and target setting: statistical methods for business.</li> <li>• An introduction to financial statements, such as balance sheets, income statements and cash flows, in order to consider the impact of digital business in an organisation.</li> <li>• B2C digital interaction: The benefits of social media, e.g. increased brand awareness, increased web traffic, targeted sales and increased revenue. The implementation and assessment of social media strategies to create effective social media marketing campaigns across multiple platforms. The benefits of good User Interface (UI) and User Experience (UX) design</li> <li>• B2B digital interaction: Managing brand and transparency using account-based digital advertising in the B2B context. Different types of e-commerce platforms to provide information to B2B customers on stock levels, products regularly ordered, past purchases, and add-ons for products previously bought.</li> <li>• Account portfolio management, measuring</li> </ul>
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		<p>and identifying target accounts, engagement and considerations for tactical advertising and multi-channel penetration.</p> <ul style="list-style-type: none"> <li>• Risks and issues of the use of digital technologies to support their business aims and services: Managing negative comments on social media sites and damage to reputation. Increased use of business and personal resources to manage and control a social media campaign.</li> <li>• Customer complaints and feedback visible and open for scrutiny from the public. Meeting regulatory requirements for data protection, e.g. GDPR compliant.</li> <li>• The impact of increased vulnerability to cyber criminals and measures to be taken for cyber security. Negative impact on health.</li> </ul>
<p>3. Understand how to develop a digital transformation strategy for a chosen business.</p>	<p>3.1 Analyse how digital business technologies aid in the management of complex environments.            3.2 Explore the role of leadership in managing digital transformations.            3.3 Evaluate strategies for embedding new technologies to deliver added value for projects, smart cities and organisations.</p>	<ul style="list-style-type: none"> <li>• Managing Digital transformation:</li> <li>• Exploration of leadership in the digital era, examining key theories on management related to digital business.</li> <li>• Managing uncertain and complex environments.</li> <li>• The use of a digital transformation strategy roadmap</li> <li>• An analysis of organisations closely associated with the digitalisation of business, e.g. Google/Apple, and digital leadership in other sectors, e.g. retail, finance.</li> <li>• Leading and managing teams in the digital era.</li> </ul>



		<ul style="list-style-type: none"> <li>• Ethics in information systems and data analytics</li> <li>• Digital implementation and strategy:</li> <li>• Types of digital innovation.</li> <li>• Examples of digital disruptors.</li> <li>• An opportunity to learn from real-world entrepreneurs.</li> <li>• Assessing and developing new business ideas through the Business Model Canvas.</li> <li>• Testing ideas and assessing customer feedback</li> <li>• Developing a competitive edge:</li> <li>• Leading transformation and change to deliver added value.</li> <li>• Identifying and prioritising opportunities.</li> <li>• Strategies for embedding new technologies.</li> <li>• The interrelationship between the internet and strategy.</li> <li>• IT and change management.</li> <li>• Risk management and information system.</li> </ul>
<p>4. Be able to develop a digital strategy plan through the consideration of key data.</p>	<p>4.1 Evaluate the wide variety of mobile applications currently in use and their suitability in managing organisations, projects and smart cities.</p> <p>4.2 Assess the design of a mobile application that supports the overall digital strategy plan of an organisation.</p> <p>4.3 Demonstrate effective communication when seeking stakeholder support for the digital strategy plan.</p>	<ul style="list-style-type: none"> <li>• Mobile applications:</li> <li>• App marketing and app store optimisation.</li> <li>• Different mobile platforms, e.g. Android, iPhone, iPad, Windows and Hybrid.</li> <li>• Different app design for web app, mobile, tablet.</li> <li>• Design factors for the User Interface (UI) and User Experience (UX).</li> <li>• Design aspects, including storyboarding, user stories, colours fonts.</li> <li>• Prototyping and phototyping tools, e.g. Apache Hadoop and IBM Bluemix.</li> <li>• Identifying new business opportunities,</li> </ul>

		<p>generating feedback and putting real world learning and theory into practice.</p> <ul style="list-style-type: none"> <li>• Obtaining start-up finance and initial digital marketing.</li> <li>• Presentation and ‘pitching’ skills:</li> <li>• Audience awareness, research and sensitivity.</li> <li>• Competitor research.</li> <li>• Business and product narratives.</li> <li>• Structure and time.</li> <li>• Verbal and non-verbal communication to meet audience requirements.</li> <li>• Presentation, behaviour and conduct of presenter, e.g. attire, attitude, business-like skills, suitability for audience, preparation and organisation</li> </ul>
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## 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	Type of assessment	Word count
All 1 to 4	All ACs under LO 1 to 4	Project Report	3000 words

## Indicative Reading List

Bocij, P., Greasley, A. And Hickie, S. (2018) Business Information Systems – Technology, Development and Management for Modern Business. 6th Ed. Harlow: Pearson.

Chaffey, D. (2019) Digital Business and E-Commerce Management: Strategy, Implementation and Practice. 7th Ed. Harlow: Pearson

Gassmann , O. Böhm, J. and Palmié, M.(2019). Smart Cities: Introducing Digital Innovation to Cities. Emerald Publishing Limited; Illustrated edition

## **Additional Resources**

[eLearning Industry](#)

[SmartCitiesCouncil](#)

## 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 booklet serves only as a useful guide to your learning experience.

For updated information please visit our website [www.othm.org.uk](http://www.othm.org.uk)