



OTHM LEVEL 8 DIPLOMA IN STRATEGIC MANAGEMENT AND LEADERSHIP PRACTICE

Qualification Number: 603/6996/6

Specification | January 2021

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 8 Diploma in Strategic Management and Leadership Practice qualification is to develop strategic management and leadership skills for managers who have the authority and personal attributes to translate organisational strategy into effective operational performance.

This qualification reflects current practice in Strategic Management and Leadership and allows learners to develop and expand their high-level understanding of strategic management and leadership in the workplace.

This qualification is suitable for mature learners with a background in academic study or industry. The qualification has a clear work-related emphasis on practical skills development alongside theoretical fundamentals.

The qualification will enable learners to become independent, self-directed learners with tools and motivation to continue learning, developing, and reflecting on practice throughout their careers.

The course aims for the following:

1. To enable learners to apply analytical and evaluative techniques to business in private and public sectors.
2. To enhance analytical and evaluative skills relating to business across a number of industries.
3. To develop the learners ability to recognise and reflect on the process of personal learning and development which facilitates the enhancement of key personal, sociable and other transferable skills.
4. To develop the learners ability to formulate and use appropriate methodologies and approaches.
5. To ensure the learner understands how to initiate, design and undertake research, development or strategic activities that extend or produce significant change in the field of work or study.
6. To ensure the learner can critically evaluate actions, methods and results and their short and long-term implications for the field of work or knowledge and its wider context.

Learners completing the OTHM Level 8 Diploma in Strategic Management and Leadership Practice can progress to a university partner to discuss a research proposal for DBA/DProf/PhD or directly into employment in an associated profession.

QUALITY, STANDARDS AND RECOGNITIONS

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

Learners completing the OTHM Level 8 Diploma in Strategic Management and Leadership Practice can progress to a university partner to discuss a research proposal for DBA/DProf/PhD.

REGULATORY INFORMATION

| | |
|--------------------------------|--|
| Qualification Title | OTHM Level 8 Diploma in Strategic Management and Leadership Practice |
| Ofqual Qualification Number | 603/6996/6 |
| Regulation Start Date | 11/01/2021 |
| Operational Start Date | 13/01/2021 |
| Duration | 18 Months |
| Total Credit Value | 180 Credits |
| Total Qualification Time (TQT) | 1800 Hours |
| Guided Learning Hours (GLH) | 900 Hours |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Overall Grading Type | Pass / Fail |
| Assessment Methods | Coursework |
| Language of Assessment | English |

EQUIVALENCES

Predoctoral programmes provide a foundation for doctoral level studies. They sit on the European Qualifications Framework (EQF) at level 8 which is equivalent to DF-EHEA third cycle qualifications and so is comparable to doctorate level of study.

QUALIFICATION STRUCTURE

The OTHM Level 8 Diploma in Strategic Management and Leadership consists of 5 mandatory units and 3 optional units making a combined total of 180 credits, 1800 hours Total Qualification Time (TQT) and 900 Guided Learning Hours (GLH) for the completed qualification.

To achieve the OTHM Level 8 Diploma in Strategic Management and Leadership Practice, learners must achieve a minimum of 180 credits; 120 credits must be achieved from the 5 mandatory units in Group A, plus a minimum of 60 credits from the 3 optional units in Group B.

| Unit Ref. No. | Group A Mandatory Units | Level | Credit | GLH | TQT |
|---------------|--|-------|--------|-----|-----|
| L/618/5988 | Developing Strategic Management and Leadership Potential | 8 | 20 | 100 | 200 |
| R/618/5989 | Managing Strategic Change | 8 | 20 | 100 | 200 |
| J/618/5990 | Project Development, Planning and Management | 8 | 20 | 100 | 200 |
| L/618/5991 | Advanced Research Design and Methodologies | 8 | 40 | 200 | 400 |
| R/618/5992 | Developing Research Capability | 8 | 20 | 100 | 200 |
| Unit Ref. No. | Group B Optional Units: choose 3 | Level | Credit | GLH | TQT |
| L/616/2730 | Globalisation and Corporate Governance | 7 | 20 | 100 | 200 |
| Y/616/2729 | Entrepreneurship and Innovation | 7 | 20 | 100 | 200 |
| F/616/2725 | Strategic Human Resource Management | 7 | 20 | 100 | 200 |
| R/616/2728 | Supply Chain and Operations Management | 7 | 20 | 100 | 200 |
| L/616/2727 | Strategic Financial Management | 7 | 20 | 100 | 200 |
| Y/616/2732 | Strategic Marketing | 7 | 20 | 100 | 200 |

DEFINITIONS

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

Total Qualification Time is comprised of the following two elements –

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

(Ofqual 15/5775 September 2015)

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

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

CENTRE RESOURCE REQUIREMENTS

In order to be considered eligible to offer this qualification, centres must as a minimum meet the following requirements:

All those delivering units and/or observing and assessing practice for the OTHM Level 8 Diploma in Strategic Management and Leadership Practice must have all of the following:

- A PhD or equivalent qualification;
- Evidence of relevant teaching experience in an education or training context;
- Access to appropriate guidance and support; and
- On-going participation in related programme quality assurance processes;
- Undertake Continued Professional Development (CPD) activities on an ongoing basis.

Centre resources will be reviewed as part of the centre approval process, in which we will ask for copies of CV's and certificates.

Internal Verifier Requirements

- Internal quality assurers or verifiers must be appropriately qualified and occupationally competent in the areas in which they are moderating;
- Must hold or be working towards a Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice and/or Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice such as OTHM level 4 award internal quality assurance;

- Undertake Continued Professional Development (CPD) activities on an ongoing basis.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments. CPD records of all staff members must be available for external quality assurance.

ENTRY REQUIREMENTS

To be considered eligible for this qualification, applicants will need to meet all of the following criteria

- provide proof of a relevant postgraduate degree
- hold a Master's degree or equivalent qualification in a business-related subject
- have a minimum of 3 years' relevant work experience
- must hold/have held a position at senior management level which is capable of supporting the achievement of the programme learning outcomes, including the professional research project.

English requirements

If English is not your first language, either evidence that the master's degree was taught mainly or entirely in English, a minimum TOEFL score of 101 or a minimum IELTS score of 6.5, or an equivalent English language qualification.

Selection

The OTHM approved Centre must ensure that learners are enrolled with integrity.

Entry to the qualification will be considered on the basis of

- an up-to-date and comprehensive CV
- submission of a personal statement and
- centre interview to assess suitability and potential to achieve
- details of 2 referees or 2 references, one of which should ideally be an academic reference
- ability to demonstrate appropriate links to the practice the proposed research refers to.

PROGRESSION

Learners completing the OTHM Level 8 Diploma in Strategic Management and Leadership Practice can progress to a university partner to discuss a research proposal for DBA/DProf/PhD or directly into employment in an associated profession.

The qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation).

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

Developing Strategic Management and Leadership Potential

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|--------------------------------|--|
| Unit Reference Number | L/618/5988 |
| Unit Title | Developing Strategic Management and Leadership Potential |
| Unit Level | 8 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 hours |
| Guided Learning Hours (GLH) | 100 hours |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Unit Grading Structure | Pass / Fail |

Unit Aims

The aim of this unit is to develop learners' understanding of strategic management in a globalised world and how leadership informs and influences strategic change. It will also develop ability to evaluate strategic position, choices and actions.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcomes – The learner will: | Assessment Criteria – The learner can: | Indicative contents |
|--|--|--|
| 1. Be able to analyse key external influences on an organisation's strategy. | 1.1 Critically evaluate the external business environment of an organisation. 1.2 Identify key drivers and industry critical success factors. | <ul style="list-style-type: none"> • Using a variety of tools to critically analyse external business environment: PESTEL and five forces analysis; threats and opportunities analysis, etc. |
| 2. Be able to evaluate the dynamic capabilities and core competences of an organisation. | 2.1 Critically analyse the resources and capabilities of an organisation . 2.2 Distinguish between their threshold and distinctive resources and capabilities. 2.3 Evaluate their value chain and identify their core competence as a source of sustainable competitive advantage. | <ul style="list-style-type: none"> • Using a variety of tools to critically analyse internal business environment: Resources and capability/competency analysis, Value chain analysis, VRIO analysis and the determination of core competencies and sources of sustainable competitive advantage. • Identify and analyse mandatory |

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| | | <p>competency and competitive advances of an organisation: competitive advantage identification; economies of scope and scale; product or service life measurement; internal statistics and surveys; measures for monitoring and evaluating; emergent and unrealised strategy; globalisation effects; resources analysis; mandatory skills and competences; experience curves; comparative analysis.</p> |
| <p>3. Be able to appraise strategic options and to evaluate approaches to strategy implementation.</p> | <p>3.1 Critically explore the relationship between, corporate, business and operational strategies. 3.2 Apply strategic models and tools to develop strategic options for an organisation. 3.3 Evaluate strategic options for an organisation.</p> | <ul style="list-style-type: none"> • To review the position of an organisation in its current market: market situation analysis; organisational position measurement; strategic business planning tools; e.g. SWOT (strength, weakness, opportunity and threats) analysis; Porter’s Five Forces Analysis; value chain analysis; Boston growth-share (BCG) matrix; market equilibrium; market share; sustainable competitive advantage. • Discussing relationship between, corporate, business and operational strategies: strategic relationships e.g. concepts, application and changing trends; corporate strategies; business strategies; operational strategies; effective communication; strategy formulation; strategic drift; strategic options review; benchmarking; competitor analysis; benefit-cost analysis; information review; organisational value consistency; position in markets; market share; globalisation effect; impacts of technological advancements. • Use various models and tools to develop strategic options for an organisation: |

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| | | <p>strategic models, e.g. identification, uses and effectiveness; Mintzberg’s strategies e.g. emergent and deliberate; Ansoff matrix strategies; balanced mandatory card analysis; sensitivity analysis; organisational integration; merger and acquisition; gap analysis; product portfolio. SAFe</p> |
| <p>4. Be able to evaluate international strategy and how it relates to corporate social responsibility (CSR).</p> | <p>4.1 Critically evaluate internationalisation drivers and strategies. 4.2 Critically analyse corporate social responsibility strategies emphasizing the stakeholder theory. 4.3 Demonstrate the nexus between strategy and corporate social responsibility/sustainability and evaluate the concept of shared value.</p> | <ul style="list-style-type: none"> • Assess internationalisation drivers and potential for different markets: Yip’s globalisation framework, Porter’s Diamond, CAGE framework, global strategy, global integration vs local responsiveness, entry modes, etc. • Introduce the concept of ‘Business and Society’. Analyse and decide strategic and business strategic options: Business ethics and corporate social responsibility (CSR), stakeholder analysis, triple bottom line, creating shared value etc. |
| <p>5. Be able to analyse how leadership impacts upon strategic decision making.</p> | <p>5.1 Identify and assess different leadership styles as related to strategy change. 5.2 Evaluate how organisational context affects strategic change. 5.3 Evaluate how leadership influences strategic change.</p> | <ul style="list-style-type: none"> • Leadership Styles and Strategic Change: Analysing change context, types of change, levers of strategic change and the challenges of implementing strategic change. |

Assessment

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

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

Indicative Reading list

Core texts:

Whittington, R., Regner, P., Angwin, D., Johnson, G., & Scholes, K. (2020) *Exploring Strategy: Texts and Cases*. (12th ed.) Harlow, Pearson.
 Gill R (2011). *Theory and Practice of Leadership*, 2nd ed. Sage Publications

Additional reading:

- Balogun J and Hope-Hailey V (2008). *Exploring Strategic Change*, 3rd ed. FT Prentice Hall
- Crane, A., Matten, D., Glozer, S., & Spence, L. (2019). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization* (5 ed.). Oxford: Oxford University Publishing.
- De Wit B and Meyer, R (2010). *Strategy: Process, Content, Context: an international perspective*, 4th ed. Andover : South-Western Cengage Learning
- Mintzberg H, Lampel J and Ahlstrand B (2009). *Strategy Safari: the complete guide through the wilds of strategic management*, 2nd ed. FT Prentice Hall
- Barney, J. (2010) *Gaining and Sustaining Competitive Advantage*. New York: Pearson Education.
- Grant, R. (2010) *Contemporary Strategy Analysis*. Hampshire: John Wiley and Sons.
- Hill, C., Jones, G. and Schilling, M. (2013) *Strategic Management: Theory: An Integrated Approach*. Stamford, CT: Cengage Learning.
- Chandler, D. (2016) *Strategic Corporate Social Responsibility: Sustainable Value Creation*. London, Sage.
- Mintzberg, H. (2000) *The Rise and Fall of Strategic Planning*. Harlow: Financial Times/Prentice Hall.
- Pettigrew, A. M., Thomas, H. and Whittington, R. (eds.) (2006) *The Handbook of Strategy and Management*. London: Sage.
- Stacey, R. D. (2010) *Strategic Management and Organisational Dynamics*. Harlow: Financial Times/Prentice Hall.

Recommended Journal Articles

- Carroll, A & Shabana, K (2010) The Business Case for Corporate Social Responsibility: A Review of Concepts, Research and Practice, *International Journal of Management Reviews*, 12(1), 85-105
- Porter, M.E. & Kramer, M.R. (2011) Creating shared value: How to reinvent capitalism and unleash a wave of innovation and growth. *Harvard Business Review* 89(1–2), 62–77.

- Porter, M. (1996) What is Strategy? *Harvard Business Review*. Nov-Dec pp. 61–78.
- Rugman, A. & Verbeke, A. (2004) A perspective on regional and global strategies of multinational enterprises. *Journal of International Business Studies* 35(1), 3–18
- Cohen, B. & Munoz, P. (2017) Entering conscious consumer markets: Toward a new generation of sustainability strategies. *California Management Review* 59(4), 23–48.
- Fassin, Y. (2008) The stakeholder model refined. *Journal of Business Ethics* 84(1), 113–135.
- Ghemawat, P. (2001) Distance still matters: The hard reality of global expansion. *Harvard Business Review* 79(8), 137–47.
- Goold, M. & Alexander, M. (1998) Corporate strategy and parenting theory. *Long Range Planning* 31(2), 308–314.
- Porter, M.E. (1990) The competitive advantage of nations. *Harvard Business Review* 68(2), 73–93.
- Porter, M.E. & Kramer, M.R. (2006) Strategy and society: The link between competitive advantage and corporate social responsibility. *Harvard Business Review* 84(12), 78–92.

Journals/newspapers:

- Strategic Management Journal
- Academy of Management Journal
- Journal of International Business Studies
- Journal of World Business
- British Journal of Management;
- California Management Review;
- European Management Journal;
- Harvard Business Review;
- Journal of Business Strategy;
- Journal of Management Studies;
- Long Range Planning;
- MIT Sloan Management Review;

Websites:

- www.sps.org.uk Strategic Planning Society;

- www.ft.com Financial Times;
- www.managers.org.uk Chartered Management Institute

Managing Strategic Change

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|--------------------------------|---------------------------|
| Unit Reference Number | R/618/5989 |
| Unit Title | Managing Strategic Change |
| Unit Level | 8 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 hours |
| Guided Learning Hours (GLH) | 100 hours |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Unit Grading Structure | Pass / Fail |

Unit Aims

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

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcomes – The learner will: | Assessment Criteria – The learner can: | Indicative contents |
|--|--|--|
| 1. Be able to evaluate how organisational change occurs and how context influences change. | 1.1 Critically evaluate change theories and analyse the relationship between leadership and change agents. 1.2 Critically evaluate how organisational structure and leadership influences the characteristics and attributes of change agents. 1.3 Critically evaluate the challenge of change and the effectiveness of change agents. | <ul style="list-style-type: none"> • Characteristics of effective change leaders and agents: attitudes, values and behaviour of change agents' e.g. courageous leadership, recognise growth opportunities; demonstrates flexibility and resilience; explores alternative perspectives • Self-reflection: This includes reflecting on own attitudes, values and behaviour and identifying areas of change required to be an effective change agent. • Practical application: evaluate the |

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| | | effectiveness of a change agent’s knowledge skills and competencies and action plan and developing relevant skills and competencies. Also understand how organisational structure can influence these. |
| 2. Be able to develop and implement a strategic organisational change. | <p>2.1 Assess and select relevant theories and tools and techniques to implement and manage change.</p> <p>2.2 Develop a plan to implement a change in an organisation.</p> <p>2.3 Develop measures to monitor and evaluate progress of the change plan.</p> | <ul style="list-style-type: none"> • Change theories and strategic management models • Different approaches to organisational change: This include in depth understanding of principles of change, organisational change processes and the different approaches possible • Causes of change: Explain external and internal triggers of change and innovation: changes in markets, economic downturns, legislation, demographics, mergers and acquisitions, re-engineering, TQM, organisational constraints e.g. human and financial resources etc. Appraise these triggers of change and innovation • Change models: 7-S seven step model, Lewin’s three step change models, Kotter, Kuber-Ross, ADKAR etc. • Tools and techniques for organisational change management: pay off matrix, threat/ opportunity matrix, stakeholder analysis/ influence, backwards imaging, attitude charting, risk management, teambuilding etc. |
| 3. Be able to analyse stakeholder responses to organisational change. | <p>3.1 Assess possible risks associated with an organisation’s change process.</p> <p>3.2 Apply a stakeholder analysis to understand possible resistance to change.</p> <p>3.3 Critically appraise relevant strategies to manage resistance to change in organisations.</p> | <ul style="list-style-type: none"> • Stakeholder analysis: Power/Interest Matrix, Transformations of Freeman’s model and the evaluation of Fassin’s model • Influences on change: impact of external factors such as globalisation, mergers and acquisitions, exchange rate changes etc. on organisations. Internal factors such as culture, attitude, resources, etc. also should be |

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| | | <p>considered.</p> <ul style="list-style-type: none"> • Measuring progress: goal and process-based evaluation, outcome-based evaluation, quality circles, milestones, benchmarks etc. |
| <p>4. Be able to evaluate the role of organisational culture in change management.</p> | <p>4.1 Critically review the different organisational cultures and how that influences communications and power relations. 4.2 Evaluate cultures influence on Strategy and change management. 4.3 Critically appraise relevant strategies to manage resistance to change.</p> | <ul style="list-style-type: none"> • Cultural models and organisation change • Managing major changes by appreciating the change architecture and the strategies for change • Principles of change: Understand the basic principles of organisational change such as systematic change for the humans, start at the top, involve all the levels, effective communication, create clear responsibilities, consider cultural aspects, prepare for the contingencies, individual focus, etc. |
| <p>5. Be able to develop a toolbox to manage oneself when involved in complex change projects, whether in a leading, participating, or consulting role.</p> | <p>5.1 Evaluate the role of the individual in the change management process. 5.2 Apply change management in an organisational setting. 5.3 Evaluate how to monitor the effect of the change management processes.</p> | <ul style="list-style-type: none"> • Diagnosing change, managing major strategic change for organisational effectiveness and learning from change • Strategic convergence: a new model for organisational change • Practical application: Identify and appraise real life examples of the organisational change process |

Assessment

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

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

Indicative Reading list

Key Reading:

- Carnall C. & By, R.T. (2014). *Managing Change in Organisations*, (6th ed) Harlow, Pearson

Other indicative reading:

- Whittington, R., Regner, P., Angwin, D., Johnson, G., & Scholes, K. (2020) *Exploring Strategy: Texts and Cases*. (12th ed.) Harlow, Pearson.
- Gill R (2011). *Theory and Practice of Leadership*, 2nd ed. Sage Publications
- Mullins, L. J. (2013) *Management and Organisational Behaviour, (latest edition)* FT Prentice Hall
- Cottrell, S. (2010) *Skills for Success: Personal Development and Employability. 2nd Edition*. Palgrave Macmillan
- Gold, J., Thorpe, R., and Mumford, A. (2010) *Leadership and Management Development*. CIPD
- Burnes, B. (2004) *Managing Change: A Strategic Approach to Organisational Dynamics*. ISBN-13: 978-0273683360

Journals/newspapers

- Strategic Change;
- Strategy and Leadership;
- The Journal of Organisational Transformation & Change
- The Sloan Management Review
- Harvard Business Review
- Journal of Organisational Change Management
- International Journal of Strategic Change Management
- Journal of Leadership Studies
- International Journal of Corporate Strategy and Social Responsibility;

Websites

- www.managers.org.uk Chartered Management Institute
- www.ft.com Financial Times;

Project Development, Planning and Management

| | |
|--------------------------------|--|
| Unit Reference Number | J/618/5990 |
| Unit Title | Project Development, Planning and Management |
| Unit Level | 8 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 hours |
| Guided Learning Hours (GLH) | 100 hours |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Unit Grading Structure | Pass / Fail |

Unit Aims

This module will introduce some fundamentals of research projects especially from a DBA perspective. It highlights various challenges and bottlenecks faced by researcher in a typical DBA programme and aims to educate participants about the best practices related to management of DBA research.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcomes – The learner will: | Assessment Criteria – The learner can: | Indicative contents |
|--|---|--|
| 1. Understand the fundamentals of project, methodologies and processes related to a project. | 1.1 Explain the growing importance of projects in organisational context. 1.2 Appraise the complexities involved in managing projects. 1.3 Explain the processes and methodologies related to projects. | What is a project? Definitions – academic, professional body definitions Why are they becoming important? Project Management as a competitive tool, role of projects in improving organizational performance What are the various types of projects? Construction, Production development, Software development, media and entertainment, research and innovation etc. Why projects are complex to manage? Triple constraints, organizational cultural issues, |

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| | | <p>lack of knowledge about requirements, lack of skills and technology</p> <p>Role of professional bodies in developing project discipline</p> <p>Project Management certification, Professional bodies and membership</p> |
| <p>2. Be able to compare and contrast the similarities between research project, organisational project and DBA project.</p> | <p>2.1 Understand the various types of research projects.</p> <p>2.2 Explain the differences between organisational projects and research projects.</p> <p>2.3 Understand research funding landscape.</p> <p>2.4 Explain the stages of a DBA project.</p> <p>2.5 Discuss how to manage risk in a DBA project.</p> | <p>What are the differences between general organisational projects and research projects:</p> <p>An introduction to funded research in business and management</p> <p>Role of funding bodies such as World Bank, World Health Organisations, IMF, European Commission, ESRC, Research Councils, Charity organisations such as Melinda Gates foundation etc.</p> <p>How are funded projects evaluated?</p> <p>Steps involved in evaluation of project proposals, team capabilities and monitoring and evaluation of projects, emerging project themes</p> <p>Risk management in research project:</p> <p>Risk Management techniques, identification and management of risks, development of risk register.</p> |
| <p>3. Be able to demonstrate the capacity to research and write up a highly effective research proposal.</p> | <p>3.1 Divide the research project into work packages, activities, milestones, estimate duration and establish relationship between activities.</p> <p>3.2 Estimate resource, cost requirements for a given activity.</p> <p>3.3 Identify critical path and optimize resource usage.</p> | <p>Phases, activities and milestones in a DBA project:</p> <p>Constraints in a research project</p> <p>Types of resources required to deliver the project</p> <p>PERT, GANTT tools and Critical Path Analysis</p> |
| <p>4. Be able to evaluate the challenges related to managing research projects.</p> | <p>4.1 Apply project life cycle approach to examine the project management challenges.</p> <p>4.2 Identify best practices related to project management.</p> <p>4.3 Provide recommendations for successful delivery of projects.</p> | <p>What is the typical journey of a DBA project?</p> <p>What is the role of supervisor in a DBA project?</p> <p>What are the potential challenges faced by the researcher while undertaking a DBA programme?</p> <p>Examine past DBA project stories and discuss the best practices.</p> |

Assessment

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

| Learning Outcomes to be met | Assessment Criteria to be covered | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|------------------|-----------------------------|
| All 1 to 4 | All AC under LO 1 to 4 | Project Proposal | 4000 words |

Indicative Reading list

- Townsend, K., & Saunders, M. N. (Eds.). (2018). *How to Keep Your Research Project on Track: Insights from when Things Go Wrong*. Edward Elgar Publishing.
- Sinclair, N. (2019). *On track: how to lead research projects with clarity and confidence*.
- Bartlett, J. (2017) *The Essentials of Managing Risk for Projects and Programmes*. 1st Edition. Routledge. London
- Larson, E. and Gray, E. (2021) *Project Management: The Managerial Process*, 8th ed, McGraw-Hill
- Pinto, J.K (2016) *Project Management. Achieving Competitive Advantage*. 4th Edition, Pearson, London.

Advanced Research Design and Methodologies

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|--------------------------------|--|
| Unit Reference Number | L/618/5991 |
| Unit Title | Advanced Research Design and Methodologies |
| Unit Level | 8 |
| Number of Credits | 40 |
| Total Qualification Time (TQT) | 400 hours |
| Guided Learning Hours (GLH) | 200 hours |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Unit Grading Structure | Pass / Fail |

Unit Aims

Gathering and Analysing data is an integral part of the DBA programme. This module is designed to advance the existing knowledge of research methods and aims to introduce complex research design and advanced methods for analysing and interpreting literature, higher level methods for analysing complex qualitative and quantitative data. There will be special focus on the tools that are available for data analysis and learners will be introduced to a wide range of data analysis tools applicable to business research.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcomes – The learner will: | Assessment Criteria – The learner can: | Indicative contents |
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| 1. Be able to analyse various research approaches and propose appropriate methodology for solving the problem. | 1.1 Critically evaluate various research approaches that are available for solving a problem. 1.2 Demonstrate understanding of research philosophies and its influence in data collection process. 1.3 Justify the choice of research design, strategy and choice of research method. | <ul style="list-style-type: none"> • Research Design: Types of research design – Descriptive, Analytical, Longitudinal, Cross Sectional, Experimental research designs • Methodologies: Qualitative, Quantitative and Mixed Method research, Triangulation and Multi Method, Data Collection Methodologies and Methods. • Surveys: Sampling – purpose of sampling, probability and non-probability sampling, estimating the sample size, sampling |

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| <p>2. Be able to evaluate various data collection methodologies and justify the choice of methodology for a given scenario.</p> | <p>2.1 Identify appropriate methods for gathering data that aligns with the research design. 2.2 Analyse various methods in terms of its advantages and weakness. 2.3 Evaluate data collection methods in terms of reliability and validity of research. 2.4 Justify a data collection method for a given scenario.</p> | <p>methodologies, Questionnaire Design – descriptive and analytical questionnaire design, piloting – importance of piloting and process of doing a pilot, types of survey – Online, E-Mail, Phone, Face to Face</p> <ul style="list-style-type: none"> • Case Study Design Determining unit of analysis Developing case study research questions Determining the boundaries of case study Single, Multiple, Holistic and Embedded case study designs Type of case studies – Explanatory, Exploratory, Descriptive, Multiple, Intrinsic, Instrumental and Collective case studies Data collection techniques in a case approach Reporting a case study • Interviews: <ul style="list-style-type: none"> – Structured, Unstructured and Semi Structured Interviews, Art of questioning during the interviews Conducting interviews face to face, video chat and by phone Action Research: Models and definitions of action research Positivist, Interpretive and Critical action research Types of action research – Individual, Collaborative and Organisational Key characteristics of action research Action research process Conducting action research Removing personal bias while conducting action research • Data Analysis |
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| | | <ul style="list-style-type: none"> ○ Qualitative data analysis techniques: Line by line coding, grounded theory approach, Tools for analysing qualitative data such as NVivo ○ Quantitative Data Analysis, Analytical and Descriptive data analysis techniques – Regression, Correlation, SEM Tools such as Qualtrics, Survey Monkey, SPSS ● Best practices related to research process ● Ethical issues related to data collection, storage, reporting the findings, completing the form. |
| <p>3. Be able to demonstrate capability to analyse wide range of quantitative data and make meaningful interpretations.</p> | <p>3.1 Extract, Transform and Load quantitative data into specialised software packages such as SPSS.</p> <p>3.2 Identify dependant, independent, intervening, moderator, control and extraneous variables.</p> <p>3.3 Develop hypothesis for a given research context.</p> <p>3.4 Evaluate various statistical test for a given scenario and justify the chosen test.</p> <p>3.5 Test the hypothesis with the most appropriate and draw meaningful conclusions.</p> | <ul style="list-style-type: none"> ● Variables in a research study ● Dependant, independent, confounding, control, mediator and moderator variables ● Sources for quantitative data ● Types of Hypothesis and steps involved in developing hypothesis ● Descriptive and Inferential statistics ● Experimental and Quasi Experimental research designs ● Confidence Intervals, Sample Sizes, Statistical Significance ● Correlation and Regression ● Pearson, Spearman, Chi-Square, T-Test, ANNOVA Simple and Multiple Regression ● Factor Analysis – Exploratory and Confirmatory Factor Analysis ● Cluster Analysis |

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| <p>4. Be able gain advanced understanding and capabilities to analyse qualitative data.</p> | <p>4.1 Evaluate the range of qualitative approaches that are available for undertaking qualitative research.</p> <p>4.2 Appreciate the challenges associated in undertaking qualitative research and the implications in research design.</p> <p>4.3 Demonstrate high level understanding of various qualitative analysis techniques and tools.</p> | <ul style="list-style-type: none"> • Qualitative Research Designs • Case Study, Secondary Data Analysis, Ethnography, Grounded Theory and Action Research • Types of qualitative data • Structured and Unstructured Qualitative data • Data Collection Techniques • Interviews, Secondary data analysis, Observations, Diary entries, heat maps, focus groups, data generated from technologies such as mobile apps • Analysis techniques • Grounded Theory, Thematic Analysis, Content Analysis, Cross Case Analysis |
| <p>5. Be able to demonstrate advanced understanding about the ethical issues related to research.</p> | <p>5.1 Appreciate the importance of research ethics and its contribution to generation of new knowledge.</p> <p>5.2 Identify ethical issues that can arise for a given research scenario and provide relevant recommendations.</p> <p>5.3 Develop an argument and counter arguments on the ethical issues related to data collection, storage, analysis and reporting.</p> | <ul style="list-style-type: none"> • Ethical issues related to research • Importance of ethical issues • Impact of research ethics on research quality • Ethical issues that can arise while gathering data through interviews, observations, surveys, ethnography, social media, experiments and other data collection techniques • Ethical approval process in research institutions • Security and privacy issues related to data collection Techniques for protecting, storing and analysing data in an ethical way • Role of GDPR in research |
| <p>6. Be able to develop a detailed report by undertaking a systematic analysis of a given dataset.</p> | <p>6.1 Undertake qualitative and quantitative data analysis for a given dataset.</p> <p>6.2 Develop a report presenting the findings after making appropriate interpretations.</p> <p>6.3 Identify the potential limitations from the analysis.</p> | <ul style="list-style-type: none"> • Developing research report • Typical structure of a research report • Steps involved in writing a report • Techniques for structuring an argument • Writing in academic English • Referencing styles |

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| | 6.4 Highlight the ethical issues that might have occurred during the data collection stage. | |
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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 | Assessment type | Word count (approx. length) |
|-----------------------------|---|-----------------|-----------------------------|
| LO1, LO2, LO3, LO5, LO6 | AC 1.1, 1.2, 1.3, 2.1, 2.4, 3.1, 3.4, 3.5 5.1, 5.3, 6.1, 6.2, 6.3, 6.4 | Report | 3000 words |
| LO2, LO4, LO5, LO6 | AC 2.1, 2.4, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.3, 6.4 | Report | 2000 words |

Indicative Reading list

- Corbin, J., & Strauss, A. (2014). Basics of qualitative research: Techniques and procedures for developing grounded theory. Sage publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). The Sage handbook of qualitative research. sage.
- Easterby-Smith, M., Thorpe, R., Jackson, P. R., & Jaspersen, L. J. (2018). Management and business research. Sage.
- Farquhar, J. D. (2012). Case study research for business. Sage.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (1998). Multivariate data analysis (Vol. 5, No. 3, pp. 207-219). Upper Saddle River, NJ: Prentice hall.
- Killam, L. (2013). Research terminology simplified: Paradigms, axiology, ontology, epistemology and methodology. Laura Killam.
- Myers, M. D. (2019). Qualitative research in business and management. Sage Publications Limited.
- Stockemer, D. (2018). Quantitative methods for the social sciences: A Practical Introduction with examples in SPSS and Stata. Springer.
- Collis, J., & Hussey, R. (2013). Business research: A practical guide for undergraduate and postgraduate students. Macmillan International Higher Education.
- Gray, D. E. (2019). Doing research in the business world. SAGE Publications Limited.
- Flick, U. (Ed.). (2017). The SAGE handbook of qualitative data collection. Sage.
- Hair Jr, J. F., Page, M., & Brunsveld, N. (2019). Essentials of business research methods. Routledge.
- Myers, M. D. (2019). Qualitative research in business and management. Sage Publications Limited.

- Thornhill, A., Saunders, M., & Lewis, P. (2019). *Research methods for business students*. 8th ed, Essex: Pearson Education Ltd.
- MacInnes, J. (2016). *An introduction to secondary data analysis with IBM SPSS statistics*. Sage.
- Stockemer, D. (2018). *Quantitative methods for the social sciences: A Practical Introduction with examples in SPSS and Stata*. Springer.
- Jackson, K., & Bazeley, P. (2019). *Qualitative data analysis with NVivo*. SAGE Publications Limited.

Developing Research Capability

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|--------------------------------|--------------------------------|
| Unit Reference Number | R/618/5992 |
| Unit Title | Developing Research Capability |
| Unit Level | 8 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 hours |
| Guided Learning Hours (GLH) | 100 hours |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Unit Grading Structure | Pass / Fail |

Unit Aims

This unit aims will enable learners to gain comprehensive understanding about the role of research in solving business problems and develop capabilities to critically evaluate existing body of knowledge to put forward a case for further research.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcomes – The learner will: | Assessment Criteria – The learner can: | Indicative contents |
|---|--|---|
| 1. Be able to explain the importance and purpose of business research. | 1.1 Assess the problems faced by businesses. 1.2 Identify a problem that can be solved within a stipulated time. 1.3 Develop problem statement and justify the need for further investigation. | <p>Common problems faced by organisations Types of organisational problems such as technical problem, cultural, procedural, policy problems etc. How to identify and define organisational problems? Problem definition tools – Pareto chart, Fishbone Diagram, Scatter diagram, Failure Mode and Effect Analysis</p> <p>What is research? Role of research in solving business problems Research oriented consulting and advisory firms, budget allocated by organisations on Research and</p> |
| 2. Be able to critically evaluate existing body of knowledge and establish the need for further research. | 2.1 Search and evaluate relevant literature, draw conclusions and justify the need for further research. 2.2 Evaluate various theories and choose a specific theory for explaining the observed | |

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| | <p>phenomenon. 2.3 Develop a theoretical solution for the identified problem and justify the need for further research.</p> | <p>Development activities. Difference between academic and commercial research. Critical thinking and self-evaluation Tools and Techniques for critical thinking – Blooms taxonomy as a foundation for critical thinking Reflection as a technique for self-evaluation, learning styles and models for reflection</p> |
| <p>3. Be able to examine the nature of knowledge from philosophical, ontological and epistemological perspectives.</p> | <p>3.1 Explain epistemological and ontological assumptions and its impact on the nature of our understanding. 3.2 Understand the relationship between ontology, epistemology, methodology, methods and sources 3.3 Demonstrate understanding of research. philosophies and its influence in data collection process.</p> | <p>Choosing a topic for research Philosophy behind research Positivism, Interpretivism, Pragmatism and Realism Ontological and epistemological assumptions and its influence on our understanding Role of Ontology and Epistemology in influencing a researcher’s process of enquiry Theory behind research</p> |
| <p>4. Be able to critically evaluate various types of published research and draw conclusions.</p> | <p>4.1 Define an area of research by providing a clear rationale, scope and express it in terms of contribution to wider body of knowledge. 4.2 Evaluate existing studies by examining its methodological gaps, discrepancies in theoretical stance, findings and analysis. 4.3 Evaluate literature from the ontological and epistemological views of the author. 4.4 Demonstrate comprehensive knowledge of a chosen subject area and present them as a logically structured succinct report to relevant audience. 4.5 Provide a theoretical debate by critically evaluating relevant theories for a given discipline.</p> | <p>Types of theories Role of theories in conceptualising business problem and its relationship to research paradigms What is hypothesis, theorem and law Process of building and testing theories Research Design Brief introduction to research design – Longitudinal and Cross Sectional Research Design Introduction to Action Research Contribution to knowledge What is meant contribution to knowledge? Theoretical and Practical contributions How to identify a gaps in research? Literature Review What is literature and how to conduct a literature review? Types of literature – Primary, Secondary and Tertiary Steps involved in undertaking literature review –</p> |

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| | | <p>developing keyword list and building them, Identifying various sources for literature Journal databases such as Emerald, Science Direct, Scopus, Google Scholar, Research gate et</p> <p>Tactics for searching the literature Searching and Analysing literature – Academic, industry reports, white papers and grey literature Undertaking critical evaluation of literature Applying indicators such as age of publication, robustness of methodology in terms of validity and reliability, practical and theoretical contributions, extent of agreement to the present study in question etc</p> <p>How to read an article Tabulating the findings Performing content analysis and systematic literature review Development of theoretical solution / conceptual framework Hypothesis and Propositions formulation How to present the literature in an engaging manner appropriate to the audience Reliability and Validity of research</p> |
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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 | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|--------------------------|-----------------------------|
| All 1 to 4 | All ACs under LO 1 to 4 | Literature Review Report | 4000 words |

Indicative Reading list

- Cottrell, S. (2017). *Critical thinking skills: Effective analysis, argument and reflection*. Macmillan International Higher Education.
- Sinek, S. (2019) *Find Your Why: A Practical Guide for Discovering Purpose for You and Your Team*. Portfolio Publishers
- Bolton, G. (2010). *Reflective practice: Writing and professional development*. Sage publications.
- Bell, J. (2014). *Doing Your Research Project: A guide for first-time researchers*. McGraw-Hill Education (UK).
- Anderson, L., Gold, J., Stewart, J., & Thorpe, R. (Eds.). (2015). *A guide to professional doctorates in business and management*. Sage.

Globalisation and Corporate Governance

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|--------------------------------|--|
| Unit Reference Number | L/616/2730 |
| Unit Title | Globalisation and Corporate Governance |
| Unit Level | 7 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 Hours |
| Guided Learning Hours (GLH) | 100 Hours |
| Mandatory / Optional | Optional |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Unit Grading Structure | Pass / Fail |

Unit Aims

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

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcomes – The learner will: | Assessment Criteria – The learner can: | Indicative contents |
|---|--|---|
| 1. Be able to critically discuss the impacts of globalisation on organisations. | 1.1 Analyse the effects of globalisation on organisations operating nationally using PESTLE approach. 1.2 Evaluate the role of trading blocs such as the EU on organisations with global presence. 1.3 Explain the roles and responsibilities of international organisations for harmonising business practice globally. | <ul style="list-style-type: none"> • International business environment – PESTLE (political, economic, social, technical, legal, environmental) analysis; market size; economies of scale. • Multinational corporations: transnational corporations; international institutions – World Trade Organisation (WTO), World Bank, |

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| <p>2. Be able to critically discuss the socio-cultural, ethical and moral issues that affect global organisations.</p> | <p>2.1 Critically analyse various socio-cultural, ethical and moral factors that may affect global organisations. 2.2 Compare and contrast organisational approaches to ethically manage a globally diverse workforce. 2.3 Critically discuss the roles and responsibilities of global organisations to improve workforce welfare.</p> | <p>International Monetary Fund (IMF), Organisation for Economic Co-operation and Development (OECD), the Group of Twenty (G-20).</p> <ul style="list-style-type: none"> • Global financial stability: capital investment; emerging economies (tiger economies, BRIC economies); European Union (EU); international trading blocs, corporate values; corporate social responsibility; fair trade; transfer pricing; outsourcing; developing world production; human rights; child labour; intellectual property (copyrights, trademarks, patents); corruption; pariah states; piracy; counterfeiting; hegemony; cultural imperialism; cultural factors. • Social, cultural, ethical and moral issues: equal opportunities, diversity; disability; discrimination; racism; harassment; bullying; whistleblowing; privacy; confidentiality (up- to-date legislation covering these issues must be used); workforce profiling; dignity in the workplace; multi-culturalism, stereotyping; labelling; prejudice, glass ceilings; human rights; Citizen’s Charter, moral imperatives; value rigidity; empowerment; management styles; work-life balance; childcare provision; professional development; employee participation; ethical standards in business activities (finance, human resources, marketing, dealing with stakeholders); affirmative action; codes of practice; organisational policies; staff training. • Corporate governance: nature, purposes (direction, oversight, accountability); board responsibilities; transparency; disclosure; objectivity; integrity; ethical behaviour; organisational culture; stakeholders’ interests; principal/agent; governance controls (internal, external); best governance practice. |
| <p>3. Be able to analyse the role of corporate governance in global organisations.</p> | <p>3.1 Justify the significance of responsible corporate governance in global organisations. 3.2 Critically analyse the regulatory requirements that shape corporate governance in global organisations. 3.3 Critically evaluate the impact of regulatory requirements on corporate stakeholders’ interests in a global organisation.</p> | |
| <p>4. Be able to critically discuss International Consumer Protection laws.</p> | <p>4.1 Analyse the significance of national and international legal frameworks covering consumer protection laws. 4.2 Examine key international consumer protection laws that may affect the operations of a global organisation. 4.3 Evaluate the measures that exist in a global organisation to protect consumers’ interests.</p> | |
| <p>5. Be able to critically analyse regulations related to online trading.</p> | <p>5.1 Analyse the significance of the UK legislations related to online trading. 5.2 Determine the actions that need to be taken by organisations to ensure they are adhering to the key online trading legislations.</p> | |

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| | | <ul style="list-style-type: none"> • Regulatory requirements: Cadbury report; Ruttelman guidance; Greenbury report; Hampel report; Turnbull report; Higgs report; Smith report; Companies Acts (2004, 2006); the 8th Company Law Directive of the European Union (2006), Sarbanes Oxley Act (2002, US) – impact on domestic business; • Corporate Governance Code: stock exchange listing requirements; incorporation of legal and regulatory requirements into organisational policies, practice and procedures. • Environmental laws, issues: ecological and anthropocentric world views; climate change e. g. Kyoto Protocol, Rio Earth Summit; carbon emissions; biodiversity; environmental degradation; conservation; overpopulation; genetic engineering; resource use; resource depletion; waste; pollution; externalities, public goods, free goods; green accounting; balanced mandatory cards; corporate responsibilities; health and safety at work; accident prevention; employment contract; employer’s duty of care; occupational health • Environmental legislation: International policy, EU legislation; UK legislation; environmental protection (air, environmental permitting, land, waste, water, chemicals); noise and nuisance; climate change; energy conservation (the most up-to-date legislation covering these issues must be used). |
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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 | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|-----------------|-----------------------------|
| All 1 to 5 | All ACs under LO 1 to LO 5 | Report | 4500 words |

Indicative reading list

Key Reading list:

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

Additional reading:

- Bagley, C. E. (2012) *The entrepreneur's guide to business law*. Mason, Ohio: South- Western.
- Bently, L. (2008) *Intellectual property law*. Oxford: Oxford University Press.
- Coteanu, C. (2005) *Cyber Consumer Law and unfair trading practices: Unfair commercial practices (Markets and the Law)*. Kent: Ashgate Publishing.
- Crane, A. and Matten, D. (2010) *Business ethics: Managing corporate citizenship and sustainability in the age of Globalisation*. Oxford: Oxford University Press.
- Mallin, C. A. (2009) *Corporate governance*. Oxford: Oxford University Press.
- Solomon, J. (2010) *Corporate governance and accountability*. Hampshire: John Wiley and Sons.
- MacIntyre, E. (2012) *Business Law*. Harlow: Pearson.
- Cross, F. and Miller, R. (2014) *The legal environment of business: Text and cases*. Mason: Cengage Learning.
- Worthington, I. (2009) *The business environment*. Harlow: FT Prentice Hall.

Journals/newspapers:

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

Websites:

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

Entrepreneurship and Innovation

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| Unit Reference Number | Y/616/2729 |
| Unit Title | Entrepreneurship and Innovation |
| Unit Level | 7 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 Hours |
| Guided Learning Hours (GLH) | 100 Hours |
| Mandatory / Optional | Optional |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Unit Grading Structure | Pass / Fail |

Unit Aims

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

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcomes – the learner will: | Assessment Criteria – the learner can: | Indicative content |
|--|---|---|
| 1. Be able to critically analyse the concepts and process of entrepreneurship. | 1.1 Critically analyse the nature, characteristics and challenges of establishing different kinds of enterprise. 1.2 Critically assess own entrepreneurial skills and attributes. 1.3 Evaluate what makes a successful commercial or social entrepreneur. | Nature, characteristics and challenges of entrepreneurship: establishing different kind of enterprise; business skills and attributes; skills envisaged for new ideas: e.g. paperwork, sales, marketing, finance, production, purchasing; business law; obtaining supplies; maintaining equipment; monitoring quality; getting publicity; writing promotional materials; strategic thinking; |

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| <p>2. Be able to evaluate innovative and entrepreneurial management processes for a project or organisation.</p> | <p>2.1 Evaluate methods for encouraging creativity and innovation in organisations. 2.2 Evaluate potential creative and innovative management ideas. 2.3 Critically explore how to lead others to positively embrace innovation and change.</p> | <p>communication; dealing with stakeholders; negotiation; decision making; problem solving; delegation; to support creative and innovative and entrepreneur management processes for a project or organisation; key factors of a successful commercial or social entrepreneur.</p> |
| <p>3. Be able to critically assess proposals developed from new ideas.</p> | <p>3.1 Analyse business ideas. 3.2 Evaluate production, and marketing feasibility of new business ideas. 3.3 Produce business planning forecasts using financial techniques.</p> | <p>Types of innovation: product development; market development; business model innovations; increasing efficiency and developing cost advantage, e.g. outsourcing, changing production methods, remodelling the supply chain, electronic ordering and invoicing; improving processes; taking calculated risks; having a positive attitude; being motivated and dedicated; flexibility and adaptability; intuitiveness; the drive to succeed and grow; openness to change; having the vision and capacity to inspire.</p> |
| <p>4. Be able to develop a business plan.</p> | <p>4.1 Develop a business plan for a new business. 4.2 Develop a control and monitoring mechanism for the business plan.</p> | <p>Selection and development of ideas: ideas – value chain; inside/outside; cross- pollination; selection; development; diffusion; role of incubation; need to be systematic; adopting appropriate style for different circumstances; influencing and motivating others – methods of rewarding staff for appropriate behaviours; effecting change management; influence of vision and mission; concept that policies and procedures are supported by a culture that reinforces consistently what the organisation is about.</p> <p>Tools for creative and innovative solutions: theory and application of lateral thinking; visioning and problem-solving techniques; theory and use of analytical tools – sources of business ideas; PESTLE (political, economic, social, technological, legal, environmental) analysis; cost-benefit analysis; decision-making processes and styles.</p> <p>Risks: risk analysis; risk management techniques.</p> <p>Sources of business ideas: process of idea development; Stage Gate Model; methods: e.g. theoretical models, e.g. Graham Wallas (1926) Preparation</p> |

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| | | <p>(definition of issue, observation, and study); incubation (laying the issue aside for a time); illumination (the moment when a new idea finally emerges); verification (checking it out); Anderson and West's four factor theory of group climate for innovation: vision, participative safety, task orientation and support for innovation; cultivating own imagination and curiosity; use of mind-maps; problem-solving exercises; overcoming barriers to creativity; the journalistic six (asking who, why, what, where, when, how).</p> <p>Common elements in theoretical models: preparation including use of observation; imagination and curiosity creating store of concepts; analysis of problem; generation of ideas through seeking links between concepts; harvesting of ideas; enhancing and evaluating of ideas.</p> <p>Market research: types of research as primary, secondary.</p> <p>Purposes for micro start-up business: reduce risks; convince sponsors; make first link with potential customers; use of tools to analyse production, and marketing feasibility of the new business idea business planning forecasts using financial techniques; cash flows; use different methods of evaluations of projects (accounting and time value of money based).</p> <p>The nature and purpose of intellectual property rights; patents; copy rights; trademarks; trade secrets; product vs. process patents.</p> <p>The eight categories of copyright works and the distinction between authorial and entrepreneurial works; and moral rights; infringement of copyright: the need for copying; primary and secondary infringing acts.</p> <p>The basic requirements in relation to the registration of trademarks; registerable marks; absolute and relative grounds of refusal/objection; the requirement for a mark to be used or intended to be used on particular goods or services and the significance</p> |
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| | | <p>of the description of goods or services on the register.</p> <p>The requirements for an invention to be patented: patentable subject-matter; industrial applicability; novelty and inventive step.</p> <p>An overview of patent application procedure including: the contents of a patent and the legal requirements for the specification and claims; the role of qualified patent agents in drafting patent specifications; and the options for obtaining patent protection nationally throughout Europe and worldwide.</p> <p>Elements of a business plan: mission, vision, objectives and type of company; organisation charts; sources of funds; brief feasibilities (market, competition, business, financial, production & technical, HR) and resource needs; legal business formats for small business: e.g. sole trader, partnership, private limited company, social enterprise formats, partnership; private limited company, social enterprise formats.</p> <p>Business plan headings: executive summary; vision; purpose; summary of proposition.</p> <p>Outline of rewards; management: goals, risks to business, skills requirements, legal structure, professional advisors. Summary of finance: profit and loss forecast; cash-flow forecast; break-even analysis.</p> <p>Funding required: purpose; timing of requirements; preferred sources.</p> <p>Summary of markets and competition: local business environment; market research; marketing; promotion; product or service can be made; how, where and when sales can be made.</p> <p>Control and monitoring mechanism for the business plan: schedules and Gantt Charts; organising for resources and procedures; key success factors and metrics; balance.</p> <p>Investor's needs from potential investment</p> |
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| | | <p>opportunity: compelling idea; skills, experience and knowledge; trust; business acumen; able to work with; robust assessment of risks; good potential return on investment.</p> <p>Investment Planning stage of the pitch: gather supporting evidence; identify and overcome risks; determine amount of finance needed; assess return on investment (ROI); design presentation of business and financial plan; select and become familiar with venue for meeting.</p> <p>Structure of presentation: introductions; outline of idea; main points in logical order; questions; courteous close.</p> <p>Visual aids: presentation software; handouts; selection of key parts of plan; use of graphics.</p> <p>Presentation skills: personal presentation to portray desired image as dress, professional manner; importance of appearing to be confident; importance of honesty; importance of being fluent about content of pitch; importance of practicing presentation; importance of portraying energy, enthusiasm and commitment.</p> <p>Negotiation: identification of expected questions; robustness of evidence of market; own skills and expertise; security of supply; assumptions behind sales forecasts and return on investment calculations; capacity to meet high demand etc; techniques for handling challenging questions; having a bottom line for level of sponsorship.</p> |
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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 | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|-----------------|-----------------------------|
| All 1 to 4 | All ACs under LO 1 to 4 | Coursework | 4500 words |

Indicative reading list

Core texts:

- Burns, P. (2007) *Entrepreneurship and Small Business*. Hampshire: Palgrave. Barrow, P. (2008) *The Best-laid Business Plans*. London: Virgin.
- Bently, L. (2008) *Intellectual Property Law*. Oxford: Oxford University Press.
- Ford, B. R., Bornstein, J. M., Pruitt, P. T. and Young, E. (2010) *The Ernst & Young Business Plan Guide*. Chichester: John Wiley & Sons.
- Green, J. (2005) *Starting your own business*. New York: How to Books. Jones, P. (2007) *Tycoon*. Montessori, M: Hodder and Stoughton.
- Mair, J. (2006) *Social Entrepreneurship*. Hampshire: Palgrave Macmillan.
- Mawson, A. (2008) *The Social Entrepreneur, making communities work*. London: Atlantic Books.
- Rae, D. (2007) *Entrepreneurship: From opportunity to action*. Hampshire: Palgrave Macmillan
- Reuvid, J. (2006) *Start-up and run your own business*. London: Kogan Page.
- Robinson, K. (2005) *The element: How finding passion changes everything*. London: Penguin.
- Stokes, D. and Wilson, N. (2006) *Small business management and entrepreneurship*. London: Thomson.
- World Intellectual Property Organisation (WIPO) (2012) *The enforcement of intellectual property rights-A case book*. Retrieved from: http://www.wipo.int/edocs/pubdocs/en/intproperty/791/wipo_pub_791.pdf

Additional reading:

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

Books:

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

Journals/newspapers:

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

Websites:

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

Strategic Human Resource Management

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| Unit Reference Number | F/616/2725 |
| Unit Title | Strategic Human Resource Management |
| Unit Level | 7 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 Hours |
| Guided Learning Hours (GLH) | 100 Hours |
| Mandatory / Optional | Optional |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Unit Grading Structure | Pass / Fail |

Unit Aims

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

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcomes – the learner will: | Assessment Criteria – the learner can: | Indicative content |
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| 1. Understand the role of management of human resources. | 1.1 Critically justify the importance of human resource management in organisations. 1.2 Assess the role and purpose of the strategic human resource management function and activities in an organisation. 1.3 Evaluate how human resource management is related to other functional areas. | <ul style="list-style-type: none"> • Critical explanation of the nature and importance of human resource management in organisations: definition; features of HRM approach; HRM models: D Guest, M Patterson, best practice model, contingency model, Harvard Framework; personnel management and HRM; activities |

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| <p>2. Be able to create a human resource plan for an organisation.</p> | <p>2.1 Assess the business factors to consider before human resource planning. 2.2 Determine human resource requirements in different organisational contexts. 2.3 Develop a human resource plan for an organisation.</p> | <p>of HRM.</p> <ul style="list-style-type: none"> • Assessing the role and purposes: Strategy: HRM strategy; organisational strategy; HRM strategy benefits for organisations; interrelationships between HRM and organisational strategies; organisational performance and HRM strategy; HRM strategy influence on organisational strategy; organisational strategy influence on HRM strategy; value creation; human capital management; HRM strategy business focus; effective HRM. • Evaluating contributions of human resource management: evaluation of human resource management contribution e.g. characteristics, importance, techniques; the changing patterns of effective human resource management; the effect of globalisation; the use of IT. • Analysing the business factors: growth in business; changes in business; labour market competition; labour cost substitution; development of employee; control of labour cost; operations location; work nature changing; productivity increase; efficiency increase; technological impact; competition in business; declination of business. • Determining human resource requirements: personnel prerequisites identification: experiences, skills, qualifications, numbers; personnel matching to organisational prerequisites; basic prerequisite factors: skills, demand and supply of labour, workforce; external factors: policies of governments, education, |
| <p>3. Understand the role of legal and ethical issues in developing human resources policy.</p> | <p>3.1 Explain the purpose of human resource policy. 3.2 Assess the impact of regulatory and legal requirements on human resource policies in an organisation. 3.3 Assess the impact of business ethics, CSR, and sustainability requirements on human resource policies for an organisation.</p> | |
| <p>4. Be able to plan develop human resource strategies.</p> | <p>4.1 Critically analyse the impact of an organisational strategy, structure and culture on the management of human resources. 4.2 Develop a structured, relevant and comprehensive HR strategy. 4.3 Critically monitor the effectiveness of human resources management.</p> | |
| <p>5. Understand HRM approaches within organisations and their relationships with organisational performance.</p> | <p>5.1 Critically evaluate the relationships between business strategy and human resource management. 5.2 Explain the implementation and measurement of HR approaches using relevant metrics. 5.3 Monitor and evaluate a human resource strategy that supports organisational mission, vision, values and objectives.</p> | |

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| | | <p>employment, regional or industrial training; competitions in labour market.</p> <ul style="list-style-type: none"> • Developing a human resource plan: human resource planning e.g. features and requirements; functionalities e.g. selection and recruitment, retention, skill development, up-skilling, re-skilling, succession planning; outputs; resource demand; success factors; planning length e.g. short, medium and long; costs and benefits of business; Empowerment and talent management. • Explaining the purpose of human resource policy: policy purposes; selection and recruitment; diversity and equality; development and training; expenses and benefits; discipline; performance improvement; rewards; pay; health and safety; discipline; information confidentiality; working time; paternity or maternity leave; harassment or bullying; management of change; grievance and dismissal; intellectual property: copyrights, patents; protected disclosure/whistle blowing; alcohol, drugs or smoking. • Analysing the impact of regulatory and legal requirements on human resource policies in an organisation: legislation of employment; rights and responsibilities of employment; payment related regulatory and legal rights; data protection, conditions and contract terms. • Analysing the impact of ethical requirements on human resource policies in an organisation: ethics in human resource management e.g. discrimination, |
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| | | <p>harassment, racism, gender preference, nepotism, favouritism; employee satisfaction; compliance and grievance.</p> <ul style="list-style-type: none"> • Analysing the impact of an organisational strategy, structure and culture on the management of human resources: culture and structure; culture led theoretical models: Schein, Hofstede, Handy; culture of organisation; interrelationships between HRM activities and culture. • Proposing the effective appropriate HR strategy: the requirement for effective human resource strategies; SMART objective target settings (specific, measurable, achievable, realistic, time-based). • Critically monitor effectiveness of human resources management and provide recommendations: importance of monitoring effective human resource management; policies, strategies, operations; HRM contributions; benefits; costs; use of resources; effectiveness; ineffectiveness; information collection on HRM performance; performance indicator development; evaluation of HRM performance indicators; quantitative measurement: person output, productivity, retention of employee, turnover of staff, cost saving; qualitative measurement: stakeholder perspectives, employee attitude surveys, HRM performance benchmarking, service level standards and agreements of HRM; costs and benefits utility analysis; HRM improvement proposals and activities. • Discuss relationship of people |
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| | | <p>development and HRM: planning for people development and human resource management; functionalities: employment, development, retention, skill enhancement, planning of succession; HR resourcing; success criteria; planning of milestones: short, medium or long term; cases study of businesses: benefits, costs, SMART (specific, measurable, achievable, realistic, time- based) target settings.</p> <ul style="list-style-type: none"> • Explain organisational theory underpinning HRM: organisational structure theories: Handy, Mintzberg, Weber; HRM impacts and structure forms: product based, functional, divisional, geographical; matrix: centralisation, decentralisation. • Discuss the interrelationship of employee relations/HRM practices and the management of change: employee relations e.g. concept, features and application; best fit practices; absence; discipline and grievance; consultation and communication; employee engagement; psychological contract; flexible working hours. • Developing the HRM process, recruitment and selections: the requirement of human resources; personnel requirement identification e.g. number, experiences, qualifications, set skills; human resource match to organisational demands; factors of human resource development, recruitment and selection e.g. person profile, requirement of labour, requirement of skills; external factors of recruitment and selection; demand of labour; labour supply; national |
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| | | <p>level policies as related to human resource e.g. education, employment, training, regional, industrial; competition in labour market.</p> <ul style="list-style-type: none"> • Developing employee motivational and appraisal strategies: employee motivation e.g. features, importance and practices; career progression; rewards; bonus and pay rise; promotion; emotional support; job satisfaction. • Critically Analysing role and employee retentions in organisations: employee retention e.g. importance and trends; employee turnover; competitive remuneration benefits; stay interview; employee development. • Explore and discuss purpose of leadership in different kinds of organisations: leadership e.g. definition, features, characteristics, types, purposes of leadership; direct and indirect leadership; features of managers or leaders; leadership skills; followership; 10 managerial roles of Mintzberg. • Evaluate leadership practices in an organisational context: styles of management and leadership: persuasive; autocratic; charismatic; participative; laissez-faire; management and leadership influence on an organisation; style impact on strategic decisions; situation led adaptation of management and leadership styles. • Creating a human resource strategy that supports organisational mission, vision, values and objectives: strategic leadership |
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| | | <p>development; leadership requirement for organisational aspects e.g. mission, vision and objectives; strategic development; organisational strategy formulation.</p> <ul style="list-style-type: none"> • Monitoring and evaluating the human resource strategy: monitoring and evaluation e.g. general features, criteria; organisational mission, vision, values and objectives monitoring; monitoring and evaluating strategy formulation. |
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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 | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|-----------------|-----------------------------|
| All 1 to 5 | All ACs under LO 1 to 5 | Coursework | 4500 words |

Indicative reading list

Core texts:

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

Additional reading:

- Avery, G. (2004) *Understanding Leadership*. London: Sage
- Bradley, F. (2005) *International Marketing Strategy*. New Jersey, FL: Prentice Hall.
- Bratton, J., Grint, K. and Nelson, D. L. (2005) *Organizational Leadership*. New York: Thomson South Western.
- Brooks, I. (2009) *Organisational Behaviour: Individuals, Groups, and Organisations*. Harlow: FT Prentice Hall.
- Buchanan, D. and Huczynski, A. (2007) *Organisational Behaviour*. Harlow: FT Prentice Hall
- Colquitt J, LePine, J. and Wesson, M. (2010) *Organizational Behaviour*. Boston: McGraw-Hill.

- Daft, R. (2006) *The Leadership Experience*. New York: Thomson South Western.
- Du Brin, A. J. (2007) *Leadership: Research Findings, Practice and Skills*. Boston: Houghton Mifflin.
- Gill, R. (2006) *Theory and Practice of Leadership*. London: Sage.
- Gold, J., Thorpe, R. and Mumford, A. (2010) *Leadership and Management Development*, 5th Edition. CIPD
- Kouzes, J. M. and Posner, B. Z. (2008) *The Leadership Challenge*. 4th Edition. New York: Jossey-Bass. London: CIPD.
- Mabey, C. and Finch-Lees, T. (2008) *Management and Leadership Development*. London: Sage.
- Martin, J. (2005) *Organisational Behaviour and Management*. London: Thomson Learning. Mullins, L. J. (2010) *Management and Organisational Behaviour*. 9th Edition. Harlow: Financial Times
- Northouse, P. G. (2007) *Leadership Theory and Practice*. London: Sage
- Northouse, P. G. (2009) *Introduction to Leadership, Concepts and Practice*. London: Sage
- Robbins, S. and Judge, T. (2009) *Organizational Behaviour*. New Jersey: Person Prentice Hall
- Storey, J. (2004) *Leadership in Organisations; Current Issues and Key Trends*. London: Rutledge. Times/Prentice Hall.

Supply Chain and Operations Management

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| Unit Reference Number | R/616/2728 |
| Unit Title | Supply Chain and Operations Management |
| Unit Level | 7 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 Hours |
| Guided Learning Hours (GLH) | 100 Hours |
| Mandatory / Optional | Optional |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Unit Grading Structure | Pass / Fail |

Unit Aims

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

Learning Outcomes, Assessment Criteria and Indicative Content

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

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

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| | | <p>of logistics in operations management in an organisation: logistics e.g. features in a changed global business organisational context; interrelationships with supply and operational chain management; logistics planning; control and functioning of product movement and storage; raw materials management; operational activities and marketing; product supply and information circulation; aspects covering product supply and use.</p> <p>Evaluation of effectiveness of procurement strategies and procedures in an organisation: the key aspects of procurement; the selection of suppliers; policies of procurement; optimal procurement; quality; reliability.</p> <p>Critical analysis and discussion of factors to improve logistics and procurement strategies: factors of logistics and procurement strategy improvement; the role of external factors; internal factors as related to logistics and procurement; the role of stakeholders and beneficiaries; the development of logistics and procurement strategies.</p> <p>Discuss the design effective and economic order quantity for procurements at an organisation: definition, aims, objectives, features and importance of procurement control; procurement control strategies; factors of procurement control.</p> <p>Critical evaluation of the role of principles LIFO and FIFO in inventory control: inventory management; shipment; lead time reduction; lean organisational control; online business communities; information sharing; online inventory management; LIFO (First- in-first-out),</p> |
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| | | <p>FIFO (Last-in first-out) and AVCO (Average cost or weighted cost) e.g. definition, characteristics, capacities; effectiveness in changed global environments; roles in managing inflation, taxation and cost flow.</p> <p>Evaluation of just in time systems of managing inventory: Just in Time (JIT) qualifications e.g. definition, features, capacities, tools and procedures; transaction cost reduction; purchasing capacities improvements; purchase scheduling; order processing; tracking.</p> <p>Analysing factors and contextual environment of operations management: strategic implementation of stock holding reduction strategies; waste reduction strategy implementation; labour cost reduction strategies; manufacturing facilities improvement; on time supply; customer service improvement; factors related to supply chain e.g. marketing, financial, sales, manufacturing, human resources; operational.</p> <p>Developing metrics to monitor effectiveness and efficiency of operations management: critical knowledge on operations management metrics; operational understanding; application of these metrics in production, procurement, inventory, distribution, customer service, warehousing, transportation.</p> <p>Plans to overcome barriers of supplying chain improvement strategy: strategic supply chain improvement barrier identification; problems of cash flow; lack of efficiencies in inventory management; distribution network inappropriateness; distribution strategy ineffectiveness; logistical activity trade-offs e.g.</p> |
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| | | <p>reducing transportation costs, inventory holding cost reduction; ineffective supply chain information sharing.</p> <p>Propose a resource and time plan: problem identification for operations strategy implementation; strategic resource allocation plan; strategic time management plan; understanding the development areas of an organisation; comprehensive strategic management plan implementation covering areas as production management, distribution management, channel management, inventory management, customer service management, financial management, payment management, supplier management, and transportation management.</p> |
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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 | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|-----------------|-----------------------------|
| All 1 to 5 | All ACs under LO 1 to 5 | Coursework | 4500 words |

Indicative reading list

Core texts:

- Myerson, M. (2012) *Lean Supply Chain and Logistics Management*. New York: McGraw- Hill Books.
- Slack, N. Brandon-Jones, A. and Johnston, R. (2013) *Operations Management*. Harlow: Pearson Education Limited.

Additional reading:

- Bowersox, D., Closs, D. and Cooper, M. B. (2002) Supply Chain Logistics Management. New York: McGraw Hill Books.
- Chaffey, D. (2009) E-Business and E-Commerce Management: Strategy, Implementation and Practice. Harlow: Financial Times/Prentice.
- Christopher, M. (2013) Logistics and Supply Chain Management. Oxford: Butterworth Heinemann.
- 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, MA: MIT Press.
- Stadtler, H. and Kilger, C. (2008) Supply chain management and advanced planning: Concepts, models, software and case studies. Hamburg: Springer.
- Turban, T., Lee, J. K., King, D., Liang, T. P. and Turban, D. (2010) Electronic Commerce 2010: A Managerial Perspective. 6th Edition. New York: Pearson Education.

Journals/newspapers:

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

Websites:

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

Strategic Financial Management

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| Unit Reference Number | L/616/2727 |
| Unit Title | Strategic Financial Management |
| Unit Level | 7 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 Hours |
| Guided Learning Hours (GLH) | 100 Hours |
| Mandatory / Optional | Optional |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Unit Grading Structure | Pass / Fail |

Unit Aims

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

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcomes – the learner will: | Assessment Criteria – the learner can: | Indicative content |
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| 1. Be able to apply the tools and techniques of cost accounting. | 1.1 Critically analyse the concepts, features and importance of cost accounting in an organisation. 1.2 Apply tools of costing design and costing systems to an organisation. 1.3 Recommend improvements to the costing and pricing systems of an organisation. | <ul style="list-style-type: none"> • Introduction to financial and managerial accounting its purposes and financial strategy formulation. • Cost systems: Cost classifications in terms of object; function, product/service and behaviour; opportunity cost, recording and analysing costs; job |

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| <p>2. Be able to critically analyse the financial performance of businesses.</p> | <p>2.1 Analyse financial statements to assess the financial position of an organisation. 2.2 Recommend organisational decisions based on evaluation of financial statements using financial ratios. 2.3 Propose managerial recommendations on the strategic portfolio of an organisation based on financial analysis.</p> | <p>costing; batch costing; process costing; contract costing; standard costing; variance calculations; variance analysis and management by exception.</p> <ul style="list-style-type: none"> • Costing methods: absorption, marginal costing, activity-based costing (ABC); use in calculating costs and pricing policy and their relationship to cost controls and pricing. • Cost control of systems: cost centre; profit centres; investment centres; accountable management; planning and control methods. • Financial statements: estimates and assumptions relating to the profit and loss account; balance sheet and cash flow statement. • Financial ratios analysis, interpretation, decisions and limitations: employment of financial ratios internally and externally; financial profiles of organisations; calculation of key ratios reflecting business liquidity; efficiency and profitability. • Budgets: types; flexible and fixed budgets; zero-based budgeting, budgeting process from subsidiary/functional to master budget; relationship of budget to cost and quality control, resource utilisation and profitability. • Budgets monitoring and evaluations: budgeted and actual figures, accounting for and investigating different kind of variances in budgetary controls; corrective action; human behavioural issues relating to budgeting. • Sources of financial resources; types of funds: short term and long terms, sourcing funds internally and externally; venture capitalists, leverages; risk, cost and control issues with types of funding; techniques of selecting appropriate sources of funds for different projects – comparison of costs, risk and controls. |
| <p>3. Be able to evaluate the budgetary processes of organisations.</p> | <p>3.1 Evaluate budgetary targets for an organisation. 3.2 Develop a master budget for an organisation. 3.3 Critically evaluate budget and budgetary processes in an organisation.</p> | |
| <p>4. Be able to recommend effective long term and short-term sources of funding.</p> | <p>4.1 Assess the need for short term working capital and long- term funds for an organisation. 4.2 Appraise appropriate sources of short term and funds for an organisation. 4.3 Justify choices of sources of funds using a range of criteria related to cost and risk.</p> | |
| <p>5. Be able to critically appraise investment options.</p> | <p>5.1 Apply financial appraisal methods to analyse competing investment projects in different kinds of organisations. 5.2 Justify strategic investment decision for an organisation using relevant financial information. 5.3 Critically analyse strategic investment decisions using information.</p> | |

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| | | <ul style="list-style-type: none"> • Managing working capitals and appraisal of investment options: capital and revenue expenditure, risk, cost and controls; cash flow statements; time value of money; different methods of project appraisal like accounting rate of return; payback period and cash flows; discounted cash flow – net present value and internal rate of return; and allowance for inflation in money and real rates of discount, taxation and project appraisal. • Impacts of information and communication technology; global financial management; using excel sheets in financial analysis, MIS and financial resource planning and control. |
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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 | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|-----------------|-----------------------------|
| All 1 to 5 | All ACs under LO 1 to LO 5 | Coursework | 4500 words |

Indicative reading list

Core texts:

- Atrill, P. and McLaney, E. (2006) *Accounting & Finance for Non-specialists. (5th edition)* Harlow: FT Prentice Hall.
- Chaffey, D., Bocij, P., Greasley, A. and Hickie, S. (2006) *Business information systems: technology, development and management for the e-business, (3rd edition)*, Harlow: Financial Times Prentice Hall/Pearson Education.

Additional reading:

- Atrill, P. (2011) *Financial management for decision makers*. Harlow: FT Prentice Hall.

- Atrill, P. and McLaney, E. (2006) Management Accounting for Decision Makers. Harlow: Prentice Hall.
- Berk, J. and DeMarzo, P. (2007) Corporate Finance. London: Pearson.
- Brealey, R., Myers, S. and Marcus, A. (2007) Fundamentals of Corporate Finance. New York: McGraw Hill Irwin.
- Cox, D. and Fardon, M. (1997) Management of Finance. London: Osborne Books.
- Dyson, J. R. (2004) Accounting for Non-Accounting Learners. 6th Edition. Harlow: FT Prentice Hall.
- Drury, C. (2009) Management Accounting for Business. 4th Edition. London: Cengage Learning EMEA.
- Lumby, S. and Jones, C. (2000) The Fundamentals of Investment Appraisal. London: Thomson Learning.
- Laudon, K. and Laudon J. (2007) Management Information Systems – Managing the Digital Firm. 10th Edition. Harlow: Prentice Hall.
- Monden, Y. (1995) Cost Reduction Systems: Target Costing and Kaizen Costing. New York, Productivity Press.
- Marsh, C. (2009) Mastering Financial Management. Harlow: FT Prentice Hall.
- Van Horne, J. and Wachewicz, J. (2009) Fundamentals of Financial Management. Harlow: FT Prentice Hall
- White, G. I., Sondhi, A. C. and Fried, D. (2003) The Analysis and Use of Financial Statements. 3rd Edition. Hampshire: John Wiley and Sons.

Other indicative reading:

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

Journals/newspapers:

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

Websites:

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

Strategic Marketing

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| Unit Reference Number | Y/616/2732 |
| Unit Title | Strategic Marketing |
| Unit Level | 7 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 Hours |
| Guided Learning Hours (GLH) | 100 Hours |
| Mandatory / Optional | Optional |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Unit Grading Structure | Pass / Fail |

Unit Aims

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

Learning Outcomes, Assessment Criteria and Indicative Content

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

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

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| | | <p>model; PEST (political, economic, social, technological) analysis; marketing audit.</p> <p>Assessing and evaluating external and competitive environment in which an organisation performs supply to demand environment shift; competition; globalisation; new constraints; fashionisation of markets; micro-markets; expectations rising; technological change; importance of customer service; commoditisation; brands erosion.</p> <p>Assessing and evaluating internal and stakeholder environment in which an organisation performs: SWOT (strengths, weaknesses, opportunities and threats) analysis of a business organisation; the role identification of stakeholders; measuring the performances of stakeholders; marketing objectives focus; attachments with corporate strategies; new product developments speed; customisation, information handling abilities to gain competitive advantage; timescales; demands for resources; organisational structures; budgets; monitoring; control and review mechanisms; innovation strategies; target markets; e-marketing position; mandatory focus; key market segments; customers and other stakeholders partnerships.</p> <p>Identify and develop various options available within given constraints for an organisation: relationship marketing e.g. definitions; features; direct response marketing strategies: new customers acquiring, offensive strategies, increasing customer purchase frequency; defensive strategies; customer satisfaction; switching costs.</p> |
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| | | <p>Critically evaluate various options available within given constraints for an organisation: strategy alternatives e.g. features, identification; innovation strategies; market niche; market leader; market challenger; market pioneer; market follower: late followers, close followers; value-based, defensive and offensive marketing strategies General Electric model; Porter’s generic strategies: focus, cost leadership and differentiation; competitive advantage: H. Davidson, M. Porter; Shell directional policy matrix; market dominance strategies; mandatory competences: G. Johnson and K. Scholes, G. Hamel and C. K. Prahalad; investment opportunity evaluation: D. F. Abell and J. S. Hammond.</p> <p>Selection of competitive strategic marketing strategies: responses to strategic marketing; emerging concepts or themes; globalisation impact, competitor weaknesses or weaknesses; environmental factor importance; political environment related changes; safety factors; the exchange rate; the state of the economy.</p> <p>Developing and discussing market segments, targeting and branding positioning of an organisational context: market segments, targeting and branding positioning e.g. definitions, features, criteria, usefulness, adjustability in changed market and organisational contexts;</p> <p>Evaluating and deciding about targeted segments for an organisational context: methods of consumer market segmenting e.g.</p> |
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| | | <p>demographic, geographic, behavioural, psychographic, benefit, cultural, multi-variable account; targeting strategies e.g. mass marketing, direct marketing, niche marketing, differentiated market targeting strategies; branding strategies e.g. determination of brand objectives, brand positioning statement.</p> <p>Developing differentiated brand position for targeted segments for an organisational context: marketing techniques; marketing objectives setting; marketing strategies; targeting markets; segmenting markets: demographic, geographic, behaviour, psychographic; profiling markets: profitability potential, revenue potential, market share potential; positioning segmented markets: mass marketing, market leader or product line extension or targeted marketing, direct or indirect sales.</p> <p>Analysing the significance of integrated marketing mix for an organisational context: definition, aims, objectives, importance, application and usefulness of marketing mix;</p> <p>Developing effective marketing mix for an organisational context: the development of effective marketing mix; understanding strategic marketing e.g. definition; marketing mix 7 Ps; product/service marketing strategies; production; distribution; pricing; promotion; direct marketing, advertising, sales promotion, public relations, personal selling, people: customer service, internal, intermediaries; processes; physical evidences, e-marketing strategies; customer relationship management;</p> |
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| | | <p>resource requirements: people, financial marketing; marketing activity strategies integration.</p> <p>Establishing linkage between product lifecycle and dynamics of marketing mix for an organisational context: product life cycle e.g. definition, characteristics, application in changed market and organisational contexts; interrelationships between product lifecycle and dynamics of marketing mix.</p> <p>Critical analysis factors of impacting successful implementation of marketing strategies: understanding the interrelationships between strategic positioning and marketing tactics; definition of strategic positioning; strategic choice; information analysis and collection; marketing tactics; market development; product development; future position definition; monitoring; implementation; market penetration; internal growth; product tactics: range, selection, quality, branding; promotion tactics: product sampling, dealer loaders, customer loyalty schemes, point of sale (POS) materials, extended credit; pricing tactics: cost pricing, market pricing, skim pricing, penetration pricing, price discrimination; place tactics: transport management, distribution channels, stock and handling, run through times, terms of delivery.</p> <p>Organising for resources during implementations: understanding marketing options; customer retention strategies: obtaining new customers, product bundling,</p> |
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| | | <p>cross-selling, cross promotions, loyalty qualifications; customer life cycle value; Payne and Ballantyne's six markets model; personalised marketing.</p> <p>Monitoring the effectiveness of marketing strategies and qualifications: marketing strategy monitoring and evaluation; understanding marketing strategy performance indicator; early warning; tactics change; objective change; strategy change;</p> |
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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 | Assessment type | Word count approx. length) |
|-----------------------------|-----------------------------------|-----------------|----------------------------|
| All 1 to 5 | All ACs under LO 1 to 5 | Coursework | 4500 words |

Indicative reading list

Core texts:

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

Additional reading:

- Bradley, F. (2005) *International Marketing Strategy*. New Jersey, FL: Prentice Hall.
- Best, R. J. (2009) *Market-based Management: Strategies for Growing Customer Value and Profitability*. 5th Edition. Harlow: Prentice Hall.
- Chernev, A. (2009) *Strategic Marketing Management*. 5th Edition. New York: Brightstar Media.

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

Journals and Newspapers:

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

Websites:

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

IMPORTANT NOTE

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