



ICM

Retail Management

Course Handbook



SETTING GLOBAL STANDARDS

For Business & Management Education

March 2016

The Institute of Commercial Management

ICM House, Yeoman Road, Ringwood,
Hampshire, BH24 3FA, England
Tel: +44 (0) 1202 490555

Visit: www.icm.education

Contact: info@icm.education

Contents

1 Introduction	1
2 The Institute of Commercial Management (ICM)	1
3 ICM Articulation Agreements with Universities	1
4 Learning, Teaching and Assessment Strategy	3
4.1 Assessment	3
4.2 Student Workload	3
5 ICM Qualifications and Progression	4
5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)	4
5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)	4
5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas)	5
5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas)	5
5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas)	6
5.6 Relative Positioning of ICM Qualifications	6
6 Student Registration & Course/Level Entry Requirements	8
6.1 Student Registration	8
6.2 Student Registration Fees	8
6.3 Course/Level Entry Requirements	8
7 Examinations and Results	10
7.1 Examinations	10
7.2 Examination Entry Fees and Forms	10
7.3 Examination Timetable	10
7.4 Examination grades and remarking	10
7.5 Examination re-sits	11
7.6 Examination Closing Dates	11
7.7 Examination Results	11
7.8 Examination Grades	11
7.9 Transcript of Academic Results	11
7.10 Replacement Certificates	11
7.11 Deferrals	12
7.12 Subject Exemptions for Professional Programmes	12
7.13 Single Subject Candidates	12
8 Subject advice, educational guidance and student support	12
8.1 Study Methods	12
8.2 Payment Methods	13
8.3 Choosing your course of study	13
8.4 ICM Approved Centres	13
9 Textbooks	14
10 Students with learning difficulties	14
11 Copies of past examination papers and other forms of assessment	14
12 Unit Information	14
12.1 Programme Objectives	14
12.2 Recommended Course Duration	15
12.3 Continuing Education	15

13 Course Structure	16
13.1 Unit Syllabuses	16
13.1.1 People in Retail: A Customer Focus Syllabus	17
13.1.2 Retail Marketing Principles Syllabus	19
13.1.3 Retail Operations & Operations Management Syllabus	21
13.1.4 The Retail Environment Syllabus	23
13.1.5 Financial Aspects of Retail Syllabus	25
13.1.6 People in Retail: Staff & Staffing Issues Syllabus	27
13.1.7 Retail Branding Syllabus	29
13.1.8 Strategic Retail Operations & Operations Management Syllabus	31
13.1.9 International Retailing Syllabus	33
13.1.10 People in Retail: Personal Selling in the Electronic Age Syllabus	35
13.1.11 Practical Issues in Retail Management Syllabus	37
13.1.12 Retail Law & Legal Issues Syllabus	39

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)	C (certificate) Certificates of higher education
Level 4 Certificate in Early Years Practice	ICM Diploma (Level 5 Diploma)	
Level 3 Certificate in Small Animal Care NVQ in Aeronautical Engineering A levels		
Level 2 Diploma for Beauty Specialists NVQ in Agricultural Crop Production GCSEs Grades A*-C		
Level 1 Certificate in Motor Vehicle Studies NVQ in Bakery GCSEs Grades D-G		
Entry – e.g. Entry Level Certificate in Adult Literacy		

6 Student Registration & Course/Level Entry Requirements

6.1 Student Registration

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

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

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

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

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

6.2 Student Registration Fees

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

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

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

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

6.3 Course/Level Entry Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7 Examinations and Results

7.1 Examinations

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

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

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

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

7.2 Examination Entry Fees and Forms

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

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

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

7.3 Examination Timetable

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

7.4 Examination grades and re-marking

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

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

7.5 Examination re-sits

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

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

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

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

7.6 Examination Closing Dates

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

7.7 Examination Results

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

7.8 Examination Grades

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

7.9 Transcript of Academic Results

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

7.10 Replacement Certificates

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

7.11 Deferrals

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

7.12 Subject Exemptions for Professional Programmes

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

7.13 Single Subject Candidates

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

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

8 Subject advice, educational guidance and student support

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

8.1 Study Methods

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

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

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

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

8.2 Payment Methods

For our accepted methods of payment, please refer to the ICM website: www.icm.education

8.3 Choosing your course of study

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

8.4 ICM Approved Centres

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

9 Textbooks

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

10 Students with specific learning difficulties

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

11 Copies of past examination papers and other forms of assessment

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

12 Unit Information

Covering all the major business management areas and topics, the ICM programmes have, over the past thirty years, achieved international recognition and are currently undertaken by students in many countries around the world.

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

12.1 Programme Objectives

To provide prospective Retail Management students with a body of knowledge which will:

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

The ICM Retail Management programme is also suitable for working supervisors and managers who require recognised management qualifications for career advancement or promotion purposes.

12.2 Recommended Course Duration

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

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

Examination Grades

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

12.3 Continuing Education

The ICM programme will serve as an excellent route for students who ultimately seek full professional status and will provide first class underpinning knowledge for the mainstream UK degrees in the relevant areas. Holders of an ICM Diploma may enter the ICM Advanced Diploma programme and completion of this could enable entry to the final year of appropriate Honours degree programmes (see Section 3 for more details).

13 Course Structure

The Diploma in Retail Management – Part 1

1. People in Retail: A Customer Focus
2. Retail Marketing Principles
3. Retail Operations & Operations Management
4. The Retail Environment

A Certificate in Retail Management is awarded on completion of all Part 1 subjects

The Diploma in Retail Management – Part 2

5. Financial Aspects of Retail
6. People in Retail: Staff & Staffing Issues
7. Retail Branding
8. Strategic Retail Operations & Operations Management

The Diploma in Retail Management is awarded on completion of Parts 1 & 2

The Advanced Diploma in Retail Management

9. International Retailing
10. People in Retail: Personal Selling in the Electronic Age
11. Practical Issues in Retail Management
12. Retail Law & Legal Issues

The Advanced Diploma in Retail Management is awarded on completion of all the above subjects

13.1 Unit Syllabuses

Detailed syllabuses for this programme are contained in the following sections.

13.1.1 People in Retail: A Customer Focus Syllabus

Unit Title	People in Retail: A Customer Focus
Unit Code	PRCF-1102
Level	4 Diploma
Credits	20
Unit Leader	CT
Pre-requisites	
Main Aim(s) of the Unit:	
<p>The centre and focal point of all retail operations is the customer, an issue that can often be overlooked by FMCG companies who become obsessed with product push rather than demand pull. However, it is not sufficient to merely attract customers. Successful companies must look to attract the right sort of customer and, crucially, persuade them to stay loyal. It is in customer loyalty that long-term profitability resides. Thus, knowledge of what makes the 'right sort' of customer, their motivational and lifestyle factors, together with a consideration of the rewards people seek in return for consumer loyalty are crucial to retail success in a highly competitive environment.</p> <p>The aim of this unit is to examine such 'people' issues as customer motivation, lifestyle and loyalty from the consumer's point of view. Issues under examination are therefore the key concepts of customer groupings, motivation and factors leading to long-term loyalty. Various customer groups are considered; not just the High Street consumer, but also the business-to-business and the public sector customer in order to gain a much wider picture of the retail situation.</p>	
Main Topics of Study:	
<ul style="list-style-type: none"> ▶ The process of customer grouping, its methodologies and role in retail operations ▶ The importance of customer loyalty in a competitive environment ▶ Methods of gaining and maintaining loyalty ▶ Elements of customer service linked to customer needs and wants ▶ Aspects of customer needs in wider consumer groups ▶ Practical application of loyalty theory 	
Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Explain the importance of the segmentation, targeting and positioning process in successful customer grouping.
2.	Evaluate the key factors in customer motivation from a customer viewpoint.
3.	Compare and contrast different methods of motivating consumers and gaining customer loyalty.
4.	Examine methods of developing practical loyalty schemes in differing retail situations.
5.	Conduct secondary research.
6.	Communicate effectively by written and oral means.
7.	Work in teams effectively.

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 students to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text Principles of Retailing, J. Fernie, S. Fernie & C. Moore, Butterworth-Heinemann	
Alternative Texts and Further Reading Retail Marketing Management, D. Gilbert, 1999, FT/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.

13.1.2 Retail Marketing Principles Syllabus

Unit Title	Retail Marketing Principles
Unit Code	RMP-1101
Level	4 Diploma
Credits	20
Unit Leader	MW
Pre-requisites	
Main Aim(s) of the Unit:	
<p>The central focus of both the retail concept and the marketing concept is the customer. Without the customer there is no business and thus no reason for commercial existence. The objective of this unit is to show how both retail and marketing concepts combine to form the idea of retail marketing; that is, marketing given a retail slant and adapted to the necessities and characteristics of the retail arena. For example, the notions of, say, pricing and promotion are considered neither in general nor abstract, but specifically in how they relate to retail. A secondary unit objective, therefore, is to show how marketing and retail principles underpin each other and may enhance each other if efficiently utilised.</p>	
Main Topics of Study:	
<ul style="list-style-type: none"> ▶ Development of the marketing concept ▶ Marketing principles ▶ The marketing mix and the extended marketing mix ▶ Segmentation ▶ Research ▶ Product life cycle ▶ BCG matrix ▶ Ansoff matrix ▶ Pricing strategies and tactics ▶ Promotional strategies and tactics ▶ Retail distribution ▶ Relation of marketing principles to retail ▶ Designing and writing the retail marketing mix 	
Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Describe and explain the principles of marketing.
2.	Understand the links between marketing and retail.
3.	Evaluate the ways marketing principles may be adapted to the retail arena.
4.	Conduct secondary research.
5.	Design a retail marketing mix.
6.	Communicate effectively by written and oral means.

7.	Work in teams effectively.
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 BPP Business Essentials: Marketing Principles Course Book, Various authors, 2009, BPP, London	
Alternative Texts and Further Reading Retail Marketing, O. Omar, 1999, London, FT Management books Retail Marketing Management, D. Gilbert, 1999, FT/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.

13.1.3 Retail Operations & Operations Management Syllabus

Unit Title	Retail Operations & Operations Management
Unit Code	ROOM-1101
Level	4 Diploma
Credits	20
Unit Leader	CT
Pre-requisites	
Main Aim(s) of the Unit:	
<p>The familiar adage is that 'retail is detail' and this is at its truest where retail operations and operations management are concerned. Fundamentally, retail operations are all about getting the goods from the order and buyer stage through to the shelves in-store for the customer to select. This unit serves as an introduction to the main concepts behind retail operations.</p> <p>The aim of this unit, therefore, is to introduce students to the retail strategies and tactics that comprise retail operations and the successful management of the operations process. To this end, processes such as retail buying, transportation and distribution, location and store design are considered.</p>	
Main Topics of Study:	
<ul style="list-style-type: none"> ▶ The nature of retail operations and management ▶ The role of the retail buyer ▶ Chains of distribution and physical distribution ▶ Stock and order systems ▶ Location strategy ▶ Merchandising and point of sale strategies ▶ Maintaining optimum stock levels ▶ Shrinkage ▶ I.T. and retail operations ▶ International operations ▶ Operations from independents to major chains ▶ The different aspects of retail operations management 	
Learning Outcomes for the Unit:	
At the end of this unit students will be able to:	
1.	Describe and evaluate the key factors of retail operations management.
2.	Explain the management processes behind the stages of retail operations.
3.	Compare and contrast the various tactical approaches of different retailers.
4.	Conduct research via a variety of methods.
5.	Communicate effectively by written and oral means.
6.	Work effectively in teams.

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	
Principles of Retailing, J. Fernie, S. Fernie & C. Moore, Butterworth-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.

13.1.4 The Retail Environment Syllabus

Unit Title	The Retail Environment
Unit Code	RE-1101
Level	4 Diploma
Credits	20
Unit Leader	CT
Pre-requisites	
Main Aim(s) of the Unit:	
<p>Retail is one of the most, if not the most important commercial sectors in Britain today and represents a key driver of the British economy. Certainly, the retail sector is Britain's largest employer, presenting numerous career opportunities in a number of fields. Thus, knowledge of how retail operates is central to an understanding of the workings of commercial management, sales and marketing.</p> <p>The aim of this unit is to introduce students to the key commercial ideas and developments which underpin the retail concept. The history and development of the concept is considered, together with its role in the economy and the parts played by both independent retailers and the major U.K. and global chains. This will provide both introduction and insight into the varied workings of the retail industry and serve as an entry point to the more specific topics considered in other areas covered by the Certificate.</p>	
Main Topics of Study:	
<ul style="list-style-type: none"> ▶ History, background and development of the retail concept ▶ UK and global retailers ▶ The effect of retail upon economies ▶ Different types of retail operations ▶ Independent and niche retailers ▶ High Street and national chains ▶ The changing face of the high street ▶ The rise of the shopping mall ▶ Out of town retail ▶ Survival and other retail strategies 	
Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Describe and evaluate the key factors which influenced the development of the retail concept and its influence upon the economy.
2.	Explain the roles played by different types of retailers.
3.	Compare and contrast the different strategies used in different fields of retail.
4.	Conduct research via a variety of methods.
5.	Communicate effectively by written and oral means.
6.	Work in teams effectively.

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 Principles of Retailing, J. Fernie, S. Fernie & C. Moore, Butterworth-Heinemann	
Alternative Texts and Further Reading Retailing – An Introduction, R. Cox & P/ Brittain, 2004, FT/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.

13.1.5 Financial Aspects of Retail Syllabus

Unit Title	Financial Aspects of Retail
Unit Code	FAR-1103
Level	5 Diploma
Credits	20
Unit Leader	SW
Pre-requisites	
Main Aim(s) of the Unit:	
<p>The efficient management of cash flow and finance lies at the centre of any successful business enterprise. Yet there are many who shy away from this area, thinking it too complex or just plain difficult, preferring to 'leave it to the experts'.</p> <p>It is the aim of this unit to allay such fears and show how straightforward the basic concepts of retail finance can be. Control of the retail enterprise is not just about good staff or marketing management; at its centre is the control of the money issues: profit and loss, costs and revenue. This unit will introduce the student to these issues and the basic concepts of financial control.</p>	
Main Topics of Study:	
<ul style="list-style-type: none"> ▶ The essential role of finance in the business ▶ Issues and concepts of financial analysis and control ▶ Financial statements: Understanding the balance sheet and the profit and loss account ▶ Basic stock turn and stock control issues ▶ Analysing stock turn financially for greater profit ▶ Expenditure, fixed and variable costs ▶ Gross and net profit, mark up and margin ▶ Pricing policy 	
Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Understand the central role of finance.
2.	Describe and explain the basic tools of financial analysis and control.
3.	Understand and discuss balance sheets and profit and loss accounts.
4.	Compare and contrast balance sheets and other financial accounts.
5.	Analyse stock-turn for increasing profit.
6.	Conduct research by a variety of means.
7.	Communicate effectively by written and oral means.

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 students to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text	
Retailing: An Introduction, R. Cox & P. Brittain, 2005, FT/Prentice Hall	
Alternative Texts and Further Reading	
Retail Buying Techniques: Planning, organising and evaluating retail buying decisions, F. Elliot & J. Rider, 2003, Cirencester Management Books	
Retail Buying Techniques: How to source and plan a winning product range, F. Elliot & J. Rider, 2003, Cirencester Management Books	
Speciality Shop Retailing: How to run your own store, C.L. Shroeder, 1997, New York/John Wiley	
Mintel Financial Reports/Retail Business pages of the quality press	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.6 People in Retail: Staff & Staffing Issues Syllabus

Unit Title	People in Retail: Staff & Staffing Issues
Unit Code	PRSS-1102
Level	5 Diploma
Credits	20
Unit Leader	CT
Pre-requisites	
Main Aim(s) of the Unit:	
<p>The phrase 'people are the most important resource that we possess' is often repeated throughout the business world, no more so than in retail which is, essentially, a people business. This unit, building upon People in Retail: A Customer Focus at Certificate level, turns its attention to the central elements of staff and staffing. In short, if good customer service is vital to an operation, how do we ensure the quality, motivation and training of the suppliers of that service?</p> <p>The aim of this unit, therefore, is to introduce students to the background operations which have the recruitment, training, motivation and service levels as their objective. The major themes of the role of retail management in staff management will thus be examined.</p>	
Main Topics of Study:	
<ul style="list-style-type: none"> ▶ The nature of a 'people' business: objectives, tasks and responsibilities ▶ Assessing staffing needs: who do we need and how many? ▶ Recruitment: how to get the right person ▶ Staff training systems: how to get the right person to do the right job in the correct manner ▶ Motivations and Incentives: how to get the right person to come back the next day ▶ Benefits to the individual, management and organisation ▶ Effective and efficient staff management: morale, performance and improving the bottom line 	
Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Describe and evaluate the key factors which form an effective staff management system.
2.	Comprehend the role of staff management in improving profitability through effective staff policies and management.
3.	Compare and contrast the differing staff management systems of selected retailers.
4.	Propose methods for improving staff management schemes.
5.	Conduct secondary and primary research.
6.	Communicate effectively by written and oral means.
7.	Work in teams effectively.

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 students to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text Principles of Retailing, J. Fernie, S. Fernie & C. Moore, Butterworth-Heinemann	
Alternative Texts and Further Reading Personnel Practice, M. Martin & T. Jackson, 1998, Institute of Personnel and Development Non-store retailing, P. Ody, 1998, FT Retail and Consumer publications	
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.

13.1.7 Retail Branding Syllabus

Unit Title	Retail Branding
Unit Code	RB-1102
Level	5 Diploma
Credits	20
Unit Leader	CT
Pre-requisites	
Main Aim(s) of the Unit:	
<p>The objective of this unit is to introduce students to the central marketing retail concept of branding and the importance of branding in creating and maintaining a differential competitive advantage in a crowded retail marketplace. The course will introduce students to the basics of the branding concept, the development of products into brand names to aid sales and the establishing of the Retail Company or corporation as a brand name in its own right. This Diploma level course will build upon and develop ideas first studied in the Certificate level Marketing Principles course, especially those of product positioning, advertising and communication.</p>	
Main Topics of Study:	
<ul style="list-style-type: none"> ▶ The theory and development of branding: how brands differ from products ▶ Building the retail brand: methods, investments and the bottom line ▶ Product as brand and retail company as brand ▶ Branding and the long-term: developing the loyal customer ▶ Branding and the emotional connection with customers ▶ Branding and product positioning: the marketing connection ▶ Case studies: lessons to be learned from successful retail brands and the also-rans 	
Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Explain the reasons for and the methods used to build brand names.
2.	Describe the key factors behind the building of a brand.
3.	Examine the links between branding and marketing communications.
4.	Compare and contrast successful and unsuccessful retail branding operations.
5.	Conduct research via a variety of methods.
6.	Communicate effectively by written and oral means.
7.	Work effectively in teams.
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
<p>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.</p>	

Assessment methods which enable students to demonstrate the learning outcomes for the Unit:		Weighting:
Examination: 3 hours duration		100%
Indicative Reading for this Unit:		
Main Text		
People don't buy what you sell; people buy what you stand for, M. Butler & S. Gravatts, 2005, Management Books, Cirencester Ltd		
Alternative Texts and Further Reading		
Creating Powerful Brands, L. Chernatony & M. McDonald, 2000, Butterworth-Heinemann		
Private Label: Turning retail brand threat into opportunity, K.L.L. Thomassen, 2008, Kogan-Page		
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 Strategic Retail Operations & Operations Management Syllabus

Unit Title	Strategic Retail Operations & Operations Management
Unit Code	SRO-1102
Level	5 Diploma
Credits	20
Unit Leader	CT
Pre-requisites	
Main Aim(s) of the Unit:	
<p>The fundamental aim of this unit is to build upon and develop the theories and concepts first visited at the Certificate level Retail Operations and Operations Management unit.</p> <p>Essentially, this unit will take a more strategic view of Operations and Operations Management, taking as its starting point corporate and competitive objectives, before discussing the various strategies that the major players in different retailing sectors adopt for their achievement. Only then may we revisit the tactics outlined at Certificate level to illustrate how they fit into the bigger picture.</p> <p>The two units will combine to give the complete picture needed for a full and comprehensive understanding of retail operations.</p>	
Main Topics of Study:	
<ul style="list-style-type: none"> ▶ A consideration of retail strategy and operations: the bigger picture and the longer term ▶ Corporate and marketing objectives: how they are formulated ▶ Differing strategies for different retail sectors ▶ Strategy for market leaders, challengers and followers ▶ Retail strategy for the niche market ▶ The marketing and operational mix considered from a strategic viewpoint. ▶ Linking strategy and tactical operations 	
Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Describe and evaluate the key factors in retail strategy.
2.	Explain the management factors involved in setting strategic plans.
3.	Compare and contrast strategy and operations in differing retail sectors.
4.	Conduct research via a variety of methods.
5.	Communicate effectively by written and oral means.
6.	Work effectively in teams.
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
<p>Learning takes place on a number of levels through lectures, class discussions, including problem review and analysis. Formal lectures provide a foundation of knowledge on which students build 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.</p>	

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		
Retail Management – a strategic approach, J.R. Evan, 2000, Prentice-Hall		
Alternative Texts and Further Reading		
Contemporary cases in retail management, B.M. Oldfield, 2000, Macmillan		
Retail strategy: the view from the bridge, R. Reynolds & C. Cuthbertson, 2003, Oxford/Elsevier/Butterworth-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.	

13.1.9 International Retailing Syllabus

Unit Title	International Retailing
Unit Code	IR-1104
Level	6 Diploma
Credits	20
Unit Leader	CT
Pre-requisites	
Main Aim(s) of the Unit:	
<p>For the contemporary retailer, overseas expansion is now commonplace and the marketplace is full of international and even global brand names. One naturally thinks of the major players, though franchising and niche retailing have always provided opportunities for the smaller player and Independent to step out of the domestic and into the wider arena. Further, the internet has now made a global reach possible for all alert and well-organised retailers.</p> <p>With this in mind, it is the aim of this unit to consider the full nature of international retailing; its features and characteristics, the opportunities as well as the problems it presents and the methods by which one may start operations beyond the home border.</p> <p>Successful international operations, both products and services, will be analysed to discover the key constituents to success, as well as the pitfalls to avoid.</p>	
Main Topics of Study:	
<ul style="list-style-type: none"> ▶ The nature and characteristics of the international operation. Needs, problems and opportunities ▶ Reasons for overseas expansion ▶ Methods of exporting and internationalising the business ▶ International competitive, cultural and marketplace considerations ▶ International marketing, logistics and operations ▶ Management issues 	
Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Describe and evaluate the key factors in International Retailing.
2.	Analyse the Opportunities and Problems involved in overseas expansion.
3.	Compare and contrast domestic and International retailing operations.
4.	Propose optimum expansion methods for different retail situations.
5.	Conduct research via a variety of methods.
6.	Communicate effectively by written and oral means.

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 students to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text International Retailing, trends and strategies, P.J. McGoldrick & G. Davies, 1996, Pitman	
Alternative Texts and Further Reading The internationalisation of Retail, G. Akehurst & N. Alexander, 1996, Frank Cass How to turn your business into the next Global Brand, B. Duckett. & P. Monaghan, 2007, 'How to...' books (Journal) Oxford	
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 People in Retail: Personal Selling in the Electronic Age Syllabus

Unit Title	People in Retail: Personal Selling in the Electronic Age
Unit Code	PRPS-1104
Level	6 Diploma
Credits	20
Unit Leader	CT
Pre-requisites	
Main Aim(s) of the Unit:	
<p>The nature of customer service in the retail arena has changed dramatically in recent years which have witnessed, among other developments, the arrival of the electronic purchase. Alongside such advances, however, is a parallel expectation of higher levels of customer service. This is where the element of personal selling is vital to the retail enterprise. Good personal selling skills not only benefit the profitability of an organisation in the short term, they also enhance its reputation with customers who are then happy to spread the all-important positive word of mouth recommendation. Thus good selling skills can provide a crucial competitive advantage on the High Street.</p> <p>The aims of this unit, therefore, are to analyse the role of personal selling in the electronic age, consider its nature, characteristics and the advantages to the organisation of a strong selling element based on longer-term customer satisfaction.</p> <p>The unit is based around a strong practical element and aims to develop personal selling skills in the student by means of not just theory but also workshop sessions and role play.</p>	
Main Topics of Study:	
<ul style="list-style-type: none"> ▶ The nature and characteristics of personal selling: its role in profit enhancement, customer relations and marketing tool ▶ Personal selling in the electronic age ▶ Sales planning and operations ▶ The steps of the sales process ▶ Business to business and business to consumer selling ▶ Negotiation and overcoming objections ▶ Sales management 	
Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Evaluate the role of personal selling in increasing profitability and customer satisfaction.
2.	Analyse the steps the selling process.
3.	Compare and contrast methods of business-to-business and business-to-consumer selling.
4.	Conduct personal selling sessions using negotiation techniques and the steps of the sales process.
5.	Communicate effectively by written and oral means.

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 and Sales Management, D. Jobber & G. Lancaster, 2003, FT/Prentice Hall	
Alternative Texts and Further Reading Dalrymple's Sales Management, W.L. Cron & T.E. De Carlo, 2006, John Wiley Sales Management, Principles, process and practice, B. Donaldson, 2007, Palgrave, Macmillan	
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.

10.1.11 Practical Issues in Retail Management Syllabus

Unit Title	Practical Issues in Retail Management
Unit Code	PIRM-1105
Level	6 Diploma
Credits	20
Unit Leader	CT
Pre-requisites	
Main Aim(s) of the Unit:	
The major aims of the unit are to give the student the opportunity to demonstrate the practical application of the theories discussed and analysed throughout the ICM Retail courses. It is the student's opportunity to show their level of retail analysis and management decision-making.	
Main Topics of Study:	
<ul style="list-style-type: none"> ▶ The tools of analysis and decision-making ▶ Writing the business plan and the marketing plan ▶ Financial analysis ▶ Management decision-making and future planning ▶ The concept of 'future-proofing' ▶ Techniques of handling case studies 	
Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Put into practical action, by means of Case Study, Retail concepts and Retail theory.
2.	Analyse and evaluate business situations and opportunities.
3.	Propose optimum courses of action.
4.	Communicate effectively by written and oral means.
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		
Malcolm McDonald on Marketing Planning, M. McDonald, 2008, London: Kogan Page		
Alternative Texts and Further Reading		
Business at Work, K. Brumfitt, 2001, Cheltenham, Nelson Thorne		
Guideline for Teaching and Learning Time (10 hrs per credit):		
50 hours	Lectures / Seminars / Tutorials / Workshops	
	Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.	
50 hours	Directed learning	
	Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.	
100 hours	Self managed learning	
	Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.	

13.1.12 Retail Law & Legal Issues Syllabus

Unit Title	Retail Law & Legal Issues	
Unit Code	RLLI-1105	
Level	6 Diploma	
Credits	20	
Unit Leader	CT	
Pre-requisites		
Main Aim(s) of the Unit:		
<p>It has often been said that as far as the law is concerned, 'ignorance is no excuse'.</p> <p>For the retailer, knowledge of legal issues as it affects business is definitely not an option. Rather, it is a duty and an obligation. And, whilst the retailer is not expected to possess a level of knowledge anything like that of a legal professional, it is vitally important that he or she has command of certain key customer areas such as the Sale of Goods Act, or, regarding staff, Health and Safety legislation. Though infrequently, the retailer may suddenly be called upon to make a quick judgement in a number of 'legal' situations and it is crucial that such judgements are made confidently and correctly. The aim of this unit is to cover these areas in sufficient depth for the retailer to handle such situations as may arise with sufficient knowledge, command and confidence.</p>		
Main Topics of Study:		
<ul style="list-style-type: none"> ▶ The retail trade and its responsibility towards the law ▶ Development of the law concerning retailing ▶ Consumer law and consumer protection ▶ Employee legislation ▶ Regulatory bodies and their policies. 		
Learning Outcomes for the Unit:		
At the end of this Unit, students will be able to:		
1.	Understand and appreciate the Retailer's responsibility towards the law.	
2.	Describe and explain the key features of consumer law.	
3.	Describe and explain the key features of employee legislation.	
4.	Discuss the role of regulatory bodies and their effect(s) upon retail.	
5.	Communicate effectively by oral and written means.	
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:		
<p>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.</p>		
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 Law for Retailers, B. Thomas, 2003, Cirencester Management Books	
Alternative Texts and Further Reading Retailing: An Introduction (Ch 27), R. Cox & P. Brittain, 2004, FT/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.