



# ICM

## Human Resource Development

### Course Handbook



## SETTING GLOBAL STANDARDS

For Business & Management Education

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The Institute of Commercial Management

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## **1 Introduction**

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

\*NQF: the UK National Qualifications Framework

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Progression Routes**

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

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

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

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

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

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

### **4.1 Assessment**

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

### **4.2 Student Workload**

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

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

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

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

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

## **5 ICM Qualifications and Progression**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Relative Positioning of ICM Qualifications

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

## 6 Student Registration & Course/Level Entry Requirements

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### 6.1 Student Registration

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

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

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

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

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

### 6.2 Student Registration Fees

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

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

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

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

### 6.3 Course/Level Entry Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **7 Examinations and Results**

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### **7.1 Examinations**

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

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

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

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

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

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

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

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

### **7.3 Examination Timetable**

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

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

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

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

## **7.5 Examination re-sits**

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

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

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

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

## **7.6 Examination Closing Dates**

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

## **7.7 Examination Results**

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

## **7.8 Examination Grades**

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

## **7.9 Transcript of Academic Results**

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

## **7.10 Replacement Certificates**

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

### 7.11 Deferrals

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

### 7.12 Subject Exemptions for Professional Programmes

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

### 7.13 Single Subject Candidates

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

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

## 8 Subject advice, educational guidance and student support

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

### 8.1 Study Methods

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

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

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

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

## **8.2 Payment Methods**

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

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

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

## **8.4 ICM Approved Centres**

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

## **9 Textbooks**

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

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

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

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

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

## 12 Unit Information

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Continuing economic activity and growth in developed, transitional and emerging economies has created excellent career opportunities, in both the public and private sectors, for those with demonstrable human resource development skills.

This programme has been designed for those with an interest in human resource development, training and personnel management who seek a recognised qualification in order to improve their workplace performance and enhance their career and employment prospects.

### 12.1 Programme Objectives:

To provide participants with a body of knowledge that will enable them to:

- understand and apply human resource theory in the working environment
- understand the importance of human resource development to the success of a business
- make a positive contribution to the work of a human resource management department
- increase and enhance employment opportunities within the human resource development industry

### 12.2 Recommended Course Duration

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

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

### 12.3 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 Diploma in Human Resource Development. Similarly, on successful completion of all the examinations in Parts 1 & 2 students are awarded the ICM Advanced Diploma in Human Resource Development.

### **12.4 Continuing Education**

The Human Resource Development 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 Human Resource Management and Business Studies. Holders of an ICM Diploma in Human Resource Development may enter the ICM Advanced Diploma programme and completion of this may enable entry to the final year of appropriate Honours degree programmes. The ICM Graduate Diploma in Management Studies would also be an appropriate next step for holders of the ICM Advanced Diploma in Human Resource Development. Similarly, Graduate Diploma holders will be able to gain access to appropriate Post Graduate courses.

### **12.5 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:

- One GCE A-level plus Three GCSEs (or equivalents)
- A suitable BTEC National or ICM Certificate 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 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 Human Resource Development**

The minimum age for registration for this programme is 19.

- The ICM Diploma in Human Resource Development (or an equivalent level business qualification)
- A suitable BTEC National Award
- Any HRM qualification equivalent to one of the above

## **13 Course Structure**

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### **The Diploma in Human Resource Development**

1. Business Law
2. Business Management & Administration
3. Human Resource Development I
4. International Business Communications

The Diploma in Human Resource Development is awarded on completion of all four subjects

### **The Advanced Diploma in Human Resource Development**

5. Employee Relations
6. Human Resource Development II
7. Management Theory & Practice
8. Training & Development

The Advanced Diploma in Human Resource Development is awarded on completion of all eight subjects

### **13.1 Unit Syllabuses**

The following pages show detailed syllabuses for the units contained within the Human Resource Development programme.

### 13.1.1 Business Law Syllabus

Unit Title	Business Law
Unit Code	BL-0616
Level	5 Diploma
Credits	20
Unit Leader	IC
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit aims to introduce the student to a study of the law in the business environment. It introduces sources of law and legal method, business organisations and legal relationships, contracts including the supply of goods and services, agency agreements and civil wrongs in the business environment including negligence and nuisance.</p> <p>An understanding of the rights and responsibilities of organisations is an essential requirement in the study of business operations at home and those involved in international business transactions and trade.</p>	
<b>Main Topics of Study:</b>	
<b>Contracts</b>	
<b>Formation of Contract</b>	
<ul style="list-style-type: none"><li>▶ What is a contract?</li><li>▶ The intention to create legal relations</li><li>▶ Offer</li><li>▶ Termination of an offer</li><li>▶ Acceptance</li><li>▶ Agreement without offer and acceptance</li><li>▶ The nature of consideration</li><li>▶ Executory, executed and past consideration</li><li>▶ Sufficiency of consideration</li><li>▶ Privity of contract</li></ul>	
<b>Terms of Contract</b>	
<ul style="list-style-type: none"><li>▶ The terms of contract</li><li>▶ Incomplete contracts</li><li>▶ Conditions and warranties</li><li>▶ Oral evidence relating to contracts in writing</li><li>▶ Representations and contract terms</li><li>▶ Implied terms</li><li>▶ The required form of contracts</li><li>▶ Exclusion clauses</li><li>▶ The Unfair Contract Terms Act 1977</li><li>▶ The Unfair Terms in Consumer Contracts Regulations 1994</li></ul>	

### **Vitiating Factors**

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

### **Discharge of Contract**

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

### **Agency**

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

### **Sale of Goods**

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

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

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

### **Consumer Credit and Protection**

#### **Consumer Credit**

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

#### **Consumer Protection**

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

### **Tort and Negligence**

#### **Tort**

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

## **Negligence**

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

## **Nuisance**

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

## **Defamation**

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

## **Company Law**

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

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

### **Formation of a Company**

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

### **Memorandum and Articles**

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

### **Meetings**

- ▶ Types of meeting

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

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

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

### **Directors**

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

### **Partnerships**

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

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

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

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

**The numbers in the boxes below show which of the above module 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:**

Examination: 3 hours duration

**Weighting:**  
100%

**Indicative Reading for this Unit:**

**Main Text**

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

**Alternative Texts and Further Reading**

Essentials of Business Law, Ewan MacIntyre, Pearson

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

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

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

### 13.1.2 Business Management & Administration Syllabus

Unit Title	Business Management & Administration
Unit Code	BMA-0605
Level	5 Diploma
Credits	20
Unit Leader	GW
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>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.</p> <p>The unit prepares students for their likely future roles as managers in organisations. It encourages them to synthesise 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.</p>	
<b>Main Topics of Study:</b>	
<p><b>The Organisational Background to Business Administration</b></p> <p><b>The Management Framework to Business Administration</b></p> <ul style="list-style-type: none"> <li>▶ What are business administration and management?</li> <li>▶ The board of directors</li> <li>▶ Functions within an organisation</li> <li>▶ The 'systems' approach to organisation</li> <li>▶ Planning-control feedback cycles</li> </ul> <p><b>Characteristic Features of Organisations</b></p> <ul style="list-style-type: none"> <li>▶ The structure of organisations and the need for authority</li> <li>▶ The features of bureaucratic and non-bureaucratic organisations</li> <li>▶ Traditional principles and types of organisation</li> <li>▶ More about systems and subsystems</li> </ul> <p><b>The Structure of Business Enterprises</b></p> <ul style="list-style-type: none"> <li>▶ The pattern of organisations</li> <li>▶ Business types including; sole-trader enterprises, partnerships, limited partnerships, the limited liability company, non-profit-making units (clubs and societies), public enterprises</li> <li>▶ Public sector organisations; autonomous public corporations, nationalised industries, local government institutions, central government departments</li> </ul>	

## **Functions within Organisations**

### **The Production Function**

- ▶ The production process and types of production
- ▶ Site selection and factory planning
- ▶ Plant and equipment
- ▶ Materials and materials handling
- ▶ Production administration
- ▶ Costing aspects of production
- ▶ Work study
- ▶ Maintenance and production
- ▶ CAD, CAM and CIM

### **The Purchasing Function**

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

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

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

### **The Marketing Function**

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

### **Personnel Department**

- ▶ The need for staff
- ▶ The functions of the personnel department and a personnel policy
- ▶ Employee records

- ▶ Promotion, transfer, termination and dismissal
- ▶ Industrial relations practice
- ▶ The remuneration of staff

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

#### **Office Administration**

- ▶ The role of the administrative officer
- ▶ Facilities management – the 'new-look' office administrator
- ▶ The office and its functions
- ▶ The clerical function, business correspondence, mail inwards, mail outwards, systems for producing business correspondence
- ▶ Meetings, conferences, functions and delegation

#### **Other Responsibilities of the Administrative 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 module learning outcomes are related to particular cognitive and key skills:**

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

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

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

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

Examination: 3 hours duration

100%

**Indicative Reading for this Unit:**

**Main Text**

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

**Alternative Texts**

Modern Business Administration, R.C. Appleby, Pitman

The Structure of Business, M. Buckley, Pitman

Students should also be prepared to read other suitable business management text books

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

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

### 13.1.3 Human Resource Development I Syllabus

Unit Title	Human Resource Development I
Unit Code	HRDI-0317
Level	5 Diploma
Credits	20
Unit Leader	BT
Pre-requisites	
<b>Main Aim(s) of the Unit</b>	
<p>Human Resource 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, whilst Human Resource Development is principally about enabling individuals to plan, conduct and evaluate a range of development interventions effectively within their own organisation.</p> <p>This unit aims to provide the students with a critical understanding of the theories, frameworks and practices of Human Resource Management.</p> <p>It is primarily concerned with the policies, processes and procedures which make up the Human Resource Management function and which are applied in the management of people in organisations.</p>	
<b>Main Topics of Study:</b>	
<b>Introduction to Human Resource Management</b>	
<ul style="list-style-type: none"><li>▶ Definitions, origins, models</li><li>▶ Performance and practice</li></ul>	
<b>Strategic Human Resource Management</b>	
<ul style="list-style-type: none"><li>▶ The business context</li><li>▶ Strategy making</li><li>▶ Resource based views</li><li>▶ HRM and performance</li></ul>	
<b>Human Resource in Context</b>	
<ul style="list-style-type: none"><li>▶ Immediate and wider context</li><li>▶ Assumptions and thinking</li><li>▶ Ethical issues</li></ul>	
<b>Resourcing the Organisation</b>	
<ul style="list-style-type: none"><li>▶ Labour markets</li><li>▶ Supply of labour</li><li>▶ Labour demand</li></ul>	
<b>Talent Management</b>	
<ul style="list-style-type: none"><li>▶ Definitions and strategy</li><li>▶ Attracting, selecting, retaining and developing talent</li></ul>	

**Job Design**

- ▶ Analysis, design and evaluation
- ▶ Job patterns and security

**Recruitment and Selection**

- ▶ Approaches to selection and appointment
- ▶ Difficulties within the recruitment and selection process
- ▶ Graduate recruitment
- ▶ Succession planning
- ▶ Career development

**Equality and Diversity**

- ▶ Discrimination and the law
- ▶ Equality and diversity policies and strategies

**Learning Outcomes for the Unit:**

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

1.	Describe the function of human resource management, its duties and discharge.
2.	Identify the characteristics and organisational advantages of well designed jobs.
3.	Recognise and articulate the importance of motivation, conflict, power and negotiation in the work place.
4.	Identify and evaluate alternative approaches to organisational entry, managing performance and rewards and organisational exit.
5.	Explain the significance of change and develop appropriate strategies and skills to cope with change.
6.	Distinguish the legal principles which govern the relationship between employer and employee.

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

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

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

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

<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>	<b>Weighting:</b>
Examination: 3 hours duration	100%

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

Human Resource Management: A Contemporary Approach, J. Beardwell & A. Thompson, 7th edition, 2014, FT Publishing International. ISBN: 978-1292002729

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

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

### 13.1.4 International Business Communications Syllabus

Unit Title	International Business Communications
Unit Code	IBC 101-05
Level	5 Diploma
Credits	20
Unit Leader	JF
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>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.</p>	
<b>Main Topics of Study:</b>	
<p><b>The Process of Communication</b></p> <ul style="list-style-type: none"> <li>▶ The objectives of communication</li> <li>▶ The meaning of words</li> <li>▶ Non-verbal communication</li> <li>▶ The context or situation</li> <li>▶ Barriers to communication</li> <li>▶ Why? Who? Where? When?</li> <li>▶ What? How?</li> <li>▶ Planning the message</li> <li>▶ Summary – how to communicate</li> </ul> <p><b>Speaking Effectively</b></p> <ul style="list-style-type: none"> <li>▶ Basic speaking skills</li> <li>▶ Qualities to aim for when speaking</li> <li>▶ Summary – good speaking</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>▶ Listening – the neglected skill</li> <li>▶ Reasons for improving listening</li> <li>▶ Are you a good listener?</li> <li>▶ Ten aids to good listening</li> <li>▶ Summary – good listening</li> </ul> <p><b>Human Interaction and Non-verbal Communication</b></p> <ul style="list-style-type: none"> <li>▶ Metacommunication and paralanguage</li> <li>▶ The language of silence</li> <li>▶ The language of time</li> </ul>	

- ▶ 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

- ▶ Postcards and reply cards
- ▶ Text messaging
- ▶ Forms and questionnaires
- ▶ Summary – other writing tasks

### **Visual Communication**

- ▶ When to use charts and graphs
- ▶ Presentation of statistical data
- ▶ Presenting continuous information
- ▶ Presenting discrete or non-continuous information
- ▶ Presenting non-statistical information effectively

### **Getting to Grips with Grammar**

- ▶ Why does grammar matter?
- ▶ What is grammar?
- ▶ How good is your English?
- ▶ The parts of speech in brief
- ▶ The framework of English
- ▶ The architecture of the sentence

### **Common Problems with English**

- ▶ Subject–verb agreement
- ▶ Problems with verbs
- ▶ Problems with adjectives
- ▶ Problems with adverbs
- ▶ Problems with pronouns
- ▶ Problems with prepositions and conjunctions
- ▶ Problems with ellipsis
- ▶ Problems with negatives
- ▶ Revision of grammar

### **Appendices**

- ▶ A Punctuation made easy
- ▶ B Using capitals
- ▶ C Using numbers
- ▶ D Business clichés or 'commercialese'
- ▶ E Commonly misused and confused words
- ▶ F Ten (simple?) rules of spelling
- ▶ G Commonly misspelled words
- ▶ H Tips on modern business style
- ▶ I Differences between men and women communicating



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

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

### 13.1.5 Employee Relations Syllabus

Unit Title	Employee Relations
Unit Code	ER-0317
Level	6 Diploma
Credits	20
Unit Leader	BT
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This module aims to provide a general introduction to industrial relations and develop a knowledge and understanding of the changes which have taken place over the years with respect to employee participation and employee relations. The unit considers the nature of industrial conflict and the resolution of collective disputes. The processes of collective bargaining and negotiation are also explored.</p>	
<b>Main Topics of Study:</b>	
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>▶ Employment relationship</li> <li>▶ Defining employment relations</li> <li>▶ Regulation and contract</li> <li>▶ Fairness and psychological contract</li> </ul> <p><b>The Main Players</b></p> <ul style="list-style-type: none"> <li>▶ Role of trade unions</li> <li>▶ The employer</li> <li>▶ The state</li> <li>▶ Other parties</li> </ul> <p><b>Theories of Employment Relations</b></p> <ul style="list-style-type: none"> <li>▶ The underpinning of the term</li> <li>▶ Approaches: organisations – unitarism, pluralism and radical</li> <li>▶ Approaches to employment relations</li> <li>▶ Feminism, postmodernism, critical studies</li> </ul> <p><b>Employment Relations and HRM</b></p> <ul style="list-style-type: none"> <li>▶ Origins of industrial relations and move to employment relations</li> <li>▶ Challenges and changes</li> </ul> <p><b>Local, National and Global Effects</b></p> <ul style="list-style-type: none"> <li>▶ Globalisation</li> <li>▶ PESTLE and ER</li> <li>▶ Capitalism, labour markets, ownership</li> <li>▶ Diversity, migration, EU, international institutions</li> </ul>	

**Power and Authority**

- ▶ Power, authority, cooperation and compliance
- ▶ Governance and legitimacy
- ▶ Management control

**Employee Involvement**

- ▶ Communication
- ▶ Definitions and legislation regarding involvement and participation
- ▶ Constraints and opportunities
- ▶ Collective bargaining
- ▶ The bargaining process
- ▶ Non-union firms

**Employee Engagement**

- ▶ Definitions, origins and measurements of employee engagement
- ▶ Work practices
- ▶ Organisational commitment
- ▶ Employee health and well-being
- ▶ Performance and employee engagement
- ▶ Non-union firms

**Pay and Reward**

- ▶ Pay determination
- ▶ Reaching pay awards
- ▶ Incentives and rewards – individual and collective systems

**Discrimination, Difference and Diversity**

- ▶ Forms of discrimination and reasons for
- ▶ Employment law
- ▶ Policies and practices
- ▶ Trade unions and equality
- ▶ Non-union firms

**Discipline and Grievance**

- ▶ Causes of grievance
- ▶ Disciplinary policies and procedures
- ▶ Dismissal
- ▶ Dealing with grievance including bullying and harassment
- ▶ The legal aspects and the HR, manager and TU role

**Conflict/Dispute Resolution**

- ▶ Behaviours and industrial sanctions

- ▶ Managing conflict
- ▶ Third party conciliation
- ▶ Legislation including tribunals

**Downsizing/Redundancy**

- ▶ Definitions
- ▶ Flexibility and job security
- ▶ The legal aspects
- ▶ Collective redundancy consultation
- ▶ Dismissal and redundancy agreements
- ▶ Negotiation redundancy agreements
- ▶ Managing 'survivor' syndrome and the role of the trade union

**Learning Outcomes for the Unit:**

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

1.	Explain the unitary and pluralistic frames of reference against a changing background.
2.	Examine the nature of industrial conflict and the resolution of collective disputes.
3.	Explore the processes of collective bargaining and negotiation.
4.	Analyse the concept of employee participation.
5.	Investigate the shift from industrial relations to employee relations.

**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
1,3,5	2,3,4,5	5	2,3,4	5
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
5	1-5	3,5	1,2,4	-

**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:**

Employment Relations: A Critical and International Approach, P. Dibben, G. Klerck and G. Wood, 2011, McGraw-Hill Education. ISBN: 978-1843982685

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

### 13.1.6 Human Resource Development II Syllabus

Unit Title	Human Resource Development II
Unit Code	HRDII-0317
Level	6 Diploma
Credits	20
Unit Leader	BT
Pre-requisites	
<b>Main Aim(s) of the Unit</b>	
<p>This unit develops critical analysis of human resource management tools and techniques including learning and development, training and management development. It further explores the contractual relationships between employer and employee and the theoretical and practical application of remuneration and reward systems.</p> <p>The unit develops understanding and application of collective bargaining and employee involvement whilst also encouraging broader analysis in terms of differences and similarities between different countries and between the public and private sector.</p>	
<b>Main Topics of Study:</b>	
<p><b>Learning and Development</b></p> <ul style="list-style-type: none"> <li>▶ Strategic importance</li> <li>▶ Individual learning and development</li> <li>▶ Theories of learning</li> </ul> <p><b>Leadership and Management Development</b></p> <ul style="list-style-type: none"> <li>▶ Purpose of leadership and management development</li> <li>▶ Leadership and management development strategy and development</li> </ul> <p><b>Organisational Development</b></p> <ul style="list-style-type: none"> <li>▶ Definition, history and theory of organisational development</li> <li>▶ Techniques and practices of organisational development</li> <li>▶ The learning organisation</li> </ul> <p><b>Relationships and Rights at Work</b></p> <ul style="list-style-type: none"> <li>▶ The contract</li> <li>▶ Common law and statutory regulation</li> <li>▶ Common law duties of employer and employee</li> <li>▶ Statute law and the employment contract</li> <li>▶ Terminations of contracts</li> </ul> <p><b>Employee Engagement</b></p> <ul style="list-style-type: none"> <li>▶ Characteristics and concepts</li> <li>▶ Engagement and well-being</li> <li>▶ Enhancing engagement</li> </ul>	

**Performance Management**

- ▶ Definitions and approaches

**Employee Reward**

- ▶ Reward management
- ▶ Reward choices
- ▶ Pay determination

**Employee Voice**

- ▶ Trade union and representation
- ▶ Non-union systems

**The Public Sector**

- ▶ Employee development
- ▶ Leadership and management

**International Human Resource Management**

- ▶ European and Asian context and practices

**Learning Outcomes for the Unit:**

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

1.	Critically evaluate the reality of HRM practice from various theoretical perspectives and stakeholder interests.
2.	Explain how effective management of each aspect of the human resource cycle contributes to improving organisational performance.
3.	Explain the challenge of managing human resources across international boundaries and at different stages in the internationalisation of business.
4.	Explain the role of the manager in an organisation and critically evaluate the appropriateness of alternative approaches to the management of people for particular contextual settings.
5.	Identify the role of culture, both national and organisational, in implementing policies that impinge on the human resource area.
6.	Explain concepts, key terms, systems and frameworks of human resource management in the UK, Europe and internationally.

**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
2,3,4,5,6	1,2,4	1,4	1,2,3,4	1,4,6
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
1,4	1-6	1,4	1,2,3,4,5,6	-

<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>	<b>Weighting:</b>
Examination: 3 hours duration	100%
<b>Indicative Reading for this Unit:</b>	
<b>Main Text</b>	
Human Resource Management: A Contemporary Approach, J. Beardwell & A. Thompson, 7th edition, 2014, FT Publishing International. ISBN: 978-1292002729	
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>	
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.7 Management Theory & Practice Syllabus

Unit Title	Management Theory & Practice
Unit Code	MTP-0317
Level	6 Diploma
Credits	20
Unit Leader	GW
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit is designed to develop the knowledge and understanding students have of business and management by exploring how management theory and practice has responded to the development of economic and social activity. Issues to do with globalisation, international competition, international marketing, translational corporate strategy, and international regulatory institutions are examined with respect to their implications for the management of organisations.</p>	
<b>Main Topics of Study:</b>	
<p><b>Part One – Management Theory</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>▶ Management: an introduction</li> </ul> <p><b>Classical Theories of Management</b></p> <ul style="list-style-type: none"> <li>▶ The search for principles of management</li> <li>▶ Bureaucracy</li> </ul> <p><b>Human Relations and Social Psychological Theories</b></p> <ul style="list-style-type: none"> <li>▶ Motivation – what motivates people?</li> <li>▶ Motivation – how motivation occurs</li> </ul> <p><b>Theories of Leadership and Group Behaviour</b></p> <ul style="list-style-type: none"> <li>▶ Leadership – theory and practice</li> <li>▶ Groups and teams</li> </ul> <p><b>Systems and Contingency Approaches to Management Theory</b></p> <ul style="list-style-type: none"> <li>▶ Organisations and systems</li> <li>▶ Contingency approaches to management</li> </ul> <p><b>Contemporary Approaches to Management Theory</b></p> <ul style="list-style-type: none"> <li>▶ Value-driven responsive organisations</li> <li>▶ Managing the supply chain</li> </ul> <p><b>Part Two – Management in Practice</b></p> <p><b>The Context of Management</b></p> <ul style="list-style-type: none"> <li>▶ The business environment</li> <li>▶ Organisations</li> <li>▶ Organisational culture</li> <li>▶ Diversity</li> </ul>	

## **Strategy**

- ▶ Decision making in organisations
- ▶ Strategic aspects of management
- ▶ Strategy in practice
- ▶ Managing strategy

## **Organising for Management**

- ▶ Organising the workforce – organisation structures and designs
- ▶ Organising work
- ▶ Organising for innovation
- ▶ Organising for engagement
- ▶ Reorganising – managing change
- ▶ Organising communications
- ▶ Organising yourself – the manager's role

## **Control in Management**

- ▶ Organisational control
- ▶ Managing quality
- ▶ Managing risk

## **Part Three – Functional Management: Marketing, Operations Management, HRM, Financial and IT**

### **Marketing Management**

- ▶ Marketing fundamentals
- ▶ The marketing mix: product and price
- ▶ The marketing mix: distribution
- ▶ The marketing mix: promotion
- ▶ Customer-oriented marketing approaches

### **Operations Management**

- ▶ Managing the procurement function
- ▶ Managing the logistics function
- ▶ Managing the operations function
- ▶ Operations technology

### **HRM**

- ▶ Human resource management
- ▶ Resourcing: recruitment, selection and appointment
- ▶ Performance management and human resource development
- ▶ The employment relationship
- ▶ International human resource management

### **Financial Aspects of Management**

- ▶ Financial and management accounting – an introduction
- ▶ Budgeting process, pricing and capital investment decisions

**Information Resource Management**

- ▶ The role of information technology and business information systems
- ▶ Managing information systems

**Part Four – Global Management**

- ▶ Global management
- ▶ Managing globally

**Learning Outcomes for the Unit:**

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

1.	Evaluate theories of management and organisations and explain how they fit with the nature of the managerial task and process.
2.	Explain particular issues faced by small businesses.
3.	Using case examples apply theory and concepts to business strategies from the perspective of top management and evaluate the concept of competitive advantage.
4.	Critically evaluate the management of organisational conflict and politics.
5.	Articulate and illustrate the potential conflict between profit and social responsibility.
6.	Identify the characteristics of cross-cultural management and critically compare management styles.

**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	2-6	1	2-6	4-5
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
3	1-6	2-6	2-6	-

**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:**

Examination: 3 hours duration	<b>Weighting:</b> 100%
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**Indicative Reading for this Unit:****Main Text**

Management Theory and Practice, 8th edition, G.A. Cole and Phil Kelly, Cengage Learning EMEA. ISBN: 978-1408095270

**Alternative Texts and Further Reading**

Understanding Organisations, 4th edition, C. Handy, Penguin. ISBN: 978-0140156034

Management: An Introduction, 6th edition, 2014, David Boddy, Pearson. ISBN: 978-1292004242

Management & Organisational Behaviour, 10th edition, 2013, Laurie J. Mullins with Gill Christy, Pearson. ISBN: 978-0273792642

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

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

### 13.1.8 Training & Development Syllabus

Unit Title	Training & Development
Unit Code	TAD-0317
Level	6 Diploma
Credits	20
Unit Leader	BT
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit aims to develop students' awareness of the key themes in a strategic approach to human resource development. It is designed to create greater effectiveness at a more managerial and policy making level within an organisation. The Human Resource Development function can have considerable impact on the successful achievement of organisational goals. However, as a function it has to raise its credibility and profile in order to influence these management and employee processes and strategies. The module is relevant to those already operating or those who expect to operate at a level of responsibility for and management of a range of Human Resource Development activities both informal and formal.</p>	
<b>Main Topics of Study:</b>	
<p><b>Designing, Delivering and Evaluating Training and Development</b></p> <ul style="list-style-type: none"> <li>▶ Introduction and overview</li> </ul> <p><b>Individual and Collective Learning</b></p> <ul style="list-style-type: none"> <li>▶ Defining learning</li> <li>▶ Learning theory</li> <li>▶ Collective learning</li> <li>▶ Workplace learning</li> </ul> <p><b>External and Internal Context</b></p> <ul style="list-style-type: none"> <li>▶ External and internal context</li> <li>▶ ICT developments</li> <li>▶ Barriers, inhibitors and facilitators of training and development</li> </ul> <p><b>Establishing Learning Needs</b></p> <ul style="list-style-type: none"> <li>▶ Learning needs analysis and employee development</li> <li>▶ Training and development needs analysis</li> <li>▶ Data sources</li> <li>▶ Current practice, implication and limitations</li> </ul> <p><b>Designing Learning Interventions</b></p> <ul style="list-style-type: none"> <li>▶ Defining learning</li> <li>▶ The organisational perspective</li> <li>▶ The learner perspective</li> <li>▶ The designer's perspective</li> <li>▶ Designing learning</li> </ul>	

### **Delivering and Facilitating Learning**

- ▶ Definitions
- ▶ Coaching and mentoring
- ▶ Presentation and instruction skills
- ▶ Giving and receiving feedback
- ▶ Blended learning and the use of technology

### **Evaluating Training and Development**

- ▶ Purpose of evaluation
- ▶ Kirkpatrick; Gagne; Holton, Bates, Ruona; Anderson theories and applications
- ▶ Value of learning
- ▶ Evaluation tools and processes
- ▶ Barriers to evaluation

### **Professionalism and Ethics**

- ▶ Definition of ethics
- ▶ Philosophical bases
- ▶ Equality and diversity
- ▶ Professionalism and professional practice
- ▶ Relations, integrity and honesty
- ▶ Continuing professional development

### **Themes and the Future**

- ▶ Significant themes and speculation for the future

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

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

1.	Demonstrate a comprehensive understanding and critical awareness of the requirements and implications of the integration of learning and development activity with organisational needs.
2.	Exhibit a comprehensive understanding of the provision of a value-adding learning and development function.
3.	Demonstrate core knowledge and skills in the theory and practice of the design and delivery of learning and development.
4.	Discuss the link between training and organisational success.

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

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

<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>	<b>Weighting:</b>
Examination: 3 hours duration	100%
<b>Indicative Reading for this Unit:</b>	
<b>Main Text</b>	
Designing, Delivering and Evaluating L&D: Essentials for Practice, J. Stewart and P. Cureton, 2014, McGraw-Hill Education. ISBN: 978-1843983606	
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>	
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.