ICM

Sales Management & Marketing

Course Handbook

SETTING GLOBAL STANDARDS

For Business & Management Education

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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

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

Economic growth can only be increased and sustained if manufacturers, distributors and the service industries are able to sell and distribute their products profitably to the widest possible markets.

Selling, Sales Management and Marketing are therefore essential functions without which economic growth cannot take place.

The Sales and Sales Management functions are two of the most important activities of Marketing and Selling is a professional discipline in its own right. It offers not only outstanding career and income opportunities but also provides a route to eventual senior management.

12.1 Programme Objectives:

To provide students with:
- ⊃ an understanding of the environment within which all businesses operate and the ways in which different organisations are structured
- ⊃ a working knowledge of the principles and practice of selling and an understanding of its importance as part of the marketing mix
- ⊃ an understanding of the marketing concept and an appreciation of how the marketing function is organised
- ⊃ the programme also provides students with the knowledge and skills necessary to enable them to perform adequately in any single functional area of marketing
- ⊃ and provides them with a qualification which will enable them to progress to supervisory positions at a later stage in their careers

12.2 Recommended Course Duration

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

It is expected that a student will need at least 12 months of full-time study at an ICM Approved Centre (6 months for each level) to complete this programme.

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

Certification

On successful completion of Part 1 students are awarded the ICM Certificate in Sales Management & Marketing. On successful completion of Parts 1 & 2 students are awarded the ICM Diploma in Sales Management & Marketing and may apply for Associate Membership of the Institute.

12.4   Continuing Education

The Diploma in Sales Management & Marketing may be offered as an entrance requirement (subject to examination grades achieved) for entry on to relevant degree programmes and for registration for the ICM Graduate Diploma in Marketing Management.

13   Course Structure

The Diploma in Sales Management & Marketing – Part 1
1. Business Management & Administration
2. Economics for Business
3. International Business Communications
4. Marketing
5. Principles & Practice of Selling

A Certificate in Sales Management & Marketing is awarded on completion of all Part 1 subjects

The Diploma in Sales Management & Marketing – Part 2
6. Advertising
7. Marketing Management
8. Public Relations
9. Quantitative Methods for Managers
10. Sales & Sales Management

The Diploma in Sales Management & Marketing is awarded on completion of all Part 1 & Part 2 subjects

13.1   Unit Syllabuses

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

13.1.1 Business Management & Administration Syllabus

Unit Title	Business Management & Administration
Unit Code	BMA-0605
Level	4 Diploma
Credits	20
Unit Leader	GW
Pre-requisites	

Main Aim(s) of the Unit:
The unit introduces the student to a range of studies which are useful in understanding people in the workplace. It examines the concept of management within the global business environment and through the appraisal of business cases, a variety of approaches are considered.
The unit prepares students for their likely future roles as managers in organisations. It encourages them to synthesise knowledge and experience gained in other units by considering competing perspectives on the nature of management. It encourages them to reflect upon the contribution that they might make as individuals to the management process, and to explore their own skills as potential managers, within the context of their peer group. The unit touches practical, moral and ethical dimensions of the management role and examines the key problems and dilemmas that may emerge for stakeholders in contemporary organisations.

Main Topics of Study:

The Organisational Background to Business Administration

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

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

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

Functions within Organisations

The Production Function
- ► The production process and types of production
- ► Site selection and factory planning
- ► Plant and equipment
- ► Materials and materials handling
- ► Production administration
- ► Costing aspects of production

- ► Work study
- ► Maintenance and production
- ► CAD, CAM and CIM

The Purchasing Function

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

The Research and Development Function

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

The Marketing Function

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

Personnel Department

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

The Administrative Officer's Role

Office Administration

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

Other Responsibilities of the Administrative 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, Institute of Commercial Management

Alternative Texts and Further Reading

Modern Business Administration, R.C. Appleby, Pitman

The Structure of Business, M. Buckley, Pitman

Students should also be prepared to read other suitable accounting textbooks

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

13.1.2 Economics for Business Syllabus

Unit Title	Economics for Business
Unit Code	EB-0317
Level	4 Diploma
Credits	20
Unit Leader	BF
Pre-requisites	

Main Aim(s) of the Unit:

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

Main Topics of Study:

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

Microeconomics: The Theory of Price Determination
- ► Demand
- ► Supply
- ► Market equilibrium, the price mechanism and market efficiency
- ► Concept of elasticity
- ► Indirect taxes, subsidies and price controls

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

Microeconomics: Imperfect Markets
- ► Monopoly, sources and profit maximisation
- ► Comparison of perfect competition and monopoly
- ► Advantages and disadvantages of monopoly
- ► Monopolistic competition
- ► Oligopoly, sources, collusive activity and non-price competition
- ► Price discrimination

Microeconomics: Market Failure
- ► Public goods and merit goods
- ► Externalities
- ► Sustainability and government response

- ► Imperfect information and imperfect competition

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

Macroeconomics: Equilibrium, Employment and Inflation
- ► Short and long run equilibrium
- ► The multiplier effect
- ► The measurement and costs of unemployment
- ► Causes of unemployment
- ► Solutions to unemployment
- ► Measurement and costs of inflation and deflation
- ► Demand pull and cost push inflation
- ► Reducing inflation
- ► The inflation-unemployment trade off

Macroeconomics: Growth and Equity
- ► Definition of economic growth
- ► Consequences of growth
- ► The distribution of national income
- ► Taxation and income distribution

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

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

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

Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Understand the theoretical economic models, approaches and concepts underpinning the study of business in relation to its economic environment.
2.	Evaluate the usefulness of economic theories in relation to the operation of business.
3.	Assess the significance and impact of micro and macroeconomics on the performance of business organisations.

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

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

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

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

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

Indicative Reading for this Unit:

Main Text

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

Alternative Texts and Further Reading

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

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

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

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

13.1.3 International Business Communications Syllabus

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

Main Aim(s) of the Unit:

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

Main Topics of Study:

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

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

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

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

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

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

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

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

Running and Taking Part in Meetings
- ► Chairing meetings
- ► Decision-making methods
- ► Responsibilities of participants
- ► Duties of officers and members
- ► The agenda
- ► The minutes
- ► Video-conferencing and audio-conferencing
- ► Formal procedure

Giving a Talk
- ► Techniques of public speaking
- ► Preparation
- ► Developing the material
- ► Opening the talk
- ► Closing the talk
- ► Visual aids
- ► Use of notes

- ► Practising the talk
- ► Room and platform layout
- ► Delivery of the talk
- ► Summary – being a good speaker

Using Visual Aids

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

Faster Reading

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

Better Reading

- ► Determine reading priorities
- ► Scanning
- ► Skimming
- ► SQ3R method of reading
- ► Summary – better reading

Writing Business Letters

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

Applying for a Job

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

Writing Reports

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

Memos, Messages, Forms and Questionnaires

- ► Memos
- ► Email
- ► Fax
- ► Postcards and reply cards
- ► Text messaging
- ► Forms and questionnaires
- ► Summary – other writing tasks

Visual Communication

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

Getting to Grips with Grammar

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

Common problems with English

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

Appendices

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

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 and Further Reading** 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.

13.1.4 Marketing Syllabus

Unit Title	Marketing
Unit Code	MK-0905
Level	4 Diploma
Credits	20
Unit Leader	BHW
Pre-requisites	

Main Aim(s) of the Unit:

To provide students with a foundation for the analysis of marketing within organisations including decision making processes, segmentation, the role of information and the marketing information system, the marketing mix, internal and external influences affecting strategy, competitor analysis and positioning.

Main Topics of Study:

Part A: The Concept and Process of Marketing
Markets and Marketing
- ► Marketing issues
- ► The marketing mix
- ► Marketing management
- ► Marketing and society

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

Customer Focus: Cost and Benefits
- ► Identifying the customer
- ► Building customer care relationships
- ► The quality movement
- ► Quality and customers

Part B: Segmentation, Targeting and Positioning
The Marketing Environment
- ► Marketing and the business environment
- ► The economic environment
- ► Social and cultural factors
- ► Political and legal aspects
- ► Technological issues
- ► Consumer rights
- ► The green movement
- ► Green marketing

Customers, Buyers, Clients and Consumers

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

Marketing Segmentation and Positioning

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

Part C: The Extended Marketing Mix

Product

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

New Product Development

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

Place: The Importance Distribution

- ► Place
- ► What are distribution channels?
- ► Points in the chain of distribution
- ► Selection of distribution channel
- ► Distribution
- ► Physical distribution
- ► Just In Time (JIT)

Pricing

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

Pricing for Costs, Sales and Profit

- ► Break-even analysis
- ► Cost based approach to pricing

- ► Demand based approaches
- ► Other aspects of pricing

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

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

Part D: Marketing Segments and Contexts

Types of Market
- ► Definitions
- ► Consumer markets
- ► Business to business marketing
- ► Charity and not-for-profit marketing
- ► Other markets

Services Marketing
- ► Characteristics of services marketing
- ► The extended marketing mix for services
- ► The importance of people
- ► Service quality

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

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

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

4.	Examine various marketing strategies used within different organisations and competitive situations.

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

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

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

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

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

Indicative Reading for this Unit:

Main Text

Business Essentials: Marketing Principles, BPP Learning Media Ltd

Alternative Texts and Further Reading

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

Marketing Principles & Practice, D. Adcock, Pearson Publishing

Principles of Marketing, P. Kotler, Prentice Hall

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

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

13.1.5 Principles & Practice of Selling Syllabus

Unit Title	Principles & Practice of Selling
Unit Code	PPS-0317
Level	4 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	

Main Aim(s) of the Unit:

This module aims to develop an understanding of management thinking on best practice in sales and of contemporary trends influencing selling and sales management whilst also broadening student understanding of the role of sales. The course develops critical skills in analysing sales management issues and sales situations and develops an understanding of the steps in preparing and implementing sales plans, and of developing individual customer relationships.

Main Topics of Study:

Development and Role of Selling in Marketing

- ► Background
- ► Nature and role of selling
- ► Characteristics of modern selling
- ► The nature and role of sales management
- ► Types of selling
- ► The marketing concept
- ► Implementing the marketing concept
- ► Relationship between sales and marketing

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

Sales Settings

- ► Sales channels
- ► Selling for resale
- ► Selling services
- ► Sales promotions
- ► Exhibitions
- ► Public Relations

International Selling

- ► Economic aspects
- ► International selling and the individual company
- ► Cultural factors in international selling
- ► Organisation for international selling

Law and Ethical Issues

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

Sales Responsibilities and Preparation

- ► Sales responsibilities
- ► Preparation

Personal Selling Skills

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

Key Account Management

- ► What is key account management?
- ► Advantages and dangers of key account management to sellers and customers
- ► Criteria for selecting key accounts
- ► 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
- ► Key success factors for key account management

Relationship Selling

- ► Total quality management to customer care
- ► Reverse marketing
- ► Relationship marketing to relationship selling
- ► Tactics of relationship selling

Direct Marketing

- ► Direct marketing and database marketing
- ► Managing a direct marketing campaign

Internet and IT applications in selling and Sales Management

- ► The changing nature of the sales force
- ► Electronic commerce and electronic procurement
- ► Using technology to support sales activities
- ► Using technology to improve sales management
- ► Social media and selling

Learning Outcomes for the Unit:

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

1.	Explain the nature, perceptions and roles of selling.
2.	Explain similarities and differences between consumer and organisational buyer behaviour.
3.	Identify and explain barriers and constraints in different domestic and international markets.
4.	Identify and explain the use of sales strategies skills and techniques in different contexts.

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

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

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

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

Indicative Reading for this Unit:
Main Text Selling and Sales Management, Geoffrey Lancaster & David Jobber, 10th edition, Pearson. ISBN: 978-1292078007 **Alternative Texts and Further Reading** Sales Management, New International edition, 2013, J. Tanner, E.D. Honeycutt. R. Erffmeyer, Pearson. ISBN: 978-1292023458 Sales Management: Theory and Practice, B. Donaldson, 3rd edition, 2007, Palgrave MacMillan. ISBN: 978-0333998519

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 Advertising Syllabus

Unit Title	Advertising
Unit Code	ADV-0317
Level	5 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	

Main Aim(s) of the Unit:

The main aim of this unit is to build on basic marketing knowledge in order to enable students to understand, set up and monitor a publicity campaign.

Wherever possible, it is recommended that students should be given every opportunity to learn and experiment with skills involving the use of technical equipment such as cameras, tape recorders and editing equipment during the preparation and presentation of an advertising campaign.

The unit is designed to develop students' abilities in working as members of a team and communication skills within their team and with an audience. Problem solving, application of numeracy and accounting skills and decision-making will be necessary in order to complete a campaign brief.

Main Topics of Study:

Introduction to Advertising

- ► History of advertising
- ► Significance and scope of the advertising industry
- ► Nature and role of advertising in society
- ► Types of advertising
- ► Factors that influence the communication process
- ► The influencer model of communication
- ► The interactional model of communication
- ► Using advertising to influence attitudes

Advertising Theories, Concepts and Frameworks

- ► The use of information and emotion in advertising
- ► Advertising concepts and models
- ► Trade advertising
- ► Eclectic models of advertising
- ► Using advertising strategically
- ► The Institute of Practitioners in advertising

Advertising Strategies, Planning and Positioning

- ► Communications strategies
- ► Objectives and strategic development
- ► Advertising planning and frameworks
- ► Positioning options

Creativity, Content and Appeals

- ► Creative roles and skills
- ► The creative process
- ► Creative content
- ► Message appeals
- ► Evaluating creativity

Brand Communications: The Role of Advertising

- ► Types of branding
- ► Brand characteristics
- ► Brand associations
- ► The role of advertising and communications in branding
- ► Brand equity

The Advertising Industry

- ► Role of the advertising agency
- ► Advertising agency structures and integration
- ► Agency operations and roles
- ► Advertising agency selection
- ► Agency remuneration
- ► Advertising budgets

Traditional Media

- ► Print media
- ► Magazines
- ► Strengths and weaknesses of using magazines in the media plan
- ► Newspapers
- ► Strengths and weaknesses of using newspapers in the media plan
- ► Electronic media
- ► Radio
- ► Strengths and weaknesses of using radio in the media plan
- ► Television
- ► Strengths and weaknesses of using television in the media plan
- ► Outdoor media
- ► Direct mail
- ► Strengths and weaknesses of using outdoor media and direct mail in the media plan
- ► Alternative advertising media

Digital Media and Emerging Technologies

- ► Internet and online advertising
- ► Strengths and weaknesses of using online in the media plan

- ► Mobile marketing

- ► Social media marketing, strengths and weaknesses

- ► Gaming

- ► Strengths and weaknesses of using gaming in the media plan

- ► Supplementary digital advertising media

Media Planning

- ► How does media planning work?

- ► Evolution of media planning

- ► The media plan

- ► Factors affecting media objectives and strategies

- ► Scheduling

- ► Media buying

Measuring Advertising Efficiency and Effectiveness

- ► Media audience research

- ► Calculating the audience

- ► Print measurement

- ► Broadcast measurement

- ► Digital measurement

- ► Internet

- ► Social media measurement

- ► Buying the media

Standards and Responsibilities

- ► Attitudes towards advertising

- ► Ethics and advertising

- ► Controls and regulations

- ► The Advertising Standards Authority

- ► Codes of practice

- ► Complaints and sanctions

- ► Corporate social responsibility

Contemporary Issues in Advertising

- ► The key issues relating to integration

- ► Consumer insights

- ► Advertising and social networks

- ► Media management planning

- ► Measuring advertising effectiveness

- ► Creativity

	Learning Outcomes for the Unit:
	At the end of this Unit, students will be able to:
1.	Understand thoroughly the nature, structure, function and operations of the advertising and promotion industries in the UK and worldwide.
2.	Articulate a thorough understanding of the nature, structure, function and operations of the advertising and promotion industries in the UK and worldwide.
3.	Explain the relationship between advertising and promotion, public relations and marketing objectives.
4.	Analyse and explain the importance of the role played by advertising and promotional activities in effectively executing the corporate objectives of various types of organisations.
5.	Explain the construction and working of the advertising and promotion industries and the interactions between the various organisations which constitute them.
6.	Discuss the impact of advertising and related activities on society and the way controls to regulate their use are instituted in various countries.

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

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

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

Advertising: Strategy, creativity and media, Chris Fill, Graham Hughes, Scott De Francesco, Pearson. ISBN: 978-0273760894

Alternative Texts and Further Reading

Advertising: Principles and Practice, W.D. Wells, S. Moriarty & J. Burnett, 2005, Prentice Hall. ISBN: 978-0131465602

Advertising and Promotion: An Integrated Marketing Communications Approach, C. Hackley, 2010, Sage Publications. ISBN: 978-1849201469

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 Marketing Management Syllabus

Unit Title	Marketing Management
Unit Code	MM-0605
Level	5 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	

Main Aim(s) of the Unit:

This is an introductory course in Marketing that will explore marketing decision making within an organisation using an applied framework of marketing planning and control.

Main Topics of Study:

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

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

Researching and Selecting Target Market
- ► Measuring and forecasting market demand
- ► Identifying market segmentation and selecting target markets

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

Planning Marketing Programmes
- ► Managing product lines, brands and packaging
- ► Managing service business and ancillary services
- ► Designing pricing strategies and programmes
- ► Selecting and managing marketing channels
- ► Managing retailing and wholesaling
- ► Designing communication and promotion-mix strategies
- ► Designing effective advertising programmes
- ► Designing direct marketing, sales-promotion and public relations programmes
- ► Managing the sales force
- ► Managing direct marketing operations
- ► Implementing marketing programmes

	► Controlling marketing activities

Learning Outcomes for the Unit:

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

1.	Understand the theory and practice of marketing decision making.
2.	Formulate solutions to case studies, practical examples and exercises.
3.	Apply marketing decision making principles to a wide variety of contexts within the non-profit and private sectors from small as well as large enterprises and from services and industrial markets as well as the traditional area of consumer marketing.
4.	Develop a marketing plan for a product or service.

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

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

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

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

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

Indicative Reading for this Unit:

Main Text
Marketing Management, Philip Kotler, Prentice Hall
Alternative Texts
Go International, Keith Monk, McGraw Hill
Essentials of Marketing, G. Lancaster & L. Massingham, McGraw Hill

Guideline for Teaching and Learning Time (10 hrs per credit):		
50 hours	**Lectures / Seminars / Tutorials / Workshops** 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.	

13.1.8 Public Relations Syllabus

Unit Title	Public Relations
Unit Code	PR-0516
Level	5 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	

Main Aim(s) of the Unit:
This unit examines all the key areas of Public Relations and describes in detail the role of Public Relations within an organisation's marketing mix.
The unit also explains the practical methods and techniques that can be used in order to support internal and external promotional campaigns.
Students will be able to appreciate the importance of Public Relations within highly competitive domestic and international business environments.

Main Topics of Study:

Management and Organisation of Public Relations
- ► Public relations definitions
- ► External environment
- ► Internal environment
- ► Systems theory
- ► Location of public relations department
- ► Future of public relations department

Role of Public Relations Practitioners
- ► Types of public relations practitioners
- ► Role of the communicator
- ► Skills of ideal practitioner
- ► Role of theory in practice
- ► Education, professionalism and research

Media Context of Contemporary Public Relations and Journalism
- ► Contemporary media context: the UK media industry
- ► Theories of media
- ► Regulating the media
- ► Issues for public relations arising from the global media environment
- ► Ethics of journalism and public relations

Public Relations and Democracy
- ► Conditions for representative democracy
- ► Elections and voting
- ► Criticisms of modern democracy
- ► Pressure groups and democracy
- ► Democracy and multilevel governance
- ► Public Relations and modern democracy

Corporate Social Responsibility
- ► The social responsibilities of organisations
- ► Community and environmental responsibilities

- ► The demands of public opinion
- ► Discharging the organisation's social responsibilities
- ► Ethics and business practice
- ► Regulatory frameworks

International Public Relations

- ► Definition of international public relations
- ► Factors and driving forces behind internationalisation
- ► Global and local approaches to international public relations
- ► International public relations agency networks
- ► Public relations as a global profession
- ► Public relations for supranational organisations

Public Relations as Planned Communications

- ► Systems theories: emergence of public relations research
- ► Diversity in public relations
- ► Systems context of planning
- ► Setting objectives
- ► Identifying publics
- ► Messages, content, strategy and tactics
- ► Timescales and resources

Public Relations Research and Evaluation

- ► Context of research in public relations
- ► Designing research
- ► Research methods
- ► Designing research instruments
- ► Research applications
- ► Evaluation of public relations campaigns

Audiences and Corporate Image

- ► Passive and active audiences
- ► Stakeholders and publics
- ► Organisational public relations
- ► Organisational reputation, image and identity
- ► Personality and culture
- ► Organisational identity, strategy and process

Ethics and Professionalism in Public Relations

- ► Importance of ethics and professionalism in public relations
- ► Ethics and morality
- ► Ethical theories and ethical issues in public relations
- ► Ethical decision-making models and their application

Media Relations

- ► Role of media relations
- ► Media relations principles
- ► Negotiated news: media relations in practice
- ► Media partnerships
- ► Media relations techniques

Internal Communications

- ► Purpose of internal communication
- ► Segmenting internal publics
- ► Organisations: culture, leadership and strategic change

- ► Communication channels
- ► Employee perspective
- ► Ethical communication

Issues and Crisis Management

- ► Introduction to issues management
- ► Context of issues management
- ► Action planning: a framework for managing issues
- ► Crisis public relations management
- ► Communicating during a crisis
- ► The Internet and public relations crisis management
- ► Key principles in crisis management

Managing Community Involvement Programmes and Consumer Public Relations

- ► Corporate Community Involvement (CCI) programmes
- ► Employees and community programmes
- ► Cause-related programmes
- ► Evaluating community programmes
- ► Consumer public relations: tools and techniques
- ► Branding and value of public relations

Business-to-Business and Financial Public Relations

- ► Core principles of business-to-business public relations
- ► Trade journals and journalists
- ► Building corporate reputation
- ► Scope and contexts of public affairs
- ► Knowledge, skills, behaviour and ethics
- ► Financial public relations practice
- ► Emerging issues and trends

Integrated Marketing Communications and Sponsorship

- ► Strategic marketing communications planning
- ► Branding and integrated marketing communications
- ► Integrating the marketing communications mix
- ► Introduction to scope and context of sponsorship
- ► Management of sponsorship
- ► Features and characteristics of sponsorship
- ► 'Emotional marketing' and the emerging sponsorship age

Corporate Communications and Public Sector Communications

- ► Context and principles of corporate communications
- ► Interface of corporate communications and overall corporate strategy
- ► Corporate communication objectives
- ► Theories of public communication
- ► Central, local government and health sector communication
- ► Communication planning framework

Campaigning Organisations and Pressure Groups

- ► Types of campaigning organisation
- ► Campaign tactics
- ► People, politics and globalisation
- ► Building and evaluating consensus
- ► Practical guidelines for campaigning public relations

Arts, Leisure, Entertainment and Celebrity Public Relations
- ► Overview of the creative industries
- ► Role of public relations in the creative industries
- ► Public relations objectives, strategies and tactics for arts organisations
- ► Heroes, celebrity and the global celebrity industry
- ► Reasons for 'buying into' celebrities
- ► Development and maintenance of celebrity image

Future of Public Relations
- ► Future trends and issues for public relations
- ► Campaigning and pressure groups
- ► Internationalisation of public relations
- ► Practitioner roles and professionalism in public relations
- ► Specialisation of public relations practice
- ► Media fragmentation

Learning Outcomes for the Unit:

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

1.	Explain the role of Public Relations within the promotional mix.
2.	Recommend methods and techniques that can be used in different market conditions.
3.	Appreciate the importance of different publics.
4.	Discuss the interaction between marketing and Public Relations.
5.	Critically assess the strategic perspective of Public Relations.
6.	Analyse and select appropriate methods and techniques used to evaluate the overall effectiveness of Public Relations campaigns.
7.	Recommend planning frameworks to achieve a fully integrated marketing communications campaign.
8.	Comment on the ethical issues to be considered by Public Relations practitioners.

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

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	
Exploring Public Relations, 3rd edition, R. Tench & L. Yeomans, Pearson. ISBN: 978-0273757771	
Alternative Text and Further Reading	
Planning and Managing Public Relations Campaigns: A Strategic Approach, 3rd edition, A. Gregory, Kogan Page. ISBN: 978-0749468736	
Public Relations: Principles and Practice, P.J. Kitchen, Thompson Learning. ISBN: 978-1861520913	
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 Quantitative Methods for Managers Syllabus

Unit Title	Quantitative Methods for Managers
Unit Code	QM-0605
Level	5 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	

Main Aim(s) of the Unit:

The aim of this unit is to help equip students with some of the quantitative analysis skills that are relevant to the study of business as a whole and does so through three principle aspects of quantitative methods, namely; finding and identifying appropriate information, analysing the information in appropriate ways and presenting the results to other people in helpful and attractive formats.

Main Topics of Study:

Data Presentation and Collection
- ► Frequency distribution
- ► Frequency tables
- ► Discrete or continuous data
- ► Histograms
- ► Frequency polygon
- ► Frequency curve
- ► Cumulative frequency curves
- ► Bar charts and pie charts
- ► Lorenz curve

Central Location and Dispersion
- ► Notation
- ► Measures of central location
- ► Normal and skewed distribution
- ► Measures of dispersion
- ► Coefficient of variation

Regression and Correlation
- ► Regression analysis
- ► Correlation
- ► Spearman's coefficient of rank correlation
- ► Multiple regression

Time Series and Forecasting
- ► Time series analysis
- ► Moving average
- ► Finding the trend
- ► Finding and eliminating the seasonal variation
- ► Forecasting: time series
- ► Forecasting: exponential smoothing

Probability
- ► Probability calculations
- ► Mutually exclusive events: OR rule

- ► Venn diagrams: events not mutually exclusive
- ► Independent events: AND rule
- ► Conditional probability
- ► Decision trees
- ► Expected value
- ► Permutations and combinations

Probability Distributions
- ► Normal distribution
- ► Standard normal distribution
- ► Binomial distribution
- ► Poisson distribution

Sampling and Tests of Hypotheses
- ► Types of sample
- ► Distribution of sample means
- ► Central limit theorem
- ► Confidence intervals
- ► Tests of hypotheses: principles
- ► Tests of hypotheses: practice
- ► Student distribution

Index Numbers
- ► Constructing an index number
- ► Weighted aggregate index numbers
- ► The Laspeyres (base-weighted) price index
- ► The Paasche (current-weighted) price index
- ► The Laspeyres (base-weighted) quantity index
- ► The Paasche (current-weighted) quantity index
- ► Changing the base year
- ► Price and quantity relative index numbers
- ► The Retail Price Index (RPI)

Time Value of Money
- ► Simple and compound interest
- ► Discounting and present value
- ► Investment appraisal
- ► Depreciation
- ► Annuities and other financial instruments

Linear Programming and Break-even Analysis
- ► Linear programming
- ► Solving the linear programme: maximisation
- ► Solving the linear programme: minimisation
- ► Break-even analysis

Calculus and Business Applications
- ► Differentiation
- ► Turning points
- ► Rules for differentiation
- ► Applications of differentiation
- ► Partial differentiation
- ► Integration

Basic Mathematics
- ► Whole numbers, fractions and decimals
- ► Rounding-off
- ► Percentages and ratio
- ► Powers and roots
- ► Simple algebra
- ► Solving equations
- ► Simultaneous equations
- ► Inequalities
- ► Graphs and functions
- ► Progressions

Learning Outcomes for the Unit:

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

1.	Identify appropriate types of quantitative information and their sources.
2.	Rationalise and structure information and data.
3.	Analyse information in an appropriate method to extract all relevant trends, patterns and points of importance.
4.	Present results of analysis in an informative and attractive manner appropriate for clients, partners and business colleagues.

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

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

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

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

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

Indicative Reading for this Unit:

Main Text

Quantitative Methods for Business & Economics, 2nd edition, G. Burton, G. Carrol & S. Wall, Pearson Education Ltd

Alternative Texts and Further Reading

Statistics for Marketing & Business, R. Galloway, Stanley Thornes

A First Course in Statistics, D. Booth, DP 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.

13.1.10 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	

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 and 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	3,4,5,6	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.