ICM

Business Studies

Course Handbook

SETTING GLOBAL STANDARDS

For Business & Management Education

Contents

1   Introduction

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)

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

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

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

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

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

6   Student Registration & Course/Level Entry Requirements

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

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

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, 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

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

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 .

10   Students with specific learning difficulties

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

The ICM website, 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

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 3.2 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

13   Course Structure

The Diploma in Business Studies – Part 1

1. Business Management & Administration
2. International Business Communications
3. Marketing
4. Numeracy & Statistics

A Certificate in Business Studies is awarded on completion of all Part 1 subjects

The Diploma in Business Studies – Part 2

5. Accounting
6. Business Law
7. Economics for Business
8. Organisational Behaviour

The Diploma in Business Studies is awarded on completion of Parts 1 & 2

The Advanced Diploma in Business Studies

9. Customer Service
10. Human Resources Management
11. Marketing Management
12. Strategic Management

The Advanced Diploma in Business Studies is awarded on completion of all the above 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	4 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 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, trademarks 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 Officer

- ► 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	Self-appraisal/ Reflection on Practice
1-8	1,2,4,7	1,2	1,2,7,8	-	-
Planning and Management of Learning	Problem Solving	Communication & Presentation	Practical/Psycho -motor Skills	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, Institute of Commercial Management

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 textbooks

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

50 hours	**Lectures / Seminars / Tutorials / Workshops**
	Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning**
	Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning**
	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 International Business Communications Syllabus

Unit Title	International Business Communications
Unit Code	IBC 10-05
Level	4 Diploma
Credits	20
Unit Leader	JF
Pre-requisites	

Main Aim(s) of the Unit:

To prepare students to address business communication situations encountered in their careers through the writing of memoranda, letters, reports, résumés, electronic messages; manuals with terms, mechanisms and instructions; process analysis; proposals; web portfolios; delivering oral presentations, in order to develop interpersonal skills and to foster critical thinking and problem-solving skills through the writing of effective communication for assigned business scenarios/situations.

Main Topics of Study:

The Process of Communication

- ► The objectives of communication
- ► The meaning of words
- ► Non-verbal communication
- ► The context or situation
- ► Barriers to communication
- ► Why? Who? Where? When?
- ► What? How?
- ► Planning the message
- ► Summary – how to communicate

Speaking Effectively

- ► Basic speaking skills
- ► Qualities to aim for when speaking
- ► Summary – good speaking

Listening

- ► Listening – the neglected skill
- ► Reasons for improving listening
- ► Are you a good listener?
- ► Ten aids to good listening
- ► Summary – good listening

Human Interaction and Non-verbal Communication

- ► Metacommunication and paralanguage
- ► The language of silence
- ► The language of time

- ► Body language or kinesics
- ► The underlying psychology: NLP, EI and TA
- ► Conflict between verbal and non-verbal communication
- ► Summary – the importance of paralanguage in human interaction

Talking on the Telephone

- ► Telephone problems
- ► Basic telephone rules
- ► Receptionists
- ► Making a call
- ► Gathering information by telephone
- ► Answering the telephone
- ► Voicemail
- ► Mobile phone manners
- ► Summary – good telephoning

Interviewing

- ► Interviewing weaknesses
- ► What is an interview?
- ► The purposes of the interview
- ► Types of interview information
- ► How to plan an interview
- ► Structuring the interview
- ► How to question and probe
- ► Summary – interviewing

Being Interviewed for a Job

- ► Preparing – the organisation
- ► Preparing – know yourself
- ► At the interview
- ► Tips to remember
- ► Summary – being interviewed for a job

Communicating in Groups

- ► Advantages of groups
- ► Disadvantages of groups
- ► Factors affecting group effectiveness
- ► Summary – making groups and committees work

Running and Taking Part in Meetings

- ► Chairing meetings
- ► Decision-making methods
- ► Responsibilities of participants
- ► Duties of officers and members

- ► The agenda
- ► The minutes
- ► Video-conferencing and audio-conferencing
- ► Formal procedure

Giving a Talk

- ► Techniques of public speaking
- ► Preparation
- ► Developing the material
- ► Opening the talk
- ► Closing the talk
- ► Visual aids
- ► Use of notes
- ► Practising the talk
- ► Room and platform layout
- ► Delivery of the talk
- ► Summary – being a good speaker

Using Visual Aids

- ► General principles
- ► Whiteboards, electronic copy boards, interactive boards
- ► Flip charts
- ► Build-up visuals
- ► Physical objects
- ► Models and experiments
- ► Overhead Projector (OHP)
- ► Data projector or multimedia projector
- ► 35mm slide projector
- ► Videos and DVDs
- ► Closed circuit television and video
- ► Points to remember about visual aids
- ► Video and DVD hire and purchase
- ► Summary – being in control of visual aids

Faster Reading

- ► How do you read?
- ► The physical process of reading
- ► Ways of increasing your vocabulary
- ► Summary – faster reading

Better Reading

- ► Determine reading priorities
- ► Scanning

- ► Skimming
- ► SQ3R method of reading
- ► Summary – better reading

Writing Business Letters

- ► Why good letter-writing matters
- ► Backing up the phone call or meeting
- ► Planning a letter
- ► Layout and style
- ► The structure of a letter
- ► Dictating
- ► Standard letters
- ► Summary – writing business letters

Applying for a Job

- ► What sort of job do you want?
- ► What is available and what are they looking for?
- ► The application itself
- ► Job-hunting on the Internet
- ► Summary – applying for a job

Writing Reports

- ► What is a report?
- ► Types of report
- ► Essentials of a good report
- ► What is the purpose of the report?
- ► Fundamental structure
- ► Format, layout, headings and numbering
- ► Long formal reports
- ► House style
- ► How to get started
- ► Setting your objective
- ► Researching and assembling the material
- ► Organising the material and planning the report
- ► Writing the first draft
- ► Editing the report
- ► Producing the report
- ► Summary – report writing

Memos, Messages, Forms and Questionnaires

- ► Memos
- ► Email
- ► Fax

Learning Outcomes for the Unit:

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

1.	Demonstrate how business communication strategies and principles can be applied to prepare effective communication for domestic and international business situations.
2.	Discuss the relative merits of and appropriate organisational formats and channels used in developing and presenting business messages.
3.	Demonstrate an understanding of the mechanics of oral and written communication including presentations, memos, letters, and reports.
4.	Demonstrate language skills competency in grammar, spelling, punctuation, capitalization, number usage, and sentence structure by communicating in concise, clear, straightforward language.
5.	Explain relative merits and mechanisms for communicating via electronic mail, Internet, and other electronic media.
6.	To deliver an effective oral business presentation (Non credit bearing assessment).
7.	To demonstrate problem-solving and critical-thinking skills by analysing business problems, resulting in functional business documents, memoranda, letters, and/or reports.

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
1-7	2,5,7	1-7	1,2,5,7	6
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
7	1-7	1,2,6,7	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

Mastering Communications, 5th edition, Nicky Stanton, Palgrave Macmillan

Alternative Texts

Practical Communications, F.W. Bergin, Pitman

People of Communication, D.W. Evans, Pitman

Basic Business Communication, K. Lesikar, McGraw Hill

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** These interactive sessions will be used to discuss concepts and allow students to present findings.
50 hours	**Directed learning** Advance reading and preparation / Background research / individual and group preparation for seminars.
100 hours	**Self managed learning** 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	4 Diploma
Credits	20
Unit Leader	BHW
Pre-requisites	

Main Aim(s) of the Unit:

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.

Main Topics of Study:

Part A: The Concept and Process of Marketing

Markets and Marketing

- ► Marketing issues
- ► The marketing mix
- ► Marketing management
- ► Marketing and society

The Marketing Process: Strategy and Planning

- ► Marketing strategy
- ► Marketing planning and strategy
- ► Marketing audit
- ► Environmental scanning
- ► Strategy formulation
- ► Marketing segmentation: introduction
- ► The marketing plan

Customer Focus: Cost and Benefits

- ► Identifying the customer
- ► Building customer care relationships
- ► The quality movement
- ► Quality and customers

Part B: Segmentation, Targeting and Positioning

The Marketing Environment

- ► Marketing and the business environment
- ► The economic environment
- ► Social and cultural factors
- ► Political and legal aspects

- ► Technological issues
- ► 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 module 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.

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 Essentials: Marketing Principles, BP Learning Media Ltd

Alternative Texts

Fundamentals of Marketing, W.G. Leader & N. Kyritsis, Stanley Thorne

Marketing Principles and Practice, D. Adcock, Pearson Publishing

Principles of Marketing, P. Kotler, Prentice Hall

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

50 hours	**Lectures / Seminars / Tutorials / Workshops**
	These interactive sessions will be used to discuss concepts and allow students to present findings.
50 hours	**Directed learning**
	Advance reading and preparation / Background research / individual and group preparation for seminars.
100 hours	**Self managed learning**
	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 Numeracy & Statistics Syllabus

Unit Title	Numeracy & Statistics
Unit Code	NS-1016
Level	4 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

Learning Outcomes for the Unit:

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.

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	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	-	

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 Essentials – Business Maths: Study Text, BPP Learning Media. ISBN: 978-0751768428

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

50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** 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.

13.1.5 Accounting Syllabus

Unit Title	Accounting
Unit Code	AC1-0605
Level	5 Diploma
Credits	20
Unit Leader	JWC
Pre-requisites	

Main Aim(s) of the Unit:

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.

Main Topics of Study:

Introduction to Accounting

- ► What is accounting?
- ► Business organisations and sources of finance
- ► Introducing financial statements: the profit and loss account and the balance sheet
- ► The role of the accountant and the accounts office

Supply Information for Management Control

- ► The purpose of management information
- ► The use of cost centres and coding of costs
- ► Providing comparisons on costs and income
- ► A brief introduction to wages
- ► Control accounts: sales and purchase ledger control

The Construction of Financial Statements

- ► Financial statements: the calculation of profits
- ► Adjustments: accruals, prepayments and drawings
- ► Adjustments: bad debts and provisions for debtors
- ► Depreciation of fixed assets / partnership accounts
- ► Company accounts
- ► Accounts of clubs and societies
- ► The extended trial balance

Using Accounting Information

- ► Accounting ratios and preparing reports
- ► Accounting standards: Statements of Standard Accounting Practice and Financial Reporting Statements (SSAPs and FRSs)
- ► Accounting for stocks
- ► Manufacturing accounts
- ► Marginal costing
- ► Budgeting

Learning Outcomes for the Unit:	
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.

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
1,5	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	-

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 **EXAMINER'S NOTE:** The only ratios that will be tested in the Accounting exam are: profitability, liquidity (short-term solvency) and efficiency ratios.	100%

Indicative Reading for this Unit:

Main Text

Finance & Accounting, R. Giles, ICM – Chapters 1-4, 17-21, 22-27, 29-30, 31-33, 35-37 and 40

Alternative Texts

A Complete Course in Business Accounting, R. Giles, Nelson Thornes

Frank Wood's Business Accounting 1, F. Wood & A. Sangster, Pitman

Note: Students should also be prepared to read other suitable accounting textbooks

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** These interactive sessions will be used to discuss concepts and allow students to present findings.
50 hours	**Directed learning** Advance reading and preparation / Background research / individual and group preparation for seminars.
100 hours	**Self managed learning** 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	5 Diploma
Credits	20
Unit Leader	IC
Pre-requisites	

Main Aim(s) of the Unit:
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.
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.

Main Topics of Study:

Contracts

Formation of Contract

- ► What is a contract?
- ► The intention to create legal relations
- ► Offer
- ► Termination of an offer
- ► Acceptance
- ► Agreement without offer and acceptance
- ► The nature of consideration
- ► Executory, executed and past consideration
- ► Sufficiency of consideration
- ► Privity of contract

Terms of Contract

- ► The terms of contract
- ► Incomplete contracts
- ► Conditions and warranties
- ► Oral evidence relating to contracts in writing
- ► Representations and contract terms
- ► Implied terms
- ► The required form of contracts
- ► Exclusion clauses
- ► The Unfair Contract Terms Act 1977
- ► The Unfair Terms in Consumer Contracts Regulations 1994

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	**Lectures / Seminars / Tutorials / Workshops**
	These interactive sessions will be used to discuss concepts and allow students to present findings.
50 hours	**Directed learning**
	Advance reading and preparation / Background research / individual and group preparation for seminars.
100 hours	**Self managed learning**
	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 Economics for Business Syllabus

Unit Title	Economics for Business
Unit Code	EB-0317
Level	5 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.

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
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	**Lectures / Seminars / Tutorials / Workshops**
	Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning**
	Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning**
	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.

13.1.8 Organisational Behaviour Syllabus

Unit Title	Organisational Behaviour
Unit Code	OB 0816
Level	5 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	

Main Aim(s) of the Unit:

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.

Main Topics of Study:

The Organisational Context

Explaining Organisational Behaviour

- ► What is organisational behaviour?
- ► Research and practice
- ► Human resource management

Environment

- ► Analysing the organisation's environment
- ► Ethical behaviour
- ► Corporate social responsibility

Technology

- ► The importance of technology
- ► Teleworking
- ► The politics of technology
- ► Socio-technical systems

Culture

- ► Rise of organisational culture
- ► Aspects of culture
- ► Organisational socialisation
- ► Perspectives on culture
- ► Cultural strength and organisational performance
- ► Types of organisational culture
- ► National cultures

Individuals in Organisations

Communication

- ► 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

- ► Teamwork 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, Laurie J. Mullins, 8th edition, Prentice Hall.
ISBN: 978-0273708889

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** 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 Customer Service Syllabus

Unit Title	Customer Service
Unit Code	CS-0616
Level	6 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	

Main Aim(s) of the Unit:
This unit provides students with the skills, techniques and knowledge required to deliver effective customer service.
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.
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.
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.
Main Topics of Study:
Introduction
What is Customer Service?
►   Importance of customer service
►   Understanding customer satisfaction
►   Excellent customer service
►   Five needs of every customer
►   Internal and external customers
►   Customer attributes
►   Cost of losing a customer
Challenges and Solutions
Challenges of Customer Service
►   Elements of success
►   Barriers to excellent customer service
►   Power of perceptions
►   Understanding expectations
►   Levels of expectations
►   Scope of influence
►   Reputation management
►   Techniques for exceeding customer expectations
►   Keys to credibility
►   Importance of values
►   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/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	2	1	2	-

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
Customer Service: A Practical Approach, 6th edition, Elaine K, Harris, Prentice Hall. ISBN: 978-1292040356
Alternative Texts
Managing Customer Service, Jenny Hayes & Frances Dredge, Gower
Once a Customer, Always a Customer, Chris Daffy, Oak Tree Press

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation/Class preparation/Background reading/Group study/Portfolio/Diary etc.
100 hours	**Self managed learning** 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.

13.1.10 Human Resources Management Syllabus

Unit Title	Human Resources Management
Unit Code	HRM-0516
Level	6 Diploma
Credits	20
Unit Leader	BT
Pre-requisites	

Main Aim(s) of the Unit:

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.

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.

Main Topics of Study:

People, Organisations and Behaviour

- ► Organisational behaviour
- ► Work, organisation and job design
- ► Organisation development
- ► Motivation, commitment
- ► Employee engagement

Resourcing and Workforce Planning

- ► Strategic resourcing
- ► Workforce planning
- ► Recruitment and selection
- ► Resourcing practice
- ► Talent management

Learning and Development

- ► Strategic learning and development
- ► Process of learning and development
- ► Practice of learning and development
- ► Leadership and management
- ► Development

Performance Management

- ► Aims of performance management
- ► Strategy and systems
- ► Practice of reward management

> ► 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.

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

Armstrong's Handbook of Human Resource Management Practice, 13th edition, Michael Armstrong with Stephen Taylor, Kogan Page. ISBN: 978-0749469641

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

50 hours	**Lectures / Seminars / Tutorials / Workshops**
	Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning**
	Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning**
	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 Marketing Management Syllabus

Unit Title	Marketing Management
Unit Code	MM-0605
Level	6 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	

Main Aim(s) of the Unit:

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.

Main Topics of Study:

Marketing Management

- ► The critical role of marketing in organisations and society
- ► Laying the groundwork through strategic planning
- ► Managing the marketing process and marketing planning

Analysing Marketing Opportunities

- ► Marketing information systems and marketing research
- ► Analysing the marketing environment
- ► Analysing consumer markets and buyer behaviour
- ► Analysing business markets and organisational buying behaviour
- ► Analysing competitors

Researching and Selecting Target Markets

- ► Measuring and forecasting market demand
- ► Identifying market segmentation and selecting target markets

Designing Marketing Strategies

- ► Marketing strategies for differentiating and positioning the marketing offer
- ► Developing, testing and launching new products and services
- ► Managing products through their product life cycle
- ► Deciding on international market entry
- ► Methods of entry
- ► International marketing programmes

Planning Marketing Programmes

- ► Managing product lines, brands and packaging
- ► Managing service business and ancillary services
- ► Designing pricing strategies and programmes
- ► Selecting and managing marketing channels
- ► Managing retailing and wholesaling
- ► Designing communication and promotion-mix strategies
- ► Designing effective advertising programmes

	►	Designing direct marketing, sales-promotion and public relations programmes
	►	Managing the sales force
	►	Managing direct marketing operations
	►	Implementing marketing programmes
	►	Controlling marketing activities

Learning Outcomes for the Unit:

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.

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
1-4	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	-

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

Marketing Management, Philip Kotler, Prentice Hall

Alternative Texts and Further Reading

Go International, Keith Monk, McGraw Hill

Essentials of Marketing, G. Lancaster & L. Massingham, McGraw Hill

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** 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 Strategic Management Syllabus

Unit Title	Strategic Management
Unit Code	SM-0605
Level	6 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	

Main Aim(s) of the Unit:

This unit provides students with an understanding of the key corporate strategies available to organisations and when each should be deployed. It provides students with the techniques, approaches and models required to undertake an assessment of the internal and external environment to underpin the strategic choices made and issues to be considered in making the choice.

The unit explains the management issues to be considered in implementing a strategic choice, in terms of structure, culture and behaviour, and provides candidates techniques and tools to measure the effective implementation of a strategy.

Main Topics of Study:

Nature of Strategic Management:

- ► Definitions
- ► Stages of strategic management
- ► Key terms in strategic management
- ► Strategic management model
- ► Benefits of strategic management
- ► Business ethics and strategic management
- ► Business and military strategy

Strategies in Action

- ► Types of strategies
- ► Integration strategies
- ► Intensive strategies
- ► Diversification strategies
- ► Defensive strategies
- ► Guidelines for pursuing strategies
- ► Mergers and leveraged buyouts
- ► Generic strategies
- ► Strategic management in governmental organisations
- ► Strategic management in small firms

Business Mission

- ► Importance of a clear mission
- ► Nature of a business mission
- ► Components of a mission statement
- ► Writing and evaluating mission statements

External Assessment

- ► Nature of an external audit
- ► Economic forces
- ► Social, cultural, demographic and environmental forces
- ► 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 re-engineering
- ► 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.	Critically analyse theories and concepts in respect of strategic choice, implementation and review.
2.	Evaluate the theories, techniques and business tools and approaches relevant to an internal and external assessment of the business environment and subsequent strategic options and choices
3.	Evaluate and review the business structures, approaches and practices relevant to strategic choice, implementation and review.

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	3	3	1-3	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (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.

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

Strategic Management, Fred R. David, Prentice Hall

Alternative Texts

Exploring Corporate Strategy, Gerry Johnson & Kevin Scholes, Prentice Hall

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

50 hours	**Lectures / Seminars / Tutorials / Workshops**
	Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning**
	Advance reading and preparation/Class preparation/Background reading/Group study/Portfolio/Diary etc.
100 hours	**Self managed learning**
	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.