OTHM LEVEL 6 DIPLOMA IN BUSINESS MANAGEMENT

Qualification Number: 603/2179/9

Specification | June 2024

TABLE OF CONTENTS

QUALIFICATION OBJECTIVES

The objectives of the OTHM Level 6 Diploma in Business Management qualification is to provide learners with an excellent foundation for a career in a range of organisations. It designed to ensure that each learner is 'business ready': a confident, independent thinker with a detailed knowledge of business and management and equipped with the skills to adapt rapidly to change.

The content of the qualification is focused on leadership and people management, strategic human resource management, operations management, sustainable business practice, financial decision making as well as the business research skills expected of a manager.

The qualification is ideal for those who have started, or are planning to move into, a career in private or public sector business. Successful completion of the Level 6 Diploma in Business Management qualification will provide learners with the opportunity to progress to further study or employment.

QUALITY, STANDARDS AND RECOGNITIONS

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

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

REGULATORY INFORMATION

Qualification Title	OTHM Level 6 Diploma in Business Management
Ofqual Reference Number	603/2179/9
Regulation Start Date	25-Aug-2017
Operational Start Date	31-Aug-2017
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	480 Hours
Sector Subject Area (SSA)	15.3 Business Management
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at RQF Level 6 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas and Graduate Certificates.

QUALIFICATION STRUCTURE

The OTHM Level 6 Diploma in Business Management consists of 6 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 480 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Unit title	Credit	GLH	TQT
H/616/2734	Leadership and People Management	20	80	200
K/616/2735	Business Research Project	20	80	200
M/616/2736	Operations Management	20	80	200
T/616/2737	Financial Decision Making	20	80	200
A/616/2738	Sustainable Business Practices	20	80	200
F/616/2739	Strategic Human Resource Management	20	80	200

DEFINITIONS

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

Total Qualification Time is comprised of the following two elements –
   a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
   b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

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

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

ENTRY REQUIREMENTS

For entry onto the OTHM Level 6 Diploma in Business Management qualification, learners must possess:

● Relevant NQF/QCF/RQF Level 5 diploma or equivalent recognised qualification

● Mature learners (over 21) with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

● Learner must be 18 years or older at the beginning of the course

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

PROGRESSION

Successful completion of Level 6 Diploma in Business Management qualification provides learners the opportunity for a wide range of academic progressions including progression to relevant OTHM Level 7 Diplomas. This qualification has been developed with career progression and professional recognition in mind. As the Level 6 Diploma in Business Management qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to gain direct entry into relevant Master's degree programmes. For more information visit <u>University Progressions</u> page.

DELIVERY OF OTHM QUALIFICATIONS

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

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

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

ASSESSMENT AND VERIFICATION

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

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

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

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

OPPORTUNITIES FOR LEARNERS TO PASS

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

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

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

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)

- Accreditation of Prior Experiential Learning (APEL)

- Accreditation of Prior Achievement (APA)

- Accreditation of Prior Learning and Achievement (APLA)

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

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

EQUALITY AND DIVERSITY

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

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

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

UNIT SPECIFICATIONS

LEADERSHIP AND PEOPLE MANAGEMENT

Unit Reference Number	H/616/2734
Unit Title	Leadership and People Management
Unit Level	6
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	80 Hours
Number of Credits	20
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to enable learners to understand theories of leadership and management and how to use leadership and management skills to improve motivation and performance. Learners will also analyse team dynamics and its importance in achieving organisational goals.

Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criterion – The learner can:	
1	Understand theories of leadership and people management.	1.1	Assess the skills and attributes needed for leadership.
		1.2	Evaluate the differences between leadership and management.
		1.3	Compare and contrast leadership styles for different management positions.
2	Be able to assess ways to improve motivation and performance by applying leadership skills.	2.1	Evaluate ways to motivate staff to achieve organisational objectives.
		2.2	Assess the connection between motivational theories and reward.
		2.3	Assess the effectiveness of a reward system in leading an organisation.
		2.4	Evaluate the methods employers use to monitor employee engagement and performance.
3	Be able to plan and carry out assessment of individual work performance and development.	3.1	Analyse the factors involved in planning the monitoring and assessment of work performance.
		3.2	Discuss how development needs of an individual employee can be assessed.
		3.3	Evaluate the success of an assessment process.
4		4.1	Discuss theories related to team building.

Be able to analyse team dynamics and its importance in achieving organisational goals.	4.2	Evaluate the benefits of team-working for an organisation.
	4.3	Analyse ways in which managers can resolve conflicts within a team to achieve organisational goals.

Indicative contents

Topic	Course Coverage
Learning Outcomes 1 and 2 Leadership and Management Leadership Theories	● Theories, models and styles of leadership and their application to different situations: impact of leadership styles; theories and practices of motivation e.g. Maslow, McGregor, Herzberg; influencing and persuading others; influence of cultural environment within the organisation; differences between leadership and management; leadership power bases; delegation; emotional intelligence.
Learning Outcomes 2 and 3 Motivation Theories, Monitoring and Performance Management	● Motivation: theories of motivation e.g. F Taylor, E Mayo, A Maslow, F Herzberg, D McGregor, D McClelland, V Vroom; Ouchi, relationship between motivation theories and reward; employee involvement techniques; devolved authority and responsibility; open communications; organisational culture (ethos, values, mission); ● Monitoring: probation; appraisal, feedback; performance indicators goal theory; SMART (specific, measurable, achievable, realistic, time-constrained) targets (sales, growth, financial, waiting times, pass rates, punctuality, attendance); benchmarking ● Reward management: job evaluation; factors determining pay, reward systems; pay; performance-related pay; pension schemes; profit sharing; flexible working; leave; health care
Learning Outcome 3 Planning and assessment of work performance	● Identifying development needs: learning styles and processes; planning, recording, monitoring and evaluating; group development processes and behaviour ● Planning, work orientation and job design: application of motivation theories and empowerment techniques; communication styles and techniques; delegation techniques and processes; supervision styles, working culture and practices ● Performance monitoring and assessment: measuring effective performance; providing feedback; appraisal processes; benchmarking performance processes;

	codes of practice and procedures relating to disciplinary situations; diversity issues; management principles;
Learning Outcomes 1 and 4 Teams and Groups	● Team-working and development: flexible working practices; team formation e.g. Tuckman, structures and interactions e.g. Belbin's Team Role Theory, Adair's Action Centred Leadership model; benefits of team working; politics of working relationships; diversity issues; working cultures and practices; promotion of anti-discriminatory practices and behaviours; team building processes; conflict resolution; delegation and empowerment; coaching, support, mentoring; training, supervision, monitoring and evaluation

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 covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3500 words

Indicative Reading list

Avery, G. (2004) *Understanding Leadership.* London: Sage

Bratton, J., Grint, K. and Nelson, D. L. (2005) *Organizational Leadership.* New York: Thomson South Western.

Brooks, I. (2009) *Organisational Behaviour: Individuals, Groups, and Organisations.* Harlow: FT Prentice Hall.

Buchanan, D. and Huczynski, A. (2010) *Organizational Behaviour: An Introductory Text*. 7th Edition. London: Prentice Hall

Daft, R. (2006) *The Leadership Experience.* New York: Thomson South Western.

Gill, R. (2006) *Theory and Practice of Leadership.* London: Sage.

Gold. J., Thorpe, R. and Mumford, A. (2010) *Leadership and Management Development,* 5th Edition. CIPD

Mabey, C. and Finch-Lees, T. (2008) *Management and Leadership Development.* London: Sage.

Mullins, L. (2010) *Management and Organisational Behaviour*. 9th Edition. London: Prentice Hall.

Northouse, P. G. (2007) *Leadership Theory and Practice.* London: Sage

Northouse, P. G. (2009) *Introduction to Leadership, Concepts and Practice.* London: Sage

Robbins, S. and Judge, T. (2009) *Organizational Behaviour.* New Jersey: Person Prentice Hall

BUSINESS RESEARCH PROJECT

Unit Reference Number	K/616/2735
Unit Title	Business Research Project
Unit Level	6
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	80 Hours
Number of Credits	20
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' research skills, including producing a research question and carrying out independent research using appropriate research techniques. Learners will also analyse research findings, evaluate the research methodology used and present their research findings.

Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criterion – The learner can:	
1	Be able to propose a research project in a business and management context.	1.1	Assess the factors that contribute to the process of research project selection.
		1.2	Formulate and record possible research project outlines and specifications.
		1.3	Develop research questions or hypothesis with rationale.
		1.4	Clarify resources efficiently for the research question or hypothesis.
		1.5	Create an agreed SMART timeframe for completion of the research.
2	Be able to prepare a research plan and conduct a literature review.	2.1	Critically appraise literature relevant to the chosen research context.
		2.2	Evaluate research methodologies and provide a rationale for a chosen research methodology.
		2.3	Evaluate data collection methods and provide a rationale for chosen data collection methods.
		2.4	Produce a research proposal.
3	Be able to carry out research according to the chosen research specification.	3.1	Carry out the proposed research investigation in accordance with the research specification.
		3.2	Collect and present relevant data as outlined by the research specification.

		3.3	Interpret and analyse the results in relation to the research specification.
4	Be able to evaluate research and present results and conclusion.	4.1	Use appropriate research evaluation techniques to justify the validity of the research.
		4.2	Make recommendations, justifying areas for further consideration.
		4.3	Present the outcomes of the research to an audience using appropriate media.

Indicative contents

Topic	Course Coverage
Learning Outcomes 1 and 2 Research formulation, Action Plan and Design	● Research aims and objectives; rationale for selection; methodology for data collection and analysis; literature review; critique of references from primary sources e.g. questionnaires, interviews; secondary sources e.g. books, journals, internet; scope and limitations; terms of reference; duration; ethical issues ● Action plan: rationale for research question or hypothesis; milestones; task dates; review dates; monitoring/reviewing process; strategy ● Research design: type of research e.g. qualitative, quantitative, systematic, original; methodology; resources; statistical analyses; validity; reliability; control of variables
Learning Outcomes 2 and 3 Data collection, analysis and interpretation	● Research design and method; test research hypotheses; considering test validity; reliability ● Data collection: selection of appropriate tools for data collection; types e.g. qualitative, quantitative; systematic recording; methodological problems e.g. bias, variables and control of variables, validity and reliability ● Data analysis and interpretation: qualitative and quantitative data analysis; statistical tables; comparison of variable; trends; forecasting
Learning Outcomes 1, 2, 3 and 4 Evaluation and future considerations	● Evaluation of outcomes: an overview of the success or failure of the research project ● Future consideration: significance of research investigation; application of research results; implications; limitations of the investigation; improvements; recommendations for the future, areas for future research

	● Presenting research outcome: delivery format appropriate to the audience; use of appropriate media

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 covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3500 words

Indicative Reading list

Booth, A., Papaioannou, D. and Sutton, A. (2012) *Systematic Approaches to a Successful Literature Review*. London: Sage Publications.

Bryman, A. and Bell, E. (2022) *Business Research Methods.* New York: Oxford University Press.

Burns, R. P. and Burns, R. (2008) *Business Research Methods & Statistics Using SPSS*. London: Sage Publications.

Cooper, D. R. and Schindler, P. S. (2006) *Business Research Methods*. Boston: McGraw Hill.

Deniels, P. and Becker, L. (2012*) Developing Research Proposals*. London: Sage Publications.

Denscombe, M. (2014) *The Good Research Guide. Maidenhead:* Open University Press.

Gill, J. and Johnson, P. (2010) *Research Methods for Managers*. London: Sage Publications.

Jankowicz, A. D. (2005). *Business Research Projects*. London: Thomson Learning.

Jesson, J. K., Matheson, L. and Lacey, F. M. (2011) *Doing Your Literature Review*. London: Sage Publications.

McNiff, J. and Whitehead, J. (2009) *Doing and Writing Action Research.* London: Sage Publications.

Moutinho, L. and Hutcheson, G. D. (2011) *The Sage Dictionary of Quantitative Management Research*. London: Sage Publications.

Saunders, M., Lewis, P. and Thornhill, A. (2023) *Research Methods for Business Students.* 9th Edition. Harlow: Financial Times / Prentice Hall.

Thomas, R. and Lynn, P. (2009) *Survey Research in Practice*. London: Sage Publications.

OPERATIONS MANAGEMENT

Unit Reference Number	M/616/2736
Unit Title	Operations Management
Unit Level	6
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	80 Hours
Number of Credits	20
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with an understanding of the production/operations management function in both manufacturing and service industries and to introduce key issues and techniques in operations management.

Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criterion – The learner can:	
1	Understand the nature and importance of operations management.	1.1	Explain why operations management is important for organisations.
		1.2	Analyse the operations functions of a selected organisation.
		1.3	Evaluate the operations management process of a selected organisation using relevant models.
2	Be able to evaluate the link between operations management and strategic planning.	2.1	Appraise the importance of the 'Three Es' to organisations.
		2.2	Assess the impact of the tension between cost minimisation and quality maximisation.
		2.3	Evaluate the significance of the five performance objectives that underpin operations management to organisation.
3		3.1	Assess the importance of process mapping and flowcharting.

	Be able to assess how to organise a typical production process.	3.2	Analyse the concept of lean operations and waste reduction
		3.3	Analyse the concept and importance of process reengineering
4	Be able to apply relevant techniques to the production of an operational plan for an organisation.	4.1	Analyse the applicability of Total Quality Management (TQM) in a selected organisation.
		4.2	Assess how quality management techniques are applied to improve operations in a selected organisation.
		4.3	Create a plan to use emerging technologies (IoT, AI, blockchain) in TQM process.

Indicative contents

Topic	Course Coverage
Learning Outcomes 1 and 2 Nature and importance of operations management	● Operations management: a definition of Operations Management (OM) and its key elements; importance of OM for all organisations; impact on OM of changes in the business environment and in achieving strategic objectives; activities of core functional areas and their interrelationships; differences and similarities between services and products
Learning Outcomes 1, 2 and 3 Operations functions and processes	● Operations function: the management of resources for the production and delivery of goods or services; the role of OM in achieving strategic objectives; activities of core functional areas and their interrelationships; differences and similarities between services and products; impact of environmental issues; impact of ethical behaviour; role of the supply chain; ● Processes: input-transformation-output process; processes hierarchy; characteristics of operations processes e.g. four Vs – volume, variety, variation, visibility; business process modelling, lean management techniques, integration of supply chain e.g. Just in Time (JIT);
Learning Outcomes 2 and 3 Operational efficiency and strategic operations	● The 3 Es: economy; efficiency and effectiveness ● Time, resources, budgets; external analysis, e.g. PESTLE; links and differences between operations management and strategic planning; the paradox: efficiency (thrift) versus effectiveness (quality) ● The five OM performance objectives: cost; dependability; flexibility; quality and speed; internal and external benefits of excelling in each performance objective; trade-offs between objectives
Learning Outcomes 3 and 4	● Linear programming - definition and applications in planning and production; Critical Path Analysis; flow charts, network

Operational techniques, planning and control	planning; activities involved in capacity planning; inventory planning; project management and quality assurance/control
	● Lean Six Sigma: Waste Reduction, Process Optimization, Data-Driven Decision Making, Value Stream Mapping, Pareto Analysis (80/20 Rule), Cause-and-Effect Analysis (Fishbone Diagram)
Learning Outcomes 3 and 4 Operational plan, monitoring and control	● Using planning techniques, e.g. Critical Path Analysis, meeting the requirements; Outcome determination: the five performance objectives
	● Quality assurance and quality control mechanisms, fish bones; quality circles; variance analysis, six sigma, product quality and service quality, benchmarking; best practice; self-assessment; vision; continuous improvement; quality characteristics; importance of quality
	● TQM: Customer-Focused Approach, Employee Involvement, Process-Centred Thinking, Industry Standards and Adaptability, Quality Culture
	● IoT, AI, blockchain, automating decision-making processes, ensuring consistent quality and reducing human error, enhancing traceability and accountability

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 covered	Assessment type	Word count (approx. length)
All LO1 to 2	All ACs under LO1 and LO2	Presentation and speaker notes	circa 1500 words
LO3	All ACs under LO3	Presentation and speaker notes	circa 1000 words
LO4	All ACs under LO4	Report	1000 words

Indicative Reading list

Chaffey, D. (2009) *E-business and e-commerce management: Strategy, implementation and practice.* Harlow: Financial Times/Prentice.

Greasley, A. (2007) *Operations Management*. Hampshire, United Kingdom: John Wiley and Sons
Hugos, M. H. (2011) *Essentials of Supply Chain Management*. Chichester: Wiley.

Mahadeva, B. (2010) *Operations Management: Theory and Practice.* New Delhi: Dorling Kindersley (pvt.) Limited.

Sheffi, Y. (2005) *The Resilient Enterprise: Overcoming Vulnerability for Competitive Advantage.* Cambridge, MT: MIT Press.

Slack, N. (2006) *Operations Management*. 5th edition. London: FT/Prentice Hall

Stadtler, H. and Kilger, C. (2008) *Supply Chain Management and Advanced Planning: Concepts, Models, Software and Case Studies*. Hamburg: Springer.

Turban, T., Lee, J. K., King, D., Liang, T. P. and Turban, D. (2010) *Electronic Commerce 2010: A Managerial Perspective. 6th Edition*. New York: Pearson Education.

FINANCIAL DECISION MAKING

Unit Reference Number	T/616/2737
Unit Title	Financial Decision Making
Unit Level	6
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	80 Hours
Number of Credits	20
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to demonstrate the links between business decision making, risk assessment and financial information. Learners will understand how businesses are financed through their fixed and working capital requirements and how the financial management of each organisation is influenced by its governance and ownership structure.

Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criterion – The learner can:	
1	Understand the role of financial information and financial analysis in business risk assessment and decision-making.	1.1	Analyse the factors that guide and drive decision making in business.
		1.2	Assess the significance of financial factors in business decision making.
		1.3	Evaluate the characteristics of business risk that impact on financial and business decisions.
2	Understand how financial statements and their structure aid business decision making.	2.1	Compare the accrual and cash flow approaches to accounting and financial reporting and the implications of each for business decision making.
		2.2	Evaluate the structure and content of final accounts and their uses for business decision making.
		2.3	Interpret financial information in balance sheets, income statements as well as sources and applications of funds statements.
		2.4	Differentiate between financial decisions relating to capital expenditure and those relating to revenue expenditure.
3	Be able to perform effective capital expenditure appraisal using range of techniques.	3.1	Appraise various sources of short-term and long-term financing for businesses.
		3.2	Critically examine key factors affecting the choice of source of financing.

		3.3	Evaluate various techniques used for appraising and making decisions regarding capital expenditure.
		3.4	Explain the possible benefits and drawbacks of off-balance sheet financing.
4	Be able to evaluate how different ownership structures impact on financial performance.	4.1	Critically analyse the corporate governance, legal and regulatory environments of different business ownership structures.
		4.2	Compare and contrast stakeholder interests of owners and managers in decision making.
		4.3	Evaluate the significance of Return on capital Employed (ROCE), Earnings Per Share (EPS) and other overall performance measures for the long-term sustainability of businesses.
		4.4	Differentiate between business ethics, governance and accounting ethics as controls on business accountability.

Indicative contents

Topic	Course Coverage
Learning Outcome 1 Ownership structures, financial statements	● Sole traders, partnerships, limited companies, public limited companies, public sector organisations, cooperatives, international business structures, implications for finance ● Structure of statements for each type of organisation, differences between organisations, reporting requirements (UK and/or international law and standards)
Learning Outcomes 2 and 3 Structure, format and requirements of published accounts	● Role of auditors, published vs internal financial information, main published financial statements: statement of financial position, statement of financial performance, statement of cash flows ● Different ratios: profitability, liquidity, efficiency, capital, investor, using ratios: calculation and interpretation, industry benchmarking, limitations of ratio analysis
Learning Outcomes 1 and 3 Business finance needs and sources of finance	● Long term – non-current assets; Short-term – working capital; importance of working capital for business continuity ● Costs of finance, effect on financial statements, range of sources, external and internal sources, long-term and short-term role of stock markets and advantages, disadvantages of each source

	● Matching source of finance to project (long or short term, external or internal, asset backed finance etc.
Learning Outcomes 3 and 4 Budgets, cash flow and investment appraisal	● Cash flow forecasts, budgetary control systems and budget formation and managing cash flow ● Net present value, discounted cash flows, internal rate of return, payback, accounting rate of return ● Analysing results, non-financial considerations, decision making, supporting recommendations

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 covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework– based on application of relevant theories and concepts to a defined context	3500 words

Indicative Reading list

Atrill, P. (2011) *Financial Management for Decision Makers*. Harlow: FT Prentice Hall.

Atrill, P. and McLaney, E. (2006) *Management Accounting for Decision Makers*. Harlow: Prentice Hall.

Atrill, P. and McLaney, E. (2010) *Management Accounting for Decision Makers*. 6th Edition. London: Financial Times Press.

Berk, J. and DeMarzo, P. (2007) *Corporate Finance*. London: Pearson.

Brealey, R., Myers, S. and Marcus, A. (2007) *Fundamentals of Corporate Finance*. New York: McGraw Hill Irwin.

Cox, D. and Fardon, M. (1997) *Management of Finance.* London: Osborne Books.

Drury, C. (2009) *Management Accounting for Business*. 4th Edition. London: Cengage Learning

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

Lumby, S. and Jones, C. (2000) *The Fundamentals of Investment Appraisal.* London: Thomson

Ray, P. (2009) *Managerial Accounting for Business Decisions*. 3rd Edition. London: Financial Times Press.

SUSTAINABLE BUSINESS PRACTICES

Unit Reference Number	A/616/2738
Unit Title	Sustainable Business Practices
Unit Level	6
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	80 Hours
Number of Credits	20
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to raise learners' awareness of sustainable development issues and how they impact on the strategic development of businesses. Learners will be expected to demonstrate their understanding of sustainability and its effect on business organisations.

Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criterion – The learner can:	
1	Understand the global sustainability agenda.	1.1	Evaluate the global sustainability agenda and how it relates to national practice.
		1.2	Analyse the forces for change in the sustainable business environment.
		1.3	Evaluate the impact of current sustainability issues on businesses.
2	Understand the concept of the sustainable business organisation.	2.1	Determine the scope of the sustainable business organisation.
		2.2	Evaluate the impact on business structure and objectives of becoming a sustainable business organisation.
3	Be able to review sustainable strategic business planning.	3.1	Analyse the concept of the triple bottom line and review how it is implemented in business organisations.
		3.2	Determine change required within business organisations to meet a sustainability agenda.
		3.3	Review the process of sustainable strategic business planning.

Indicative contents

Topic	Course Coverage
Learning Outcomes 1 and 2 Forces of changes and current sustainability issues	● Concept of sustainability and its importance, global sustainability issues, current issues e.g. climate change, social inequality, energy issues, ecological footprints, national responses to sustainability issues – legal frameworks, guidance to business and target setting ● Economic, social/cultural/religious, environmental implications of change and analytical techniques to understand change ● Social attitudes to sustainability in business, consumer interests, legal and regulatory framework around sustainable business, impact on profitability and other business objectives
Learning Outcomes 1, 2 and 3 The sustainable business organisation	● How sustainability issues extend the boundaries of the enterprise, external factors e.g. suppliers, manufacturers, communities, government, international bodies etc., ● Changes in techniques and considerations e.g. supply chain management, consumers, risks and impacts for shareholders and managers, monitoring and evaluation of performance, conflicts between corporate and sustainability objectives
Learning Outcomes 2 and 3 Change management and the triple bottom line	● Cultural change, role of Government – national and international, new management and leadership skills, new vision and strategic approach and managing changes required ● Concept of triple bottom line, stakeholders v shareholders, managing the triple bottom line, measurement of triple bottom line, conflict between sustainability and business objectives
Learning Outcomes 1 and 3 Sustainable strategic planning	● Identifying sustainable strategic objectives and financial return, negotiating agreement to sustainable objectives, resolving conflicts between sustainability and corporate needs and management of sustainable strategic planning

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 covered	Assessment type	Word count (approx. length)
All LO1	All ACs under LO1	Presentation and Executive Summary	1500 words
All LO2 to LO3	All ACs under LO2 to LO3	Report	2000 words

Indicative Reading list

Johnson, G., Whittington, R. and Kevan, S. (2017) *Fundamentals of Strategy*. 4th Ed. Harlow, Essex: Pearson

Konina, H. and Blewitt, J. (2015) *Sustainable Business Practices*. London: Taylor & Francis Ltd

Wells, G. (2013) *Sustainable Business: Theory and Practice of Business Under Sustainability Principles.* Cheltenham: Edward Elgar Publishing

Werbach, A. (2009) *Strategy for Sustainability: A Business Manifesto*. USA: Harvard Business Press

STRATEGIC HUMAN RESOURCE MANAGEMENT

Unit Reference Number	F/616/2739
Unit Title	Strategic Human Resource Management
Unit Level	6
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	80 Hours
Number of Credits	20
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of competing and contrasting perspectives of strategic HRM. The unit develops learners' understanding of how HRM strategies and practices contribute to organisational and employee performance, and the problems and complexities of operationalising an HRM strategy within different types of organisation.

Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criterion – The learner can:	
1	Understand the role and importance of human resource management in achieving organisational effectiveness.	1.1	Discuss key concepts and models governing Strategic Human Resource Management.
		1.2	Evaluate the role and importance of Strategic Human Resource Management in organisations.
		1.3	Analyse the frameworks of Strategic Human Resource Management.
2	Understand the formulation and implementation of human resource strategies.	2.1	Analyse the strategic human resource process.
		2.2	Assess the approaches of Strategic Human Resource Management.
		2.3	Analyse the development and implementation of human resource strategies.
3	Be able to critically analyse the use and application of a range of HR strategies designed to improve employee and organisational performance.	3.1	Evaluate appropriate human resource strategies for an organisation.
		3.2	Assess human resource strategies and their application in an organisation.

| 4 | Be able to critically evaluate various key perspectives within Strategic Human Resource Management. | 4.1 | Review current perspectives on Strategic Human Resource Management. |
| | | 4.2 | Evaluate contemporary issues affecting Strategic Human Resource Management. |

Indicative contents

Topic	Course Coverage
Learning Outcomes 1 and 2 The SHRM Framework	● Definitions and models of strategic HR management (e.g. contingency model, best practice model, Harvard Framework, Ulrich's model, control based, resources based etc.), fundamentals and characteristics of strategic HR management, types of strategies, approaches to strategy, criteria for successful strategy ● Legal requirements, human capital management, improving organisational performance through strategic HR management, alignment of HR and corporate strategy
Learning Outcomes 2 and 3 Development and implementation of HR strategies	● Setting strategic direction, Long term v short term, Audits, designing the management system, planning total workforce/demand forecasting, generating required human resource, developing people and performance, reward management systems, assessing organisational, competence, performance/development strategies ● Strategic HR role of frontline management, conducting a strategic review, setting out the strategic HR plan, Implementing HR strategies
Learning Outcomes 2, 3 and 4 Types of HR strategies and their application	● Organisational, development, transformation, culture management, knowledge management, developing trust and reward); talent management, succession planning; **Resourcing strategies** (HR planning, flexibility, retention and talent management etc.); **Learning and development strategies** (learning culture, learning, organisation, organisational learning strategies, individual learning), performance management (definition and purpose, scope, process and approaches) ● **Reward strategy** (purpose, characteristics, structure, developing the strategy, effective strategies, impact on management) ● **Employee relations strategy** (issues, background, HR approach, policies, partnership agreements,

	employee voice strategies
Learning Outcomes 1 and 4 Contemporary issues and perspectives on SHRM	● Internationalism and challenges for strategic HR management, diversity management and equal opportunities, downsizing and its strategic implications, globalisation, culture/equality and diversity, work life balance

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 covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	00 words

Indicative Reading list

Bratton, J., Grint, K. and Nelson, D. L. (2023) *Organizational Leadership.* 2nd Ed. New York: Thomson South Western.

Colquitt J, LePine, J. and Wesson, M. (2010) *Organizational Behaviour.* Boston: McGraw-Hill.

Farnham, D. (2010) *Human Resource Management in Context, Strategy, Insights & Soluti*ons. London: CIPD

Gill, R. (2006) *Theory and Practice of Leadership.* London: Sage.

Gilmore, S. and Williams, S. (2012) *Human Resource Management*. 2nd Edition. Oxford: Oxford University Press

Gold. J., Thorpe, R. and Mumford, A. (2010) *Leadership and Management Development,* 5th Edition. CIPD

Kouzes, J. M. and Posner, B. Z. (2008) *The Leadership Challenge.* 4th Edition. *New York:* Jossey-Bass. London: CIPD.

Mabey, C. and Finch-Lees, T. (2008) *Management and Leadership Development.* London: Sage.

Northouse, P. G. (2009*) Introduction to Leadership, Concepts and Practice.* London: Sage

Robbins, S. and Judge, T. (2009) *Organizational Behaviour.* New Jersey: Person Prentice Hall

Storey, J. (2004) *Leadership in Organisations; Current Issues and Key Trends*. London: Rutledge. Times/Prentice Hall.

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.