ICM

Office Management

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

Efficiency and productivity in the office can only be achieved if Supervisors have a clear and detailed understanding of procedures, systems and office technology.

The Certificate programme provides students with the knowledge that they will ultimately require for the efficient supervision of office staff, systems and procedures.

The Diploma programme provides the essential management knowledge required by those who will ultimately assume positions as Office Managers. Office Managers are involved in, and responsible for a wide range of activities. Their responsibilities include determining policy, setting targets and budgets, employing and controlling staff and ensuring that the highest level of service is provided to customers and other departments within the organisation.

12.1 Programme Objectives
The Certificate programme is designed for those school leavers who will commence their careers as clerical or general office staff but who wish eventually to become Supervisors or Office Managers. It provides the foundation knowledge required by most employers and the range of subjects widens the employment opportunities for those undertaking the programme.

The Diploma programme is designed for those who will ultimately seek positions as Office Managers and provides students with the knowledge necessary for the effective management and administration of staff and resources.

The Diploma programme is particularly suitable for experienced and mature office staff who seek a recognised Office Management qualification for career advancement purposes.

12.2 Recommended Course Duration
To help calculate the duration of the programme, please refer to the section entitled 'Student Work Load'.

For each level, one academic year of full-time study or eighteen months of part-time study at an ICM Approved Centre is recommended.

Keyboard skills are now essential for all young people undertaking general office and clerical duties and in order to enhance employment prospects the Institute strongly recommends that all students following this programme acquire basic skills in this area.

12.3 Examination Grades

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

Certification

On successful completion of the examinations students are awarded the ICM Certificate in Office Practice and the ICM Diploma in Office Management respectively and may apply for Associate Membership of the Institute.

12.4 Continuing Education

The Diploma in Office Management is accepted as an entry qualification for those wishing to undertake the ICM Diploma in Business Studies and subject to applicant status, may be considered for entry.

12.5 Certificate Entry Requirements

The minimum age for registration for this programme is 16. The Institute operates an 'Open Entry' 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 this programme:

- ➲ Four GCSEs/GCEs (or equivalents)
- ➲ Any qualification equivalent to the above

Applicants over the age of 17 who do not hold one of the recommended entrance qualifications may register for this programme providing they have been in full-time employment for a minimum of one year and can supply a reference from their employer.

12.6 Diploma Entry Requirements

The minimum age for registration for this programme is 17. The Institute operates an 'Open Entry' policy in respect of many of its vocational programmes but prospective students should note that the following entry qualifications are recommended for those wishing to undertake this programme:

- ➲ The ICM Certificate in Office Practice
- ➲ The ICM Business Studies Group Certificate
- ➲ Any qualification equivalent to one of the above

13   Course Structure

The Diploma in Office Management – Part 1

1. Accounting
2. Business Management & Administration
3. Computer Appreciation & Applications
4. International Business Communications
5. Office Procedures & Administration

A Certificate in Office Practice is awarded on completion of all Part 1 subjects

The Diploma in Office Management – Part 2

6. Business Law
7. Human Resources Management
8. Management Theory & Practice
9. Purchasing Management
10. Sales & Sales Management

The Diploma in Office Management is awarded on completion of all subjects at Parts 1 & 2

13.1   Unit Syllabuses

Syllabuses for this programme are contained in the following sections.

13.1.1 Accounting Syllabus

Unit Title	Accounting
Unit Code	AC1-0605
Level	4 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 text books

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.

13.1.2 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 and subsystems

The Structure of Business Enterprises

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

Functions within Organisations

The Production Function

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

The Purchasing Function

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

The Research and Development Function

- ► The functions of the research and development department
- ► Basic research
- ► Problem-based research
- ► Ideas generation
- ► Applied research and development
- ► Patents, 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 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 accounting text books

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 Computer Appreciation & Applications Syllabus

Unit Title	Computer Appreciation & Applications
Unit Code	CAA-0605
Level	4 Diploma
Credits	20
Unit Leader	MJ
Pre-requisites	

Overview

This unit is incorporated into programmes to provide a common computer appreciation element now expected with business courses.

Centres should be attempting to instruct students in the latest developments. As computing develops and new features become common, so minor inclusions will be added (e.g. range of computer CD devices). Deep technical details are not expected although it must be pointed out that student performance in past papers suggests that superficial coverage in particular areas often results in student misconceptions.

Candidates should have an appreciation of how hardware/software is used and works without detailed technical knowledge (e.g. Optical Character Reading – reflected laser light converted to binary signals – OCR recognition software needed to convert the bit-map image into words by comparison with stored patterns).

Practical experience of the use of common general-purpose packages (word processing, database, spreadsheet etc.) is essential. A significant part of the paper will test these.

Main Aim(s) of the Unit:

- ► Appreciation of uses made in general of computers across business and associated industries
- ► General appreciation of operating a PC
- ► Simple practical experience in using standard packages such as word processing, databases and spreadsheets

Main Topics of Study:

Hardware and Data

- ► Clear distinction between data and program, data and options/parameters, programmer and user
- ► General configuration of a computer and components of the CPU (ALU, memory, control)
- ► Directions of data flow
- ► Types of memory (ROM, RAM, cache, video)
- ► Features of a modern PC
- ► Input devices – general survey with emphasis on use rather than how the device works – OCR, OMR, MICR devices, bar code reader, types of keyboards, optical scanner, digitiser, voice input device, ATM, touch screen, mouse
- ► Distinction between uses of keyboard and mouse
- ► Output devices – range of current printer types (laser, dot matrix, ink jet etc.) – relative speeds/costs/quality VDU, plotters, microfilm

- ► For a given application, select the most appropriate input/output devices or method of data capture

- ► Data validation – definition and purpose

- ► Identify validation possible with particular data

- ► Check digits

- ► Data types – integer, decimal, text/character, logical, date, currency etc.

- ► The need to define data by type

Business Applications

- ► Accounts

- ► The component parts of an accounts package

- ► Typical input and output documents

- ► Stock control and Its purpose

- ► Typical input and output data

- ► Contents of the stock file

- ► Sales and concept of customer, sales orders, purchase orders and supplier files (and stock file), and contents of these files

- ► Concept of cross-referencing (customer number linking sales order with customer file)

- ► General appreciation of who would supply input data and use output data and why (e.g. stores clerk would use a re-order list to place orders with suppliers for restocking)

Files and File Access

- ► Magnetic and optical storage devices and media – their limitations

- ► Definitions of file, record and field and examples taken from particular situations

- ► File organisation defined as organisation of records on a file

- ► Consideration of serial, sequential and indexed sequential organisation

- ► The stages of accessing a particular record from serial, sequential or indexed sequential files

- ► Contents of a particular file – fields, data types, sizes, purpose of being on the file

- ► Concept of master and transaction file

- ► System diagram for a general update of a master file using a transaction file

- ► Security of data files

- ► Backups, environmental conditions, restricted access, administrative controls

- ► Distinction between different types of files – program, data, text, parameter files

Software

- ► The role of the operating system in controlling the computer

- ► Basic features of an operating system (command or GUI)

- ► Distinction between general purpose software (e.g. database) and special purpose software (e.g. payroll)

- ► Examples of special purpose packages

- ► Word processing – options available / how to use them (in general terms) / margins, fonts, special effects (underline/centre/bold etc.), spell check, grammar check / standard phrases / inclusion of graphics

- ► Databases – how to create a new file, add records, edit records, delete records, selective search by particular criteria, rearrange data, produce reports

- ► Spreadsheets – formatting a model (decimal places, alignment, extra rows/columns etc.) / adding simple formulae / simple functions such as sum/average / replicating a formula / absolute and relative addresses

- ► Graphics – features available in graphics/drawing/CAD package / standard shapes / moving, enlarging, rotating, stretching, colouring, hatching, dimensioning, layering

Systems and Programming

- ► Brief review of system life cycle

- ► Methods of fact finding

- ► An overview of the role of the analyst – to investigate, design and supervise installation of a new system

- ► An overview of the role of the programmer – to convert a systems specification into a program by devising a logical structure, coding into a language, testing and documenting

- ► Distinction between development programmer and maintenance programmer

- ► Distinction between high and low level languages

- ► Brief survey of common high level languages and typical uses

People, Computers and Society

- ► Brief overview of tasks performed by computing personnel – data processing manager, systems analyst, programmer, ancillary staff/data input clerks

- ► Social effects of computers – changes in lifestyle, changes at work, need for training, crime and crime prevention, data protection acts treated in outline

Communications

- ► Spread of networks – reasons and advantages

- ► Data transmission

- ► Differences between LAN and WAN

- ► Electronic mail using a provider's central system

- ► Outline of internet feature

Learning Outcomes for the Unit:

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

1.	Describe and differentiate between a range of programme applications and their uses.
2.	Demonstrate a general appreciation of operating a PC.
3.	Explain the use of standard packages such as word processing, databases and spreadsheets.
4.	Explain the meaning and use of a variety of computer related terminology.

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

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.

Examination Note: As computing develops and new features become common, so minor inclusions will be added (e.g. range of computer CD devices). Deep technical details are not expected although it must be pointed out that student performance in past papers suggests that superficial coverage in particular areas often results in student misconceptions.

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

Computer Science, 5th edition, C.S. French, Continuum

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.

13.1.4 International Business Communications Syllabus

Unit Title	International Business Communications
Unit Code	IBC 101-05
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

- ► 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

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.	

13.1.5 Office Procedures & Administration Syllabus

Unit Title	Office Procedures & Administration
Unit Code	OPA-0605
Level	4 Diploma
Credits	20
Unit Leader	GW
Pre-requisites	

Main Aim(s) of the Unit:

This unit is designed for students who have little or no prior administrative experience and is designed to develop skills, knowledge and understanding which are essential in office procedures and administration.

Main Topics of Study:

Introduction

- ► The role and the relationship of office workers in the organisation

Office Systems, Procedures & Records

- ► Buying and selling
- ► Stock control
- ► Receipts and payments
- ► Petty cash
- ► Wages and salaries
- ► Filing
- ► Incoming and outgoing mail
- ► Work planning and scheduling

Office Technology

- ► Computer systems and terminology
- ► Reprography
- ► Calculators
- ► Health and safety

Communications

- ► Oral communication
- ► Written communication
- ► Mail services
- ► Receiving and assisting visitors
- ► Travel arrangements
- ► Organising meetings and other events
- ► Sources of information

Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Discuss various roles, relationships and functions of staff within an office environment.
2.	Explain the use and functions of core office equipment and their relative merits.
3.	Demonstrate the ability to select and use various forms of office communication and critically evaluate their applications.
4.	Detail and describe a range of office documentation.
5.	Prepare draft guidelines for health and safety procedures.

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

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

Office Procedures, J. Harrison, Longman

Alternative Text and Further Reading

Office Procedures Made Simple, G. Whitehead, Heinemann

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.

13.1.6 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 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:	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 Human Resources Management Syllabus

Unit Title	Human Resources Management
Unit Code	HRM-0516
Level	5 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
1,2,3,4,5,6,7	1,3,5,6,7	1,4,6,7	1,5,6,7	1,4,6,7
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
1,3,5,6,7	1-7	1,2,5,6,7	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.

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.

13.1.8 Management Theory & Practice Syllabus

Unit Title	Management Theory & Practice
Unit Code	MTP-0317
Level	5 Diploma
Credits	20
Unit Leader	GW
Pre-requisites	

Main Aim(s) of the Unit:

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.

Main Topics of Study:

Part One – Management Theory

Introduction

> ► Management: an introduction

Classical Theories of Management

> ► The search for principles of management
> ► Bureaucracy

Human Relations and Social Psychological Theories

> ► Motivation – what motivates people?
> ► Motivation – how motivation occurs

Theories of Leadership and Group Behaviour

> ► Leadership – theory and practice
> ► Groups and teams

Systems and Contingency Approaches to Management Theory

> ► Organisations and systems
> ► Contingency approaches to management

Contemporary Approaches to Management Theory

> ► Value-driven responsive organisations
> ► Managing the supply chain

Part Two – Management in Practice

The Context of Management

> ► The business environment
> ► Organisations
> ► Organisational culture
> ► Diversity

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:	Weighting:
Examination: 3 hours duration	100%

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	**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 Purchasing Management Syllabus

Unit Title	Purchasing Management
Unit Code	PM-0605
Level	5 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	

Main Aim(s) of the Unit:

The aim of the unit is to introduce students to purchasing and supply chain management and to identify the contribution that effective purchasing and supply management can make to an organisation's competitive position.

Main Topics of Study:

What is Purchasing?

- ► Definition
- ► Organisational buyers
- ► Purchasing, profitability and added value
- ► The evolution of purchasing
- ► Purchasing and change
- ► The status of purchasing

Purchasing Strategy

- ► Definition
- ► Levels of strategy
- ► The strategic planning process
- ► Purchasing strategy
- ► Environmental scanning
- ► Strategy formulation
- ► Strategy implementation
- ► Strategy evaluation and control
- ► Strategic options

Purchasing Organisation

- ► Organisational design and structure
- ► Approaches to organisation structures
- ► Centralised purchasing
- ► Purchasing and its functional interfaces
- ► The internal organisation of purchasing departments
- ► Purchasing and supply in group undertakings
- ► Horizontal organisations
- ► Supply chain management
- ► Materials management

- ► Logistics management
- ► The contribution of purchasing to supply chain management

Purchasing Procedures

- ► Introduction
- ► Traditional purchasing procedures
- ► The inefficiencies of traditional procedures
- ► Legal aspects of ordering procedures
- ► The 'battle of the forms'
- ► Purchasing records
- ► Small orders
- ► Purchasing manuals

Purchasing and IT

- ► Introduction
- ► Management Information Systems (MIS)
- ► Information Technology (IT)
- ► IT and competitive advantage
- ► Computer systems
- ► Computer operation
- ► A typical computerised purchasing application
- ► Flowcharts
- ► Essential features of a computerised supplies system
- ► Some computer applications relevant to purchasing
- ► Some advantages of computerised purchasing
- ► Telecommunications and networks
- ► Electronic commerce
- ► Electronic data interchange
- ► Electronic Funds Transfer (EFT)
- ► Electronic mail
- ► Smart cards
- ► Bar coding
- ► Electronic catalogues
- ► Security and legal Issues
- ► The impact of IT on purchasing and supply

Human Resources in the Supply Chain

- ► Introduction
- ► Human resource planning
- ► Job analysis
- ► Recruitment and selection
- ► Performance appraisal

- ► Training and development
- ► Purchasing and pay
- ► Motivation, communication and commitment
- ► Communication
- ► The management of change
- ► Teamwork and multinational teams
- ► Management styles and leadership
- ► Strategic aspects of HRM applied to purchasing

Specifying and Assuring the Quality of Suppliers

- ► Introduction
- ► What is quality?
- ► The importance of TQM
- ► The specification of quality
- ► Product and production design and re-design specifications
- ► Standardisation
- ► Value analysis and engineering
- ► The implementation of quality
- ► Quality control and assurance
- ► Quality systems
- ► Independent quality assurance and certification
- ► Tools for quality and reliability
- ► Failure Mode and Effects Analysis (FMEA)
- ► Quality circle and task teams
- ► The cost of quality
- ► Purchasing and quality

Matching Supply with Demand

- ► Definitions
- ► Inventory classifications
- ► The aims of inventory management
- ► The right quantity
- ► Demand
- ► The economics of stock management
- ► ABC analysis
- ► Variety reduction
- ► Economic Order Quantities (EOQs)
- ► The quantity discount model
- ► Lead times
- ► Forecasting demand

- ► Fixed order and period review systems
- ► Materials Requirements Planning (MRP)
- ► Distribution Requirement Planning (DRP)
- ► Just-In-Time purchasing (JIT)
- ► Optimised Production Technology (OPT)
- ► Lot sizing
- ► Safety stocks and service levels
- ► Special inventory factors

Sourcing

- ► Sourcing levels
- ► Sourcing information
- ► Analysis of market conditions
- ► Directives
- ► Sources of supply
- ► Suppliers assessment and appraisal
- ► Supplier performance rating
- ► The supplier base
- ► Make or buy strategies and tactics
- ► Outsourcing
- ► Outsourcing purchasing
- ► Tiering
- ► International sourcing
- ► Partnership sourcing
- ► Forming successful partnerships
- ► Reciprocal trade
- ► Countertrade
- ► Intra-company trading
- ► Subcontracting
- ► Local suppliers
- ► Small or large suppliers
- ► Sourcing decisions
- ► Factors in deciding where to buy

Contrasting Approaches to Supply

- ► Introduction
- ► Industrial products
- ► Capital investment items
- ► Buying used equipment
- ► Evaluating capital investments
- ► Selecting suppliers of capital items

- ► Leasing
- ► The buyer and capital investment purchases
- ► Production materials
- ► Raw materials
- ► Futures dealings
- ► Methods of commodity dealings
- ► Component parts and assemblies
- ► Production materials and bills of materials
- ► Consumables
- ► Construction supplies and bills of quantities
- ► Goods for resale in wholesaling and retailing

Storing Supplies

- ► Storage and supplies
- ► Type, location and siting of storage facilities
- ► Storage and materials handling equipment
- ► Assessment of storage requirements
- ► Stores layout
- ► Identification of stock items
- ► Surplus

Controlling Prices and Costs

- ► Price
- ► The conditions for perfect competition
- ► Imperfect competition and monopoly
- ► UK competition legislation
- ► Price information
- ► Pricing agreements
- ► Variations to firm and cost price agreements
- ► Price analysis
- ► Price variation and adjustment
- ► Currency management
- ► Incoterms

Support Tools

- ► Tendering
- ► Debriefing
- ► Post-Tender Negotiation (PTN)
- ► Forecasting techniques
- ► Techniques of investment appraisal
- ► Application of costing techniques
- ► Life cycle costing

- ► Target costing
- ► Absorption costing
- ► Activity-Based Costing (ABC) and management
- ► Standard costing
- ► Budgets and budgetary control
- ► Learning curves
- ► Project management
- ► Scheduling
- ► Models and simulation approaches

Negotiation

- ► Introduction
- ► Definitions
- ► Approaches to negotiation
- ► The content of negotiation
- ► What is an effective negotiation?
- ► Factors in negotiation
- ► The process of negotiation
- ► Pre-negotiation
- ► The actual negotiation
- ► Post-negotiation
- ► Global negotiation

Purchasing Research, Performance and Ethics

- ► Purchasing research
- ► Purchasing performance and control
- ► The aims of performance measures
- ► The prevalence of purchasing performance measures
- ► Principles of performance measures
- ► Methods of evaluating purchasing performance
- ► Accounting approaches
- ► Comparative approaches
- ► The purchasing management audit approach
- ► Management By Objectives (MBO)
- ► Purchasing and fraud
- ► Whistle-blowing
- ► Purchasing ethics

Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Identify the key issues surrounding international purchasing strategies.
2.	Identify the characteristics of purchasing practice in different organisational environments and discuss their relative merits.
3.	Analyse and explain the importance of effective purchasing and supply management throughout entire supply chains and the impact effective purchasing and supply can have on organisational competitiveness.
4.	Discuss the relative merits and demerits of various models of purchasing structure organisation.
5.	Analyse the relative merits and demerits of various models of purchasing and supply structures and organisation.
6.	Synthesis of the key variables that impact effective purchasing and supply management.

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

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

Purchasing & Supply Chain Management, C.K. Lysons, 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.

13.1.10 Sales & Sales Management Syllabus

Unit Title	Sales & Sales Management
Unit Code	SSM-0605
Level	5 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	

Main Aim(s) of the Unit:

This unit aims to provide a detailed understanding of the role of the sales and key account management function in contemporary business organisations. It aims to provide students with skills and knowledge that will assist them in personal selling and sales management careers and provide marketing and business students with an appreciation of what the sales force can, and cannot, do, so that they can make reasoned judgements about the role of sales and key account management within marketing and strategic planning.

Main Topics of Study:

Part One

Sales Perspective

Development and Role of Selling in Marketing

- ► Background
- ► The nature and role of selling
- ► Types of selling
- ► Image of selling
- ► The nature and role of sales management
- ► The marketing concept
- ► Implementing the marketing concept
- ► The relationship between sales and marketing

Sales Strategies

- ► Sales and marketing planning
- ► The planning process
- ► Establishing marketing plans
- ► The place of selling in the marketing plan

Consumer and Organisational Buyer Behaviour

- ► Differences between consumer and organisational buying
- ► Consumer buyer behaviour
- ► Factors affecting the consumer decision-making process
- ► Organisational buyer behaviour
- ► Factors affecting organisational buyer behaviour
- ► Developments in purchasing practice
- ► Relationship management

Part Two

Sales Technique

Sales Responsibilities and Preparation

- ► Sales responsibilities
- ► Preparation

Personal Selling Skills

- ► The opening
- ► Need and problem identification
- ► The presentation and demonstration
- ► Dealing with objections
- ► Negotiation
- ► Closing the sale
- ► Follow-up

Key Account Management

- ► What is key account management?
- ► Advantages and dangers of key account management
- ► Deciding whether to use key account management
- ► The tasks and skills of key account management
- ► Key account management relational development model
- ► Global account management
- ► Building relationships with key accounts
- ► Key account information and planning system

Relationship Selling

- ► From total quality management to customer care
- ► From JIT to relationship marketing
- ► Reverse marketing
- ► From relationship marketing to relationship selling
- ► Tactics of relationship selling

Direct Marketing

- ► What is direct marketing?
- ► Database marketing
- ► Managing a direct marketing campaign

Internet and IT Applications in Selling and Sales Management

- ► Overview of Internet and IT applications in selling and sales management
- ► The Internet
- ► Customer relationship management
- ► Sales management applications of IT
- ► Applications of IT in retail sales and marketing

Part Three

Sales Environment

Sales Settings

- ► Environmental and managerial forces impacting sales
- ► Sales channels
- ► Industrial/commercial/public authority selling
- ► Selling for resale
- ► Selling services
- ► Sales promotions
- ► Exhibitions
- ► Public relations

International Selling

- ► Introduction
- ► Economic aspects
- ► International selling at company level
- ► Cultural factors in international selling
- ► Organisation for international selling
- ► Pricing
- ► Japan – a study in international selling

Law and Ethical Issues

- ► The contract
- ► Terms and conditions
- ► Terms of trade
- ► Business practices and legal controls
- ► Ethical issues

Part Four

Sales Management

Recruitment and Selection

- ► The importance of selection
- ► Preparation of the job description and specification
- ► Identification of sources of recruitment and methods of communication
- ► Designing an effective application form and preparing a shortlist
- ► The interview
- ► Supplementary selection aids

Motivation and Training

- ► Motivation
- ► Leadership
- ► Training

Organisation and compensation

- ► Organisational structure
- ► Determining the number of salespeople
- ► Establishing sales territories
- ► Compensation

Part Five

Sales Control

Sales Forecasting and Budgeting

- ► Purpose
- ► Planning
- ► Levels of forecasting
- ► Qualitative techniques
- ► Quantitative techniques
- ► Budgeting
- ► Budget determination
- ► The sales budget
- ► Budget allocation

Sales Force Evaluation

- ► The sales force evaluation process
- ► The purpose of evaluation
- ► Setting standards of performance
- ► Gathering information
- ► Measures of performance
- ► Appraisal interviewing

Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Explain the distinction between sales and key account management and describe the main tasks of the sales manager.
2.	Explain how ethical dilemmas arise for the personal selling role and what bases for ethical decision making are available to the salesperson and sales manager.
3.	Evaluate the strengths and weaknesses of alternative methods of organising the sales force.
4.	Assess the likely impact of competitor activity on their sales strategy and plan accordingly.
5.	Apply extrapolative techniques in order to build a credible sales forecast.
6.	Develop and apply a practical model of sales force performance.

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
1,2,3,4,5,6	3,4,6	3,4,56	3,6	5,6
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
4,5,6	1-6	4,5,6	1,2,5,6	-

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.

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

Selling & Sales Management, Geoffrey Lancaster & David Jobber, Pitman

Alternative Texts and Further Reading

Selling: Management & Practice, P. Allen, Pitman

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.