



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

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Qualification Number: 610/1776/0  
Specification | December 2022

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# INTRODUCTION

OTHM has developed a suite of Level 5 Extended Diploma qualifications. The qualifications provide 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.

The OTHM Level 5 Extended Diploma qualifications are equivalent to the first and second years of a university degree.

Learners will study level 4 and 5 units, worth 120 credits per academic year with a total credit value of 240 credits.

The Level 4 units lay the foundations of learning by providing an introduction to relevant topics. The Level 5 units allow learners to specialise and progress into specific occupational areas.

Key features of OTHM Level 5 Extended Diploma qualifications;

- A stimulating and challenging programme of study that will be both engaging and informative for learners
- Learners can gain the essential subject knowledge needed to progress successfully into further study or the world of work
- A simplified structure: learners undertake a core of learning in the Level 4 units and build on this knowledge in the Level 5 units
- Refreshed content that is closely aligned with employer and higher education needs
- Assessments that consider cognitive skills along with affective and applied skills
- OTHM set unit assignments and a varied approach to assessment that supports progression to Level 6
- Learners will develop knowledge and academic study skills including active research skills, effective writing skills, analytical skills, creative problem-solving, decision-making and digital literacy.

## QUALIFICATION OBJECTIVES

The objective of the OTHM Level 5 Extended 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.

Learners will study level 4 and 5 units, worth 120 credits per academic year with a total credit value of 240 credits (equivalent to the first 2 years of an honours degree).

The Level 4 units provide an introduction to relevant project management principles and practice. These units include both theoretical and practical content, and learners will be able to gain knowledge and skills in the areas of project management, people management, and business finance as well as business marketing. They will also learn about the importance of reflecting on their current practice, identifying their own learning needs and professional development.

The Level 5 units give learners the opportunity to progress in specific subject 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.

## 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 Extended Diploma in Project Management
Ofqual Reference Number	610/1776/0
Regulation Start Date	15/12/2022
Operational Start Date	15/12/2022
Duration	2 years
Total Credit Value	240 Credits
Total Qualification Time (TQT)	2400 Hours
Guided Learning Hours (GLH)	1200 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 Extended 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 Extended Diploma in Project Management qualification consists of 12 mandatory units, 240 credits, 2400 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 1200 hours.

To achieve the OTHM Level 5 Extended Diploma in Project Management learners must achieve 240 credits, of which 120 credits are at Level 4 (6 units) and 120 credits are at Level 5 (6 units).

All units are mandatory.

Unit Ref. No.	Mandatory Units	Level	Credit	GLH	TQT
M/650/4856	Principles of Project Management	4	20	100	200
R/650/4866	People Management	4	20	100	200
T/650/4867	Introduction to Business Finance	4	20	100	200
A/650/4869	Fundamentals of Management in Projects	4	20	100	200
Y/650/4868	Business Marketing	4	20	100	200
H/650/4870	Personal and Professional Development	4	20	100	200
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 3 Diploma qualification or equivalent qualification
- GCE Advanced level in 2 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 Extended 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 through the level 4 and 5 units of the OTHM Level 5 Extended Diploma qualifications.

The Level 4 units lay the foundations of learning by providing an introduction to relevant topics. The Level 5 units give learners the opportunity to progress in specific project management occupational areas.

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 Extended 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 4 UNIT SPECIFICATIONS**

## PRINCIPLES OF PROJECT MANAGEMENT

Unit Reference Number	M/650/4856
Unit Title	Principles of Project Management
Unit Level	4
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 is designed to help learners understand and apply the principles of project management which enable a positive contribution to project work in an organisational setting. Learners will explore how projects are set up and managed using project management tools and techniques. The unit will help learners to develop skills, knowledge and understanding of process management and the approaches to risk management adopted by managers of various projects.

### Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Contents
1. Be able to implement the key principles of project management.	1.1 Identify the principles of project management. 1.2 Apply the principles of project management to a chosen project.	<ul style="list-style-type: none"> <li>Features of a project: series of related tasks, start and end dates, objectives, team composition, budgeting.</li> </ul>
2. Be able to set up and manage a project.	2.1 Identify the need for a project in a selected organisation. 2.2 Implement the steps required to set up a project. 2.3 Evaluate the management of a project in a chosen organisation.	<ul style="list-style-type: none"> <li>Definition and characteristics of a project; how it differs from operations, including concepts of being temporary, unique and for a specific purpose.</li> <li>Examples of projects, e.g. development of a new product or service, implementing a</li> </ul>

		<p>change in structure or staffing of an organisation, or a new business procedure or process.</p> <ul style="list-style-type: none"> <li>• Identifying need for a project: undertaking research; cost-benefit analysis.</li> <li>• Selling benefits to stakeholders of projects.</li> <li>• Aligning project to support strategic objectives.</li> </ul>
<p>3. Be able to use project management tools and techniques.</p>	<p>3.1 Use planning tools in the management of a project.</p> <p>3.2 Assess the effectiveness of project management software in successfully delivering a complex project.</p> <p>3.3 Evaluate the use of project management techniques in different types of projects.</p>	<ul style="list-style-type: none"> <li>• Planning processes and activities: scope planning, setting SMART objectives, determining project deliverables, identifying work packages; identifying activities for each work package, project schedule planning; scheduling activities of determining sequencing of activities and identifying milestones.</li> <li>• Project management tools and techniques: critical path analysis, Gantt charts, PERT, work breakdown structure (WBS), fishbone diagrams, cost-benefit analysis, agile projects, log frames.</li> <li>• Resource planning: people, equipment, money, space, assessing resource availability, resource estimation, calculating estimates for all project costs, including potential overruns, creating a budget plan, procurement planning (contract planning; procurement process).</li> </ul>
<p>4. Be able to apply the role of process and risk management in delivering project outcomes.</p>	<p>4.1 Use project process management in a selected organisation.</p> <p>4.2 Analyse how quality may be improved by the introduction of project process management in a selected organisation.</p> <p>4.3 Manage project risk in a selected organisation.</p>	<ul style="list-style-type: none"> <li>• Process identification</li> <li>• Process specification</li> <li>• Process documentation</li> <li>• Process governance and management</li> <li>• Legal and regulatory compliance (external</li> </ul>

	<p>4.4 Evaluate the effectiveness of risk management in the chosen project.</p>	<p>legislation, internal governance rules, business practice standards, safety, security)</p> <ul style="list-style-type: none"> <li>• Scope management –SMART objectives, gathering and recording the requirements of the deliverables and project</li> <li>• Schedule management – identifying activities for each work package, determining sequencing of activities, identifying milestones, scheduling activities using appropriate tools, e.g. Gantt chart</li> <li>• Budget management – implementing cost control mechanisms, monitoring spending against budget</li> <li>• Quality management – time spent on project tasks, resources used, compliance with quality standards</li> <li>• Risk management: identifying and evaluating risks and creating risk mitigation plans</li> <li>• Creating a risk log and contingency plans</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 (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

## Indicative Reading List

Heagney, J., (2022) Fundamentals of Project Management, Sixth Edition. 6th ed. HarperCollins Leadership.

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

Maylor, H. (2021) Project Management. 5th Ed. Harlow: Pearson.

## **Additional Resources**

The International Journal of Project Management

The Project Management Journal

Harvard Business Review

European Management Journal

The Economist

The Financial Times

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

<https://www.projectsart.co.uk/>

## PEOPLE MANAGEMENT

Unit Reference Number	R/650/4866
Unit Title	People Management
Unit Level	4
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 introduce learners to various people management concepts and human resource processes and practices and develop an understanding of how people interact in organisations. Recruiting the right people, managing them effectively and developing their performance is a key responsibility of managers, and underpins the development of high-performing teams with the potential to deliver excellent results for the organisation.

### Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Contents
1. Be able to understand the role of Human Resource Management (HRM) in organisational performance and contributing to business success.	1.1 Explain the nature and scope of human resource management (HRM) in various organisational settings. 1.2 Analyse the various functions of HRM and how they contribute to business objectives. 1.3 Assess the various roles within the HR function specific to different types of businesses.	<ul style="list-style-type: none"> <li>• Nature and scope of HRM and Definitions of HRM.</li> <li>• HR functions: resourcing, employee relations, organisational development and design, learning and development.</li> <li>• The development of strategic HRM in terms of business vision, mission statement, business objectives and strategic aims.</li> <li>• HR competencies, people strategies,</li> </ul>

		<p>people management policies, employee engagement, supporting organisational change.</p> <ul style="list-style-type: none"> <li>• Roles in HR and responsibilities: HR advisor, HR officer, people data analyst, HR assistant, employee relations officer.</li> <li>• Specific skills: communication skills across all levels of the organisation, adaptability to changing work priorities and patterns, displaying tenacity and being proactive, keeping ahead of trends and changing legal and policy requirements.</li> </ul>
<p>2. Understand how external and internal factors can affect HRM decision making in relation to organisational development.</p>	<p>2.1 Explain methods used to recruit people to organisations.                  2.2 Analyse factors that influence team recruitment.                  2.3 Explain how recruitment impacts on team performance in different organisations.                  2.4 Evaluate the various types of selection methods and their suitability.</p>	<ul style="list-style-type: none"> <li>• Policies, including internal and external influences, e.g. employment legislation, specific organisational needs.</li> <li>• Different models of recruitment and selection e.g. direct advertising, talent pool, employee referral, internal vs. external.</li> <li>• Stages in recruitment and selection e.g.: candidate sourcing, sifting of applications, application tracking, interview, selection process, appointment.</li> <li>• Different types of selection methods, e.g. competence-based selection, CV based, psychometric testing, ability and aptitude tests.</li> </ul>
<p>3. Understand the legal framework governing employment and the importance of managing employee performance.</p>	<p>3.1 Explain the legal framework underpinning employee performance.                  3.2 Analyse the employment relationship and the key perspectives on employment relations.                  3.3 Explain how to measure employee performance using appropriate indicators.                  3.4 Explain how the results from measuring and managing performance inform employee development.</p>	<ul style="list-style-type: none"> <li>• Employment Law relevant to sector, setting, country.</li> <li>• Basic employment rights available to all employees e.g.</li> <li>• Pay, national minimum wage, illegal deductions, timing of payment.</li> <li>• Holiday entitlement: full- and part-time employees.</li> </ul>



		<ul style="list-style-type: none"> <li>• Family: maternity and paternity leave</li> <li>• Managing performance: probation; appraisal; supporting employees eg mentoring, monitoring, buddying; occupational health; managing workloads; delegating authority; responsibility; capacity; competence; autonomy; linking rewards to performance.</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

Armstrong, M. And Taylor, S. (2020) Armstrong’s Handbook of Human Resource Management Practice. 15th Ed. London: Kogan Page.

Bratton, J. And Gold, J. (2017) Human Resource Management: Theory and Practice. 6th Ed. Basingstoke: Palgrave.

Torrington, D. et al. (2018) Human Resource Management. 10th Ed. London: Pearson.

## Additional Resources

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

[www.hr-guide.com](http://www.hr-guide.com)

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

## INTRODUCTION TO BUSINESS FINANCE

Unit Reference Number	T/650/4867
Unit Title	Introduction to Business Finance
Unit Level	4
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 the financial understanding and knowledge within business organisations and to enable learners how to make effective decisions. The unit will provide an understanding of the fundamental roles of accounting and finance for businesses and explore how to assess the cost, economic and financial implications of business decisions.

### Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Contents
1. Understand the function of finance in business.	1.1 Explain the role of the finance function across various types of businesses. 1.2 Analyse the role of the finance manager in business. 1.3 Explain the relationship between business finance and a business in stages of development.	<ul style="list-style-type: none"> <li>• Overview of financial management and the finance function.</li> <li>• Financial markets and institutions</li> <li>• Types of organisations and their advantages and disadvantages</li> <li>• The role of the financial manager</li> <li>• Management information systems and decision making</li> </ul>
2. Understand different sources of	2.1 Identify various sources of finance for business.	<ul style="list-style-type: none"> <li>• Sources of finance</li> <li>• Internal :</li> </ul>

<p>business finance.</p>	<p>2.2 Explain the advantage and disadvantages of various sources.</p>	<ul style="list-style-type: none"> <li>○ retained profit</li> <li>○ net current assets</li> <li>○ sale of assets</li> <li>● External:             <ul style="list-style-type: none"> <li>○ owner’s capital</li> <li>○ loans</li> <li>○ crowdfunding</li> <li>○ mortgages</li> <li>○ venture capital</li> <li>○ debt factoring</li> <li>○ hire purchase</li> <li>○ leasing</li> <li>○ trade credit</li> <li>○ grants</li> <li>○ donations</li> <li>○ peer to peer lending</li> </ul> </li> <li>● Advantages, disadvantages, short term and long term: e.g. access, support, longevity, flexibility, reliability, reputation, trust, terms.</li> </ul>
<p>3. Be able to use financial planning tools to analyse financial data and assess business risks.</p>	<p>3.1 Interpret and analyse income statements.            3.2 Measure profitability, liquidity and efficiency.            3.3 Assess the limitations of ratios in analysing business performance.            3.4 Explain how analysis of financial performance can influence business decision making.            3.5 Review project selection using breakeven analysis and net present value.</p>	<ul style="list-style-type: none"> <li>● Completion, calculation and amendment to include gross profit (revenue, opening inventories, purchases, closing inventories, cost of goods sold), calculation of profit/loss for the year (expenses, other income)</li> <li>● Adjustments for depreciation (straight-line and reducing balance)</li> <li>● Adjustments for prepayments, accruals</li> <li>● Interpretation, analysis and evaluation of statements</li> <li>● Calculation, interpretation, analysis and evaluation of gross profit margin, mark-up, profit margin, return on capital employed (ROCE), current ratio, capital ratio trade receivable days, trade payable days, inventory turnover</li> </ul>

		<ul style="list-style-type: none"> <li>Project costing : fixed and variable cost, break-even point, Project appraisal, cashflows, IRR and NPV,</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

Atrill, P. and McLaney, E. (2015) Accounting and Finance for Non-Specialists, 9th edition, Harlow, Essex: Pearson Education Limited

Berk and DeMarzo (2017) Corporate Finance, 4th (global) edition, Harlow, Essex: Pearson Education Limited

Dyson, J. R. (2015) Accounting for Non-Accounting Students. 9th Ed. London: Prentice Hall.

## Additional Resources

The Economist

Financial Times

Bloomberg

Harvard Business Review

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

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

## FUNDAMENTALS OF MANAGEMENT IN PROJECTS

Unit Reference Number	A/650/4869
Unit Title	Fundamentals of Management in Projects
Unit Level	4
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 introduces learners to the general principles of management. The unit will introduce management concepts such as the business functions, organisational structure, work design and business ethics in project management.

### Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand the different types, structures, size and scope of organisations in project management.	1.1 Analyse the difference between various types of organisations and the legal structure of each. 1.2 Explain how organisation structures contribute to the achievement of business objectives in projects. 1.3 Evaluate how the interrelationships and interdependence of various business functions contributes to the successful execution of projects.	<ul style="list-style-type: none"> <li>Project management and different functional areas : The importance of various functions within an organisation, The role of marketing, finance, human resource management, and operations within an organisational context and the interrelationships.</li> <li>Different types of organisational structures depending upon the size and scope of the organisation in project management. This includes bureaucratic and post-bureaucratic, parent, strategic business units (SBUs), matrix and functional levels.</li> </ul>

<p>2. Understand the various approaches to management in Projects.</p>	<p>2.1 Describe the activities, techniques and objectives that characterise the main functions of management in managing projects. 2.2 Assess the organisational contexts, theoretical models, teamwork and evaluate their impact on effectiveness of Project management activities.</p>	<ul style="list-style-type: none"> <li>• Roles, functions and activities of managers e.g. planning, organizing, leading and controlling and how these functions work together in the creation, execution and realization of organisational goals</li> <li>• Management models and approaches: classical approach, human relation approach, system approach and contingency approach</li> <li>• Teams and team working theories e.g. Tuckman’s Model, Belbin’s Theory, MBTI Theory</li> <li>• The management environment, internal and external and strategic management</li> </ul>
<p>3. Be able to apply ethical practice in projects.</p>	<p>3.1 Define personal and business ethics. 3.2 Compare and contrast personal and business ethics in successful execution of the Projects. 3.3 Analyse sustainability practices in Project management for a specific project. 3.4 Apply ethical principles to project design and management using the Agile Project management APM framework.</p>	<ul style="list-style-type: none"> <li>• Project professionalism in practice and codes of conduct related to relevant sector and legislation.</li> <li>• Ethical behaviour in project management e.g.: confidentiality, trust, integrity, respect, openness, transparency.</li> <li>• Sustainability and Triple bottom line People, profit and planet</li> <li>• Comparison of personal and business ethics in project management.</li> <li>• Agile Project management (APM models) and sustainability of 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 3	All ACs under LO 1 to 3	Coursework	3000 words

## Indicative Reading List

Boddy, D. (2018). Management: An Introduction (7<sup>th</sup> Ed). London: Prentice Hall.

Carboni, J.B. and Duncan, W. (2018). Sustainable Project Management: The GPM Reference Guide Paperback. Novi, USA. Bookwov Publication.

Kelly, P. And Cole, G. (2020) Management: Theory and Practice. 9th Ed. Cengage.

## Additional Resources

Association for Project Management  
 International Project Management Association  
 Harvard Business Review  
 Management Today  
 The Economist

## BUSINESS MARKETING

Unit Reference Number	Y/650/4868
Unit Title	Business Marketing
Unit Level	4
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 introduces learners to economic theories of markets and competition along with aspects of the wider business environment, including government policy and the macro-economy. Learners will develop knowledge and understanding of the core role of marketing in determining the growth potential of an enterprise, including the value of the marketing mix in ensuring successful marketing implementation and the significance of external and internal operating environments for marketing practice.

### Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand the role of marketing and how it interrelates with other business units of an organisation.	1.1 Discuss current and future trends in marketing. 1.2 Discuss the process of identifying customer needs in range of projects. 1.3 Identify the external forces that influence marketing strategies of a business. 1.4 Analyse the regulatory and compliance framework and how it affects marketing strategies.	<ul style="list-style-type: none"> <li>• The development of the marketing concept, including current and future trends.</li> <li>• Marketing concepts and customer need in a range of product services, projects</li> <li>• The concepts of brand positioning and management.</li> <li>• The external influences that impact on marketing activity e.g.: Political and Regulatory Environment, the Economic</li> </ul>



		<p>Environment, the Competitive Environment, the Technological Environment, the Social and Cultural Environment. Overview of marketing processes - market research, data analysis, strategic planning and conducting marketing campaigns.</p> <ul style="list-style-type: none"> <li>• The role of digital marketing as a core driver of marketing strategy, including Search Engine Optimisation (SEO), use of web analytics, social media marketing, mobile marketing, pay-per-click marketing.</li> <li>• Sector specific legal, regulatory and compliance frameworks, including current data protection regulations.</li> </ul>
<p>2. Understand how organisations use elements achieve overall business objectives.</p>	<p>2.1 Explain how to conduct portfolio analysis for a business having a number of products and projects.</p> <p>2.2 Discuss how different types of business use the marketing mix.</p> <p>2.3 Evaluate the how the various roles within the marketing function deliver value.</p>	<ul style="list-style-type: none"> <li>• Product portfolios analysis e.g. Boston Consulting Group Matrix, GE McKinsey Matrix</li> <li>• Different stages of the product lifecycle e.g.: introduction, growth, maturity, and decline</li> <li>• Pricing models, strategies and tactics e.g.: cost-plus pricing, competitive pricing, price skimming, penetration pricing and value-based pricing</li> <li>• Place strategies and channel distribution e.g. distribution channels, including retailers, distributors / sales agents, direct (e.g. via e-commerce), wholesalers</li> <li>• Promotion strategies including digital promotional tools and strategies. e.g.: Search engine optimization (SEO), Pay-per-click (PPC) advertising, Content marketing, Email marketing, Social media marketing, Voice search optimization, Video marketing</li> </ul>

		<ul style="list-style-type: none"> <li>• Different roles of ‘people’ in marketing, including customer interfacing and support personnel to deliver both customer value and added value.</li> <li>• Physical evidence and the tangible aspects of service delivery e.g.: the marketing mix, differentiators, customer retention strategies</li> </ul>
<p>3. Be able to produce a marketing plan for an organisation to meet its marketing objectives.</p>	<p>3.1 Implement the principles of tactical marketing planning.</p> <p>3.2 Undertake a marketing audit using relevant analytical tools.</p> <p>3.3 Evaluate and monitor marketing plans using appropriate control and evaluation techniques.</p>	<ul style="list-style-type: none"> <li>• Purpose of marketing planning, benefits of marketing plans and links between marketing plans and marketing objectives</li> <li>• The marketing audit, applying analytical tools, e.g. SWOT, PESTLE, 5C analysis.</li> <li>• Competitive analysis using analytical tools, e.g. Boston Consulting Group Matrix (BCG).</li> <li>• Market segmentation and target market selection and profiling.</li> <li>• Setting goals and SMART (Specific, Measurable, Achievable, Realistic, Timely) objectives.</li> <li>• Creating marketing strategies applied to the marketing mix.</li> <li>• Tactics to execute marketing strategies e.g. using a marketing calendar, choosing the right media, designing the right materials and distribution channels</li> </ul>
<p>4. Be able to develop a project plan to support a marketing campaign for an organisation.</p>	<p>4.1 Discuss the various types of marketing campaigns.</p> <p>4.2 Recommend campaign objectives and strategy for a marketing campaign for inviting biddings for a range of projects.</p> <p>4.3 Design a marketing campaign project for a</p>	<ul style="list-style-type: none"> <li>• Purpose and types of marketing campaigns e.g.: brand awareness, rebranding, user generated content, email marketing, public relations.</li> <li>• Setting campaign objectives e.g. for brand awareness, changing attitudes, increasing</li> </ul>

	<p>chosen organisation.</p>	<p>sales.</p> <ul style="list-style-type: none"> <li>• Hierarchy of organisational objectives</li> <li>• Setting smart objectives related to brand building, changing attitudes and behaviour, launching new products/services, increasing sales, customer acquisition and retention</li> <li>• Message and positioning strategies linked to organisational and marketing objectives</li> <li>• Marketing mix context</li> <li>• Different communication, messaging and positioning strategies, campaign tactics e.g.: competitive positioning, product positioning, situational positioning, and perceptual positioning.</li> <li>• Campaign budget setting methods, cost</li> <li>• Different digital platforms and offline tools for communication. e.g.: Social Media Profiles, Website</li> <li>• Images and Video Content, Blog Posts and eBooks, Reviews and Customer Testimonials, Branded Logos, Images, or Icons</li> <li>• Features and benefits of integrated multimedia channels e.g. Multi-channel attribution, Omnichannel marketing. Benefits: Improved results, improved brand image, cost efficiency, increased morale.</li> <li>• Different approaches to frequency and reach e.g.</li> <li>• Reach: Demographics, Census Data, Traffic Counts and Vehicle Analytics, Daily Effective Circulation, Eye Tracking</li> <li>• Digital Statistics, e.g. Comparisons</li> </ul>
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		between pre- and post-campaign sales figures, online traffic, use of unique promo codes
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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	Coursework	3000 words

## Indicative Reading List

Jobber, D. and Chadwick, F. (2019) Principles and Practice of Marketing (9th Edn) Maidenhead: Mcgraw-Hill.

Kotler, P. and Armstrong, G. (2016) Principles of Marketing (7th Edn) London: Pearson.

## Additional Resources

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

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

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

## PERSONAL AND PROFESSIONAL DEVELOPMENT

Unit Reference Number	H/650/4870
Unit Title	Personal and Professional Development
Unit Level	4
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 become more aware of their own personal and professional development. Drawing upon related theories and through reflection and interaction with peers, learners will understand the importance of personal development and develop skills to enhance future employability. Having conducted a comprehensive self-assessment and impact study, learners will look at the benefits of creating a personal development plan (PDP) and set their own targets to create such a plan for themselves. Learners will gain insight into how to experience the value of constructive feedback, and review and monitor their progress as they implement their personal and professional development plan.

### Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Be able to reflect on own performance, working style and personal development needs.	1.1 Conduct self-assessment of your knowledge, skills and working style, using a range of sources and appropriate tools, techniques and criteria. 1.2 Reflect on self-assessment of performance and working style, evaluating the positive and negative impacts on own team and other stakeholders.	<ul style="list-style-type: none"> <li>• Sources: including line manager, team members, other stakeholders.</li> <li>• Tools and techniques, e.g. online personality and working styles assessments, emotional and cultural intelligence, learning style, project management skills, leadership styles etc , performance assessments and reports Personal SWOT</li> </ul>

	<p>1.3 Identify actions/changes necessary to improve own performance as a project manager.</p>	<p>Characteristics of effective project managers and leaders. Benefits of planning own professional development: allocating resources, being ready to take opportunities that arise, attracting support of others, opportunity for reflection and research, increasing own commitment, increasing own employability, contributing to own work effectiveness, supporting achievement of business objectives.</p>
<p>2. Be able to create a personal development plan to become effective project leader and manager.</p>	<p>2.1 Identify professional development objectives that are consistent with business needs and own personal goals as an effective project leader or manager. 2.2 Produce a personal development plan to support achievement of agreed short, medium and long-term learning and development needs in order to become an effective project leader or manager.</p>	<ul style="list-style-type: none"> <li>• Self-appraisal skills audit (using appropriate self-assessment tools); evaluating self-management; personal and interpersonal skills; leadership skills</li> <li>• Development plan - current performance; future needs; opportunities and threats to career progression; aims and objectives; achievement dates; review dates; learning programme/activities; action plans; personal development plan</li> <li>• Portfolio building; developing and maintaining a personal portfolio</li> </ul>
<p>3. Be able to use time management and prioritisation techniques.</p>	<p>3.1 Discuss the processes and activities required to implement their personal and professional development plan. 3.2 Undertake and document development activities as planned. 3.3 Reflect critically on own learning against original aims and objectives set in the personal and professional development plan.</p>	<ul style="list-style-type: none"> <li>• Learning styles and strategies: types of styles; e.g. awareness of own personal style; impact of personal style and interactions with others</li> <li>• Learning from others: formal learning and training; observation; mentoring; supervision; tutorials; informal networks; team members; line managers; other professionals</li> <li>• Evaluation of progress: setting and recording of aims and objectives; setting targets; responding to feedback; re-setting aims and targets; establishing and recognising</li> </ul>

		<p>strengths and areas for improvement</p> <ul style="list-style-type: none"> <li>• Time management: prioritising workloads; setting work objectives; using time effectively; making and keeping appointments; reliable estimates of task time.</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

Cottrell, S. (2015) Skills for Success: Personal Development and Employability. 3rd ed. London: Palgrave

Smale, B. & Fowlie, J. (2015) How to succeed at University: an essential guide to academic skills, personal development and employability. London: Sage

## Additional Resources

CIPD The Professional Body for Human Resources and People Development

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

## **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>
<p>2. Be able to analyse the internal environment of an organisation and its capabilities.</p>	<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>
<p>3. Be able to develop a strategic management plan for a selected organisation.</p>	<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> </ul> <ul style="list-style-type: none"> <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 prototyping 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)