OTHM LEVEL 5 EXTENDED DIPLOMA IN BUSINESS MANAGEMENT

Qualification Number: 610/0335/9
Specification | 2022|

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INTRODUCTION

OTHM has developed a suite of Level 5 Extended Diploma qualifications.
The qualifications provide learners with industry-specific and practical skills, enabling them to successfully apply their knowledge in the workplace, enhance their career prospects and allow progression to further study.

The OTHM Level 5 Extended Diploma qualifications are equivalent to the first and second years of a university degree.
Learners will study level 4 and 5 units, worth 120 credits per academic year with a total credit value of 240 credits.

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

Key features of OTHM Level 5 Extended Diploma qualifications

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

QUALIFICATION OBJECTIVES

The objective of the OTHM Level 5 Extended Diploma in Business Management qualification is to provide learners with a specialist work-related programme of study that provides a depth of knowledge and understanding of key aspects within the business sector.

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

The Level 4 units lay the foundations of learning by introducing relevant business topics. The Level 5 units give learners the opportunities to apply business techniques in a variety of occupational areas.

Successful completion of this qualification will equip learners with the specialist skills and technical terminology to develop their business and management skills and to progress to further study or employment.

OVERALL AIMS OF THE PROGRAMME

KNOWLEDGE AND UNDERSTANDING

- To have a broad, analytical, and highly integrated study of business and management.

- To demonstrate relevant knowledge and understanding of organisations, the dynamic and changing, the global business environment in which they operate. including economic, environmental, cultural, ethical, legal, and regulatory, political, sociological, digital, and technological, together with their effects at local, national, and global levels upon the strategy, behaviour, management, and sustainability of organisations.

- To demonstrate knowledge and understanding of the internal aspects, functions, and processes of organisations, including their diverse nature, purposes, structures, size/scale, governance, operations, and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment.

- To understand various processes, procedures, and practices for effective management of organisations. It includes theories, models, frameworks, tasks, and roles of management.

- To demonstrate knowledge and understanding in the following areas (Markets, customers, marketing, finance people, organisational behaviour: operations, information systems, communications: digital business, business policy and strategy, business innovation and enterprise development).

SKILLS AND PRACTICE

- To develop Business & Management relevant skills and employability of graduates.

- To demonstrate a range of cognitive and intellectual skills together with competencies specific to business and management (subject-specific and generic skills).

- To enhance skills in People Management: to include communications, team building, leadership and motivating others.

- To demonstrate problem-solving and critical analysis.

- To have the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making.

- To demonstrate commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.

- To have an awareness of the interpersonal skills of effective listening, negotiating, networking persuasion and presentation and their use in generating business contacts.

- To demonstrates skills of Innovation, creativity, and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage, and exploit intellectual property,

GENERIC SKILLS:

- Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence, culture and Emotional intelligence and empathy.

- Use a wide range of skills, such as ICT, basic analysis of a range of numerical and graphical data and effective written and oral communication.

- Articulating and effectively explaining information and communicating effectively

- Conceptual and critical thinking, analysis, synthesis, and evaluation.

- Self-reflection, Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.

The learning programme covers the following content areas

Level 4 units:

- Academic Writing and Research Skills
- Business Operations
- Communication in Business
- Finance and Accounting
- Leading and Managing Teams
- Operating in a Global Context

Level 5 units:

- Principals and Concepts of Strategy
- The Management of Human Resources
- Marketing for Managers
- Business Law for Managers
- Management Accounting for Decision Making
- Business Start-up; Conception to Market

QUALITY, STANDARDS AND RECOGNITIONS

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

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

REGULATORY INFORMATION

Qualification Title	OTHM Level 5 Extended Diploma in Business Management
Ofqual Reference Number	610/0335/9
Regulation Start Date	07/01/2022
Operational Start Date	10/01/2022
Duration	2 years
Total Credit Value	240 Credits
Total Qualification Time (TQT)	2400 Hours
Guided Learning Hours (GLH)	1200 Hours
Sector Subject Area (SSA)	15.3 Business Management
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM Level 5 Extended Diploma qualifications represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Diplomas (HND) and Year 2 of a three-year UK Bachelor's degree programme.

QUALIFICATION STRUCTURE

The OTHM Level 5 Extended Diploma in Business Management qualification consists of 12 mandatory units, 240 credits, 2400 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 1200 hours.

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

All units are mandatory.

Unit Reference Number	Level 4: 6 Mandatory Units: 120 credits	Level	Credit	GLH	TQT
H/650/1099	Academic Writing and Research Skills	4	20	100	200
L/650/1145	Business Operations	4	20	100	200
M/650/1146	Communication in Business	4	20	100	200
R/650/1147	Finance and Accounting	4	20	100	200
T/650/1148	Leading and Managing Teams	4	20	100	200
Y/650/1149	Operating in a Global Context	4	20	100	200

Unit Reference Number	Level 5: 6 Mandatory Units: 120 credits	Level	Credit	GLH	TQT
F/650/1150	Principals and Concepts of Strategy	5	20	100	200
H/650/1151	The Management of Human Resources	5	20	100	200
J/650/1152	Marketing for Managers	5	20	100	200
K/650/1153	Business Law for Managers	5	20	100	200
L/650/1154	Management Accounting and Decision Making	5	20	100	200
M/650/1155	Business Start-up; Conception to Market	5	20	100	200

DEFINITIONS

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

Total Qualification Time is comprised of the following two elements –

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

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

(Ofqual 15/5775 September 2015)

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

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

ENTRY REQUIREMENTS

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

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

- Relevant Level 3 Diploma qualification or equivalent qualification
- GCE Advanced level in 2 subjects or equivalent qualification
- Mature learners (over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

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

PROGRESSION

Successful completion of the OTHM Level 5 Extended Diploma in Business Management provides learners the opportunity for a wide range of academic progressions including the OTHM Level 6 Diploma in Business Management qualification.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to gain direct entry into Year 3 of a three-year UK Bachelor's degree programme. For more information visit the University Progressions page on the OTHM website.

DELIVERY OF OTHM QUALIFICATIONS

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

It is important that centres develop an effective delivery method to teaching and learning that supports the progression and stretch of learners through the level 4 and 5 units of the OTHM Level 5 Extended Diploma qualifications.

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

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

ASSESSMENT AND VERIFICATION

All units within this qualification are assessed and internally quality assured 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.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

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

Assessment Tracking and Recording Learner Progress

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

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

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

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

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

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

Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study.
Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

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

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

Summative Assessment

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

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded Pass / Refer

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

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

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

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

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

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

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

EQUALITY AND DIVERSITY

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

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

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

LEVEL 4 UNIT SPECIFICATIONS

ACADEMIC WRITING AND RESEARCH SKILLS

Unit Reference Number	H/650/1099
Unit Title	Academic Writing and Research Skills
Unit Level	4
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 Type	Pass / Fail

Unit Aims

Engaging in academic research and writing will help learners to interpret and evaluate sources of information and evidence before engaging in the production of evidence based, logical, arguments. The aim of this unit is, therefore, to support the exploration of key topics which form part of the academic research and writing process so that learners will be able to achieve greater success and recognition in their studies.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the concept and purpose of academic research and writing.	1.1 Explain what is meant by the term ‘academic research and writing.’ 1.2 Explain different academic writing conventions. 1.3 Discuss different types of academic research.	• Seeking the truth • Adding to knowledge • Academic language • Paragraphs and argument flows • Paraphrasing • Writing to word counts • Descriptive research • Associational research • Intervention research • Validity and reliability of research

2. Know how to conduct academic research.	2.1 Compare different sources of information and evidence. 2.2 Explain a research process. 2.3 Differentiate between primary and secondary research.	• Journals • Textbooks • Conferences • Government data • Research as a linear process • Primary research – seeking new information • Secondary research – reviewing existing information
3. Know about critical thinking skills.	3.1 Explain what is meant by the term 'critical thinking.' 3.2 Explain different critical thinking skills. 3.3 Explain why critical thinking is important for in academic research. 3.4 Apply techniques to evaluate an argument.	• A systematic approach to evaluating arguments. • Critical reading • Analysis and interpretation • Being open-minded • Self-regulation • Objective v subjective • Promoting creative • Improving language and presentation skills • Thinking 'outside the box' • Argument coherence • Evidence testing • Validity testing
4. Understand how to construct a reliable and valid academic argument.	4.1 Explain the key components of a reliable and valid academic argument. 4.2 Differentiate between inductive and deductive reasoning. 4.3 Suggest an argument structure for a given topic.	• Evidence • Premise (nature of academic argument) • Conclusion • Inductive uses generalisation • Deductive uses known evidence and information • Logical argument structures

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	3000 words

Indicative Reading List

Bailey, S. (2017) *Academic Writing: A Handbook for International Learners* 5th edition, Routledge, London

Cotrell, S. (2019) *The Study Skills Handbook 5th edition*, MacMillan, London

Additional Resources

Journal of Academic Research

Journal of Academic Writing

An Intermediate Guide to Writing in English for University Study

BUSINESS OPERATIONS

Unit Reference Number	L/650/1145
Unit Title	Business Operations
Unit Level	4
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 Type	Pass / Fail

Unit Aims

Even though businesses are different in many ways, they do have some common features and are influenced by similar factors. This unit's aim is to provide learners with the underpinning knowledge to contextualise and examine the fundamental factors which influence how a business operates within the context of its internal and external environment.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Know about different types of businesses.	1.1 Explain the different types of business sectors. 1.2 Compare different types of businesses. 1.3 Compare different legal structures of businesses. 1.4 Illustrate how the type and structure of a business relates to its market and objectives.	• Business Sectors: ○ Primary sector ○ Secondary sector ○ Tertiary sector ○ Quaternary sector • Types of Business ○ Profit ○ Not for profit ○ Non-government (NGOs) ○ Micro businesses

		○ SMEs, ○ National and multinational businesses • Legal Structures: ○ Sole trader ○ Partnership ○ Limited and PLC • Business type and structure: market, objectives, goals, strategy
2. Understand the relationships between business functions.	2.1 Explain the purpose of different functions of a business. 2.2 Explain the relationship between the different functions of a business. 2.3 Compare different organisational structures. 2.4 Suggest how functional relationships impact on how an organisation is structured.	• Different functions ○ Sales and marketing ○ Human resource management ○ Production ○ Warehouse and distribution ○ Finance • Relationships between business functions • Different Structures ○ Hierarchic structure ○ Bureaucratic structure ○ Matrix structure ○ Flat structure ○ Organisation structure chart • Lines of authority and accountability
3. Be able to measure a business's internal environment.	3.1 Explain what is meant by the term 'internal environment of a business.' 3.2 Explain why it is important to measure a business's internal environment. 3.3 Apply a technique to quantify a business's internal environment. 3.4 Assess a business's internal environment.	• Internal environment: internal factors, functions, stakeholders, organisational culture • Establishing a business's capabilities • Supporting strategic intent • Planning for the future • SWOT/TOWS ○ **S**trengths: for example, market share, reserves, innovation, brand ○ **W**eaknesses: for example labour turnover, lack of workforce skills, motivation ○ **O**pportunities: for example technology, overseas markets, product development

		○ **T**hreats: rising costs, competitive rivalry, new entrants, pressure groups, social trends, government policies • Capacity assessment grid • McKinsey's 7S framework • Other relevant frameworks
4. Be able to measure a business's external environment.	4.1 Explain what is meant by the term 'external environment of a business.' 4.2 Explain why it is important to measure a business's external environment. 4.3 Apply a technique to quantify a business's external environment. 4.4 Assess a business's external environment.	• External factors, drivers and stakeholders • Local, national and international cultures • Establishing market position • Recognising opportunities • Preparing for change • PESTLE: ○ **Political** (changes in government and government policies, taxation, political stability, industry regulations, global trade agreements and restrictions); ○ **Economic** (government economic priorities and policies, economic growth, economic decline, exchange rates, inflation, interest rates, consumer spending, labour costs); ○ **Social** (culture, lifestyle, career and life expectations, consumer trends, fashions); ○ **Technological** (new technologies, use of technology, impact of technology on industry, individual businesses and the individual and organisation); ○ **Legal** (Changes in legislation and regulation e.g. health and safety, employment legislation, equality legislation, consumer legislation, data protection); ○ **Environmental** (corporate social responsibility, consumer opinion, ethical trading, fair trade, organic, sustainability, responsibilities, legal requirements e.g. water use, waste and carbon emissions). Porter's Five Forces framework

		• Ansoff matrix

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	3000 words

Indicative Reading List

Capon C. (2009) *Understanding the Business Environment* 3rd Edition, Financial Times

Sloman, J. and Hinde, K. (2007). *Economics for Business*; 4th edition, Harlow: Pearson Education

Wetherly, P. and Otter, D. (2008). *The Business Environment*, Oxford: Oxford University Press

Nallathambi, J. I. (2021) Business Environment, JPS Scientific Publications, India

Needle, D. and Burns, J. (2019) *Business in Context: An Introduction to Business and its Environment* 7th edition, Cengage, London

Additional Resources

Business Strategy and the Environment

International Journal of Business Environment

COMMUNICATION IN BUSINESS

Unit Reference Number	M/650/1146
Unit Title	Communication in Business
Unit Level	4
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 Type	Pass / Fail

Unit Aims

The effectiveness of a business's approach to communication can often be critical to the achievement of strategic and operational objectives. The ways in which a business connects with its internal and external stakeholders, and overcomes different barriers to communication, will determine its short and long-term success. The aim of this unit is, therefore, to provide learners with the fundamental knowledge and skills to engage in meaningful and appropriate communication irrespective of the context in which the communication is located.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Understand the concept and purpose of communication in a business context.	1.1 Explain what is meant by the term 'business communication.' 1.2 Compare different stages of a communication model. 1.3 Discuss why effective communication is important to a business.	• Concept of communications • Communication as a process Upward, downward, lateral, and vertical communication • Models of communications; Berlo's Model of Communication, Shannon and Weaver Model of Communication, Schramm's Model of Communication. • Linear, interactional, and transactional

		communication models • Driving change • Effective stakeholder engagement • Positive branding • Successful marketing campaigns

2. Be able to effectively communicate in a business context.	2.1 Explain different elements of communication.
	2.2 Demonstrate effective verbal and non-verbal communication.
	2.3 Demonstrate effective written communication.
		• Elements:
		  ○ Source and receiver
		  ○ Medium
		  ○ Coding
		  ○ Feedback
		• Communication.
		  ○ Pitch and tone of voice
		  ○ Body language
		  ○ Listening skills
		  ○ Emotional intelligence
		  ○ Digital
		  ○ Written
		  ○ Face to face

3. Understand how a business communicates internally.	3.1 Explain what is meant by the term 'internal communication.' 3.2 Compare ways in which a business communicates internally. 3.3 Conduct an internal stakeholder analysis. 3.4 Discuss internal barriers to effective communication in a business.	• Internal communication: information sharing, receiving and giving feedback, conflict resolution • Tools: emails, briefings, meetings, intranet • Inter and cross function communication • Internal stakeholder analysis. process of identifying these people before the project begins; grouping them according to their levels of participation, interest, and influence in the project; and determining how best to involve and communicate each of these stakeholder groups throughout. • Barriers: cultural, language, technology barriers, interpersonal
4. Understand how a business communicates externally.	4.1 Explain what is meant by the term 'external communication.' 4.2 Compare ways in which a business communicates externally.	• External communication: placing/receiving orders, seeking external advice • Marketing • Public relations

	4.3 Conduct an external stakeholder analysis. 4.4 Discuss external barriers to effective communication in a business.	• Newsletters • Press releases • Barriers: terminology, language, technology, physical/geographic barriers

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	3000 words

Indicative Reading

Jovin, E. (2019) *Writing for Business*, Nicholas Brealy Publishing, London

Newman, A. (2017) *Business Communication; in person, in print, online*, Nelson Education Ltd, Boston

Prince, E.S. (2017) *Practical Business Communication*, Red Globe Press, London

Additional Resources

Journal of Business Communication

Effective Business Communication

Management Help

FINANCE AND ACCOUNTING

Unit Reference Number	R/650/1147
Unit Title	Finance and Accounting
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	20 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass / Fail

Unit Aims

Having and effective finance and accounting function will not only help secure the financial strength of a business but will also support managers to develop and implement a business strategy. The aim of this unit is, therefore, to develop, in learners, the theoretical and applied knowledge to prepare, interpret and adjust financial statements alongside the preparation of budgets.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Know about the context and purpose of finance and accounting.	1.1 Explain the purpose of finance and accounting. 1.2 Explain the regulatory and legal influences on a business's finance and accounting function. 1.3 Explain how the finance and accounting function supports a business's decision making.	• Different branches of accounting • Recording financial transactions • Presenting financial information • Regulatory and legal influences: national regulations, international regulations and conventions • Producing balance sheets • Producing income statements • Producing P and L statements

2. Be able to prepare financial statements for different types of businesses.	2.1 Differentiate between different financial statements.
	2.2 Prepare financial statements for a sole trader.
	2.3 Prepare financial statements for a partnership.
	2.4 Apply techniques to make adjustments to financial statements.
		• Different Financial Statements:
		• Balance sheets
		• Income statements
		• Cashflow statements
		• Statement of shareholder equity
		• P and L statement
		• Techniques:
		  ○ Accruals and prepayments
		  ○ Interest adjustments
		  ○ Depreciation
		  ○ Debt allowances

3. Be able to interpret financial statements.	3.1 Calculate financial ratios from a set of business accounts.
	3.2 Compare organisational performance using historical financial data.
		• Ratios:
		  ○ Profitability ratios
		  ○ Liquidity ratios
		  ○ Solvency ratios
		  ○ Valuation ratios
		  ○ Financial audits
		• Historical: audited accounts

4. Be able to prepare a budget.	4.1 Differentiate between different types of budgets.
	4.2 Prepare different types of budgets.
		• Budgets:
		  ○ Operating budget
		  ○ Cash budget
		  ○ Fixed budget
		  ○ Master budget
		  ○ Incremental budgeting
		  ○ Activity-based budgeting
		  ○ Budgeting based on value proposition
		  ○ Zero-based budgeting

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	3000 words

Indicative Reading list

Fields, E. (2018) Essentials of Finance and Accounting for Non-financial Managers 3rd edition, Amacom, New York

McLaney, E. and Atrill, P. (2020) Accounting and Finance: An Introduction 10th edition, Pearson, Henlow

Additional Resources

Journal of Finance and Accounting

Management Help

Association of Accounting Technicians

LEADING AND MANAGING TEAMS

Unit Reference Number	T/650/1148
Unit Title	Leading and Managing Teams
Unit Level	4
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 Type	Pass / Fail

Unit Aims

Having hard management and soft leadership skills is often stated by employers as being key to the success of a business but few people have sufficient quantities of both to make a significant impact on business operations and strategy. The aim of this unit, therefore, is to support a learner's understanding of leadership as a role and management as a function so that they are able to develop the knowledge, skills and traits to make a meaningful contribution to a business's success.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Know about leadership and management.	1.1 Differentiate between leadership and management. 1.2 Explain key leadership theories. 1.3 Explain key management theories.	• Soft leadership (inspiration, motivation) • Hard management (policymaking, planning) • Difference between leader and manager • Leadership Theories • Trait theory • Behaviour theories, • Autocratic style, Democratic style, Laissez-faire style • Situational theory

		• Contingency theory • Transactional vs transformational Leadership management schools/approaches • Scientific management • Bureaucratic management • Human relations • Systems management • Situational theories
2. Know how teams are developed.	2.1 Explain what is meant by the term 'team development.' 2.2 Explain what is meant by the term 'high performance team.' 2.3 Compare different team development models.	• Aligned goals • Mutual trust and respect • Collaboration • Effective communication • Tukman's model of team stages: forming, storming, norming, performing. • Adair's task, team, individual framework • McGregor's X/Y theory: authoritarian (Theory X) and participative (Theory Y)
3. Understand how to improve individual and team performance.	3.1 Explain techniques used to improve individual and team performance. 3.2 Explain the importance to an individual of improving own performance. 3.3 Explain the importance to a business of effective individual and team performance. 3.4 Discuss the role of motivation theories in improving individual and team performance.	• SMART: Specific, Measurable, Achievable, Realistic, and Timely goals • Training and development • Appraisals • Coaching and mentoring • Develop own skills • Enhanced promotion opportunities • Increased productivity • Increased quality • Maslow's hierarchy of needs: physiological, safety, social, esteem and self-actualisation • Herzberg's 2 factor theory: Motivating factors; causes employees to work harder. Hygiene factors: absence of hygiene factors will cause employees to work less hard. • Vroom's expectancy theory: employee's motivation is an outcome of how much an

		individual wants a reward (Valence), the assessment that the likelihood that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality).
4. Be able to determine own capacity to be an effective leader and manager.	4.1 Apply techniques to determine own capacity to be an effective leader and manager. 4.2 Assess own ability to improve knowledge and skills to be an effective leader and manager.	• Personal SWOT • Leadership/management assessments • MBTI • Emotional intelligence assessment • Reflective journals • Reflective statements

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	3000 words

Indicative Reading list

Adair, J. (2018) *Develop Your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow*, Kogan Page, London

Kelly, P. and Cole, G. (2020) *Management: Theory and Practice* 9th edition. Cengage, Boston

Additional Resources

Journal of Leadership & Organisational Studies

Journal of Management

OPERATING IN A GLOBAL CONTEXT

Unit Reference Number	Y/650/1149
Unit Title	Operating in a Global Context
Unit Level	4
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 Type	Pass / Fail

Unit Aims

From a business perspective, the world is becoming a smaller place. Businesses need to be open to new ideas, new opportunities and a new way of operating. This means businesses need to expand and transform in what is a fast paced and dynamic environment. The aim of this unit is to encourage the exploration of key globalisation theories, concepts and models which will enable learners to gain an appreciation of the complexities of globalisation as well as the benefits globalisation presents to a business.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content

1. Understand the context of globalisation.	1.1 Explain how globalisation has evolved.
	1.2 Compare different types of globalisation.
	1.3 Discuss the positive and negative effects of globalisation.
		• First, second and third waves
		• Globalisation 4.0
		• Types:
		  ○ Political globalisation
		  ○ Social globalisation
		  ○ Economic globalisation
		  ○ Technological globalisation
		• Jobs and skills creation
		• Cross-cultural integration
		• Social and economic mobility

		• Rich dominate poor • National businesses cease trading • Ideological conflicts
2. Understand the factors which drive globalisation.	2.1 Explain what is meant by the term 'global economy.' 2.2 Explain what is meant by the term 'global business environment.' 2.3 Discuss key global issues which drive globalisation.	• Economic interdependence • Aggregate economic outputs • Global PESTEL • Economic alliances • Political alliances • National, regional and international dimensions • Factors and drivers of Globalisation (Push /Pull factors, Demand /Supply-side factors) drivers. • Economies of scale • Protectionism • Role of WTO • Regional integration • Decline in investment barriers
3. Understand how and why a business would want to operate in global markets.	3.1 Discuss why a business would want to enter global markets. 3.2 Compare ways in which a business can enter a global market. 3.3 Recommend a preferred mode of entry to a business.	• Reasons for going global • Organisation specific- resources/efficiency Market seeking • Accessing a new customer base • Diversification • Access to resources • Gain a competitive advantage • Exporting • Licensing/contracting • Joint ventures • Direct investment
4. Understand how operating in a global market impacts a business.	4.1 Explain how operating in a global market impacts a business's structure and culture. 4.2 Explain how operating in a global market impacts a business's strategic and operational decision making. 4.3 Suggest ways in which a business could respond to the impact of globalisation.	• McKinsey's 7-S model: • Horfstede's Cultural Dimensions: • Sustainability • International approach to leadership and management • Impact on strategy capability

		• Allocation of resources • Environmental impact • Risk management • Impact of global factors on operational strategies such as marketing, HRM and leadership practices in different countries.

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	3000 words

Indicative Reading list

Daniels, J.D. et al (2018) *International Business Global Edition*, Pearson, Harlow

Ritzer, G. (2019) *Globalization: The Essentials* 2nd edition, Wiley-Blackwell, New Jersey

Additional Resources

International Journal of Globalisation and Small Business

Journal of Globalization and Growth

Management Help

LEVEL 5 UNIT SPECIFICATIONS

PRINCIPLES AND CONCEPTS OF STRATEGY

Unit Reference Number	F/650/1150
Unit Title	Principles and Concepts of Strategy
Unit Level	5
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 Type	Pass / Fail

Unit Aims

Simply put, strategy is about putting a business in the best place possible to gain competitive advantage in its target market. However, to achieve competitive advantage requires research, analysis, interpretation and strategic decision making. The aim of this unit is to develop learner's knowledge and skills, so they are in a strong position to contribute to an organisation's strategy development and implementation.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content

1. Understand the principles of business strategy.	1.1 Explain what is meant by the term 'business strategy.'
	1.2 Compare different levels of business strategy.
	1.3 Compare elements of a strategic framework.
	1.4 Explain strategy development processes.
		• Strategy:
		  ○ Operational strategy
		  ○ Tactical strategy
		  ○ Corporate strategy
		• Elements:
		  ○ Vision
		  ○ Mission
		  ○ Objectives
		  ○ Strategy
		• Approach
		• Tactics

		• Deliberate strategies • Emergent strategies • Process and stages of strategy development

2. Understand key business strategy theories and concepts.	2.1 Differentiate between different types of business strategies.
	2.2 Compare the elements of a strategic management process.
	2.3 Discuss key organisational theories which impact business strategy.
		• Types
		  ○ Growth strategies
		  ○ Diversification strategies
		  ○ Cost leadership strategies
		  ○ Hybrid strategies
		• Planning – execution and monitoring – review and adjust
		• Scientific management
		• Bureaucratic management
		• Human relations
		• Systems management

3. Be able to measure a business's micro and macro environment.	3.1 Explain different techniques used to measure a business's micro environment. 3.2 Apply techniques to measure a business's micro environment. 3.3 Explain different techniques used to measure a business's macro environment. 3.4 Apply techniques to measure a business's macro environment.	• Internal vs external environment • Micro (internal and industry) vs Macro environment (broader external) • Internal environment • Value chain analysis • VRIO: Competitor analysis • Porter's 5 Forces analysis: • Sector/industry analysis • External/Macro environment swot • PESTLE: political, economic, social, technological, environmental, legal. • Scenario analysis • SWOT: Strengths, Weaknesses, Opportunities, and Threats

4. Understand a business's strategic options.	4.1 Explain what is meant by the term 'strategic option.' 4.2 Compare different strategic options available to a business. 4.3 Recommend and justify a relevant strategic option which a business could implement.	• Ansoff matrix: • Porter's Generic strategies • Vertical/horizontal integration • Internationalisation • Merger/acquisition /Joint ventures

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	3000 words

Indicative Reading list

Johnson, G. et al (2019) *Exploring Strategy* 12th edition, Pearson, Harlow

Whittington, R. et al (2020) *Fundamentals of Strategy* 10th edition, Pearson, Harlow

Additional Resources

Business Startegy and the Environment

Journal of Business Strategy

Management Help

THE MANAGEMENT OF HUMAN RESOURCES

Unit Reference Number	H/650/1151
Unit Title	The Management of Human Resources
Unit Level	5
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 Type	Pass / Fail

Unit Aims

The ability to attract, develop and retain talented employees is a key factor in a business's success. Human resource management has its focus on supporting and enhancing business success and performance through its strategic vision and operational functions. The aim of this unit is to introduce learners to the key human resource management principles and concepts so they can support a sustainable approach to people management through an understanding of the purpose and scope of the human resource management function.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Know about the purpose and objectives of human resource management.	1.1 Explain how human resource management has evolved. 1.2 Explain the purpose of human resource management. 1.3 Explain the objectives of human resource management.	• Concept of human resource management • Welfare office – labour manager – personnel management – HRM • Staffing • Employee compensation • Discipline • People – process - performance • Workforce planning • Talent management

		• Employee engagement • Performance management
2. Understand the functions of human resource management.	2.1 Explain key operational functions of human resource management. 2.2 Explain key strategic functions of human resource management. 2.3 Discuss the relationship between business strategy and human resource management.	• Recruitment and selection • Training and development • Employee welfare • Employment law compliance • Strategy integration • Strategic HR planning • Human capital development • Forecasting

3. Know how internal and external factors impact the human resource management function.	3.1 Compare the internal factors which affect human resource management.
	3.2 Compare the external factors which affect human resource management.
		• Internal factors:
		  ○ Resources and capabilities
		  ○ Leadership
		  ○ Learning and development
		  ○ Motivation
		  ○ Business and functional strategies
		  ○ Organisational culture
		  ○ Equality and diversity
		• External factors:
		  ○ Competition and PESTEL forces
		  ○ Skills trends
		  ○ Competitor behaviour
		  ○ HR availability
		  ○ HR costs
		  ○ Legislation

4. Understand how a business uses its human resource management function.	4.1 Apply techniques to measure the effectiveness of a business's human resource management function. 4.2 Suggest ways in which a business could improve the effectiveness of its human resource management function.	• Employee net promoter scores • Employee satisfaction index • Absentee rates • Productivity rates • Employee turnover • Using AI for recruitment • Digital learning • The psychological contract • Digital transformation

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	3000 words

Indicative Reading

Hall, L. et al (2020) *Human Resource Management* 11th edition, Pearson, Harlow

Marchington, M. (2020) *Human Resource Management at Work: The Definitive Guide* 7th Edition, CIPD, London

Additional Resources

Human Resource Management Journal

International Journal of Human Resource Management

Chartered Institute of Personnel and Development

MARKETING FOR MANAGERS

Unit Reference Number	J/650/1152
Unit Title	Marketing for Managers
Unit Level	5
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 Type	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with a detailed understanding of the marketing planning process and to apply these principles to a variety of business contexts. The unit also provides a comprehensive understanding of environmental analysis and how this can lead to the development of appropriate objectives and strategies to enhance operational marketing performance.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content

1. Understand the context and concept of marketing.	1.1 Explain what is meant by the term 'marketing.'
	1.2 Explain different marketing eras.
	1.3 Compare ways in which a business can determine its marketplace.
	1.4 Discuss the concept of buyer behaviour in consumer and business markets.
		• Marketing eras
		  ○ Simple trade era
		  ○ Production era
		  ○ Sales era
		  ○ Marketing era
		  ○ Relationship and social marketing era
		• Segmentation
		• Competitor analysis
		• 4 P's of marketing: price, product, promotion, and

		place • Market positioning • Individuals/households • Personal use purchases • End use purchases • Economies of scale • Strategic suppliers
2. Understand the functions of marketing.	2.1 Explain key operational functions of marketing. 2.2 Explain key strategic functions of marketing. 2.3 Discuss the relationship between business strategy and marketing.	• Advertising • Public relations • Market research • Campaign planning • Customer service • Customer acquisition • Customer retention • Establishing distribution channels • Product development

3. Know how internal and external factors impact the marketing function.	3.1 Compare the internal factors which affect marketing.
	3.2 Compare the external factors which affect marketing.
		• Internal factors:
		  ○ Production capacity
		  ○ Financial resources
		  ○ Capabilities and competences
		  ○ Stakeholder goals
		  ○ Current business strategy
		• External factors:
		  ○ Competitor behaviour
		  ○ Legislation
		  ○ Economic conditions
		  ○ Technological advancements
		• Social and demographic trends

4. Understand how a business uses its marketing function.	4.1 Apply techniques to measure the effectiveness of a business's marketing function. 4.2 Suggest ways in which a business could improve the effectiveness of its marketing function.	• Conversion rates • Website Traffic • Customer life-cycle • Average customer value • Customer acquisition costs • Customer retention costs

		• Level of customer loyalty

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 3	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading List

Baines, P. et al (2019) *Marketing* 5th edition, OUP, Oxford

Kotter, P. T. et al (2019) *Principles of Marketing* 8th European edition, Pearson, Harlow

Additional Resources

European Journal of Marketing

Journal of Marketing

Chartered Institute of Marketing

BUSINESS LAW FOR MANAGERS

Unit Reference Number	K/650/1153
Unit Title	Business Law for Managers
Unit Level	5
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 Type	Pass / Fail

Unit Aims

All businesses and those employed by it must operate within the laws, legislation and regulations of the countries in which it conducts its activities. Some law only applies to specific types of business and their legal structure whereas other laws apply to any business irrespective of their operations and location. The aim of this unit is, therefore, to support a learner's exploration of laws, legislation and regulations which apply in their home country and to different types of business.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content

1. Know about generic business law.	1.1 Explain why it is important to have business related laws.
	1.2 Explain the principles of business law.
	1.3 Differentiate between civil and criminal law.
		• Protect rights
		• Dispute resolution
		• Consumer protection
		• Principles:
		  ○ Company law
		  ○ Common law
		  ○ Civil law
		  ○ Criminal law
		  ○ Statutory law

		• Criminal law seeks to punish for an offence. • Civil law seeks to achieve a remedy such as compensation for the injured party.

2. Know about legal and justice systems in context.	2.1 Explain what is meant by the term 'legal system.'
	2.2 Describe a legal system.
	2.3 Explain what is meant by the term 'justice system.'
	2.4 Describe a justice system.
		• System for interpreting and enforcing the laws:
		  ○ Legislation
		  ○ Directives
		  ○ Case law
		  ○ Treaties
		• Court structures
		• Role of government
		• Role of government agencies
		• Law enforcement
		• Courts
		• Correction

3. Know about key business-related laws.	3.1 Describe key features of consumer law. 3.2 Describe key features of contract law. 3.3 Describe key features of law of tort. 3.4 Describe key features of international laws.	• Consumer Law: false advertising, health and safety, fit for purpose, satisfactory quality • Contact Law: offer, acceptance, consideration, intent • Law of Tort: possession of rights, violation of rights, injury • International economic, security and criminal law
4. Know how laws impact on businesses.	4.1 Explain how businesses are legally formed. 4.2 Describe the impact of key legislation on a business. 4.3 Explain why contractual obligations are important to a business. 4.4 Explain how a business could resolve different legal disputes.	• Self-employed/individual registration • Incorporation • Data protection • Health and safety • Consumer laws • Employment laws • Duty to fulfil a contract • Protect both parties • Legally binding • Mediation • Arbitration • Litigation

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	3000 words

Indicative Reading List

Adams, A. et al (2020) *Law for Business Learners* 4th edition, Pearson, Harlow

Kelly, D. (2020) *Business Law*, Routledge, London

Additional Resources

Business Law Review

Journal of Business Law

Chambers Student

MANAGEMENT ACCOUNTING AND DECISION MAKING

Unit Reference Number	L/650/1154
Unit Title	Management Accounting and Decision Making
Unit Level	5
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 Type	Pass / Fail

Unit Aims

Management accounting provides business managers with financial information required to achieve business objectives. This requires effective decision making based on the timeliness and accuracy of financial information. The aim of this unit is to provide learners with an awareness of the scope and purpose of management accounting, so they are able to support effective decision making within a business.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content

1. Know about management accounting and decision making.	1.1 Explain what is meant by the term 'management accounting.'
	1.2 Explain what is meant by the term 'decision making.'
	1.3 Differentiate between management accounting and financial accounting.
		• Management accounting:
		  ○ Cost management
		  ○ External reporting
		  ○ Investment appraisal
		  ○ Budgetary control
		• Decision making tools
		• Decision making process
		• Considering alternatives
		• Recording transactions
		• Producing financial statements

		• Preparing financial reports
2. Know about technical procedures used in management accounting.	2.1 Describe different management accounting concepts. 2.2 Describe different tools and techniques used in management accounting.	• Concepts: ○ Financial planning ○ Decision making and control ○ Business activity evaluation ○ Financial risk management • Tools/Techniques ○ Cost accounting ○ Financial statement analysis ○ Cashflow analysis ○ Budgetary control ○ Investment analysis
3. Be able to use management accounting to solve problems and inform decision-making.	3.1 Apply management accounting techniques to solve business problems. 3.2 Apply management accounting techniques to inform business decision making.	• Application of tools and techniques: ○ Cost accounting ○ Financial statement analysis ○ Cashflow analysis ○ Budgetary control ○ Investment analysis

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	3000 words

Indicative Reading List

Atril, P. (2021) *Management Accounting for Decision Makers* 10th edition, Pearson, Harlow

Drury, D. (2018) *Management Accounting for Business* 7th edition, Cengage, London

Additional Resources

Journal of Accounting and Economics

The Accounting Review

Management Help

BUSINESS START-UP; CONCEPTION TO MARKET

Unit Reference Number	M/650/1155
Unit Title	Business Start-up; Conception to Market
Unit Level	5
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 Type	Pass / Fail

Unit Aims

Many people dream of setting up their own business but are not aware of what is required, what support is available and what personal qualities are required. The aim of this unit, therefore, is to consolidate previous learning where learners employ the knowledge and skills of disciplines such as marketing and management to produce a viable business plan.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content

1. Know the fundamental requirements for staring a new business.	1.1 Describe the range of resources required to start a business.
	1.2 Describe the personal skills and qualities required to start a business.
	1.3 Describe the legal requirements when starting a business.
		• Resources required for start-up:
		  ○ Capital investment
		  ○ Labour resources
		  ○ Physical resources
		  ○ Support systems
		• Personal skills and qualities: leadership management
		• financial management, problem solving skills, negotiation skills, project management skills
		• Legal requirements: formalised business

		structure, operating licence, business insurance, register for taxation
2. Know sources of support available to new businesses.	2.1 Compare sources of financial support. 2.2 Describe support provided by governments. 2.3 Describe support provided by non-government organisations. 2.4 Compare sources of non-financial support.	• Savings • Friends and family • Interest bearing loans • Investment 'angels' • Grants • Zero interest loans • Employment support schemes • Free training workshops • Free business advice • Free mentoring • Local government • Central government • Banks • Chambers of Commerce • Professional bodies
3. Be able to create a business plan for a new business to gain stakeholder support.	3.1 Produce a business plan for a start-up business. 3.2 Demonstrate effective communication when seeking stakeholder support for a new business.	• Business Plan: ○ Executive Summary ○ Industry Overview ○ Market and Competition Analysis ○ Sales and Marketing Plan ○ Management Plan ○ Operating Plan ○ Financial Plan

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)
1 to 3	All ACs under LO 1 to 3	Coursework	3000 words

Indicative Reading

Barrow, C. (2016) *Starting and Running a Small Business All-in-one for Dummies* 3rd edition, John Wiley, London

Pink, A. and MacDonald, A. (2021) *Business Start Start-Up Guide*, Pink Proactive Publishing, UK

Flick, U. (2020) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. 3rd Ed. London: Sage.

Gray, D. (2017) *Doing Research in The Real World*. 4th Ed. London: Sage.

Saunders, M., Lewis, P. And Thornhill, A. (2019) *Research Methods for Business Students*. 6th Ed. Harlow: Pearson.

Additional Resources

The Journal of Entrepreneurship

Management Help

Write a Business Plan

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website www.othm.org.uk.