



# ICM

## Business Management

### Course Handbook



## SETTING GLOBAL STANDARDS

For Business & Management Education

March 2017

The Institute of Commercial Management

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## **1 Introduction**

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The purpose of this Course Handbook is to provide you with general information about studying with the Institute of Commercial Management (ICM). This Handbook should be read in conjunction with other Guidelines available on the ICM website. The early pages of this Handbook provide general information about ICM and its programmes. Later sections give details about the equivalency of ICM Certificate (NQF\* Level 4 qualifications), Diploma (NQF Level 5 qualifications), Advanced Diploma (NQF Level 6 qualifications), Graduate Diploma (NQF Level 6 qualifications) and Post Graduate Diploma Awards (NQF Level 7 qualifications). Please note that not all Levels are available for all programmes. The material in this Handbook is as accurate as possible at the time of production.

\*NQF: the UK National Qualifications Framework

## **2 The Institute of Commercial Management (ICM)**

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Established in the early 1970s, the Institute of Commercial Management provides academic and vocational qualifications which are well recognised globally.

In its capacity as a course developer and an examining and certifying Board, the Institute offers a wide range of professional and vocational awards in Business, Management and related vocational areas.

ICM programmes are designed to address the personal development and training needs of those wishing to enter the commercial sector and to support the continued development and workplace flexibility of those already in employment.

ICM's global services include the design, development and certification of business education and training programmes for education providers; the development and certification of tailored education and training programmes for the corporate sector, emerging industries and the global workforce and the examination, assessment and certification of students undertaking business, management and related vocational education programmes.

An acknowledged specialist in the design and development of progressive, practical and multi-functional programmes of study, the Institute works with a range of public and private sector clients including universities, business schools, colleges, training providers, International Development Agencies, government agencies and local authorities.

ICM provides examinations in more than 200 subject areas ranging from accounting and finance to tourism and hospitality and from marketing and advertising to project management and examines and certifies candidates to an internationally consistent standard.

## **3 ICM Articulation Agreements with Universities**

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The Institute has formal partnership arrangements with universities in the UK and overseas. A full list of progression routes from ICM qualifications into Undergraduate and Post Graduate courses at UK Universities is available from the ICM website.

Established articulation arrangements provide direct access to the second and final years of a wide range of BA/BSc degrees for ICM Diploma qualifications (Level 5 Diploma) and

Advanced Diploma qualifications (Level 6 Diploma). Access to Masters programmes also exist for those with ICM Graduate Diplomas (Level 6) and ICM Post Graduate Diplomas (Level 7). In addition, ICM Certificate (Level 4 Diploma) holders may be eligible for entry to year 1 of appropriate degrees.

Subject to status and grades obtained, students holding ICM Diploma qualifications at levels 4, 5, 6 and 7 are accepted onto Undergraduate and Post Graduate degree programmes offered by institutions in continents across the globe.

Our strategic partners have agreed that students can enter their degree programmes with Advanced Standing, provided they possess the right Grade profile and are able to meet other admissions criteria, such as language competence. The stated grade and points requirements may be subject to local variations.

### **Entry to the First Year**

Application for entry to the first year of a relevant degree programme will be considered for those students who hold a relevant ICM Certificate Level Award.

### **Entry to the Second Year**

Application for entry to the second year of an Honours degree programme will be considered for students who have passed a relevant ICM Diploma (Level 5) programme and have met the following requirements:

- obtained at least 24 Points from 8 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Diploma

### **Entry to the Final Year**

Students who have passed a relevant ICM Advanced Diploma (Level 6 Diploma) programme will be considered for final year entry if they have achieved the following:

- obtained at least 32 Points from 12 subjects leading to the Advanced Diploma
- obtained at least a Grade C in all subjects in the Advanced Diploma

### **Entry to the Post Graduate Year**

Students who have passed a relevant ICM Graduate Diploma (Level 6 Diploma) programme will be considered for entry to Masters programmes if they have achieved the following:

- obtained at least 12 Points from the final 4 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Graduate Diploma

### **Converting ICM subject grades into points**

The following rules apply in relation to converting ICM subject grades into points:

- an 'A' grade is awarded 6 points
- a 'B' grade is awarded 4 points
- a 'C' grade is awarded 2 points
- a 'D' grade is awarded 0 points

## **Progression Routes**

Students wishing to progress to degree programmes should review the range of courses available at our partner Universities. Information on appropriate university courses can be obtained from our website.

The Institute's qualifications are also recognised by leading professional examining bodies for either subject exemption or registration purposes. Further details can be obtained from the appropriate examination bodies.

## **4 Learning, Teaching and Assessment Strategy**

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Tuition in preparation for the Institute's examinations takes place on a number of levels, including lectures, seminars, class discussion and problem review and analysis.

Formal lectures provide a foundation of information, which students build on through directed learning and self-managed study outside the classroom.

Students are actively encouraged to form study groups to discuss course material, fostering a greater depth of learning experience.

### **4.1 Assessment**

Assessment for the majority of programmes is based on final examinations. The Institute has a traditional approach to assessment. Formative assessment is provided by ICM Teaching Centres as and when appropriate and may include; essays, in-class tests, role play exercises, presentations and projects. However, in terms of gaining a professional qualification, and in order to maintain standards, ICM believes that students should be formally assessed on the body of knowledge covered during the course and be examined as individuals on the required learning outcomes.

### **4.2 Student Workload**

In accordance with nationally accepted codes of practice in the UK, each 20 credit unit represents a total of approximately 200 hours of learning. Typically, each ICM award at undergraduate level comprises four units of 20 credits each. Students must complete four units at each level leading to the awards of Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma) and Graduate Diploma (Level 6 Diploma). Thus, for example, in order to gain an ICM Advanced Diploma, a student must have completed the Certificate, Diploma and Advanced Diploma stages. The Post Graduate Diploma (Level 7 Diploma) consists of 120 credits divided into six units.

The learning hours for each unit are subdivided into appropriate categories of learning opportunities, such as lectures, seminars, preparation time, directed study, time spent on assessment items and exam preparation. At least one quarter of this time is usually devoted to formal contact time.

A further one quarter of this time is related to directed learning. The balance of workload is comprised of individual, self-managed student learning and revision.

Note that for a unit delivered in standard mode, the ICM examinations calendar accommodates a teaching year of approximately 2 x 20 teaching weeks, and four weeks of revision/end of year assessment.

Furthermore, each unit is assigned to a particular 'Level', with each Level corresponding to the group of subjects contained within the programmes leading to the award of a Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma), Graduate Diploma (Level 6 Diploma) or Post Graduate Diploma (Level 7 Diploma).

## **5 ICM Qualifications and Progression**

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Understanding your qualification is important and the following guidelines outline how ICM qualifications fit within the UK National Qualifications Framework and support vocational learning.

ICM has benchmarked its qualifications against the UK National Qualifications Framework (NQF). In recognition of the NQF levels and with reference to appropriate National Occupational Standards, the Institute has produced the following level descriptors which should be read in conjunction with the table provided in section 5.6.

### **5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)**

ICM Certificates are awarded to those who have passed Part 1 (the first four or five subjects, depending on the course) of an ICM Diploma programme. See below for ICM Diploma Entry Requirements. ICM Certificates represent a level of qualification that recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Certificate holders should be able to display competence in the application of knowledge in the performance of a range of work activities, some of which may be routine and predictable with some being complex or non-routine.

Learning at this level involves gaining knowledge and skills appropriate for individuals working semi-independently, or receiving basic supervision and training from others in their field of work.

Students should begin to develop a degree of individual responsibility or autonomy in their study as well as the ability to collaborate with others, for example through participation in work groups or teams.

Successful completion of the ICM Certificate enables entry to the first year of appropriate degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

### **5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)**

Entry to an ICM Diploma programme requires completion of secondary education or an equivalent and recognised programme of study.

ICM Diplomas represent a level of qualification which recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Diploma holders should be able to display competence in the application of knowledge in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine.

Learning at this level involves obtaining detailed knowledge and skills appropriate for people working independently, or providing basic supervision and training of others in their field of work and people wishing to go to University.

Progression is available from the ICM Diploma to the second year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

### **5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas)**

Entry to an ICM Advanced Diploma programme requires completion of the ICM Certificate and Diploma in the selected programme. Students holding other relevant and equivalent qualifications which contain ICM Diploma subjects could qualify for entry as well as subject and Level exemptions.

ICM Advanced Diplomas represent a level of qualification which involves specialist learning and detailed analysis of a high level of information, knowledge and skills in a specified area of work or study.

Students undertaking an ICM Advanced Diploma should demonstrate the depth of knowledge and understanding of an area of work or study to enable them to formulate solutions and responses to complex problems and situations.

ICM Advanced Diplomas are appropriate for people working in positions such as Senior Supervisors, Professionals or Managers. These individuals need to demonstrate significant levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others.

The ICM Advanced Diploma is equivalent to NQF Level 6 and in terms of level and credit value these qualifications are comparable to UK Intermediate Higher Education qualifications such as HNDs, Diplomas of Higher Education and Foundation Degrees.

Progression is available from ICM Advanced Diplomas to the final year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

### **5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas)**

Entry to an ICM Graduate Diploma programme requires prior completion of the ICM Diploma and Advanced Diploma in the selected programme.

Advanced Standing and Exemptions: Students holding relevant degrees and equivalent qualifications which contain ICM Certificate, Diploma and Advanced Diploma subjects could qualify for entry as well as subject and Level exemptions.

Students at this level study highly developed and complex levels of knowledge enabling the development of in-depth and original responses to complicated and unpredictable problems and situations.



Learning at the Graduate Diploma level involves the demonstration of high level specialist professional knowledge appropriate for senior professionals and managers. Indicative competencies involve the application of a range of fundamental principles across a wide and often unpredictable variety of contexts as well as the ability to perform technical or professional work activities in a variety of contexts with a substantial degree of personal responsibility and autonomy.

A qualification at this level is appropriate for people working as knowledge-based professionals or in professional management positions. This qualification is equivalent to a Bachelors degree, and progression is available from the ICM Graduate Diploma to Post Graduate programmes such as Masters degrees.

### **5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas)**

Entry to an ICM Post Graduate Diploma programme requires completion of an ICM Graduate Diploma, another Level 6 award, or a degree level qualification in an appropriate discipline.

Refer to Section 6 for Advanced Standing arrangements for mature candidates.

Students at this level of study should display a mastery of high level knowledge and skills and have professional and research-based skills.

This qualification is equivalent to two thirds of a Masters degree (MBA or MA) and advanced standing can be given onto a range of Masters degrees. For a complete list of progression routes please refer to the website.

### **5.6 Relative Positioning of ICM Qualifications**

The following table gives an indication of the relative positioning of ICM awards, compared with other types of qualifications and levels. Reference is made to levels in the UK National Qualifications Framework and example qualifications at each level. In addition, the final column in the table (FHEQ) shows the 'equivalent' qualifications commonly being developed and delivered in the University sector. For example, these indicate that the ICM Advanced Diploma equates to an intermediate level award (in terms of credit accumulation this ICM qualification equates to a Higher National Diploma). Furthermore, the ICM Graduate Diploma equates to a Bachelors degree level qualification and the ICM Post Graduate Diploma equates to a Masters degree level qualification.

## Relative Positioning of ICM Qualifications

| <b>National Qualifications Framework (Levels and example vocational qualifications)</b>                      | <b>Framework for ICM Levels</b>                       | <b>Framework for Higher Education Qualification Levels (FHEQ)</b>                                     |
|--|---|---|
| <b>Level 7</b><br>Professional Diploma in Translation  | <b>ICM Post Graduate Diploma</b><br>(Level 7 Diploma) | <b>M (masters)</b> , Masters degrees, Post Graduate certificates and diplomas                         |
| <b>Level 6</b><br>Diploma in Management  | <b>ICM Graduate Diploma</b><br>(Level 6 Diploma)      | <b>H (honours)</b><br>Bachelors degrees (BSc/BA)  |
|  | <b>ICM Advanced Diploma</b><br>(Level 6 Diploma)      | <b>I (intermediate)</b><br>Diplomas of higher education, foundation degrees, Higher National Diplomas |
| <b>Level 5</b><br>BTEC Higher National Diploma in 3D Design  | <b>ICM Diploma</b><br>(Level 5 Diploma)               | <b>C (certificate)</b><br>Certificates of higher education  |
| <b>Level 4</b><br>Certificate in Early Years Practice  | <b>ICM Diploma</b><br>(Level 5 Diploma)               |   |
| <b>Level 3</b><br>Certificate in Small Animal Care<br>NVQ in Aeronautical Engineering<br>A levels            |   |   |
| <b>Level 2</b><br>Diploma for Beauty Specialists<br>NVQ in Agricultural Crop Production<br>GCSEs Grades A*-C |   |   |
| <b>Level 1</b><br>Certificate in Motor Vehicle Studies<br>NVQ in Bakery<br>GCSEs Grades D-G                  |   |   |
| <b>Entry</b> – e.g. Entry Level Certificate in Adult Literacy  |   |   |

## 6 Student Registration & Course/Level Entry Requirements

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### 6.1 Student Registration

In order to undertake any ICM examination candidates must be Registered ICM Student Members.

Student Membership can be obtained by completing the appropriate Student Registration Application form and returning the form and the Student Registration Fee to the Institute. Details of Student Registration Fees can be found on the ICM website.

The Student Registration fee is valid for one year and can be renewed annually.

**Important Note: All students wishing to register for any ICM Advanced Diploma programme or above, MUST complete and attach an Academic History form to their Student Registration form. Copies of all qualifications and Awards obtained by the student must also accompany the Academic History form.**

**The Academic History form is used to ensure that students are qualified to commence their studies at the Level they have selected.**

### 6.2 Student Registration Fees

Student Registration fees for standard ICM Awards and programmes are based on the country in which you will undertake your examinations. The current fees levels are as follows:

**Group 1:** If you are based in Europe, and EU Member State, North America, a Gulf State, India, the Middle East, Australasia, Singapore, South Africa, China, Hong Kong or Malaysia your Registration Fee will be £50.00 Pounds Sterling.

**Group 2:** If you are based in sub-Saharan Africa, Central or South America, Pakistan, Bangladesh, the Caribbean or North Africa your Registration Fee will be £25.00 Pounds Sterling.

**Group 3:** A special rate exists for students in countries which have (a) emerged from conflict (b) countries in which the general population is subject to great poverty and (c) countries in which the UN acknowledge that the level of economic activity and national per capita income is unacceptably low.

### 6.3 Course/Level Entry Requirements

ICM professional programmes are structured in 'Levels'. These Levels are designed to provide a structured and progressive level of knowledge.

All students are required to commence their studies at the Diploma Level of all programmes unless they are able to claim subject-for-subject or Level exemptions.

Subject-for-subject exemptions can be applied for if the student has (a) been examined, in the subject, by another recognised Awarding body and (b) has passed the examination/s set by the alternate body.

The Institute operates an 'Open Entry' policy in respect of most of its Diploma Level vocational programmes, subject to appropriate work experience, but prospective students should note that the following qualifications are recommended for those wishing to undertake ICM Diploma Level programmes:

### ***Entry to an ICM Diploma Level Programme (NQF Level 5)***

Entry to an ICM Diploma programme requires completion of secondary education or equivalent. For example:

- One GCE A-level plus three GCSEs (or equivalents) or 5 GCSEs
- A suitable BTEC National Award
- Any qualification equivalent to one or more of the above

The minimum age for registration for the majority of programmes is 18. Applicants over the age of 20 who do not hold one of the recommended entry qualifications may also register for some Diploma Level programmes providing they have been in full-time employment for a minimum of two years and can produce a letter from their employer to confirm this.

### ***Entry to an ICM Advanced Diploma Programme (NQF Level 6)***

Entry to an ICM Advanced Diploma programme requires completion of the ICM Diploma Level of the selected programme.

### ***Entry to an ICM Graduate Diploma Programme (NQF Level 6)***

Entry to an ICM Graduate Diploma requires completion of the ICM Diploma and Advanced Diploma in the selected programme.

### ***Entry to an ICM Post Graduate Diploma Programme (NQF Level 7)***

Registration for an ICM Post Graduate Diploma is accepted from those:

- who have completed an ICM Graduate Diploma
- who hold any Level 6 business or management Award
- holders of business and management degree level qualifications

**Mature Candidates.** Applications from those over the age of 25 who do not meet the standard Entry Requirements will also be considered providing they:

- Are over the age of 25
- Have been in employment for 5 years – a letter of support is required from the applicant's employer; and
- Hold a management or senior supervisory position

## **7 Examinations and Results**

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### **7.1 Examinations**

In order to achieve a consistent global standard the Institute sets all examination papers and all candidate scripts are returned to the Institute for marking.

Invigilation of examinations is undertaken either by external Invigilators who are appointed by the Institute or by the British Council. Examinations are held in March, June, September and December and the Examination Timetable can be found on the ICM website.

Candidates must be registered and paid-up Student Members of the Institute at the time they undertake their examinations. Examination papers are securely distributed to ICM Approved Centres and scripts are assessed and moderated in the UK by ICM Appointed Examiners.

Full details of Examination dates can be found on the ICM website.

### **7.2 Examination Entry Fees and Forms**

Examination Entry fees are shown on the appropriate Examination Entry form for the subject/programme you are undertaking. In general, the standard Examination fee is £26.00 Pounds Sterling per subject. There are however some specialist programmes where a higher subject fee may be payable. If you have any queries relating to fees please contact your Teaching Centre.

In order to undertake any ICM Professional or Single Subject examination you must be a Registered and paid-up ICM Student Member.

To enter for an examination you need to complete the relevant Examination Entry form and submit it to the Institute.

### **7.3 Examination Timetable**

ICM examinations take place four times each year, in March, June, September and December. The Timetable for each year states the Closing Date for receipt of entries for each examination Series. Please visit the website to view the ICM examination timetable.

### **7.4 Examination grades and re-marking**

You can request that your examination script is re-marked if you are unhappy with your result.

The fee for this is £35.00 Pounds Sterling per script. The Institute operates a triple marking and moderation system. In the event that the moderator increases the original marks awarded, the fee for re-marking your script will be refunded to you. Should the Grade awarded remain the same, you will be issued with a full Examiner's Report detailing your examination performance. The Institute retains answer scripts for a maximum period of six months. Examination scripts/answer books are not returned to candidates under any circumstances.

## **7.5 Examination re-sits**

Although ICM Examinations are held every twelve weeks it should be noted that it takes an average of twelve weeks to mark the scripts after each Examination Series.

If you sit, for example, for one or more subjects in March you will not receive your results until June. This means that if you were to fail a subject in March, you would not be able to re-sit the subject in June, as you will have missed the Closing Date for the June Series.

Our advice is that you try to split your subject examinations between two consecutive Examination Series e.g. If your programme has four subjects you could take two subjects in one series and two in another series.

On this basis, were you to fail one subject in March you would be able to re-sit it in September, giving you plenty of time for revision.

## **7.6 Examination Closing Dates**

There is a Closing Date for receipt of Examination Entries and candidates entering for examinations must ensure that their completed Examination Entry forms and fees reach the Institute before the Closing Date for each Examination Series. Examination Timetables indicate the closing date for receipt of entries for each sitting and this information also appears on the ICM website. Entries received after the Closing Date are automatically carried forward to the next Examination Series.

## **7.7 Examination Results**

Results are distributed within twelve weeks from receipt of scripts. Candidates are advised not to telephone the Institute for results as this information is confidential and cannot be disclosed over the telephone.

## **7.8 Examination Grades**

Should you wish to re-sit any examination to improve your previous Grade, please note that the latest Grade you obtain will stand.

## **7.9 Transcript of Academic Results**

You may request a transcript of your Academic Results, however please note there is a charge of £15.00 Pounds Sterling for each Award transcript requested.

## **7.10 Replacement Certificates**

Replacement certificates are available on payment of a fee of £20.00 Pounds Sterling per certificate. Please include your Student Registration Number together with your current postal address and indicate which certificate is required.

### 7.11 Deferrals

There is a fee of £15.00 Pounds Sterling per subject should you wish to defer your examinations to another Series for health or for any other reason. If you are unable to undertake your examinations, it is essential you advise ICM before the appropriate examination date, otherwise the full entry fee of £26.00 Pounds Sterling will be applicable. Please note that you may only defer examinations on one occasion. The full entry fee of £26.00 Pounds Sterling per subject will become due if you defer on more than one occasion.

### 7.12 Subject Exemptions for Professional Programmes

Students holding relevant recognised qualifications from other professional bodies or recognised Higher Education institutions may apply for Subject Exemptions, on a subject-for-subject basis. It may also be possible, subject to qualifications held, to obtain exemption from a Level within a programme. Documentary evidence is required before any decision can be made in connection with the granting of Subject/Level Exemptions. No exemptions are given for case studies or assignments. Internally awarded school certificates and diplomas **are not accepted for exemption purposes.**

### 7.13 Single Subject Candidates

Registered ICM students who do not want to complete a full ICM programme may study individual subjects. Single Subject candidates receive a Single Subject Diploma on successful completion of the relevant subject examination. Single Subjects qualify, on a subject-for-subject basis, for subject exemptions from ICM professional programmes.

- Note:**
1. Case Studies, Assignments and Projects, including ALL subjects in any Post Graduate programme, do not qualify for Single Subject Awards.
  2. A student who undertakes, on a Single Subject basis, subjects within a Diploma, Advanced Diploma, Graduate Diploma or Post Graduate ICM programme will not be entitled to a professional Award unless they are exempted from or have completed all lower Levels of that Award.
  3. In order to comply with UKBA requirements, overseas students studying in the UK (excluding those from EU countries) are not permitted to undertake Single Subjects and must undertake a professional programme.

## 8 Subject advice, educational guidance and student support

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You are expected to be independent and to take responsibility for your own academic and personal life. However, your study centre should also provide appropriate help and assistance. Your tutors will direct your studies and ensure that you know what work you need to cover in any given unit. Seek advice from academic staff either during or after class or try to see them during their office hours.

### 8.1 Study Methods

Teaching Centres are provided with a detailed syllabus and reading list for each subject area. Each Unit Syllabus clearly defines the areas that you will be required to cover for each subject and your examination questions will be based on the areas and topics detailed for

each unit. It is important to ensure that you obtain a copy of each unit syllabus from your Teaching Centre. Alternatively, this information can be obtained online at [www.icm.education](http://www.icm.education), in the 'Single Subject' section.

Each Unit Syllabus is normally linked to one main textbook and the examiners base their questions on the contents of the nominated core text.

The Unit Syllabuses also give details of 'Alternative Texts' and texts recommended for further reading. It is advised that you should refer to the 'Alternative Texts' in order to develop your skills and broaden your knowledge of the subject area.

## **8.2 Payment Methods**

For our accepted methods of payment, please refer to the ICM website: [www.icm.education](http://www.icm.education)

## **8.3 Choosing your course of study**

As an ICM Student Member you can work towards obtaining either a recognised Professional qualification or study for one or more of the 200 Single Subject Awards from the list of subjects offered by the Institute. The choice is yours.

## **8.4 ICM Approved Centres**

Tuition leading to the Institute's examinations can only be provided by Institutions which have been granted ICM 'Approved Centre' status. Please note that some ICM Teaching Centres specialise in particular subject areas and not all ICM Centres will necessarily offer tuition for every ICM course programme. Visit the website to find an ICM Approved Centre near you.

## **9 Textbooks**

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The recommended textbooks for each subject are shown on each subject syllabus. Examiners base their questions on the contents of the recommended texts and it is therefore important for you to ensure that you have access to the appropriate texts. You can obtain the full list of books available to purchase from ICM and/or place orders by either contacting your Centre or complete the Book Order Form and send it to ICM's Book Sales Manager at: [info@icm.education](mailto:info@icm.education).

## **10 Students with specific learning difficulties**

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If you are diagnosed with a specific learning difficulty you may be granted special arrangements for your examination/s. We will require a copy of an Assessment Report issued within the last three years. The amount of additional time and any other arrangements will be determined on the basis of the Report relating to your circumstances. It is possible that you may be granted permission to use a computer or laptop without internet connection in your examinations.



## 11 Copies of past examination papers and other forms of assessment

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The ICM website, [www.icm.education](http://www.icm.education), provides a database of recent examination papers, assignments and Case Studies. These can be found in the Student Resources section of the website.

## 12 Unit Information

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Covering all the major business studies areas and topics, the ICM Diploma and Advanced Diploma programmes have, over a fifteen year period, achieved international recognition and are currently undertaken by students in over 40 countries.

In addition to providing a comprehensive knowledge of each of the major business functions, the structure of the course ensures that students have the widest possible range of career, employment and higher education options open to them on successful completion of their studies.

### 12.1 Programme Objectives

To provide prospective business and management students with a body of knowledge which will:

- increase their employment opportunities
- prepare them for supervisory and management careers in industry and commerce and
- provide them with a qualification which will enable them to progress to higher level general management or specialised business programmes at a later stage in their business or academic careers

The ICM Diploma in Business Studies programme is also suitable for working supervisors and managers who require recognised business qualifications for career advancement or promotion purposes.

### 12.2 Recommended Course Duration

To help calculate the duration of the programme, please refer to the section entitled 'Student Work Load' in section 4.2 of this handbook.

It is expected that a student will need at least 18 months to 2 years of full-time study at an ICM Approved Centre to complete the full Advanced Diploma programme.

### Examination Grades

|                       |               |
|-----------------------|---------------|
| Grade A – Distinction | 70% and above |
| Grade B – Credit      | 60% to 69%    |
| Grade C – Pass        | 50% to 59%    |
| Grade D – Pass        | 40% to 49%    |
| Grade F – Fail        | 39% and under |

## **Certification**

On successful completion of all the examinations in Part 1, students are awarded the ICM Certificate in Business Studies. Similarly, on successful completion of all the examinations in Parts 1 & 2 students are awarded the ICM Diploma in Business Studies. On successful completion of all 12 subjects, students are awarded the ICM Advanced Diploma in Business Studies.

### **12.3 Continuing Education**

The Business Studies programme will serve as an excellent route for students who ultimately seek full professional status and will provide first class underpinning knowledge for the mainstream UK degrees in Business Studies and Business Management. Holders of an ICM Diploma in Business Studies may enter the ICM Advanced Diploma programme and completion of this will enable entry to the final year of appropriate Honours degree programmes.

### **12.4 Entry Requirements**

Students holding relevant recognised qualifications from other institutions or professional examining bodies may apply for exemptions on a subject-for-subject basis.

The Institute operates an 'Open Access' policy in respect of many of its vocational programmes but prospective students should note that the following entrance qualifications are recommended for those wishing to undertake the ICM Diploma programme:

- The ICM Certificate in Commercial Studies
- One GCE A-level plus Three GCSEs (or equivalents)
- A suitable BTEC National Award
- Any qualification equivalent to one or more of the above

The minimum age for registration for this programme is 18.

Applicants over the age of 20 who do not hold one of the recommended entrance qualifications may also register for the programme providing they have been in full-time employment for a minimum of two years.

### **Advanced Diploma in Business Studies**

The minimum age for registration for this programme is 18.

- The ICM Diploma in Business Studies (or an equivalent level business studies qualification)
- A suitable BTEC National Award
- Any business studies qualification equivalent to one of the above

### **The Graduate Diploma in Business Management**

1. Business Management & Administration
2. Numeracy & Statistics
3. Marketing
4. Accounting
5. Economics for Business
6. Business Law
7. Organisational Behaviour
8. Strategic Management
9. Marketing Management
10. Human Resources Management
11. Customer Service
12. Corporate Policy\*
13. Financial Management
14. Leadership Studies
15. The International Business Environment
16. Business Management Project

\* The Corporate Policy unit is examined by means of a Research Project and a Report – A submission form is available on the ICM website for ICM to approve project proposals.

The Graduate Diploma in Business Management is awarded on completion of all sixteen subjects

#### **13.1 Unit Syllabuses**

Syllabuses for this programme are contained in the following sections.

### 13.1.1 Business Management & Administration Syllabus

|                |                                      |
|----------------|--------------------------------------|
| Unit Title     | Business Management & Administration |
| Unit Code      | BMA-0605                             |
| Level          | 6 Diploma                            |
| Credits        | 20                                   |
| Unit Leader    | GW                                   |
| Pre-requisites |                                      |

#### Main Aim(s) of the Unit:

The unit introduces the student to a range of studies which are useful in understanding people in the workplace. It examines the concept of management within the global business environment and through the appraisal of business cases, a variety of approaches are considered.

The unit prepares students for their likely future roles as managers in organisations. It encourages them to synthesize knowledge and experience gained in other units by considering competing perspectives on the nature of management. It encourages them to reflect upon the contribution that they might make as individuals to the management process, and to explore their own skills as potential managers, within the context of their peer group. The unit touches practical, moral and ethical dimensions of the management role and examines the key problems and dilemmas that may emerge for stakeholders in contemporary organisations.

#### Main Topics of Study:

##### The Organisational Background to Business Administration

##### The Management Framework to Business Administration

- ▶ What are business administration and management?
- ▶ The board of directors
- ▶ Functions within an organisation
- ▶ The 'systems' approach to organisation
- ▶ Planning-control feedback cycles

##### Characteristic Features of Organisations

- ▶ The structure of organisations and the need for authority
- ▶ The features of bureaucratic and non-bureaucratic organisations
- ▶ Traditional principles and types of organisation
- ▶ More about systems and subsystems

##### The Structure of Business Enterprises

- ▶ The pattern of organisations
- ▶ Business types including: sole-trader enterprises, partnerships, limited partnerships, the limited liability company, non-profit-making units (clubs and societies), public enterprises
- ▶ Public sector organisations: autonomous public corporations, nationalised industries, local government institutions, central government departments

##### Functions within Organisations

##### The Production Function

- ▶ The production process and types of production
- ▶ Site selection and factory planning

- ▶ Plant and equipment
- ▶ Materials and materials handling
- ▶ Production administration
- ▶ Costing aspects of production
- ▶ Work study
- ▶ Maintenance and production
- ▶ CAD, CAM and CIM

#### **The Purchasing Function**

- ▶ The nature of purchasing and the role of the purchasing officer
- ▶ Purchasing department procedures, inventory control, stores control and economic order quantity

#### **The Research and Development Function**

- ▶ The functions of the research and development department
- ▶ Basic research
- ▶ Problem-based research
- ▶ Ideas generation
- ▶ Applied research and development
- ▶ Patents, trade marks and service marks
- ▶ Research and development in the business organisation

#### **The Marketing Function**

- ▶ Introduction to marketing and the marketing philosophy
- ▶ Market analysis and research
- ▶ Promotion, publicity and public relations
- ▶ Pricing policy
- ▶ Credit control
- ▶ Sales administration
- ▶ Transport and distribution (logistics)
- ▶ Export marketing

#### **Personnel Department**

- ▶ The need for staff
- ▶ The functions of the personnel department and a personnel policy
- ▶ Employee records
- ▶ Promotion, transfer, termination and dismissal
- ▶ Industrial relations practice
- ▶ The remuneration of staff

#### **The Administrative Officer's Role**

##### **Office Administration**

- ▶ The role of the administrative officer
- ▶ Facilities management – the 'new-look' office administrator
- ▶ The office and its functions

- ▶ The clerical function, business correspondence, mail inwards, mail outwards, systems for producing business correspondence
- ▶ Meetings, conferences, functions and delegation

**Other Responsibilities of the Administrative Office**

- ▶ The organisation and methods department
- ▶ Security aspects of business
- ▶ Risk management
- ▶ The environment of organisations
- ▶ What is a claimant?
- ▶ Assessing the impact of claimants

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

|    |  |
|----|--|
| 1. | Provide critical evaluation of the major functional areas of a business and describe their interrelationship.  |
| 2. | Evaluate competing perspectives on the nature of management as both a function and process within organisations.   |
| 3. | Discuss the concept of managerial power and authority, in the context of the work of individual managers, and organisations within their social and cultural contexts. |
| 4. | Discuss models of managerial decision-making.  |
| 5. | Discuss the development of organisations in their historical, social and cultural contexts, and the choices that this creates for the management of organisations.     |
| 6. | Explain the process of organisational change and development.  |
| 7. | Discuss management as a moral and ethical process.   |
| 8. | Demonstrate an appreciation of the role of the Administrator as part of the Managerial process.  |

**The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills:**

| Knowledge & Understanding              | Analysis                            | Synthesis /Creativity | Evaluation                   | Interactive & Group Skills     |
|--|-------------------------------------|-----------------------|------------------------------|--------------------------------|
| 1-8                                    | 1,2,4,7                             | 1,2                   | 1,2,7,8                      | -                              |
| Self-appraisal/ Reflection on Practice | Planning and Management of Learning | Problem Solving       | Communication & Presentation | Other skills (please specify): |
| -                                      | -                                   | 1,2                   | 1-8                          |                                |

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

| Assessment methods which enable the student to demonstrate the learning outcomes for the Unit: | Weighting: |
|--|------------|
| Examination: 3 hours duration  | 100%       |

**Indicative Reading for this Unit:****Main Text**

Business Management & Administration, G. Whitehead & G. Whitehall, ICM

**Alternative Texts and Further Reading**

Modern Business Administration, R.C. Appleby, Pitman

The Structure of Business, M. Buckley, Pitman

Students should also be prepared to read other suitable accounting text books

**Guideline for Teaching and Learning Time (10 hrs per credit):**

|           |   |
|-----------|---|
| 50 hours  | <b>Lectures / Seminars / Tutorials / Workshops</b><br>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.  |
| 50 hours  | <b>Directed learning</b><br>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.   |
| 100 hours | <b>Self managed learning</b><br>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries. |

### 13.1.2 Numeracy & Statistics Syllabus

|                |                       |
|----------------|-----------------------|
| Unit Title     | Numeracy & Statistics |
| Unit Code      | NS-1016               |
| Level          | 6 Diploma             |
| Credits        | 20                    |
| Unit Leader    | GW                    |
| Pre-requisites |                       |

#### Main Aim(s) of the Unit:

The aims of this unit are to equip students with the necessary skills to interpret information, carry out calculation and interpret the results of that information and later, to equip students with some of the analytical skills that are relevant to the study of Accounting & Finance as a whole.

#### Main Topics of Study:

##### Revision of Basic Mathematical Techniques

- ▶ Integers, fractions and decimals
- ▶ Order of operations – brackets
- ▶ Percentages and ratios – percentages, profits, proportions and ratios
- ▶ Roots and powers – powers, roots, rules for powers

##### Equations and Graphs

- ▶ Formulae and equations – manipulating equalities, linear equations
- ▶ Graphs – Linear equations and graphs, simultaneous equations, non-linear equations

##### Data Presentation and Measurements of Location and Dispersion

- ▶ Data – data and information, quantitative and qualitative data, primary and secondary data, discrete and continuous data
- ▶ Data presentation – pictograms, tables, charts (bar charts, pie charts), frequency distributions, histograms, frequency polygons, ogives, scatter diagrams
- ▶ Averages – the arithmetic mean, the mode, the median
- ▶ Dispersion – the range, quartiles and the semi-interquartile range

##### Probability

- ▶ The concept and rules of probability
- ▶ Expected values
- ▶ Expectation and decision-making

##### Frequency Distributions, the Normal Curve and Sampling

- ▶ Probability distributions
- ▶ The normal distribution
- ▶ The standard normal distribution

##### Financial Mathematics

- ▶ Interest – simple interest, compound interest, inflation, changes in the rate of interest
- ▶ Savings and loans – regular savings, sinking funds, loans, mortgages



| <b>Learning Outcomes for the Unit:</b>   |   |                              |                               |                                |  |
|--|---|------------------------------|-------------------------------|--------------------------------|--|
| At the end of this Unit, students will be able to:   |   |                              |                               |                                |  |
| 1.   | Identify appropriate types of quantitative information and their sources.   |                              |                               |                                |  |
| 2.   | Rationalise and structure that information.   |                              |                               |                                |  |
| 3.   | Use and analyse information that is presented in numerical form in an appropriate method to extract all relevant trends, patterns and points of importance.   |                              |                               |                                |  |
| 4.   | Present the results and data informative in attractive manners including in diagrammatic form to clients, partners and business colleagues.   |                              |                               |                                |  |
| <b>The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills:</b>   |   |                              |                               |                                |  |
| Knowledge & Understanding  | Analysis  | Synthesis /Creativity        | Evaluation                    | Interactive & Group Skills     | Self-appraisal/ Reflection on Practice |
| 1-3  | 3   | 3,4                          | 1,2,3                         | -                              | -                                      |
| Planning and Management of Learning  | Problem Solving   | Communication & Presentation | Practical/Psycho-motor Skills | Other skills (please specify): |  |
| -  | 1-4   | 4                            | 4                             | -                              |  |
| <b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>   |   |                              |                               |                                |  |
| Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience. |   |                              |                               |                                |  |
| <b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>  |   |                              |                               |                                | <b>Weighting:</b>                      |
| Examination: 3 hours duration  |   |                              |                               |                                | 100%                                   |
| <b>Indicative Reading for this Unit:</b>   |   |                              |                               |                                |  |
| <b>Main Text</b>   |   |                              |                               |                                |  |
| Business Essentials – Business Maths: Study Text, BPP Learning Media. ISBN: 978-0751768428   |   |                              |                               |                                |  |
| <b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>   |   |                              |                               |                                |  |
| 50 hours   | <b>Lectures / Seminars / Tutorials / Workshops</b><br>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.  |                              |                               |                                |  |
| 50 hours   | <b>Directed learning</b><br>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.   |                              |                               |                                |  |
| 100 hours  | <b>Self managed learning</b><br>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries. |                              |                               |                                |  |

### 13.1.3 Marketing Syllabus

|  |           |
|--|-----------|
| Unit Title   | Marketing |
| Unit Code  | MK-0905   |
| Level  | 6 Diploma |
| Credits  | 20        |
| Unit Leader  | BHW       |
| Pre-requisites   |           |
| <b>Main Aim(s) of the Unit:</b>  |           |
| To provide students with a foundation for the analysis of marketing within organisations including decision making processes, segmentation, the role of information and the marketing information system, the marketing mix, internal and external influences affecting strategy, competitor analysis and positioning.   |           |
| <b>Main Topics of Study:</b>   |           |
| <p><b>Part A: The Concept and Process of Marketing</b></p> <p><b>Markets and Marketing</b></p> <ul style="list-style-type: none"> <li>▶ Marketing issues</li> <li>▶ The marketing mix</li> <li>▶ Marketing management</li> <li>▶ Marketing and society</li> </ul> <p><b>The Marketing Process: Strategy and Planning</b></p> <ul style="list-style-type: none"> <li>▶ Marketing strategy</li> <li>▶ Marketing planning and strategy</li> <li>▶ Marketing audit</li> <li>▶ Environmental scanning</li> <li>▶ Strategy formulation</li> <li>▶ Marketing segmentation: introduction</li> <li>▶ The marketing plan</li> </ul> <p><b>Customer Focus: Cost and Benefits</b></p> <ul style="list-style-type: none"> <li>▶ Identifying the customer</li> <li>▶ Building customer care relationships</li> <li>▶ The quality movement</li> <li>▶ Quality and customers</li> </ul> <p><b>Part B: Segmentation, Targeting and Positioning</b></p> <p><b>The Marketing Environment</b></p> <ul style="list-style-type: none"> <li>▶ Marketing and the business environment</li> <li>▶ The economic environment</li> <li>▶ Social and cultural factors</li> <li>▶ Political and legal aspects</li> <li>▶ Technological issues</li> </ul> |           |

- ▶ Consumer rights
- ▶ The green movement
- ▶ Green marketing

#### **Customers, Buyers, Clients and Consumers**

- ▶ Customers, buyers, clients or consumers
- ▶ Consumer buying behaviour
- ▶ Influences on buying behaviour
- ▶ Social factors
- ▶ Personal factors
- ▶ Psychological factors
- ▶ Models of buying behaviour
- ▶ Organisational buying behaviour

#### **Marketing Segmentation and Positioning**

- ▶ Market segmentation
- ▶ Segmenting consumer markets
- ▶ Social status and social class
- ▶ Family life cycle
- ▶ Psychographics and culture
- ▶ Segmenting industrial markets
- ▶ Positioning products and brands

#### **Part C: The Extended Marketing Mix**

##### **Product**

- ▶ Reviewing the product
- ▶ The Product Life Cycle (PLC)
- ▶ Product range and portfolio
- ▶ Branding
- ▶ The Ansoff growth matrix

##### **New Product Development**

- ▶ The NPD process
- ▶ Risks of new product development
- ▶ Screening new product ideas
- ▶ New product adoption
- ▶ Other issues

##### **Place: The Importance Distribution**

- ▶ Place
- ▶ What are distribution channels?
- ▶ Points in the chain of distribution
- ▶ Selection of distribution channel
- ▶ Distribution

- ▶ Physical distribution
- ▶ Just In Time (JIT)

### **Pricing**

- ▶ The importance of price
- ▶ Pricing policy and the marketing mix
- ▶ Price expectations
- ▶ Pricing strategy
- ▶ Approaches to pricing
- ▶ Competitive advantage

### **Pricing for Costs, Sales and Profit**

- ▶ Break-even analysis
- ▶ Cost based approach to pricing
- ▶ Demand based approaches
- ▶ Other aspects of pricing

### **Promotion**

- ▶ Promotion and communicating with customers
- ▶ Integrated marketing communication
- ▶ Advertising
- ▶ Successful advertising
- ▶ Media
- ▶ Planning an advertising campaign
- ▶ Branding
- ▶ The role of sales promotion
- ▶ Public Relations (PR)

### **Selling and Direct Marketing**

- ▶ Personal selling
- ▶ Communicating with major purchasing influencers
- ▶ Direct marketing
- ▶ Acquisition and retention of customers
- ▶ Fulfilment

## **Part D: Marketing Segments and Contexts**

### **Types of Market**

- ▶ Definitions
- ▶ Consumer markets
- ▶ Business to business marketing
- ▶ Charity and not-for-profit marketing
- ▶ Other markets

### **Services Marketing**

- ▶ Characteristics of services marketing

- ▶ The extended marketing mix for services
- ▶ The importance of people
- ▶ Service quality

**International Markets**

- ▶ International marketing opportunities – benefits and risks
- ▶ Market attractiveness
- ▶ International marketing environment
- ▶ Regional trade alliances and markets
- ▶ Product
- ▶ Place
- ▶ Price
- ▶ Promotion

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

|    |  |
|----|--|
| 1. | Understand the marketing environment and the scope of tasks undertaken in marketing in the context of different organisational situations in which marketing is applied.   |
| 2. | Understand the decision making processes within consumer and organisational buying situations explain the ways in which market segments are defined and recognise the importance of information in decisions concerning customers and markets. |
| 3. | Assess the role of the marketing mix within the context of marketing decision making.  |
| 4. | Examine various marketing strategies used within different organisations and competitive situations.   |

**The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills:**

| Knowledge & Understanding              | Analysis                            | Synthesis /Creativity | Evaluation                   | Interactive & Group Skills     |
|--|-------------------------------------|-----------------------|------------------------------|--------------------------------|
| 1-4                                    | 3,4                                 | 3,4                   | 3,4                          | -                              |
| Self-appraisal/ Reflection on Practice | Planning and Management of Learning | Problem Solving       | Communication & Presentation | Other skills (please specify): |
| -                                      | -                                   | 3,4                   | 1-4                          | -                              |

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

|   |   |                   |
|---|---|-------------------|
| <b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>   |   | <b>Weighting:</b> |
| Examination: 3 hours duration   |   | 100%              |
| <b>Indicative Reading for this Unit:</b>  |   |                   |
| <b>Main Text</b><br>Business Essentials: Marketing Principles, BP Learning Media Ltd  |   |                   |
| <b>Alternative Texts and Further Reading</b><br>Fundamentals of Marketing, W.G. Leader & N. Kyritsis, Stanley Thorne<br>Marketing Principles and Practice, D. Adcock, Pearson Publishing<br>Principles of Marketing, P. Kotler, Prentice Hall |   |                   |
| <b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>  |   |                   |
| 50 hours  | <b>Lectures / Seminars / Tutorials / Workshops</b><br>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.  |                   |
| 50 hours  | <b>Directed learning</b><br>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.   |                   |
| 100 hours   | <b>Self managed learning</b><br>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries. |                   |

### 13.1.4 Accounting Syllabus

|  |            |
|--|------------|
| Unit Title   | Accounting |
| Unit Code  | AC1-0605   |
| Level  | 6 Diploma  |
| Credits  | 20         |
| Unit Leader  | JWC        |
| <b>Main Aim(s) of the Unit:</b>  |            |
| This unit introduces the fundamentals of accounting theory and practice and develops the accounting techniques and skills necessary to provide a foundation for further study and practical experience.  |            |
| <b>Main Topics of Study:</b>   |            |
| <b>Introduction to Accounting</b>  |            |
| <ul style="list-style-type: none"><li>▶ What is accounting?</li><li>▶ Business organisations and sources of finance</li><li>▶ Introducing financial statements: the profit and loss account and the balance sheet</li><li>▶ The role of the accountant and the accounts office</li></ul>   |            |
| <b>Supply Information for Management Control</b>   |            |
| <ul style="list-style-type: none"><li>▶ The purpose of management information</li><li>▶ The use of cost centres and coding of costs</li><li>▶ Providing comparisons on costs and income</li><li>▶ A brief introduction to wages</li><li>▶ Control accounts: sales and purchase ledger control</li></ul>  |            |
| <b>The Construction of Financial Statements</b>  |            |
| <ul style="list-style-type: none"><li>▶ Financial statements: the calculation of profits</li><li>▶ Adjustments: accruals, prepayments and drawings</li><li>▶ Adjustments: bad debts and provisions for debtors</li><li>▶ Depreciation of fixed assets</li><li>▶ Partnership accounts</li><li>▶ Company accounts</li><li>▶ Accounts of clubs and societies</li><li>▶ The extended trial balance</li></ul> |            |
| <b>Using Accounting Information</b>  |            |
| <ul style="list-style-type: none"><li>▶ Accounting ratios and preparing reports</li><li>▶ Accounting standards: Statements of Standard Accounting Practice and Financial Reporting Statements (SSAPs and FRSs)</li><li>▶ Accounting for stocks</li><li>▶ Manufacturing accounts</li><li>▶ Marginal costing</li><li>▶ Budgeting</li></ul>   |            |

| <b>Learning Outcomes for the Unit:</b>   |   |                       |                              |                                |
|--|---|-----------------------|------------------------------|--------------------------------|
| At the end of this Unit, students will be able to:   |   |                       |                              |                                |
| 1.   | Understand key concepts and techniques useful in recording and analysing accounting information.  |                       |                              |                                |
| 2.   | Produce solutions to accounting problems, which make appropriate use of accounting practice and principles and which are well organised and clearly stated. |                       |                              |                                |
| 3.   | Prepare statements reporting the financial performance and financial position of business entities.   |                       |                              |                                |
| 4.   | Analyse accounting data and accounting reports using appropriate tools and techniques.  |                       |                              |                                |
| 5.   | Demonstrate an awareness of the context within which accounting operates and through which it relates to the business environment.                          |                       |                              |                                |
| <b>The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills:</b>   |   |                       |                              |                                |
| Knowledge & Understanding  | Analysis  | Synthesis /Creativity | Evaluation                   | Interactive & Group Skills     |
| 1,5  | 4   | 3                     | 4                            | -                              |
| Self-appraisal/ Reflection on Practice   | Planning and Management of Learning   | Problem Solving       | Communication & Presentation | Other skills (please specify): |
| 5  | 1-5   | 2                     | 3                            | -                              |
| <b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>   |   |                       |                              |                                |
| Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience. |   |                       |                              |                                |
| <b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>  |   |                       |                              | <b>Weighting:</b>              |
| Examination: 3 hours duration<br><b>EXAMINER'S NOTE:</b><br>The only ratios that will be tested in the Accounting exam are: profitability, liquidity (short-term solvency) and efficiency ratios.  |   |                       |                              | 100%                           |
| <b>Indicative Reading for this Unit:</b>   |   |                       |                              |                                |
| <b>Main Text</b><br>Finance & Accounting, R. Giles, ICM – Chapters 1-4, 17-21, 22-27, 29-30, 31-33, 35-37 and 40   |   |                       |                              |                                |
| <b>Alternative Texts and Further Reading</b><br>A Complete Course in Business Accounting, R. Giles, Nelson Thornes<br>Frank Wood's Business Accounting 1, F. Wood & A. Sangster, Pitman  |   |                       |                              |                                |
| <b>Note:</b> Students should also be prepared to read other suitable accounting text books.  |   |                       |                              |                                |



| <b>Guideline for Teaching and Learning Time (10 hrs per credit):</b> |  |
|--|--|
| 50 hours   | <p><b>Lectures / Seminars / Tutorials / Workshops</b></p> <p>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</p>  |
| 50 hours   | <p><b>Directed learning</b></p> <p>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</p>   |
| 100 hours  | <p><b>Self managed learning</b></p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p> |

### 13.1.5 Economics for Business Syllabus

|                |                        |
|----------------|------------------------|
| Unit Title     | Economics for Business |
| Unit Code      | EB-0317                |
| Level          | 6 Diploma              |
| Credits        | 20                     |
| Unit Leader    | BF                     |
| Pre-requisites |                        |

#### **Main Aim(s) of the Unit:**

This unit examines the main concepts of economic theory and their importance within a business framework. Throughout the unit the emphasis will be on the applicability of business and the external circumstances under which business operates. The aim is to provide the necessary knowledge, tools and understanding of economics as a basis for the study of business.

#### **Main Topics of Study:**

##### **The Foundations of Economics**

- ▶ The economic problem: scarcity choice and opportunity cost
- ▶ Production possibility and utility
- ▶ Microeconomics and macroeconomics
- ▶ Alternative economic systems
- ▶ Growth and sustainable development

##### **Microeconomics: The Theory of Price Determination**

- ▶ Demand
- ▶ Supply
- ▶ Market equilibrium, the price mechanism and market efficiency
- ▶ Concept of elasticity
- ▶ Indirect taxes, subsidies and price controls

##### **Microeconomics: Costs and Revenues**

- ▶ Short and long run costs
- ▶ The scale of production and economies of scale
- ▶ Average, marginal and total revenues
- ▶ Profit theory
- ▶ Perfect competition: the short and long run
- ▶ Productive and allocative efficiency

##### **Microeconomics: Imperfect Markets**

- ▶ Monopoly, sources and profit maximisation
- ▶ Comparison of perfect competition and monopoly
- ▶ Advantages and disadvantages of monopoly
- ▶ Monopolistic competition
- ▶ Oligopoly, sources, collusive activity and non-price competition

- ▶ Price discrimination

#### **Microeconomics: Market Failure**

- ▶ Public goods and merit goods
- ▶ Externalities
- ▶ Sustainability and government response
- ▶ Imperfect information and imperfect competition

#### **Macroeconomics: The Level of Economic Activity**

- ▶ The circular flow of income, leakages and injections
- ▶ The measurement of national income
- ▶ Limitations of national income data
- ▶ The business cycle
- ▶ Aggregate demand and its components
- ▶ Government policies affecting aggregate demand (fiscal and monetary)
- ▶ Aggregate supply in the short and long run
- ▶ Supply side policies

#### **Macroeconomics: Equilibrium, Employment and Inflation**

- ▶ Short and long run equilibrium
- ▶ The multiplier effect
- ▶ The measurement and costs of unemployment
- ▶ Causes of unemployment
- ▶ Solutions to unemployment
- ▶ Measurement and costs of inflation and deflation
- ▶ Demand pull and cost push inflation
- ▶ Reducing inflation
- ▶ The inflation-unemployment trade off

#### **Macroeconomics: Growth and Equity**

- ▶ Definition of economic growth
- ▶ Consequences of growth
- ▶ The distribution of national income
- ▶ Taxation and income distribution

#### **International Economics: Trade**

- ▶ Why countries trade
- ▶ The principle of free trade. Absolute and comparative advantage
- ▶ The world trade organisation
- ▶ The arguments for and against protection
- ▶ Types of protection
- ▶ Economic integration and trade blocs
- ▶ The terms of trade

**International Economics International Monetary Issues**

- ▶ Exchange rate determination
- ▶ Fixed, floating and managed exchange rate systems
- ▶ The balance of payments, current, capital and financial account
- ▶ Balance of payments and the exchange rate
- ▶ Correcting a current account deficit

**Development Economics**

- ▶ Sources of growth and economic development
- ▶ Characteristics and diversity of developing countries
- ▶ Measuring development
- ▶ Domestic factors affecting development
- ▶ International trade and development
- ▶ The role of foreign direct investment
- ▶ Aid, debt and development
- ▶ Market aid and interventionist strategies

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

- |    |   |
|----|---|
| 1. | Understand the theoretical economic models, approaches and concepts underpinning the study of business in relation to its economic environment. |
| 2. | Evaluate the usefulness of economic theories in relation to the operation of business.  |
| 3. | Assess the significance and impact of micro and macroeconomics on the performance of business organisations.                                    |

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

| Knowledge & Understanding              | Analysis                            | Synthesis /Creativity | Evaluation                   | Interactive & Group Skills     |
|--|-------------------------------------|-----------------------|------------------------------|--------------------------------|
| 1,3                                    | 2, 3                                | 3                     | 2                            | 3                              |
| Self-appraisal/ Reflection on Practice | Planning and Management of Learning | Problem Solving       | Communication & Presentation | Other skills (please specify): |
| 3                                      | 1-3                                 | 2,3                   | 2,3                          | -                              |

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

|   |                   |
|---|-------------------|
| <b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b> | <b>Weighting:</b> |
|---|-------------------|

|                               |      |
|-------------------------------|------|
| Examination: 3 hours duration | 100% |
|-------------------------------|------|

**Indicative Reading for this Unit:****Main Text**

Economics – Course Companion, 2nd edition, 2012, Jocelyn Blink & Ian Dorton, Oxford University Press. ISBN: 978-0198390008

**Alternative Texts and Further Reading**

Business Essentials, Economics, BPP Learning Media. ISBN: 978-1445368283

Essentials of Economics, 7th edition, John Sloman & Dean Garratt, Pearson. ISBN: 978-1292082240

**Guideline for Teaching and Learning Time (10 hrs per credit):**

|           |   |
|-----------|---|
| 50 hours  | <b>Lectures / Seminars / Tutorials / Workshops</b><br>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.  |
| 50 hours  | <b>Directed learning</b><br>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.   |
| 100 hours | <b>Self managed learning</b><br>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries. |

### 13.1.6 Business Law Syllabus

|   |              |
|---|--------------|
| Unit Title  | Business Law |
| Unit Code   | BL-0616      |
| Level   | 6 Diploma    |
| Credits   | 20           |
| Unit Leader   | IC           |
| Pre-requisites  |              |
| <b>Main Aim(s) of the Unit:</b>   |              |
| <p>This unit aims to introduce the student to a study of the law in the business environment. It introduces sources of law and legal method, business organisations and legal relationships, contracts including the supply of goods and services, agency agreements and civil wrongs in the business environment including negligence and nuisance.</p> <p>An understanding of the rights and responsibilities of organisations is an essential requirement in the study of business operations at home and those involved in international business transactions and trade.</p> |              |
| <b>Main Topics of Study:</b>  |              |
| <b>Contracts</b>  |              |
| <b>Formation of Contract</b>  |              |
| <ul style="list-style-type: none"><li>▶ What is a contract?</li><li>▶ The intention to create legal relations</li><li>▶ Offer</li><li>▶ Termination of an offer</li><li>▶ Acceptance</li><li>▶ Agreement without offer and acceptance</li><li>▶ The nature of consideration</li><li>▶ Executory, executed and past consideration</li><li>▶ Sufficiency of consideration</li><li>▶ Privity of contract</li></ul>   |              |
| <b>Terms of Contract</b>  |              |
| <ul style="list-style-type: none"><li>▶ The terms of contract</li><li>▶ Incomplete contracts</li><li>▶ Conditions and warranties</li><li>▶ Oral evidence relating to contracts in writing</li><li>▶ Representations and contract terms</li><li>▶ Implied terms</li><li>▶ The required form of contracts</li><li>▶ Exclusion clauses</li><li>▶ The Unfair Contract Terms Act 1977</li><li>▶ The Unfair Terms in Consumer Contracts Regulations 1994</li></ul>  |              |

### **Vitiating Factors**

- ▶ Contractual capacity
- ▶ Mistake
- ▶ Misrepresentation
- ▶ Duress
- ▶ Undue influence
- ▶ Void and illegal contracts

### **Discharge of Contract**

- ▶ How a contract comes to an end
- ▶ Performance
- ▶ Agreement
- ▶ Breach of contract
- ▶ Frustration
- ▶ Remedies available for breach of contract
- ▶ Damages
- ▶ Action for the price
- ▶ Equitable remedies
- ▶ Limitation to actions for breach
- ▶ Quasi-contract

### **Agency**

- ▶ The creation of agency
- ▶ The duties of an agent
- ▶ The rights of an agent
- ▶ The authority of an agent
- ▶ Liability of the parties
- ▶ Agents acting for undisclosed principals
- ▶ Termination of agency
- ▶ Special types of agent

### **Sale of Goods**

#### **Definition of a Contract for the 'Sale of Goods'**

- ▶ The Sale of Goods Act 1979 and the relevant changes made by the Sales and Supply of Goods Act 1994 (s14) and the relevant changes made by the Consumer Rights Act 2015, in particular chapters 2 and 3 and the impact on sections 12, 13, 14 and 18 of the 1979 Act
- ▶ Types of goods
- ▶ The price
- ▶ Time of performance
- ▶ Seller's title
- ▶ Description of the goods
- ▶ Sale by sample
- ▶ Satisfactory quality and fitness for purpose

- ▶ Passing of property and risk
- ▶ Nemo dat quod non habet
- ▶ Delivery
- ▶ Acceptance and rejection
- ▶ Remedies of the parties, Romalpa clauses
- ▶ The Supply of Goods and Services Act 1982

### **Consumer Credit and Protection**

#### **Consumer Credit**

- ▶ Forms of consumer credit
- ▶ What is a regulated agreement?
- ▶ The classification of regulated agreements
- ▶ The protection of debtors
- ▶ Lenders liability
- ▶ Termination of credit agreements
- ▶ Extortionate credit bargains
- ▶ Consumer credit licensing, advertising and canvassing
- ▶ Credit cards

#### **Consumer Protection**

- ▶ Consumer protection
- ▶ Trade descriptions
- ▶ Consumer safety
- ▶ Product liability

### **Tort and Negligence**

#### **Tort**

- ▶ Tort and other wrongs
- ▶ Wrong and damage distinguished
- ▶ Remoteness of damage
- ▶ Vicarious liability
- ▶ Strict liability
- ▶ Defences to an action in tort
- ▶ Contributory negligence
- ▶ Remedies in tort
- ▶ Conversion
- ▶ Nuisance
- ▶ Defamation
- ▶ Definition
- ▶ Libel and slander
- ▶ Action and defences



## **Negligence**

- ▶ Negligence – requirements of
- ▶ Duty of care
- ▶ Breach of duty of care and consequential damage
- ▶ Res ipsa loquitur
- ▶ Consequential harm
- ▶ Negligent mis-statement
- ▶ Professional negligence

## **Nuisance**

- ▶ Definition
- ▶ Differences between public and private nuisance
- ▶ Defences and remedies

## **Defamation**

- ▶ Definition
- ▶ Differences between libel and slander
- ▶ Defences and remedies

## **Company Law**

### **The Nature of a Company**

- ▶ The company as a legal entity
- ▶ The veil of incorporation
- ▶ Companies and partnerships
- ▶ A company's liability in tort and crime
- ▶ Public and private companies
- ▶ Holding and subsidiary companies

### **Formation of a Company**

- ▶ Promoters and pre-incorporation contracts
- ▶ Registration procedures
- ▶ Commencement of business
- ▶ Company contracts

### **Memorandum and Articles**

- ▶ Purpose and contents of the memorandum
- ▶ The company name
- ▶ Registered office
- ▶ Objects
- ▶ Articles of association
- ▶ Alteration of the articles
- ▶ The memorandum and articles as contracts

### **Meetings**

- ▶ Types of meeting

- ▶ Convening a meeting
- ▶ Proxies
- ▶ Types of resolution
- ▶ The assent principle

### **Liquidations and Other Insolvency Procedures**

- ▶ Methods of dissolution
- ▶ Liquidations
- ▶ Compulsory liquidation
- ▶ Voluntary liquidation
- ▶ Liquidation committee
- ▶ Contributories
- ▶ Powers of liquidators
- ▶ Duties of liquidators
- ▶ Alternatives to liquidation
- ▶ Administration orders
- ▶ Voluntary arrangements

### **Directors**

- ▶ Appointment
- ▶ Shareholdings
- ▶ Termination of office
- ▶ Disqualification
- ▶ Powers and dealings

### **Partnerships**

- ▶ Definition
- ▶ Formation of
- ▶ Types of partners
- ▶ Agency of partners – liability of partners for firms debts
- ▶ Dissolution of partnership
- ▶ Limited Partnership Act 1907
- ▶ Limited Liability Partnership Act 2000

### **Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

|    |  |
|----|--|
| 1. | Explain the law making process.  |
| 2. | Identify the legal issues in a variety of business situations.           |
| 3. | Analyse and apply the legal rules to resolve factual problem situations. |
| 4. | Demonstrate an appreciation of the British and European perspectives.    |

**The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills:**

|  |                                     |                       |                              |                                |
|--|-------------------------------------|-----------------------|------------------------------|--------------------------------|
| Knowledge & Understanding              | Analysis                            | Synthesis /Creativity | Evaluation                   | Interactive & Group Skills     |
| 1-4                                    | 2-3                                 | -                     | -                            | -                              |
| Self-appraisal/ Reflection on Practice | Planning and Management of Learning | Problem Solving       | Communication & Presentation | Other skills (please specify): |
| -                                      | -                                   | 3                     | -                            | -                              |

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

**Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:**

**Weighting:**

Examination: 3 hours duration

100%

**Indicative Reading for this Unit:**

**Main Text**

Business Law, Abbott, Pendlebury and Wardman, 8th edition, South Western

**Alternative Texts and Further Reading**

Essentials of Business Law, Ewan MacIntyre, Pearson

Business Law, Keenan and Riches, 8th edition, Pearson

**Guideline for Teaching and Learning Time (10 hrs per credit):**

|           |   |
|-----------|---|
| 50 hours  | <b>Lectures / Seminars / Tutorials / Workshops</b><br>These interactive sessions will be used to discuss concepts and allow students to present findings.   |
| 50 hours  | <b>Directed learning</b><br>Advance reading and preparation / Background research / individual and group preparation for seminars.  |
| 100 hours | <b>Self managed learning</b><br>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries. |

### 13.1.7 Organisational Behaviour Syllabus

|  |                          |
|--|--------------------------|
| Unit Title   | Organisational Behaviour |
| Unit Code  | OB 0816                  |
| Level  | 6 Diploma                |
| Credits  | 20                       |
| Unit Leader  | KE                       |
| Pre-requisites   |                          |
| <b>Main Aim(s) of the Unit:</b>  |                          |
| <p>This unit will contribute towards students' analysis of, and effectiveness within, a range of work organisations. The unit examines approaches to enhancing personal and organisational effectiveness through focusing on the internal nature of organisations, identifying alternative structures and common patterns of behaviour. The involvement of the host organisations in the work of the unit provides an important commercial background to the overall programme, and the extensive research element provides an opportunity for students to develop their research, planning and organisational skills.</p>   |                          |
| <b>Main Topics of Study:</b>   |                          |
| <p><b>The Organisational Context</b></p> <p><b>Explaining Organisational Behaviour</b></p> <ul style="list-style-type: none"> <li>▶ What is organisational behaviour?</li> <li>▶ Research and practice</li> <li>▶ Human resource management</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>▶ Analysing the organisation's environment</li> <li>▶ Ethical behaviour</li> <li>▶ Corporate social responsibility</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>▶ The importance of technology</li> <li>▶ Teleworking</li> <li>▶ The politics of technology</li> <li>▶ Socio-technical systems</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>▶ Rise of organisational culture</li> <li>▶ Aspects of culture</li> <li>▶ Organisational socialisation</li> <li>▶ Perspectives on culture</li> <li>▶ Cultural strength and organisational performance</li> <li>▶ Types of organisational culture</li> <li>▶ National cultures</li> </ul> <p><b>Individuals in Organisations</b></p> <p><b>Communication</b></p> |                          |

- ▶ Interpersonal communication
- ▶ Verbal communication
- ▶ Non-verbal communication
- ▶ Cultural differences in communication style
- ▶ Impression management
- ▶ Emotional intelligence
- ▶ Organisational communication

### **Perception**

- ▶ Selectivity and organisation
- ▶ Perceptual sets and perceptual worlds
- ▶ Perceptual sets and assumptions
- ▶ Perceptual errors

### **Motivation**

- ▶ Extreme jobs and boreout
- ▶ Drives, motives and motivations
- ▶ Content theories
- ▶ Process theories
- ▶ Social process of motivating others
- ▶ Empowerment, engagement and high performance

### **Learning**

- ▶ Learning process
- ▶ Behaviourist approach to learning
- ▶ Cognitive approach to learning
- ▶ Behaviour modification versus socialisation
- ▶ Behavioural self-management

### **Personality**

- ▶ Definition
- ▶ Personality types and traits
- ▶ The big 5
- ▶ Stress and its management
- ▶ Development of the self
- ▶ Nomothetic and idiographic
- ▶ Selection methods

### **Groups and Teams in Organisations**

#### **Group Formation**

- ▶ Definitions of groups
- ▶ Types of group tasks
- ▶ The Hawthorne Studies
- ▶ Group orientated view of organisations

- ▶ Formal and informal groups
- ▶ Group formation
- ▶ Group development
- ▶ Groups and teams

### **Group Structure**

- ▶ Group structure and process
- ▶ Status structure
- ▶ Power structure
- ▶ Liking structure
- ▶ Role structure
- ▶ Leadership structure
- ▶ Communication structure
- ▶ Virtual teams

### **Individuals in Groups**

- ▶ The individual and the group
- ▶ Group influences on individuals' behaviour
- ▶ Group influences on individuals' performance
- ▶ Group influences on individuals' perceptions
- ▶ Deindividuation
- ▶ Individual influences on group attitudes and behaviours

### **Teamworking**

- ▶ Team work design
- ▶ Types of team
- ▶ Action, advice, production and project teams
- ▶ Ecological framework for analysing work team effectiveness

### **Organisation Structures**

#### **Work Design**

- ▶ Scientific management
- ▶ Taylorism
- ▶ Fordism
- ▶ Deskilling

#### **Elements of Structure**

- ▶ Organisation structuring
- ▶ Types of job
- ▶ Line, staff and functional relationships
- ▶ Roles in organisations
- ▶ Formalisation
- ▶ Sexuality and the informal organisation
- ▶ Centralisation versus decentralisation

## **Organisation Design**

- ▶ Weber and bureaucracy
- ▶ Fayol and classical management theory
- ▶ Mintzberg's management roles
- ▶ Contingency approach
- ▶ Strategic choice

## **Organisational Architecture**

- ▶ Era of self-contained organisation structures
- ▶ Era of horizontal organisation structures
- ▶ Era of boundaryless organisations
- ▶ Collaboration with suppliers, competitors and third parties

## **Management Processes**

### **Change**

- ▶ Making it happen and making it stick
- ▶ Transformational change
- ▶ Change and the individual
- ▶ Readiness and resistance
- ▶ Participation and dictatorship
- ▶ Organisation and development

### **Leadership**

- ▶ Leadership versus management
- ▶ Trait spotting
- ▶ Style counselling
- ▶ Context fitting
- ▶ New leadership
- ▶ Distributed leadership

### **Decision-Making**

- ▶ Models of decision-making
- ▶ Decision conditions: risk and programmability
- ▶ Individual and group decision-making
- ▶ Problem and group decision-making
- ▶ Organisational decision-making

### **Managing Conflict**

- ▶ Emotional labour
- ▶ Contrasting frames of reference: unitarist, pluralist and interactionist
- ▶ The radical frame of reference
- ▶ Conflict frame of reference
- ▶ Coordination, failure and conflict

**Organisational Power and Politics**

- ▶ Organisations – rational or political
- ▶ Organisation politics
- ▶ Power in organisations
- ▶ Power and influence
- ▶ Women and organisation politics

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

1. Identify mechanisms for the setting of organisational goals and their achievement.
2. Identify the causal determinants of organisational structures.
3. Compare and contrast the nature of management in historical and contemporary contexts.
4. Put current debates about the nature of organisational control in a historical context.
5. Use a variety of models of organisational effectiveness to suggest changes to an organisation.
6. Discuss approaches to management power and control within different organisational settings.
7. Discuss organisational issues related to group dynamics by reflecting on group structures and processes raised in the unit.

**The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills:**

| Knowledge & Understanding              | Analysis                            | Synthesis /Creativity | Evaluation                   | Interactive & Group Skills     |
|--|-------------------------------------|-----------------------|------------------------------|--------------------------------|
| 1-7                                    | 1-7                                 | 4                     | 2-7                          | -                              |
| Self-appraisal/ Reflection on Practice | Planning and Management of Learning | Problem Solving       | Communication & Presentation | Other skills (please specify): |
| -                                      | -                                   | 6,7                   | 1-7                          | -                              |

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

**Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:      Weighting:**

Examination: 3 hours duration      100%

**Indicative Reading for this Unit:**

**Main Text**

Organizational Behaviour, David Buchanan & Andrzej Huczynski, 9th edition, 2016, Pearson.  
ISBN: 978-1292092881

**Alternative Texts and Further Reading**

Management and Organisational Behaviour, Mullins, Laurie J., Prentice Hall, 8th edition  
ISBN 978 0 273 70888 9



| <b>Guideline for Teaching and Learning Time (10 hrs per credit):</b> |  |
|--|--|
| 50 hours   | <p><b>Lectures / Seminars / Tutorials / Workshops</b></p> <p>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</p>  |
| 50 hours   | <p><b>Directed learning</b></p> <p>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</p>   |
| 100 hours  | <p><b>Self managed learning</b></p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p> |

### 13.1.8 Strategic Management Syllabus

|  |                      |
|--|----------------------|
| Unit Title   | Strategic Management |
| Unit Code  | SM-0605              |
| Level  | 6 Diploma            |
| Credits  | 20                   |
| Unit Leader  | KE                   |
| Pre-requisites   |                      |
| <b>Main Aim(s) of the Unit:</b>  |                      |
| This unit aims to develop understanding of the operational and strategic dimensions of organisations and raise awareness of the current discourse in strategic management theory.  |                      |
| <b>Main Topics of Study:</b>   |                      |
| <p><b>Nature of Strategic Management</b></p> <ul style="list-style-type: none"> <li>▶ Definitions</li> <li>▶ Stages of strategic management</li> <li>▶ Key terms in strategic management</li> <li>▶ Strategic management model</li> <li>▶ Benefits of strategic management</li> <li>▶ Business ethics and strategic management</li> <li>▶ Business and military strategy</li> </ul> <p><b>Strategies in Action</b></p> <ul style="list-style-type: none"> <li>▶ Types of strategies</li> <li>▶ Integration strategies</li> <li>▶ Intensive strategies</li> <li>▶ Diversification strategies</li> <li>▶ Defensive strategies</li> <li>▶ Guidelines for pursuing strategies</li> <li>▶ Mergers and leveraged buyouts</li> <li>▶ Generic strategies</li> <li>▶ Strategic management in governmental organisations</li> <li>▶ Strategic management in small firms</li> </ul> <p><b>Business Mission</b></p> <ul style="list-style-type: none"> <li>▶ Importance of a clear mission</li> <li>▶ Nature of a business mission</li> <li>▶ Components of a mission statement</li> <li>▶ Writing and evaluating mission statements</li> </ul> <p><b>External Assessment</b></p> <ul style="list-style-type: none"> <li>▶ Nature of an external audit</li> <li>▶ Economic forces</li> <li>▶ Social, cultural, demographic and environmental forces</li> </ul> |                      |

- ▶ Political, governmental and legal forces
- ▶ Technological forces
- ▶ Competitive forces
- ▶ Sources of external information
- ▶ Forecasting tools and techniques
- ▶ Competitive analysis
- ▶ Industry analysis

#### **Internal Assessment**

- ▶ Nature of an internal audit
- ▶ Relationships among functional areas
- ▶ Management
- ▶ Marketing
- ▶ Finance
- ▶ Productions/operations
- ▶ R&D
- ▶ Computer information systems
- ▶ Internal audit checks
- ▶ Internal factor evaluation matrix

#### **Strategy Analysis and Choice**

- ▶ Nature of strategy analysis and choice
- ▶ Long-term objectives
- ▶ Comprehensive strategy formulation framework
- ▶ Input stage
- ▶ Matching stage
- ▶ Decision stage
- ▶ Cultural aspects of strategy choice
- ▶ Politics of strategy choice
- ▶ Role of board of directors

#### **Strategy Implementation, Management Issues**

- ▶ Nature of strategy implementation
- ▶ Annual objectives
- ▶ Policies
- ▶ Resource allocation
- ▶ Managing conflict
- ▶ Matching structure with strategy
- ▶ Restructuring and reengineering
- ▶ Linking performance and pay to strategies
- ▶ Managing resistance to change
- ▶ Managing the natural environment
- ▶ Creating a strategy-supportive culture

- ▶ Production/operations concerns when implementing strategies
- ▶ Human resource concerns when implementing strategies

**Implementing Strategies, Other Issues**

- ▶ Nature of strategy implementation
- ▶ Marketing issues
- ▶ Finance issues
- ▶ R&D issues
- ▶ Computing information systems issues

**Strategy Review, Evaluation and Control**

- ▶ Nature of strategy evaluation
- ▶ Strategy-evaluation framework
- ▶ Published sources of strategy-evaluation information
- ▶ Characteristics of an effective evaluation system
- ▶ Contingency planning
- ▶ Auditing
- ▶ Using computers to evaluate strategies
- ▶ Guidelines for effective strategic management

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

|    |  |
|----|--|
| 1. | Provide a critical appreciation of the key concepts, models and paradigms that are central to contemporary strategic management theory.  |
| 2. | Demonstrate a critical understanding of the complex and dynamic nature of strategic decision making.   |
| 3. | Communicate succinctly and clearly in what ways strategic management can influence the allocation of resources, impact on organisational competence and alter an organisation's direction. |

**The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills:**

| Knowledge & Understanding                    | Analysis                                  | Synthesis /Creativity | Evaluation                      | Interactive & Group Skills        |
|--|---|-----------------------|---------------------------------|-----------------------------------|
| 1-3  | 3   | 3                     | 1-3                             | -                                 |
| Self-appraisal/<br>Reflection on<br>Practice | Planning and<br>Management of<br>Learning | Problem Solving       | Communication &<br>Presentation | Other skills<br>(please specify): |
| -  | -   | 3                     | 3                               | -                                 |

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

|  |   |                   |
|--|---|-------------------|
| <b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>                      |   | <b>Weighting:</b> |
| Examination: 3 hours duration  |   | 100%              |
| <b>Indicative Reading for this Unit:</b>   |   |                   |
| <b>Main Text</b><br>Strategic Management, Fred R. David, Prentice Hall   |   |                   |
| <b>Alternative Texts and Further Reading</b><br>Exploring Corporate Strategy, Gerry Johnson & Kevin Scholes, Prentice Hall |   |                   |
| <b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>   |   |                   |
| 50 hours   | <b>Lectures / Seminars / Tutorials / Workshops</b><br>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.  |                   |
| 50 hours   | <b>Directed learning</b><br>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.   |                   |
| 100 hours  | <b>Self managed learning</b><br>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries. |                   |

### 13.1.9 Marketing Management Syllabus

|   |                      |
|---|----------------------|
| Unit Title  | Marketing Management |
| Unit Code   | MM-0605              |
| Level   | 6 Diploma            |
| Credits   | 20                   |
| Unit Leader   | NK                   |
| Pre-requisites  |                      |
| <b>Main Aim(s) of the Unit:</b>   |                      |
| This is an introductory course in Marketing that will explore marketing decision making within an organisation using an applied framework of marketing planning and control.  |                      |
| <b>Main Topics of Study:</b>  |                      |
| <b>Marketing Management</b> <ul style="list-style-type: none"><li>▶ The critical role of marketing in organisations and society</li><li>▶ Laying the groundwork through strategic planning</li><li>▶ Managing the marketing process and marketing planning</li></ul>  |                      |
| <b>Analysing Marketing Opportunities</b> <ul style="list-style-type: none"><li>▶ Marketing information systems and marketing research</li><li>▶ Analysing the marketing environment</li><li>▶ Analysing consumer markets and buyer behaviour</li><li>▶ Analysing business markets and organisational buying behaviour</li><li>▶ Analysing competitors</li></ul>   |                      |
| <b>Researching and Selecting Target Markets</b> <ul style="list-style-type: none"><li>▶ Measuring and forecasting market demand</li><li>▶ Identifying market segmentation and selecting target markets</li></ul>  |                      |
| <b>Designing Marketing Strategies</b> <ul style="list-style-type: none"><li>▶ Marketing strategies for differentiating and positioning the marketing offer</li><li>▶ Developing, testing and launching new products and services</li><li>▶ Managing products through their product life cycle</li><li>▶ Deciding on international market entry</li><li>▶ Methods of entry</li><li>▶ International marketing programmes</li></ul>  |                      |
| <b>Planning Marketing Programmes</b> <ul style="list-style-type: none"><li>▶ Managing product lines, brands and packaging</li><li>▶ Managing service business and ancillary services</li><li>▶ Designing pricing strategies and programmes</li><li>▶ Selecting and managing marketing channels</li><li>▶ Managing retailing and wholesaling</li><li>▶ Designing communication and promotion-mix strategies</li><li>▶ Designing effective advertising programmes</li></ul> |                      |

|  |  |                       |                              |                                |
|--|--|-----------------------|------------------------------|--------------------------------|
| <ul style="list-style-type: none"> <li>▶ Designing direct marketing, sales-promotion and public relations programmes</li> <li>▶ Managing the sales force</li> <li>▶ Managing direct marketing operations</li> <li>▶ Implementing marketing programmes</li> <li>▶ Controlling marketing activities</li> </ul>   |  |                       |                              |                                |
| <b>Learning Outcomes for the Unit:</b>   |  |                       |                              |                                |
| At the end of this Unit, students will be able to:   |  |                       |                              |                                |
| 1.   | Understand the theory and practice of marketing decision making.   |                       |                              |                                |
| 2.   | Formulate solutions to case studies, practical examples and exercises.   |                       |                              |                                |
| 3.   | Apply marketing decision making principles to a wide variety of contexts within the non-profit and private sectors from small as well as large enterprises and from services and industrial markets as well as the traditional area of consumer marketing. |                       |                              |                                |
| 4.   | Develop a marketing plan for a product or service.   |                       |                              |                                |
| <b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>   |  |                       |                              |                                |
| Knowledge & Understanding  | Analysis   | Synthesis /Creativity | Evaluation                   | Interactive & Group Skills     |
| 1-4  | 2,3,4  | 2,3,4                 | 2,3,4                        | -                              |
| Self-appraisal/ Reflection on Practice   | Planning and Management of Learning  | Problem Solving       | Communication & Presentation | Other skills (please specify): |
| -  | 2,4  | 2,3,4                 | 2,3,4                        | -                              |
| <b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>   |  |                       |                              |                                |
| Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience. |  |                       |                              |                                |
| <b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>  |  |                       |                              | <b>Weighting:</b>              |
| Examination: 3 hours duration  |  |                       |                              | 100%                           |
| <b>Indicative Reading for this Unit:</b>   |  |                       |                              |                                |
| <b>Main Text</b>   |  |                       |                              |                                |
| Marketing Management, Philip Kotler, Prentice Hall   |  |                       |                              |                                |
| <b>Alternative Texts and Further Reading</b>   |  |                       |                              |                                |
| Go International, Keith Monk, McGraw Hill  |  |                       |                              |                                |
| Essentials of Marketing, G. Lancaster & L. Massingham, McGraw Hill   |  |                       |                              |                                |

| <b>Guideline for Teaching and Learning Time (10 hrs per credit):</b> |  |
|--|--|
| 50 hours   | <p><b>Lectures / Seminars / Tutorials / Workshops</b></p> <p>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</p>  |
| 50 hours   | <p><b>Directed learning</b></p> <p>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</p>   |
| 100 hours  | <p><b>Self managed learning</b></p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p> |



### 13.1.10 Human Resources Management Syllabus

|  |                            |
|--|----------------------------|
| Unit Title   | Human Resources Management |
| Unit Code  | HRM-0516                   |
| Level  | 6 Diploma                  |
| Credits  | 20                         |
| Unit Leader  | BT                         |
| Pre-requisites   |                            |
| <b>Main Aim(s) of the Unit:</b>  |                            |
| <p>Human Resources Management is principally about identifying and making effective use of a range of methods and techniques for providing human resources for an organisation and ensuring their optimum utilisation.</p> <p>This unit aims to develop students' knowledge and understanding, from both an academic and a practitioner perspective, of the critical role human resources play in the achievement of organisational objectives and the issues and processes involved in effectively managing those human resources. The unit will seek to show the likely importance to organisations in adopting a true/soft Human Resources Management approach to the management of its people.</p>   |                            |
| <b>Main Topics of Study:</b>   |                            |
| <p><b>People, Organisations and Behaviour</b></p> <ul style="list-style-type: none"> <li>▶ Organisational behaviour</li> <li>▶ Work, organisation and job design</li> <li>▶ Organisation development</li> <li>▶ Motivation, commitment</li> <li>▶ Employee engagement</li> </ul> <p><b>Resourcing and Workforce Planning</b></p> <ul style="list-style-type: none"> <li>▶ Strategic resourcing</li> <li>▶ Workforce planning</li> <li>▶ Recruitment and selection</li> <li>▶ Resourcing practice</li> <li>▶ Talent management</li> </ul> <p><b>Learning and Development</b></p> <ul style="list-style-type: none"> <li>▶ Strategic learning and development</li> <li>▶ Process of learning and development</li> <li>▶ Practice of learning and development</li> <li>▶ Leadership and management</li> <li>▶ Development</li> </ul> <p><b>Performance Management</b></p> <ul style="list-style-type: none"> <li>▶ Aims of performance management</li> <li>▶ Strategy and systems</li> <li>▶ Practice of reward management</li> </ul> |                            |

- ▶ Rewarding specific groups

### Employee Relations

- ▶ Strategic employee relations
- ▶ Employment relationship
- ▶ Psychological contract
- ▶ Practice of industrial relations
- ▶ Employee voice and communications

### Human Resources Skills

- ▶ Strategic human resources skills including leadership skills, facilitating change, handling conflict and people
- ▶ Industrial democracy
- ▶ Strikes: cause, effect and avoidance

### Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

|    |  |
|----|--|
| 1. | Distinguish between different approaches to the management of human resources.   |
| 2. | Understand the potential strategic role of the personnel/human resources management department.  |
| 3. | Appreciate key forces at work in any attempt to achieve equality in the workplace.   |
| 4. | Develop a detailed plan for the effective resourcing of an organisation's human requirements.  |
| 5. | Identify and evaluate the ways in which performance management systems contribute to the development of the individual and enhance organisational performance.   |
| 6. | Discuss how effective working relationships, with employees and/or their representative bodies, are created, maintained and enhanced with an understanding of organisational pressures associated with these organisational relationships. |
| 7. | Critically assess the effectiveness of human resource policies and practices in their organisational setting.  |

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

| Knowledge & Understanding              | Analysis                            | Synthesis /Creativity | Evaluation                   | Interactive & Group Skills     |
|--|-------------------------------------|-----------------------|------------------------------|--------------------------------|
| 1-6                                    | 4,7                                 | 4,6                   | 3,5,7                        | -                              |
| Self-appraisal/ Reflection on Practice | Planning and Management of Learning | Problem Solving       | Communication & Presentation | Other skills (please specify): |
| 6                                      | 4                                   | 4                     | 4,5                          | -                              |

### Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

|   |   |                   |
|---|---|-------------------|
| <b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>   |   | <b>Weighting:</b> |
| Examination: 3 hours duration   |   | 100%              |
| <b>Indicative Reading for this Unit:</b>  |   |                   |
| <b>Main Text</b>  |   |                   |
| Armstrong's Handbook of Human Resource Management Practice, 13th edition, Michael Armstrong with Stephen Taylor, Kogan Page. ISBN: 978-0749469641 |   |                   |
| <b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>  |   |                   |
| 50 hours  | <b>Lectures / Seminars / Tutorials / Workshops</b>  |                   |
|   | Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.  |                   |
| 50 hours  | <b>Directed learning</b>  |                   |
|   | Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.   |                   |
| 100 hours   | <b>Self managed learning</b>  |                   |
|   | Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries. |                   |

### 13.1.11 Customer Service Syllabus

|  |                  |
|--|------------------|
| Unit Title   | Customer Service |
| Unit Code  | CS-0616          |
| Level  | 6 Diploma        |
| Credits  | 20               |
| Unit Leader  | KE               |
| Pre-requisites   |                  |
| <b>Main Aim(s) of the Unit:</b>  |                  |
| <p>This unit provides students with the skills, techniques and knowledge required to deliver effective customer service.</p> <p>It provides an insight into the different types of customers likely to be encountered in a business and service environment, their particular characteristics to achieve a successful outcome.</p> <p>It places effective customer interaction within a strategic context by setting out the stages involved in the development of an effective customer service strategy and the leadership role required to bring this to effective fruition.</p> <p>Further, this unit provides students with an understanding of the measures, techniques and tools available to measure the health of customer service interactions and the indicators that an organisation may need to address its customer relationships.</p> |                  |
| <b>Main Topics of Study:</b>   |                  |
| <b>Introduction</b>  |                  |
| <b>What is Customer Service?</b>   |                  |
| <ul style="list-style-type: none"><li>▶ Importance of customer service</li><li>▶ Understanding customer satisfaction</li><li>▶ Excellent customer service</li><li>▶ Five needs of every customer</li><li>▶ Internal and external customers</li><li>▶ Customer attributes</li><li>▶ Cost of losing a customer</li></ul>   |                  |
| <b>Challenges and Solutions</b>  |                  |
| <b>Challenges of Customer Service</b>  |                  |
| <ul style="list-style-type: none"><li>▶ Elements of success</li><li>▶ Barriers to excellent customer service</li><li>▶ Power of perceptions</li><li>▶ Understanding expectations</li><li>▶ Levels of expectations</li><li>▶ Scope of influence</li><li>▶ Reputation management</li><li>▶ Techniques for exceeding customer expectations</li><li>▶ Keys to credibility</li><li>▶ Importance of values</li></ul>   |                  |

- ▶ Ethics in customer service
- ▶ Current status of customer service
- ▶ New trends in customer service

### **Problem Solving**

- ▶ Role of problem solving in customer service
- ▶ Creativity and problem solving
- ▶ Problems as opportunities
- ▶ Confronting conflict
- ▶ Problem solving process
- ▶ Problem solving strategies
- ▶ Development of negotiation skills
- ▶ Professional approaches to apologising and conveying bad news
- ▶ Barriers to problem solving and decision making
- ▶ Importance of follow up

### **Management and Strategy**

#### **Strategy for Formulating a Plan for Success**

- ▶ Why a strategy?
- ▶ Planning
- ▶ Importance of infrastructure
- ▶ Culture
- ▶ High touch and low touch customers
- ▶ Consumption behaviour
- ▶ Segmenting the market
- ▶ Developing a strategy

#### **Empowerment**

- ▶ What is empowerment?
- ▶ Importance of mission and purpose statement
- ▶ Empowerment = opportunity
- ▶ Steps to empowering customer service providers
- ▶ Co-production of customer service
- ▶ Why co-production works
- ▶ Design of systems

### **Communications**

#### **Communications in Customer Service**

- ▶ Building customer intelligence
- ▶ Methods of communication
- ▶ Listening
- ▶ Voice inflection as a customer service tool

- ▶ Telephones and customer service
- ▶ Words to use/avoid
- ▶ Power phrases
- ▶ Power of eye contact
- ▶ Appeal to the senses
- ▶ Communication and technology

### **Managing Difficult Customers**

#### **Coping with Challenging Customers**

- ▶ Who are challenging customers?
- ▶ Why they are challenging
- ▶ Creating challenging customers
- ▶ Characteristics of challenging customers
- ▶ Respect
- ▶ Empathy
- ▶ Responsibility check
- ▶ What to do when you are wrong
- ▶ Benefits from dealing with challenging customers

### **Motivation and Leadership**

#### **Motivation**

- ▶ What is motivation?
- ▶ Needs and wants
- ▶ Motivating factors
- ▶ Understanding morale
- ▶ Self-concept and motivation
- ▶ Improving self-concept
- ▶ Power of self motivation
- ▶ Teamwork
- ▶ Motivating others

#### **Leadership in Customer Service**

- ▶ Leadership defined
- ▶ Knowing yourself
- ▶ Formal and informal leaders
- ▶ Coach or counsellor
- ▶ Characteristics of excellent leaders
- ▶ Leadership and goals
- ▶ Creating a customer service culture
- ▶ Benefit of job aids
- ▶ Leadership without position

- ▶ The boss as a customer

### Customer Retention and Measurement of Satisfaction

- ▶ What is customer retention?
- ▶ Value of existing customers
- ▶ Churn
- ▶ Developing and improving the customer retention programme
- ▶ Measurement of satisfaction
- ▶ Sources of information
- ▶ Benefits of measuring your effectiveness
- ▶ Determining your effectiveness
- ▶ Surveys and reality
- ▶ Evaluating your own performance
- ▶ Business benefits from measuring satisfaction

### Technology and Customer Service

- ▶ Today's changing marketplace
- ▶ The customer of the twenty-first century
- ▶ Embracing new technologies
- ▶ Call centres
- ▶ The Internet
- ▶ Enhancing service experiences and building customer loyalty

### Excellence in Customer Service

- ▶ Excellence as the goal
- ▶ Getting started
- ▶ Rewards of excellent customer service

### Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

|    |   |
|----|---|
| 1. | Assess the impact on an organisation of a range of types of customer and evaluate techniques that can be adopted to identify, meet and exceed their needs.    |
| 2. | Evaluate the methods, techniques and measures to engage effectively with customers and to assess customer satisfaction with an organisation and its products. |
| 3. | Assess the significance of effective leadership and management in creating the conditions for effective employee-customer interactions.                       |

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

| Knowledge & Understanding                    | Analysis                                  | Synthesis /Creativity | Evaluation                      | Interactive & Group Skills        |
|--|---|-----------------------|---------------------------------|-----------------------------------|
| 1-3  | 1-3                                       | 3                     | 2                               | -                                 |
| Self-appraisal/<br>Reflection on<br>Practice | Planning and<br>Management of<br>Learning | Problem Solving       | Communication<br>& Presentation | Other skills<br>(please specify): |
| -  | 2   | 1                     | 2                               | -                                 |

|  |   |
|--|---|
| <b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>   |   |
| Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience. |   |
| <b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>  | <b>Weighting:</b>   |
| Examination: 3 hours duration  | 100%  |
| <b>Indicative Reading for this Unit:</b>   |   |
| <b>Main Text</b>   |   |
| Customer Service: A Practical Approach, 6th edition, Elaine K. Harris, Prentice Hall. ISBN 978-1292040356  |   |
| <b>Alternative Texts</b>   |   |
| Managing Customer Service, Jenny Hayes & Frances Dredge, Gower   |   |
| Once a Customer, Always a Customer, Chris Daffy, Oak Tree Press  |   |
| <b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>   |   |
| 50 hours   | <b>Lectures / Seminars / Tutorials / Workshops</b><br>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.  |
| 50 hours   | <b>Directed learning</b><br>Advance reading and preparation/Class preparation/Background reading/Group study/Portfolio/Diary etc.   |
| 100 hours  | <b>Self managed learning</b><br>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries. |



### 13.1.12 Corporate Policy Syllabus

|   |   |
|---|---|
| Unit Title  | Corporate Policy                                      |
| Unit Code   | CP-0605   |
| Level   | 6 Diploma   |
| Credits   | 20  |
| Unit Leader   | SB  |
| Pre-requisites  | A project proposal is required to be submitted to ICM |
| <b>Main Aim(s) of the Unit:</b>   |   |
| <p>The aims of this unit are to enable students to develop an integrated strategic approach to organisational decision making; assess the need for long-term change and identify how to plan for effective implementation; apply the theory of strategic management to the reality of organisational complexity, as represented in case studies and in live situations, such as the student's own organisation.</p>   |   |
| <b>Main Topics of Study:</b>  |   |
| <p><b>Corporate Strategy</b></p> <ul style="list-style-type: none"> <li>▶ The characteristics of strategic decisions</li> <li>▶ Levels of strategy</li> <li>▶ Strategic analyses</li> <li>▶ Strategic choice</li> <li>▶ Strategic implementation</li> <li>▶ A summary of the strategic management process</li> <li>▶ Developing a strategic perspective</li> <li>▶ Coping with change</li> <li>▶ Strategy in the public sector and not-for-profit organisations</li> </ul> <p><b>Strategic Decision Making in Practice</b></p> <ul style="list-style-type: none"> <li>▶ Incremental strategic management</li> <li>▶ Planning and strategic management</li> <li>▶ Problem awareness</li> <li>▶ Problem diagnosis</li> <li>▶ The development of solutions</li> <li>▶ The selection of a solution</li> <li>▶ Cure and strategy</li> <li>▶ The recipe and the cultural web</li> <li>▶ Cultural view of patterns of strategic change</li> <li>▶ The implications for exploring corporate strategy</li> </ul> <p><b>Analysing the Environment</b></p> <ul style="list-style-type: none"> <li>▶ Auditing environmental influences on organisations</li> <li>▶ Understanding simple/ static conditions</li> <li>▶ Understanding dynamic conditions</li> </ul> |   |

- ▶ Understanding complex conditions
- ▶ The nature of the environment (the use of the prospective)
- ▶ The threat of entry
- ▶ The power of buyers and suppliers
- ▶ The threat of substitutes
- ▶ The extent of competitive rivalry
- ▶ Life cycle models and the nature of markets
- ▶ Strategic group analysis
- ▶ Market structures and market power
- ▶ SWOT analysis

### **Analysing Resources**

- ▶ The value system
- ▶ Value chain activities
- ▶ The resource audit
- ▶ Resource utilisation
- ▶ Control of resources
- ▶ Financial analysis
- ▶ Historical analysis
- ▶ Comparison with industry norms
- ▶ The experience curve
- ▶ Portfolio analysis
- ▶ Skills analysis
- ▶ Flexibility analysis
- ▶ Identification of key issues

### **Expectations, Objectives and Power**

- ▶ External influences
- ▶ Nature of business
- ▶ Organisational culture
- ▶ Conflicts of expectations
- ▶ Identifying coalitions
- ▶ Sources of power within organisations
- ▶ Sources of power for external stockholders
- ▶ Methods of assessing power
- ▶ Mission
- ▶ Corporate objectives
- ▶ Unit objectives
- ▶ The precision of objectives
- ▶ Social responsibility

### **Strategic Options**

- ▶ Cost leadership
- ▶ Differentiation
- ▶ Focus
- ▶ 'Do nothing'
- ▶ Withdrawal
- ▶ Consolidation
- ▶ Market penetration
- ▶ Product development
- ▶ Market development
- ▶ Diversification
- ▶ Related diversification
- ▶ Unrelated diversification
- ▶ Internal development
- ▶ Acquisition
- ▶ Joint development

### **Strategy Evaluation (Criteria and Approaches)**

- ▶ Suitability
- ▶ Feasibility
- ▶ Acceptability
- ▶ Strategic logic
- ▶ Strategy and performance
- ▶ Cultural fit

### **Strategy Evaluation (Techniques)**

- ▶ Bases for comparison
- ▶ Scoring methods
- ▶ Decision trees
- ▶ Scenarios
- ▶ Profitability analysis
- ▶ Cost/benefit analysis
- ▶ Financial ratio projections
- ▶ Sensitivity analysis
- ▶ Decision matrices
- ▶ Simulation modelling
- ▶ Heuristic models
- ▶ Stockholder reactions
- ▶ Funds flow analysis
- ▶ Break-even analysis
- ▶ Other assessments of feasibility

- ▶ Selection against objectives
- ▶ Referral to a higher authority
- ▶ Outside agencies

**Planning and Allocating Resources**

- ▶ Few resource changes
- ▶ Allocating business growth
- ▶ Allocating resources in static or declining situations
- ▶ Resource sharing/overlap
- ▶ Central questions in resource planning
- ▶ Inbound logistics
- ▶ Operations
- ▶ Outbound logistics
- ▶ Marketing and sales services
- ▶ Key resources in implementing generic strategies
- ▶ Priorities and key tasks
- ▶ The plan of action
- ▶ The recognition and testing of key assumptions
- ▶ Financial planning and budgeting
- ▶ Network analysis

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

|    |   |
|----|---|
| 1. | Identify and discuss models for the appraisal of the competitive situation of a business in its environment.                |
| 2. | Explain ways to assess resources and capabilities of an organisation.   |
| 3. | Identify and explain strategies for the evaluation, choice and implementation of routes to long term organisational change. |
| 4. | Evaluate the competitive and collaborative environment in an industry/market.   |
| 5. | Analyse the far environment and its impact on an organisation's ability to achieve its strategic objectives.                |
| 6. | Assess and develop the resources and competences that will deliver sustainable competitive advantage.                       |
| 7. | Identify key strategic issues and assess the options available to deal with them.   |
| 8. | Plan and manage the required change, within an effective strategic assignment.  |

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills.**

| Knowledge & Understanding                    | Analysis                                  | Synthesis /Creativity | Evaluation                      | Interactive & Group Skills        |
|--|---|-----------------------|---------------------------------|-----------------------------------|
| 1-3  | 4,5                                       | 4-8                   | 6                               | 1-8                               |
| Self-appraisal/<br>Reflection on<br>Practice | Planning and<br>Management of<br>Learning | Problem Solving       | Communication<br>& Presentation | Other skills<br>(please specify): |
| 4-8  | 8   | 4-8                   | 8                               | -                                 |

|  |   |
|--|---|
| <b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>   |   |
| Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.   |   |
| <b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>  | <b>Weighting:</b>   |
| <b>Case Study Report</b><br><br>Corporate Policy is examined by means of a Case Study Report. Students undertaking this subject are required to conduct Research on an agreed topic and to submit a Report to the Institute, based on that Research. The purpose of the Research and the Report is to establish that students have the ability to identify, analyse and recommend solutions to an identifiable management problem or situation within a company, corporation, government or other department. Students' are required to complete this Case Study within 12 months from entry of the examination series.<br><br><b>NOTE:</b> Please complete an Approval Request Form (download from our website) so that we may review your proposed topic and advise you if it is acceptable. | 100%  |
| <b>Indicative Reading for this Unit:</b>   |   |
| <b>Main Text</b><br><br>Exploring Corporate Strategy, Johnson & Scholes, Prentice Hall<br>Business Case Study Handbook, Curran, ICM<br><br><b>Alternative Texts and Further Reading</b><br><br>Readings in Business Policy from Business Week, Glueck, McGraw Hill<br>Cases in Strategic Management, Stopford, Channon and Constable, Wiley<br>Management Problem Solving, Margerison, McGraw Hill   |   |
| <b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>   |   |
| 50 hours   | <b>Lectures / Seminars / Tutorials / Workshops</b><br><br>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.  |
| 50 hours   | <b>Directed learning</b><br><br>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.   |
| 100 hours  | <b>Self managed learning</b><br><br>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries. |

### The Case Study/Research Project

No business or industry is ever static and every organisation is subject to continual change. This change provides challenges, problems, threats and opportunities. It is these challenges, threats and opportunities which managers are required to deal with and which provide the ultimate test of management ability. In order to conduct the Case Study/Research Project students will need the co-operation of their current employer. If they are not currently employed the onus will be on them to find a company which will co-operate with them.

Students should contact their own, or another employer and explain that they are required to:

- a Identify a problem area, threat or opportunity within the business.
- b Analyse the problem, threat or opportunity.
- c Produce a Report suggesting ways of dealing with the situation.

There are numerous areas for students to explore and their Research could cover, for example, activities within any one of the following areas: Personnel, Sales, Marketing, Production, Finance, Quality Control, Purchasing, Transportation, Administration or Management.

|                   |   |
|-------------------|---|
| <b>The Report</b> | The Report must exceed 4,000 words in length (20-25 pages is an ideal length) and must be typed and bound. Two copies should be produced; one copy is to be submitted to the Institute, the other should be retained. |
|-------------------|---|

#### **The Report Layout**

The Report should be produced as if it were to be presented to Senior Management. A suggested layout is as follows:

|                                      |  |
|--------------------------------------|--|
| <i>Introduction</i>                  | This will cover the company, organisation or the department which is the subject of the report. The Introduction must detail the nature of the organisation's/department's activities and structure. Where possible, information about the historical, current and future activities should be given. If there is a problem with confidentiality students should obviously not name the company and should seek advice from the company on this.   |
| <i>The Problem Area or Situation</i> | This must explain the area and nature of the problem, threat or opportunity in as much detail as possible and should include appropriate graphs, figures and statistics.   |
| <i>Recommendation/s</i>              | In this section students should detail their suggestions and solutions to the situation.   |
| <i>Appendix</i>                      | Depending on the nature of the Report, it may be appropriate to list any reference material or other sources of information referred to in the main body of the Report.  |
| <i>Previous Reports</i>              | The following are titles of Reports produced by former managers and students. The titles give an idea of the types of areas covered. Please remember that each of the following Reports refer to a specific problem within a named company, corporation or government department: <ul style="list-style-type: none"> <li>➤ Improving the Profitability of Rural Bus Services</li> <li>➤ Reducing Housekeeping Labour Turnover Rates</li> <li>➤ Developing a Quality Control System to Reduce Waste</li> <li>➤ Product Training for Telesales Staff</li> <li>➤ Introducing Financial Incentives for Line Managers</li> <li>➤ Developing a Corporate Policy Team</li> <li>➤ Restructuring the Research &amp; Development Department</li> </ul> |

### 13.1.13 Financial Management Syllabus

|   |                      |
|---|----------------------|
| Unit Title  | Financial Management |
| Unit Code   | FM-0605              |
| Level   | 6 Diploma            |
| Credits   | 20                   |
| Unit Leader   | JWC                  |
| Pre-requisites  |                      |
| <b>Main Aim(s) of the Unit:</b>   |                      |
| The unit examines the theory and practice of corporate financial management, including decisions company managers make in relation to sources and uses of funds, disclosure and the valuation implications arising. Where possible, topics will be considered in the context of the local financial environment and actual business practice. |                      |
| <b>Main Topics of Study:</b>  |                      |
| <b>The Construction of Financial Statements</b> <ul style="list-style-type: none"><li>▶ Company accounts</li><li>▶ Cash-flow statements</li></ul>   |                      |
| <b>Using Accounting Information</b> <ul style="list-style-type: none"><li>▶ Accounting ratios</li><li>▶ Accounting standards</li></ul>  |                      |
| <b>Management Accounting</b> <ul style="list-style-type: none"><li>▶ Marginal costing</li><li>▶ Budgeting</li><li>▶ Capital investment appraisal</li></ul>  |                      |
| <b>Sources of Business Finance</b> <ul style="list-style-type: none"><li>▶ Long-term sources of finance</li><li>▶ Short-term sources of finance</li></ul>   |                      |
| <b>Mergers and Takeovers</b> <ul style="list-style-type: none"><li>▶ Reasons for growth via horizontal, vertical, or conglomerate integration</li><li>▶ Financing of growth</li><li>▶ The construction of basic group accounts</li></ul>  |                      |
| <b>Capital Markets</b> <ul style="list-style-type: none"><li>▶ The function of stock exchanges</li><li>▶ Share and bond issues</li><li>▶ Rights and bonus issues</li></ul>  |                      |

| <b>Learning Outcomes for the Unit:</b>  |  |                       |                              |                                |
|---|--|-----------------------|------------------------------|--------------------------------|
| At the end of this Module, students will be able to:  |  |                       |                              |                                |
| 1.  | Have gained an understanding of the main decision areas in corporate finance, the issues arising and the financial environment in which these decisions are made.  |                       |                              |                                |
| 2.  | Demonstrate an understanding of the current treatment of investment and financing in situations of certainty and uncertainty, and have acquired the knowledge and skills to be able to apply a number of techniques to assist the decision making process. |                       |                              |                                |
| 3.  | Be able to analyse, interpret and evaluate financial information as discussed in the course and previous courses.  |                       |                              |                                |
| 4.  | Have become acquainted with current issues and developments in the area of corporate financial management.   |                       |                              |                                |
| <b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>  |  |                       |                              |                                |
| Knowledge & Understanding   | Analysis   | Synthesis /Creativity | Evaluation                   | Interactive & Group Skills     |
| 1-4   | 2,3  | 2-4                   | 1-4                          | 2                              |
| Self-appraisal/ Reflection on Practice  | Planning and Management of Learning  | Problem Solving       | Communication & Presentation | Other skills (please specify): |
| 2-4   | 1-4  | 2-3                   | 1-4                          | -                              |
| <b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>  |  |                       |                              |                                |
| Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.  |  |                       |                              |                                |
| <b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>   |  |                       |                              | <b>Weighting:</b>              |
| Examination: 3 hours duration   |  |                       |                              | 100%                           |
| <b>Indicative Reading for this Unit:</b>  |  |                       |                              |                                |
| <p><b>Note:</b> There is no single textbook that covers the syllabus. Finance and Accounting by Richard Giles can be used as a basic source book but <u>must</u> be supplemented by further reading from websites or textbooks such as Accounting for Non-Accounting Students (J R Dyson) and Business Accounting (F Wood).</p> <p><b>Main Text</b><br/>Finance &amp; Accounting, R. Giles, ICM</p> <p><b>Further Reading</b><br/>Accounting for Non-Accounting Students, J.R. Dyson, Prentice Hall<br/>Frank Wood's Business Accounting 2, F. Wood &amp; A. Sangster, Pitman</p> |  |                       |                              |                                |



**Guideline for Teaching and Learning Time (10 hrs per credit):**

|           |   |
|-----------|---|
| 50 hours  | <b>Lectures / Seminars / Tutorials / Workshops</b><br>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.  |
| 50 hours  | <b>Directed learning</b><br>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.   |
| 100 hours | <b>Self managed learning</b><br>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries. |

### 13.1.14 Leadership Studies Syllabus

|   |                    |
|---|--------------------|
| Unit Title  | Leadership Studies |
| Unit Code   | LS-0605            |
| Level   | 6 Diploma          |
| Credits   | 20                 |
| Unit Leader   | KE                 |
| Pre-requisites  |                    |
| <b>Main Aim(s) of the Unit:</b>   |                    |
| <p>This unit is designed to engage students in essential intellectual questions relating to the study and practice of leadership including what is leadership, what is good leadership, how do people become effective leaders and/or effective followers? How do tools and methods of different academic disciplines provide insights into leadership phenomena? How do factors of race, gender, education, and class relate to leadership? The various components of the unit are intended to challenge students to think critically and imaginatively about the foundations of leadership.</p>   |                    |
| <b>Main Topics of Study:</b>  |                    |
| <p><b>The Nature of Leadership</b></p> <ul style="list-style-type: none"> <li>▶ Definitions of leadership</li> <li>▶ Leadership effectiveness</li> <li>▶ Major research approaches</li> <li>▶ Conceptualising leadership</li> <li>▶ Comparing leadership theories</li> </ul> <p><b>Nature of Managerial Work</b></p> <ul style="list-style-type: none"> <li>▶ Activity patterns of managerial work</li> <li>▶ Content of managerial work</li> <li>▶ Theory of demands, constraints, choices</li> <li>▶ Research on situational determinants</li> <li>▶ The changing nature of managerial work</li> <li>▶ Managerial discretion</li> <li>▶ Descriptive research</li> <li>▶ Application for managers</li> </ul> <p><b>Perspectives on Effective Leadership Behaviour</b></p> <ul style="list-style-type: none"> <li>▶ Ohio state leadership studies</li> <li>▶ Michigan leadership studies</li> <li>▶ Limitations of survey research</li> <li>▶ Experiments on task and relations behaviour</li> <li>▶ Research using critical incidents</li> <li>▶ High-high leader</li> <li>▶ Leadership behaviour taxonomies</li> <li>▶ Specific task behaviours</li> <li>▶ Specific relations behaviours</li> </ul> |                    |

- ▶ Evaluating the behaviour approach

### **Participative Leadership, Delegation and Empowerment**

- ▶ Nature of participative leadership
- ▶ Consequences of participation
- ▶ Research on effects of participative leadership
- ▶ Normative decision model
- ▶ Guidelines for participative research
- ▶ Delegation
- ▶ Guidelines for delegating
- ▶ Empowerment

### **Dyadic Role-Making Theories**

- ▶ Leader-member exchange theory
- ▶ Leader attributions about subordinates
- ▶ Follower attributions and implicit theories
- ▶ Follower contributions to effective leadership
- ▶ Self-management
- ▶ Integrating leader and follower roles

### **Power and Influence**

- ▶ Conceptions of power and authority
- ▶ Power types and sources
- ▶ Acquiring and losing power
- ▶ Consequences of position and personal power
- ▶ Types of influence behaviour
- ▶ Power and influence behaviour
- ▶ Research on influence tactics

### **Managerial Traits and Skills**

- ▶ Nature of traits and skills
- ▶ Early research on leader traits and skills
- ▶ Major research programmes of research on leader traits
- ▶ Managerial traits and effectiveness
- ▶ Managerial skills and effectiveness
- ▶ Other relevant competencies
- ▶ Situational relevance of skills
- ▶ Evaluation of trait research
- ▶ Application guidelines

### **Contingency Theories of Effective Leadership**

- ▶ LPC contingency model
- ▶ Path-goal theory of leadership
- ▶ Leadership substitutes theory

- ▶ The multiple-linkage model
- ▶ Cognitive resources theory
- ▶ Evaluation of contingency theories
- ▶ Application guidelines

### **Charismatic and Transformational Leadership**

- ▶ Early theories
- ▶ Attribution theory of charismatic leadership
- ▶ Self-concept theory of charismatic leadership
- ▶ Other conceptions of charisma; consequences of charismatic leadership
- ▶ Transformational leadership
- ▶ Research on theories; transformational versus charismatic leadership
- ▶ Evaluation of theories
- ▶ Guidelines for transformational leadership

### **Leading Change in Organisations**

- ▶ Change processes
- ▶ Different types of organisational change
- ▶ Influencing organisational culture
- ▶ Developing a vision
- ▶ Implementing change
- ▶ Increasing innovation and learning

### **Leadership in Teams and Decision Groups**

- ▶ Nature of teams
- ▶ Functional teams
- ▶ Cross-functional teams
- ▶ Self-managed work teams
- ▶ Self-defining teams
- ▶ Virtual teams
- ▶ Procedures for facilitating team learning
- ▶ Guidelines for team building
- ▶ Decision making in groups
- ▶ Leadership functions in meetings
- ▶ Guidelines for leading meetings

### **Strategic Leadership**

- ▶ Constraints on executive discretion
- ▶ Attributions about chief executives
- ▶ Research on effects of leadership succession
- ▶ Evolutionary change and strategic leadership
- ▶ Political power and strategic leadership
- ▶ Executive tenure and strategic leadership

- ▶ Executive teams
- ▶ Competing values in strategic leadership
- ▶ Monitoring the environment
- ▶ Formulating strategy

**Developing Leadership Skills**

- ▶ Leadership training programmes
- ▶ Designing effective training
- ▶ Techniques for leadership training
- ▶ Learning from experience
- ▶ Developmental activities
- ▶ Self-help activities
- ▶ Facilitating conditions for leadership development
- ▶ Systems perspective on leadership development

**Ethical Leadership and Diversity**

- ▶ Ethical leadership
- ▶ Gender and leadership
- ▶ Leadership in different cultures
- ▶ Managing diversity

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

|    |  |
|----|--|
| 1. | Demonstrate a broad and sophisticated understanding of leadership theories, definitions, and concepts.                               |
| 2. | Apply theories, definitions, and concepts to leadership situations in case study work, their own work situations and current events. |
| 3. | Discuss the multidisciplinary approaches to leadership.  |
| 4. | Demonstrate critical and analytical thinking skills.   |

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

| Knowledge & Understanding              | Analysis                            | Synthesis /Creativity | Evaluation                   | Interactive & Group Skills     |
|--|-------------------------------------|-----------------------|------------------------------|--------------------------------|
| 1                                      | 2-4                                 | 2                     | 2-4                          | -                              |
| Self-appraisal/ Reflection on Practice | Planning and Management of Learning | Problem Solving       | Communication & Presentation | Other skills (please specify): |
| -                                      | 1-4                                 | 2                     | 1-4                          | -                              |

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

|  |                   |
|--|-------------------|
| <b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>  | <b>Weighting:</b> |
| Examination: 3 hours duration  | 100%              |
| <b>Indicative Reading for this Unit:</b>   |                   |
| <p><b>Main Text</b><br/> Leadership in Organisations, Gary Yukl, Prentice Hall</p> <p><b>Supplementary Reading</b></p> <p><u>Leadership Theories</u><br/> Not Bosses But Leaders, John Adair, Talbot Adair<br/> On Becoming a Leader, Warren Bennis, Century<br/> The Leadership Factor, J. Kotter, Free Press<br/> Leadership, J.M. Burns, Harper &amp; Row<br/> Leading Minds, H. Gardner, Harper Collins<br/> Leading Change, J. Kotter, Harvard Business School Press<br/> Making it Happen: Reflections on Leadership, John Harvey-Jones, Fontana<br/> Super leadership, C. Manz &amp; H. Sims, Prentice Hall</p> <p><u>Practical Leadership</u><br/> Developing Leaders, John Adair, Talbot Adair<br/> Management Teams, Why They Succeed or Fail, R. Meredith Belbin, Heinemann<br/> The Wisdom of Teams, Jon Katzenbach &amp; Douglas Smith, Harvard Business School<br/> Understanding Motivation, John Adair, Talbot Adair<br/> Games People Play, Eric Berne, Penguin</p> <p><u>Leadership &amp; Change</u><br/> Intelligent Leadership: Creating a Passion for Change, Alan Hooper &amp; J. Potter, Random House<br/> The Coming Shape of Organisations, R. Meredith Belbin, Butterworth Heinemann<br/> Rethinking Organisation: New Directions in Organisation Theory &amp; Analysis, M. Reed &amp; M. Hughes, Sage<br/> Managing Today &amp; Tomorrow, R. Stewart, Macmillan<br/> The Future of Leadership, R.P. White, P. Hodgson &amp; C. Crainer, Pitman<br/> Beyond Certainty, Charles Handy, Arrow Business Books<br/> The Fifth Discipline, P. Senge, Doubleday/Currency<br/> Competing for the Future, G. Hamel &amp; C.K. Prahalad, Harvard Business School Press</p> <p>Students are strongly encouraged to read a daily newspaper, in printed form or online, in order to follow stories that provide concrete examples for the study of leadership.</p> |                   |

| <b>Guideline for Teaching and Learning Time (10 hrs per credit):</b> |  |
|--|--|
| 50 hours   | <p><b>Lectures / Seminars / Tutorials / Workshops</b></p> <p>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</p>  |
| 50 hours   | <p><b>Directed learning</b></p> <p>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</p>   |
| 100 hours  | <p><b>Self managed learning</b></p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p> |

### 13.1.15 The International Business Environment Syllabus

|  |  |
|--|--|
| Unit Title   | The International Business Environment                               |
| Unit Code  | IBE-0605   |
| Level  | 6 Diploma  |
| Credits  | 20   |
| Unit Leader  | KE   |
| Pre-requisites   |  |
| <b>Main Aim(s) of the Unit:</b>  |  |
| <p>This unit seeks to provide an understanding of the complex and dynamic nature of corporate environment in today's globalised economy in which the business and its external environment are not clearly separated.</p> <p>One of the most important functions of management is decision making and in order to perform effectively managers need to be informed.</p> <p>Students must therefore be familiar with, and aware of, all major international political, economic, cultural, religious and financial issues of the day.</p> <p>Political, economic and financial events in one country can create threats, as well as opportunities for other countries and it is essential that managers are able to relate international events, and their consequences, to their own business environments.</p> <p>Students are required to critically analyse current topics concerning important management and policy issues facing business and industry. Critical evaluations of current readings from business literature will be used as assessment items.</p> <p>At each examination series reference will be made to six contemporary issues which have made International news headlines in the four months preceding the examinations. Candidates will be asked to select any three of the issues or topics and comment on them.</p> <p>This is a self-paced, self-study course and motivated self-starters will enjoy this format.</p> |  |
| <b>Main Topics of Study:</b>   |  |
| <p><b>Self study – See above</b></p> <ul style="list-style-type: none"> <li>▶ Challenges in business growth and development</li> <li>▶ Consequences of and approaches to business turnaround</li> <li>▶ Mergers and acquisitions</li> <li>▶ Approaches to and consequences of entering and retrenching from markets</li> <li>▶ National and transnational state and business enterprise relationships</li> <li>▶ Business conduct and practice from a national and international perspective</li> </ul>  |  |
| <b>Learning Outcomes for the Unit:</b>   |  |
| At the end of this Unit, students will be able to:   |  |
| 1.   | Discuss current issues management and its policy implications.       |
| 2.   | Understand current issues and trends from a managerial perspective.  |
| 3.   | Integrate current business scholarly literature in their arguments.  |
| 4.   | Provide analytical perspectives of current problems and trends.      |
| 5.   | Demonstrate a proactive rather than reactive approach to management. |



| <b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>   |   |                       |                              |                                |
|--|---|-----------------------|------------------------------|--------------------------------|
| Knowledge & Understanding  | Analysis  | Synthesis /Creativity | Evaluation                   | Interactive & Group Skills     |
| 1,2  | 3,4   | 3-5                   | 4,5                          | -                              |
| Self-appraisal/ Reflection on Practice   | Planning and Management of Learning   | Problem Solving       | Communication & Presentation | Other skills (please specify): |
| 3,4  | 1-5   | 3-5                   | -                            | -                              |
| <b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>   |   |                       |                              |                                |
| <p>This is a self-paced, self-study course that is suited to motivated self-starters. Learning takes can take place on a number of levels through lectures, class discussion including problem review and analysis however this is not specifically designed for formal lectures.</p> <p>Contemporary readings provide the foundation of information on which the student builds through critical analysis of articles outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.</p> |   |                       |                              |                                |
| <b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>  |   |                       |                              | <b>Weighting:</b>              |
| Examination: 3 hours duration  |   |                       |                              | 100%                           |
| <b>Indicative Reading for this Unit:</b>   |   |                       |                              |                                |
| <b>Main Text</b>   |   |                       |                              |                                |
| The Economist  |   |                       |                              |                                |
| <b>Additional Source of Information</b>  |   |                       |                              |                                |
| CNN News   |   |                       |                              |                                |
| <b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>   |   |                       |                              |                                |
| 0 hours  | <b>Lectures / Seminars / Tutorials / Workshops</b>  |                       |                              |                                |
|  | Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.  |                       |                              |                                |
| 100 hours  | <b>Directed learning</b>  |                       |                              |                                |
|  | Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.   |                       |                              |                                |
| 100 hours  | <b>Self managed learning</b>  |                       |                              |                                |
|  | Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries. |                       |                              |                                |

### 13.1.16 Business Management Project

|  |  |
|--|--|
| Unit Title   | Business Management Project  |
| Unit Code  |  |
| Level  | 6 Diploma  |
| Credits  | 20   |
| Unit Leader  | JC   |
| Pre-requisites   |  |
| <b>Main Aim(s) of the Unit:</b>  |  |
| <p>The unit provides the opportunity for students to demonstrate, in a real world environment, what they have already learned about specific aspects of business and management. It also enables them to develop useful consultancy skills.</p> <p>Appropriate assignments are obtained in advance based on local private/public sector organisations. On allocation of the projects, an appropriate area of academic theory is identified in consultation with the project tutor. The student is then required to carry out a piece of independent academic research into the relevant area. This gives students the opportunity to synthesize existing knowledge with the research undertaken and, based on their research, a client report addressing the selected issue is produced.</p> <p>This unit is student-centred and requires students to effectively develop, manage and co-ordinate their work from inception to completion.</p> |  |
| <b>Main Topics of Study:</b>   |  |
| <ul style="list-style-type: none"> <li>▶ Identification of essential/useful consultancy skills</li> <li>▶ Establishing the problem or opportunity to be investigated</li> <li>▶ Preparation and agreement of consultancy proposal</li> <li>▶ Appropriate methods of approaching assignments and suitable research methodologies</li> <li>▶ Analysis and presentation of findings, conclusions and recommendations</li> <li>▶ The consultancy report</li> <li>▶ Methods of conducting secondary research, synthesizing literature and presenting findings</li> </ul>  |  |
| <b>Learning Outcomes for the Unit:</b>   |  |
| At the end of this Unit, students will be able to:   |  |
| 1.   | Demonstrate understanding of one or more specific areas of business and management, both theoretical and applied.      |
| 2.   | Demonstrate the ability to critically analyse and evaluate theoretical and research findings.                          |
| 3.   | Critically assess stated client problems and requirements and develop an appropriate methodology to investigate these. |
| 4.   | Demonstrate the ability to develop arguments analytically and coherently.  |
| 5.   | Synthesize knowledge from appropriate areas of commercial management theory and practice.                              |
| 6.   | Demonstrate skills in time-management, self-organisation and self-discipline.  |

**The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills:**

|  |                                     |                       |                              |                                |
|--|-------------------------------------|-----------------------|------------------------------|--------------------------------|
| Knowledge & Understanding              | Analysis                            | Synthesis /Creativity | Evaluation                   | Interactive & Group Skills     |
| 1-6                                    | 4,5                                 | 3,4                   | 6                            | -                              |
| Self-appraisal/ Reflection on Practice | Planning and Management of Learning | Problem Solving       | Communication & Presentation | Other skills (please specify): |
| -                                      | -                                   | -                     | 1,2,4,5                      | -                              |

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

During the early stages of the unit, contact time will combine lectures and discussion with tutors. Contact time will be used to identify the key approaches and components of consultancy work, methods of problem identification and research, and techniques for conducting academic research. The need for appropriate professional and practical skills and effective communication techniques will also be addressed. Tutor contact will focus on providing support and advice for the particular project undertaken.

Over the following weeks, students should make regular appointments with their supervision tutor to discuss their individual academic research and their project. At the same time, the students may be developing their consultancy and communication skills through regular meetings and contact with the target organisation where appropriate.

**Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:** Weighting:

|   |      |
|---|------|
| Written report (4,000 words)<br>(Incorporating the project proposal, literature review, methodology, results, conclusions and specific recommendations) | 100% |
|---|------|

**Indicative Reading for this Unit:**

**Note:** There is no single recommended text for this unit. Most importantly, reading should incorporate the latest information on the target organisation where appropriate.

**Main Text**

The Commercial Manager, T. Boyce & C. Lake, ICM

**Additional Sources of Information**

Synthesising Research: A Guide for Literature Reviews, 3rd ed., H. Cooper, Sage

Research Methods for Managers, J. Gill & P. Johnson, Paul Chapman

The Top Consultant – Developing your Skills for Greater Effectiveness, 4th edition, C. Markham, Kogan Page

Management Consulting, P.A. Wickham, Pitman

**Website References**

A variety of associated websites on areas such as consulting including:

<http://www.mckinsey.com/locations/london/index.asp>

<http://www.consultant-news.com/BCG.asp>

<http://www.adl.com/insights/prism/>

<http://www.environment-risk.com/>

| <b>Guideline for Teaching and Learning Time (10 hrs per credit):</b> |  |
|--|--|
| 50 hours   | <p><b>Lectures / Seminars / Tutorials / Workshops</b></p> <p>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</p>  |
| 50 hours   | <p><b>Directed learning</b></p> <p>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</p>   |
| 100 hours  | <p><b>Self managed learning</b></p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p> |