Severn Business College

Pearson BTEC Level 5 Higher National Diploma in Business (Marketing)

Course Handbook

Pearson BTEC

Qualification Title
Pearson BTEC Level 5 Higher National Diploma in Business (Marketing)

Qualification Number
603/6838/X

Level
5

TQT
2400

Credit Value
240

Pearson BTEC Level 5 Higher National Diploma in Business
The Pearson BTEC Level 5 HND in Business provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the business sector and also offers particular specialist emphasis through specialist units.

Progression Opportunities
Learners studying the Pearson BTEC Level 5 HND will be able to progress to a degree top-up in business or one of its specialist areas. The qualification also prepares learners for employment in the business sector. Some learners may wish to use this qualification in order to enter a specialist area of employment in the sector, where learners may work towards professional membership or study for professional body examinations.

Structure of the Pearson BTEC Level 5 Higher National Diploma in Business (Marketing)
Year 1

Unit number	Units	Unit level	Unit credit
1	Business and the Business Environment	4	15
2	Marketing Processes and Planning	4	15
3	Human Resource Management	4	15
4	Leadership and Management	4	15
5	Accounting Principles	4	15
6	Managing a Successful Business Project (Pearson-Set)	4	15
7	Business Law	4	15
8	Innovation and Commercialisation	4	15

Year 2

Unit number	Units	Unit level	Unit credit
19	Research Project (Pearson-Set)	5	30
20	Organisational Behaviour	5	15
43	Business Strategy	5	15
49	Sales Management	5	15
33	Marketing Insights and Analytics	5	15
34	Digital Marketing	5	15
35	Integrated Marketing Communications	5	15

Timetable
Course start date is as on acceptance letter
Year 1
Term 1 (3 months): Business and the Business Environment **+** Marketing Processes and Planning
Term 2 (3 months): Human Resource Management **+** Leadership and Management
Term 3 (3 months): Accounting Principles **+** Managing a Successful Business Project (Pearson-Set)
Term 4 (3 months): Business Law **+** Innovation and Commercialisation
Year 2
Term 5 (3 months): Research Project (Pearson-Set) **+** Organisational Behaviour
Term 6 (3 months): Business Strategy **+** Sales Management
Term 7 (3 months): Marketing Insights and Analytics **+** Digital Marketing
Term 8 (3 months): Integrated Marketing Communications

Assessment
Assessment is through practical assignments with no exams - to more accurately reflect the real working environment.

Students need to submit 2 assignments every 3 months.

Unit Grading

In order to achieve a **pass** in a unit	• A **pass grade** is achieved by meeting all the requirements defined in the assessment criteria for pass (**all P**).
In order to achieve a **merit** in a unit	• A **merit grade** is achieved by meeting all the requirements defined in the assessment criteria for merit (**all M**) as well as meeting all the requirements of **pass grade (all P).**
In order to achieve a **distinction** in a unit	• A **distinction grade** is achieved by meeting all the requirements defined in the assessment criteria for distinction **(all D)** as well as meeting all the requirements of **pass grade (all P)** and **merit grade (all M).**
No grade	• plagiarism

UNIT SPECIFICATIONS

Unit Number
1

Unit
Business and the Business Environment

Level
4

TQT
150

Credit Value
15

Introduction
Business activity is fundamental and universal to our everyday lives. Business organisations may differ in many ways, depending on the industry in which they operate globally, but they do share one common feature: the transformation of inputs into outputs. This transformation process takes place against a background of external influences that impact on business activity. The external environment in which business organisations operate is dynamic, complex, volatile and interactive.

The aim of this unit is to give students background knowledge and understanding of business, of the functions of an organisation and of the wider business environments in which organisations operate. Students will examine the different types of organisations (including for profit and not for profit), their size and scope (for instance micro, SME, transnational and global) and how they operate. Students will explore the relationships that organisations have with their various stakeholders and how the wider external environments influence and shape business decision making.

The knowledge, understanding and skill sets that students gain in this unit will help them to have an insight into different business functions, which will support them with further study, support the development of analytical thinking and the application of key analytical tools used throughout business planning, and enable them to choose their preferred areas of specialism in future studies and in their professional career.

Learning Outcomes
LO1 Explain the different types, size and scope of organisations.
LO2 Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure.
LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations.
LO4 Determine the internal strengths and weaknesses of specific businesses and their interrelationship with external macro factors.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Explain the different types, size and scope of organisations.	*Different types of organisations:* Differences between for profit and not for profit and non-government organisations (NGOs). Micro-, small-, medium-sized enterprises (SMEs). Different business purposes, objectives and supply of goods and services. The range of legal structures associated with different forms of business: sole traders, partnerships, limited	**P1** Explain different types and purposes of organisations; public, private and voluntary sectors and legal structures. **P2** Explain the size and scope of a range of different types of organisations. **M1** Analyse how the structure, size

	companies. *Size and scope of organisations:* Differences between large-, medium-sized and small organisations, including objectives and goals, market share, profit share, growth and sustainability. Global growth and developments of transnational, international and global organisations. Differences between franchising, joint ventures and licensing. Industrial structures and competitive analysis. Market forces and economic operations, e.g. scarcity and choice, supply and demand, income elasticity. Stakeholders and responsibilities of organisations to meet different stakeholder interests and expectations.	and scope of different organisations link to the business objectives and product and services offered by the organisations. **D1** Provide critical analysis of the complexities of different organisations and structures.
LO2 Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure.	*The various functions within an organisation:* The role of marketing, finance, human resource management and operations within an organisational context and the interrelationships. Functions in relation to overall organisation mission and objectives. *Organisational structure:* Different structures depending on the size and scope of the organisation, including bureaucratic and post-bureaucratic, parent, strategic business units (SBUs), matrix and functional levels. The virtual organisation and flexible, fluid structures that are geographically dispersed. Organisation structures and complexities of transnational, international and global organisations.	**P3** Explain the relationship between different organisational functions and how they link to organisational objectives and structure. **M2** Analyse the interrelationships between organisational functions and the impact that can have upon organisational structure. **D1** Provide critical analysis of the complexities of different organisations and structures.
LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations.	*The context of the macro environment:* The different political, economic, social, technological, legal and environmental factors that influence and impact the business environment. The PESTLE framework as an analytical tool to monitor and forecast external influences. Different spatial levels of external influences, e.g. local, regional, national, international *The macro factors that influence and impact on business activities:* The transformation of the work environment, the changing and emerging markets, the global shift in economic and social power due to international global crisis. The impact of emerging digital technologies on production and consumption of products and services including: ● social and mobile technologies to engage and extend customer reach ● cloud technologies for making business more agile, collaborative and efficient ● Artificial Intelligence (AI) to sustain competitive advantage. ● Blockchain for e-commerce Emerging new sectors creating new career opportunities due to new technologies e.g. data and analytics, digital advertising The impacts of increased innovation and disruptive innovation. The growth of data analytics and business intelligence using Big Data, to inform decision making, the rise of cybersecurity and data protection. The impact of globalisation, e.g. changing workforce, cultural diversity. The growth of ethical considerations and sustainable	**P4** Identify the positive and negative impacts the macro environment has on business operations, supported by specific examples. **M3** Apply appropriately the PESTLE model to support a detailed analysis of the macro environment in an organisation. **D2** Critically evaluate the impacts that both macro- and micro factors have on business objectives and decision making.

	business, e.g. equality and diversity and corporate social responsibility. *Organisation operations:* Organisations' responses to transformation and managing resistance to change in response to a highly volatile and changing market environment. Dealing with unexpected crises that affect business operations and activities, e.g. crisis management and recovery.	
LO4 Determine the internal strengths and weaknesses of specific businesses and their interrelationship with external macro factors.	*Frameworks for analysis:* Introduction to SWOT and/or TOWS analysis and how they can assist in the decision-making process and feed into business planning in organisations. Different applications of SWOT analysis, e.g. for market positioning, commercial viability, launching a new product, methods of sales distribution. *Internal vs external factors:* Internal factors relating to products, pricing, costs, profitability, performance, quality, people, skills, adaptability, brands, services, reputation, processes, infrastructure. Key external factors that inform opportunities and threats, including the competitive environment and government intervention, that influence organisations and business.	**P5** Conduct internal and external analysis of specific organisations in order to identify strengths and weaknesses. **P6** Explain how strengths and weaknesses interrelate with external macro factors. **M4** Apply appropriately SWOT/TOWS analysis and justify how they influence decision making. **D2** Critically evaluate the impacts that both macro- and micro factors have on business objectives and decision making.

Recommended Resources

Textbooks

- BURNS, J. and NEEDLE, D. (2019) *Business in Context: An Introduction to Business and its Environment.* 7th Ed. Cengage Learning.
- MORRISON, J. (2020) *The Global Business Environment: Towards Sustainability?* 5th Ed. Red Globe Press.
- WETHERLEY, P. (Editor) and OTTER, D. (2018) *The Business Environment: Themes and Issues in a Globalised World.* 4th Ed. Oxford: Oxford University Press.
- WORTHINGTON, I. and BRITTON. C. (2018) *The Business Environment*. 8th Ed. Harlow: Pearson.

Websites

www.businessballs.com
www. businesscasestudies.co.uk
www.forbes.com
www.ibtimes.com
www.ted.com

UNIT SPECIFICATIONS

Unit Number
2

Unit
Marketing Processes and Planning

Level
4

TQT
150

Credit Value
15

Introduction
Large-, medium- and small businesses that operate globally, internationally or locally have at least one thing in common – they all use marketing to influence us to engage with their products and/or services. Whether this means becoming a loyal customer

buying a product and service or donating to a charity, organisations use a range of marketing techniques and tools to inform and influence us.

This unit is designed to introduce students to the dynamic world of the marketing sector and the wealth of exciting career opportunities available to support their decision making in their career choices. Students will have the opportunity to learn about the competencies and behaviours required by employers to work in the marketing sector. They will be introduced to the key principles of marketing, enabling them to develop a marketing plan and to employ elements of the marketing mix to achieve results. They will study the underpinning theories and frameworks of marketing while relating them to real-world examples, including products/services that they encounter in their daily lives.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities; whether this is setting up their own business or employment in an organisation.

Learning Outcomes

LO1 Explain the role of marketing and how it interrelates with other business units of an organisation.

LO2 Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives.

LO3 Produce a marketing plan for an organisation that meets marketing objectives.

LO4 Develop a media plan to support a marketing campaign for an organisation.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Explain the role of marketing and how it interrelates with other business units of an organisation.	*The marketing concept:* The development of the marketing concept, including current and future trends. The concepts of brand positioning and management and implementing process to support corporate reputation. The external environmental influences that impact on marketing activity. *The role of marketing:* The structure and operations of marketing departments: ● market research ● advertising ● direct marketing ● integrated communications ● brand management ● partnership marketing ● Public Relations (PR). The roles, responsibilities and competencies required in marketing, e.g. marketing executive, marketing and communications officer, digital marketer. Overview of marketing processes that include market research, data analysis, strategic planning and conducting marketing campaigns. The role of digital marketing as a core driver of marketing strategy, including Search Engine Optimisation (SEO), use of web analytics, social media marketing, mobile marketing, pay-per-click marketing. Sector specific legal, regulatory and compliance frameworks, including current data protection regulations. *The interrelationships of business units:* Marketing as a business function. The different roles of business units and the interrelationships between these functional areas and marketing. The principles of stakeholder management and customer relationship management (CRM) to facilitate effective cross-functional relationships internally.	**P1** Explain the concept of marketing and marketing operations including the different areas and role of marketing. **P2** Explain how the marketing function relates to the wider organisational context. **M1** Analyse the role of marketing in the context of the marketing environment. **M2** Analyse the significance of Interrelationships between marketing and other functional units of an organisation. **D1** Critically analyse the external and internal environment in which the marketing function operates.
LO2 Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives.	*The 7Ps marketing mix:* Creating a unique selling proposition for products and services. **Product** portfolios analysis (Boston Consulting Group Matrix and GE McKinsey Matrix) to identify new product development and planning for the different stages of the product lifecycle. Reviewing **pricing** models in view of established price points	**P3** Compare the ways in which different organisations apply the marketing mix to the marketing planning process to achieve business objectives. **M3** Review strategies and tactical approaches applied by organisations to demonstrate how business

	and sensitivity to competitors' pricing and consumers. Different pricing strategies and tactics. **Place** strategies and channel distribution for expanding access and reach to specific market segments. **Promotion** to stay ahead of the competition, including integrated communication mix, cross-communication solutions and digital promotional tools and strategies. The different roles of **'people'** in marketing, including customer interfacing and support personnel to deliver both customer value and added value. **Physical** evidence and the tangible aspects of service delivery – visual, aural and olfactory elements. Systems and **processes** involved in delivering a consistent service. The different types of processes used to expedite the marketing function *Achieving overall business objectives:* Marketing mix tactics for building and maintaining stakeholder relationships, penetrating markets, expanding reach to new market segments and developing new products. Adapting and integrating the marketing mix to meet organisational objectives and changes in a competitive environment. Measuring the effectiveness of the marketing mix using metrics, e.g. market share, sales, number of new products, repeat purchases, discount levels and margins, customer satisfaction rates. Use of online metrics including cost per rating point (CPP) and click to conversion (CTC).	objectives can be achieved successfully. **D2** Evaluate strategies and tactical approaches to the marketing mix in achieving overall business objectives.
LO3 Produce a marketing plan for an organisation that meets marketing objectives.	*Tactical market planning:* The purpose of marketing planning and implementing marketing plans. The benefits of marketing plans. The links between marketing plans, marketing objectives and marketing strategy and alignment to overall organisation objectives. Types of marketing objectives, e.g. increase market share, promote new product/service. *Marketing planning process:* Defining the company mission statement and corporate objectives. The marketing audit, applying analytical tools, e.g. SWOT, PESTLE, 5C analysis. Competitive analysis using analytical tools, e.g. Boston Consulting Group Matrix (BCG). Market segmentation and target market selection and profiling. Setting goals and SMART (Specific, Measurable, Achievable, Realistic, Timely) objectives. Creating marketing strategies applied to the marketing mix. Tactics to execute marketing strategies. Allocation of resources and implementation. Monitoring and control measures. *Strategic marketing planning:* Extended market research and auditing. Target market profiling, including buyer personas, identifying influencers and early adopters. Value positioning. Marketing strategies that apply to the extended marketing mix and tactical planning. Measurements of success, e.g. Return on Marketing Investment (ROMI), Customer Lifetime Value (CLV), Net Promoter Score (NPS).	**P4** Develop a marketing plan that includes key elements of marketing planning for an organisation to achieve marketing objectives. **M4** Produce a detailed tactical marketing plan that integrates the extended marketing mix to achieve marketing objectives. **D3** Produce a strategic marketing plan for an organisation that measures achievement of marketing objectives within key performance metrics.

	Evaluating and monitoring marketing plans using appropriate control and evaluation techniques such as sales analysis, market-share analysis, efficiency ratios and cost-profitability analysis.	
LO4 Develop a media plan to support a marketing campaign for an organisation.	*Marketing campaigns:* The purpose of marketing campaigns. Different types of marketing campaigns. The role of the creative brief. Setting campaign objectives and parameters, e.g. for brand awareness, changing attitudes, increasing sales. Different communication, messaging and positioning strategies. Campaign tactics that are SMART. Metrics for measuring success. Setting timelines and action plans. *The media plan:* Consumer level targeting to establish customer value proposition, key messaging and platform preference. Different digital platforms and offline tools for communication. Features and benefits of integrated multimedia channels. Different approaches to frequency and reach. Setting quantitative and qualitative criteria, e.g. speed of reach, frequency, message life, image-building capability and emotional impact.	**P5** Produce a media plan that includes recommendations and rationale for selected media activities that meet budgetary requirements and objectives of a marketing campaign brief. **M5** Devise an integrated multimedia plan, selecting appropriate digital, offline and social media channels for communication. **D4** Provide a justified integrated multimedia plan based on quantitative and qualitative criteria.

Recommended Resources

- GROUCUTT, J. and HOPKINS, C. (2015) *Marketing* (Business Briefings). London: Palgrave Macmillan.
- JOBBER, D. and CHADWICK, F. (2019) *Principles and Practice of Marketing*. 9th Ed. Maidenhead: McGraw-Hill.
- KOTLER, P. and ARMSTRONG, G. (2016) *Principles of Marketing.*7th Ed London: Pearson.
- MCDONALD, M. and WILSON, H. (2016) *Marketing Plans: How to Prepare Them, How to Use Them.* 8th Ed. Chichester: John Riley and Sons.

Websites
www.cim.co.uk
www.marketingdonut.co.uk
www.marketingteacher.com
www.marketingweek.com

UNIT SPECIFICATIONS

Unit Number
3

Unit
Human Resource Management

Level
4

TQT
150

Credit Value
15

Introduction
People are the lifeblood of any organisation and the ability to attract, recruit and retain talented staff is critical to the success of any organisation, whether in business, in voluntary organisations or in government. Human Resource Management (HRM) provides organisations with the principles, knowledge and behaviours to focus people-management activities on supporting and enhancing organisational success and performance.

This unit will give students the knowledge and skills associated with Human Resource (HR) occupational roles at either a generalist level, for example HR Assistant/HR Advisor/Business Partner, or more specialist roles in areas such as recruitment, talent acquisition and performance and reward management. Students will explore the nature and scope of HRM and the organisational context of people management, including recruitment and retention, training and development, reward systems, employment relations and associated legislative frameworks.

The aim of the unit is to enable students to understand and be able to apply principles of effective HRM in order to enhance sustainable organisational performance and contribute to organisational success, holding business outcomes and people outcomes in equal balance. Students will apply HR practices in a workrelated context, utilising their knowledge and practising skills and behaviours in relevant professional areas, including resourcing, talent planning and recruitment, learning and development and employee engagement.

On completion of the unit, students will understand the purpose and scope of HRM activities. They will be able to apply a range of people-management skills to enhance the performance of an organisation by finding solutions to people-related problems.

Learning Outcomes

LO1 Explain the impact of the role of HRM in creating sustainable organisational performance and contributing to business success.

LO2 Assess the contribution of HRM in recruiting and retaining talent and skills to achieve business objectives.

LO3 Examine how external and internal factors can affect HRM decision making in relation to organisational development.

LO4 Apply HRM practices in a work-related context for improving sustainable organisational performance.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Explain the impact of the role of HRM in creating sustainable organisational performance and contributing to business success.	*Nature and scope of HRM:* Definitions of HRM. The different specialist areas of HR, e.g. resourcing, employee relations, organisational development and design, learning and development. Generic HR competencies, e.g. design of people strategies, creating people management policies, employee engagement, supporting organisational change. Typical roles in HR and responsibilities, e.g. HR advisor, HR officer, people data analyst, HR assistant, employee relations officer. Specific skills, e.g. communication skills across all levels of the organisation, adaptability to changing work priorities and patterns, displaying tenacity and being proactive, keeping ahead of trends and changing legal and policy requirements. Working within an ethical framework and within recognised best practice. *Strategic HRM:* The development of strategic HRM in terms of business vision, mission statement, business objectives and strategic aims. The nature and use of data analytics to support achievement of business objectives and meeting strategic aims. Hard and soft models of HRM. *Organisational performance:* The impact of HRM on organisational performance, e.g. effective recruitment and selection to meet specific knowledge and skills requirements, growing internal talent through training and development and focusing on longer-term resource issues. Performance management systems to support high-performance working. Methods to measure organisational and individual performance. Types of pay and reward systems.	**P1** Explain the main areas of HRM in their contribution to creating sustainable performance. **P2** Review the effects of the changing nature of organisations on human resources skills and knowledge. **M1** Compare areas of HRM to create Sustainable organisational performance. **M2** Examine HRM in relation to the changing nature of the modern business organisation. **D1** Critically evaluate the strengths and weaknesses of HRM in relation to creating sustainable organisational performance and achieving business objectives.
LO2 Assess the contribution of HRM in recruiting and retaining talent and skills to achieve	*Resourcing the organisation:* Workforce planning and application of data analytics. Assessing skills and capabilities using audits and gap analysis for identifying talent and skills gaps.	**P3** Review relevant HRM practices in relation to recruitment and retention of employees for the achievement of business objectives.

business objectives.	Workforce trends, including flexible working arrangements, remote working, virtual meetings and social distancing measures. Addressing diversity and inclusion. Types of labour market and skills shortages affecting recruitment and hard-to-fill vacancies, e.g. lack of digital skills, leadership skills, data analytical skills. Impact of relevant legislation, including data protection. *Recruitment and selection:* Different models of recruitment and selection. Sources of recruitment, e.g. internal vs. external. Achieving cultural diversity in recruitment. Stages in recruitment and selection. Different types of selection methods, including competence-based selection. Legal frameworks and regulatory standards. *Retention:* Factors influencing retention, including the influence of the culture of the organisation on retention, selecting the right talent and performance management. Onboarding and induction, the value of effective employee socialisation. Role of line managers in employee engagement and performance management. Managing attrition, restructuring and redeployment, redundancy of employees. Dealing with employee disciplinaries and misconduct cases that end in dismissal.	**M3** Evaluate the use of HRM practices in recruitment and retention in relation to the importance of the labour market. **D1** Critically evaluate the strengths and weaknesses of HRM in relation to creating sustainable organisational performance and achieving business objectives.
LO3 Examine how external and internal factors can influence HRM decision making in relation to organisational development.	*External and internal factors:* Identifying factors external to the organisation that influence HRM: ● impact of external factors on organisational performance, including the skills gaps and labour force trends ● impact of globalisation on HR policies for equality, diversity and raising cultural awareness and sensitivity within the workplace ● impact of legal and regulatory frameworks. Internal factors, including: ● the impact and influence of leadership styles on organisational transformation, culture and employee experience ● learning and development, how people learn, impact of digital learning ● the relationship between organisational culture and strategic planning and development ● impact of motivation upon performance. *Organisational development:* The changing work environment, e.g. need for flexible organisations and employees with adaptable skills and competencies. Characteristics of agile organisations. Digital transformation of HR functions, e.g. reporting dashboards and predictive models for advanced people analytics, Artificial Intelligence (AI) for talent acquisition, cloud capabilities for measuring team performance and calibration decision making.	**P4** Investigate the external and internal factors that affect HRM decision making to support organisational development. **M4** Discuss the key external and internal factors that affect HRM decision making, using relevant organisational examples to illustrate how they support organisational development. **D2** Evaluate key factors affecting HRM decision making to make valid recommendations.
LO4 Apply HRM practices in a work-related context for improving sustainable Organisational performance.	*Job descriptions and person specification:* Referencing workforce planning. Assessing the need to create and fill a post. Preparing different types of job description, including competence based and task based, assessing the merits of each type.	Apply HRM practices in a work-related context, using specific examples to demonstrate improvement to sustainable organisational performance. **M5** Illustrate how the application of

Identifying the qualities and attributes relevant to the design of a person specification. Designing a person specification relevant to a chosen job role. *Recruitment and selection in practice:* Designing and placing job advertisements. Shortlisting and processing applications. Interviewing preparation and best practice. Selection best practice. *Performance management:* Performance management aligned to workforce planning. Methods of financial and non-financial rewards. Staff development, e.g. continuous professional development and training. Providing support and maintaining wellbeing. Embedding learning and reflective practice in personal development planning. Managing under performance, disciplinary, industrial disputes and grievance procedures. Succession planning. *Employee relationship:* The employment relationship. The psychological contract. Employee voice and engagement. Managing performance to attain competitive advantage and increase job satisfaction.	specific HRM practices in a workrelated context can improve sustainable organisational performance. **D3** Determine strengths and weaknesses of HRM practices to make recommendations for improving sustainable organisational performance.

Recommended Resources
- ARMSTRONG, M. and TAYLOR, S. (2020) *Armstrong's Handbook of Human Resource Management Practice.* 15th Ed. London: Kogan Page.
- BRATTON, J. and GOLD, J. (2017) *Human Resource Management: Theory and Practice.* 6th Ed. Basingstoke: Palgrave.
- TORRINGTON, D. et al. (2018) *Human Resource Management.* 10th Ed. London: Pearson.
- LEATHERBARROW, C. and FLETCHER, J. (2018) *Introduction to Human Resource Management.* 4th Ed. Kogan Page.

Websites
www.cipd.co.uk
www.hr-guide.com
www.personneltoday.com
www.shrm.org

UNIT SPECIFICATIONS

Unit Number
4

Unit
Leadership and Management

Level
4

TQT
150

Credit Value
15

Introduction
The ability to lead and manage effectively is highly sought after by industry, as employers seek to produce and develop managers who can motivate, enthuse and build respect throughout their workforce. The hard and soft skills required by leaders and managers are frequently highlighted by employers as skills gaps in recruitment. Developing these skills will help students to meet career aspirations in leadership and management.

The aim of this unit is to help students to understand the difference between the function of a manager and the role of a leader. Students will consider the characteristics, behaviours and traits that support effective management and leadership. Students will learn about the theories that have shaped the understanding of leadership and management and how these have provided a guide to action for managers and leaders who want to secure success for their businesses. Students will look at leadership styles, how and why they are used and the extent to which they are effective.

This unit also gives students an understanding of motivational strategies. They will develop motivational strategies covering intrinsic and extrinsic aspects of motivation. Finally, students will evaluate the importance of managing performance in achieving continuous improvement.

Learning Outcomes

LO1 Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation.
LO2 Review the influence of different leadership and management styles on the culture of organisations.
LO3 Develop a motivational strategy to optimise organisational performance.
LO4 Apply leadership and management approaches to managing performance to ensure continuous improvement.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation.	*Definitions of management:* Defining management, what management is (Fayol), what managers should do (Peters) and key roles (Mintzberg). Key skills and competences of management, e.g. team dynamics, planning, decision making, strategic mindset, problem solving, communicating (verbal and non-verbal), motivating, delegating, managing discipline and dealing with conflict. Management activities, e.g. planning, organising, motivating and controlling. Approaches to management, e.g. task orientation and relationship orientation. *Theories of management:* Classical theorists, including Administrative (Fayol) and Scientific (Taylor). Management as a function of organisations (Handy). Modern management theorists, e.g. Porter, Kotler and Handy. *Theories and definitions of leadership:* Key theories and theorists, including: ● transformational (Burns) ● transactional (Bennis, Bass) ● situational/contingency (Fiedler, Vroom and Yetton, Hersey and Blanchard) ● charismatic (Conger, Kanungo) ● emotional (Goleman's six styles). Leadership skills, e.g. communication, delegation, inspirational motivation, positive attitude, trustworthiness, creative thinking and innovative problem solving. Competences, e.g. giving and receiving feedback, taking responsibility for both success and failure, managing cultural sensitivity and diversity, global outlook and agility. The hard skills of management versus the soft skills of leadership. Approaches to leadership, e.g. situational, transformational and inspirational. *Impacts of leadership and management:* Positive impacts for improving business performance, effective management of resources, innovation. Negative impacts, e.g. loss of competitive advantage, stagnation and decline.	**P1** Discuss different theories of leadership in relation to the management activities in different organisations. **P2** Explore different theories of management in relation to the management and leadership activities in different organisations. **M1** Analyse the impact of the application of leadership and management theories on the effectiveness of a large organisation. **D1** Critically evaluate the impact of different approaches to leadership and management.
LO2 Review the influence of different leadership and management styles on the culture of organisations.	*Leadership styles:* Different types of leadership, including Tannenbaum and Schmidt's Continuum of Leadership Styles, Linkert's Systems 1–4, and McGregor's Theory X/Theory Y. Adapting leadership styles to apply in different business	**P3** Assess different leadership and management styles and their application in a range of business situations in different organisations. **P4** Examine the factors that influence

	situations and the required hard and soft skills. Impacts of leadership and management styles on decision making in a business organisation. *Types of culture:* Defining culture and types of culture, including: ● Four types, Power, Role, Task, Person (Handy) ● Tough-Guy Macho, work hard/play hard, bet-your-company, Process (Deal and Kennedy). The importance and value of culture for work ethic, organisational performance, health of the organisation. *Factors influencing culture:* Factors that influence the development of an organisational culture, e.g. mission, vision and values. The impact of emerging digital technologies, e.g. social digital connectivity and global dynamic complexity on organisational structure, location, infrastructure, internal rules and procedures. The impact of digital technologies on leadership and management attitudes and behaviours, e.g. drive and flexibility to direct and navigate business through disruptive innovation, empowering virtual teams and communities, agility to balance improving efficiency while promoting innovation. The importance of leadership and management styles in setting and embedding organisational culture.	the development of the culture in organisations. **M2** Compare the impact of leadership and management styles on decision making in different organisations. **M3** Evaluate the importance of organisational culture on the performance of different organisations. **D1** Critically evaluate the impact of different approaches to leadership and management.
LO3 Develop a motivational strategy to optimise organisational performance.	*Theories of motivation:* Content theories, including Maslow, Herzberg, McClelland and application to different work situations. Process theories, including Expectancy theory (Vroom), Equity theory (Adams) and Goal Theory (Locke) and application to different work situations. Impacts of motivation on organisational performance: Implications for improved job satisfaction, performance and productivity, including different variables, e.g. social, cultural organisational and environmental. *Motivational Strategy:* Financial and non-financial strategies, e.g. to recognise and reward performance, encourage collaborative team working, to embed praise and frequent feedback to individuals and encourage creativity and innovation. Different strategies for addressing and managing unsuccessful performance and demotivated employees. Elements of a comprehensive strategy e.g. providing a range of incentives to meet different personalities, creating positive reinforcement and equality.	**P5** Produce a motivational strategy for an organisation that supports optimal achievement of organisational objectives. **M4** Produce a detailed motivational strategy for an organisation that addresses intrinsic and extrinsic motivation. **D2** Produce a comprehensive motivational strategy that effectively addresses all variables of motivation to enhance organisational performance.
LO4 Apply leadership and management approaches to managing performance to ensure continuous improvement.	*Leadership and management approaches:* The advantages and disadvantages of different management approaches, including task orientation and relationship orientation. The advantages and disadvantages of different leadership approaches, including situational, transformational and inspirational. Communication processes and strategies applied in different business situations, e.g. dealing with conflict, resistance to change, cultural awareness. Defining capabilities and skills for a transformational environment, e.g. multicultural perspectives, coaching and mentoring, aligning to changing business goals. *Definition of performance management:* Definition of performance management and the purpose of performance management to improve individual and team performance.	**P6** Apply to a range of business situations, appropriate leadership and management approaches for managing performance and continuous improvement. **M5** Assess how leadership and management approaches for managing performance supports continuous improvement. **D3** Make recommendations to improve performance management that will ensure continuous improvement.

	Different approaches, e.g. annual appraisal versus continuous performance management, including weekly check-ins/ on-the-job conversations. Qualitative and quantitative measures of effectiveness: Qualitative measures, e.g. satisfaction rates, motivation levels, success of training and development, attitude. Quantitative measure, to include incidence of sickness, absenteeism, accidents at work, timekeeping, meeting deadlines, accuracy of work carried out, wastage, output, productivity. *Methods of rewarding good performance:* The financial and non-financial methods available to the organisation. The influence of variables, including size, location, competitiveness of the organisation on the reward methods available. The influence of leadership and management approaches on rewarding good performance.	

Recommended Resources

- ADAIR, J. (2019). *Develop Your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow.* Kogan Page.
- KELLY, P. and COLE, G. (2020) *Management: Theory and Practice*. 9th Ed. Cengage.
- MULLINS, L. J. (2019) *Organisational Behaviour in the Workplace* 12th Ed. Harlow: Pearson.
- ORTI, P and MIDDLEMISS, M. (2019). *Thinking Remote. Inspiration for Leaders of Distributed Teams.* Virtual Not Distance

Websites

www.businesstrainingworks.com
www.managementstudyguide.com
www.managementtoday.com
www.mindtools.com
www.tedtalks.com

UNIT SPECIFICATIONS

Unit Number
5

Unit
Accounting Principles

Level
4

TQT
150

Credit Value
15

Introduction

Management accounting is a profession that supports management decision making, planning and performance management systems. Management accountants provide expertise in financial reporting and control to assist management in the formulation and implementation of an organisation's strategy by providing appropriate financial information and undertaking related accounts administration.

The overall aim of this unit is to introduce fundamental accounting principles that underpin financial operations and support good and sustainable decision making in any organisation. Students will develop a theoretical and practical understanding of a range of financial and management accounting techniques.

On successful completion of this unit, students will be able to assist senior colleagues in producing and analysing budgets, drawing up simple financial statements and using financial ratios to interpret performance. Students will also explore wider aspects of accountancy, especially ethics, transparency and sustainability, and gain fundamental knowledge and skills that will enable them to progress to a higher level of study.

Learning Outcomes

LO1 Examine the context and purpose of accounting.
LO2 Prepare basic financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards.
LO3 Interpret financial statements.
LO4 Prepare budgets for planning, control and decision making using spreadsheets.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Examine the context and purpose of accounting.	*The accounting function in an organisation:* Different branches of accounting, e.g. financial, management, auditing, tax and forensic accounting. Career opportunities in accounting and roles and responsibilities, e.g. accounts clerk, accounts assistant, qualified accountant. Roles in commercial finance, e.g. cost analyst, business controller, pricing professionals and the global business services, e.g. purchase to pay (P2P) professionals and report to report (R2R) professionals. Skills required for positions in accountancy and finance, e.g. numerical skills, problem solving, integrity, negotiation, customer service. Key skills and competences for accounting roles, e.g. managing the sale and purchase ledger, ensuring accounts are up to date, supplier reconciliations, inputting sales invoices on an accounts system and recording payments received. Users and uses of financial information. Interrelationships between the accounting and finance functions of other areas of the organisation and increasingly complex operating environments. *Context and purpose of financial and management accounting:* Purpose and scope of accounting, to include recording, reporting, and analysing information to inform decision making. Role of supporting and new information technologies to support accounting and decision making. Management accounting information, including systems, e.g. cost accounting, inventory management, job costing. The benefits (streamline reporting, accuracy), risks and limitations (security threats, loss of data through power outages) of management accounting information. Presenting financial information in a reliable, accurate, timely and persuasive way to satisfy needs of internal and external stakeholders. Accounting in an increasingly complex and fast-changing business environment, e.g. increased regulation and accountability, role of International Financial Reporting Standards (IFRS), risk management, reputation, sustainability, governance. Pros and cons of shared service centres and outsourcing accounting services.	**P1** Examine the purpose of the accounting function within an organisation. **P2** Assess the accounting function within the organisation in the context of regulatory and ethical constraints. **M1** Evaluate the context and purpose of the accounting function in meeting organisational, stakeholder and societal needs and expectations. **D1** Critically evaluate the role of accounting in informing decision-making to meet organisational, stakeholder and societal needs within complex operating environments.
LO2 Prepare basic financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards.	*The accounting concept:* The accounting concept as the foundation for all financial statements. *Capital and revenue items:* Classifying revenue and capital income and expenditures. *Producing basic financial statements:* Preparation of a profit and loss statement (income statement) and balance sheet (statement of financial position) for unincorporated organisations from a given trial balance.	**P3** Prepare financial statements from a given trial balance for sole traders, partnerships and not-for-profit organisations, to meet accounting principles, conventions and standards. **M2** Produce financial statements from a given trial balance, making appropriate adjustments. **D2** Critically evaluate financial

	Different types of income statements for sole trader, partnership and not for profit organisations. Adjustments required for accruals, prepayments, bad debts, depreciation. Value of using digital software for accounting and preparing for financial statements, e.g. QuickBooks, Sage, Xero.	statements to assess organisational performance using a range of measures and benchmarks to make justified conclusions.
LO3 Interpret financial statements.	*Importance and purpose of analysing financial statements:* To communicate financial positions and intentions with a range of stakeholders. *Ratio analysis:* Calculate profitability, liquidity, efficiency and investment ratios from given data. Using calculated ratios to evaluate organisational performance. Apply and critique relevant benchmarks, including time series, competitors, sector and internal. *Limitations of ratio analysis:* Ratio analysis as one means of measuring and evaluating the performance of an organisation, e.g. use of qualitative/non-financial measures. Limitations of using ratios as a performance measurement tool. The interrelationships between ratios. *Importance and purpose of analysis of financial statements:* The interpretation and analysis of financial statements in the business environment. Interpreting the relationship between the elements of the financial statements, profitability, liquidity, efficient use of resources and financial position. Interpreting financial statements for meeting key performance indicators (KPIs) and sustainable performance. Application of financial statements in different business contexts and value of presenting to end user of the financial statements.	**P4** Calculate and present financial ratios from a set of final accounts. **P5** Compare the performance of an organisation over time using financial ratios. **M3** Evaluate the performance of an organisation over time. using financial ratios with reference to relevant benchmarks. **D2** Critically evaluate financial statements to assess organisational performance using a range of measures and benchmarks to make justified conclusions.
LO4 Prepare budgets for planning, control and decision making using Spreadsheets.	*Nature and purpose of budgeting:* Budgets as a key management accounting tool. Definitions and reasons organisations use budgets. Stages in the budgeting process, master and functional budgets. Corrective action to inform resource allocation and decision making. *Budget preparation and budgetary control:* Importance, role and limitations of budgets in controlling activity. The principal budget factor and budget types, including fixed, flexible, zero based, incremental, rolling, activity based, value proposition. Variance analysis. The steps for the preparation of a cash budget. *Producing a spreadsheet:* The numerical and other information requirements for a spreadsheet and how it should be structured to meet user needs. Using a spreadsheet and techniques to enter, edit and organise numerical and other data. How to format spreadsheet cells, rows, columns and worksheets effectively using appropriate tools and techniques. Use of formulas and filters to enter, edit and present numerical data. Visual representation of data and data analysis using pie charts, bar charts and graphs. Inserting spreadsheet data into Word® documents.	**P6** Prepare a cash budget from given data for an organisation using a spreadsheet. **P7** Discuss the benefits and limitations of budgets and budgetary planning, and control for an organisation. **M4** Identify corrective actions to problems revealed by budgetary planning and control for effective organisational decision making. **D3** Justify budgetary control solutions and their impact on organisational decision making to ensure efficient and effective deployment of resources.

Recommended Resources

- ATRILL, P. and McLANEY, E. (2018) *Accounting and Finance for Non-Specialists.* 11th Ed. Harlow: Pearson.
- DRURY, C. (2015) *Management and Cost Accounting*. 9th Ed. Cengage Learning.
- SEAL, W. et al (2018) *Management Accounting.* 6th Ed. Maidenhead: McGraw-Hill.
- WEETMAN, P. (2019). *Financial and Management Accounting: An Introduction*. Harlow: Pearson.

Websites

www.accountingcoach.com
www.accaglobal.com
www.cimaglobal.com
www.corporatefinanceinstitute.com

UNIT SPECIFICATIONS

Unit Number
6

Unit
Managing a Successful Business Project (Pearson-Set)

Level
4

TQT
150

Credit Value
15

Introduction
This unit is a *Pearson-set unit*. The project brief will be set by the centre, based on a theme provided by Pearson (this will change annually). The theme and chosen project within the theme will enable students to explore and examine a relevant and current topical aspect of business in the context of the business environment.

The skills of project management are highly sought after by employers in all areas of business, as the ability to plan, procure and execute a business project efficiently requires a range of specific skills in leadership, time management, problem solving, budgeting and communication.

The aim of this unit is to offer students an opportunity to demonstrate the skills required for managing and implementing a *small-scale business project*. They will undertake independent research and investigation for carrying out and executing a business project that meets appropriate business aims and objectives.

On successful completion of this unit, students will have the confidence to engage in decision making, problem solving and research activities using project-management skills. They will have the fundamental knowledge and skills to enable them to investigate and examine relevant business concepts in a work-related context, determine appropriate outcomes, decisions or solutions and present evidence to various stakeholders in an acceptable and understandable format.

Learning Outcomes
LO1 Explain the key stages of the project lifecycle that should be considered when project managing.
LO2 Produce a Project Management Plan (PMP) for a business project using primary and secondary research methods.
LO3 Implement the Project Management Plan (PMP) to communicate results from the research and make conclusions from the evidence of findings.
LO4 Reflect on value gained from implementing the project and the project management process.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Explain the key stages of the project lifecycle that should be considered when project managing.	*Project management:* Defining project management. The project lifecycle and the stages of the project lifecycle, e.g. initiation, planning, execution and closure. The advantages of using project management and why it is important. Roles in project managing, e.g. assistant project manager, junior project manager, project team leader and responsibilities to drive through the project	**P1** Explain the stages of the project lifecycle (PLC) and their importance to the success of a project. **P2** Examine the factors to be considered when compiling a project management plan (PMP). **P3** Examine a range of research methods and strategies and their importance to project management.

	and achieve required outcomes. Project management skills, including good planning, organising, leadership and communication skills. Compare different organisational approaches to project management using case studies. *Project management plans:* Scoping a project – defining objectives, scope, purpose and deliverables to be produced. Developing the project plan, including planning for timescales and time management, cost, quality, change, risk, stakeholder communication. *Project management tools:* Different types of software and application used to support project management, e.g. Microsoft Project for tracking, managing and analysing projects and Asana for holistic project management and integration of workload, inbox, calendars and tasks. Use of project-planning tasks and tracking tools, e.g. Trello, Smartsheet and Excel spreadsheets. Tools and techniques used to create activity plans, work breakdown structure (WBS) and Gantt charts for effective planning. *Research methods and analysis:* Purpose of research in a project. Research ethics, reliable research and valid research. Selecting appropriate sample population and methods for information gathering, data collection and material resourcing. Use of secondary research to inform a primary study.	**M1** Evaluate the stages of the PLC and the factors, (deliverables, quality, risk, communication and resources) to be considered in a PMP. **M2** Evaluate a range of research methods and strategies for gathering information and data collection. **D1** Critically evaluate the project-management process, PMP and research methods for gathering information and data collection.
LO2 Produce a Project Management Plan (PMP) for a business project using primary and secondary research methods.	*Research methods and strategies:* Primary and secondary research and data collection. Defining qualitative and quantitative methods. Selecting an appropriate strategy for the research, e.g. questionnaires, interviews, observation. Use of monitoring tools, including WBS and Gantt charts. *Field work:* Different strategies that can be used to conduct research, e.g.: ● interviews, questionnaires, experiments ● selecting a sample of the consumer market, businesses or individuals ● sampling approaches and techniques, including probability and nonprobability sampling. Factors to consider, including: ● aim and objectives ● deliverables ● quality ● risk ● stakeholder communication ● resources.	**P4** Produce a PMP that covers, aim, objectives, deliverables, quality, risk, Communication resources and research methods. **P5** Produce a work breakdown structure and a schedule to provide timeframes and stages for completion. **M3** Produce a detailed PMP, and schedule for monitoring and completing the aims and objectives of the project. **D2** Justify the choices made in the design of the PMP for completing the aims and objectives of the project.
LO3 Implement the Project Management Plan (PMP) to communicate results from the research and make conclusions from the evidence of findings.	*Analysis and evaluation of findings and data gathered:* Digital techniques and tools to analyse and evaluate the secondary and primary data gathered, e.g. online surveys (SurveyMonkey, Google Forms, Zoho Survey) and spreadsheets (Excel templates). Techniques for data analysis, e.g. coding, charts and graphs, trend analysis. Techniques to create pictograms, pie charts, bar charts, frequency curves, histograms, line graphs, scattergrams. Use of scatter (XY) graphs and linear trend lines for forecasting (reliability). Techniques for creating tables to simplify and rationalise	**P6** Conduct a business project as stated within the PMP and communicate findings. **P7** Present data to draw valid and meaningful conclusions and recommendations from data analysis. **M4** Justify conclusions and recommendations drawn from data analysis and findings to meet the stated project objectives. **D3** Critically reflect on the findings

	the presentation of data to aid understanding of the information within data. The benefits of data validity and maintaining objective mindset to provide objective results. *Communicating results:* Types of communication methods, e.g. written, verbal and the medium, e.g. different report formats, online, presentation. Multi-media presentation tools: PowerPoint, Prezi, Google Slides, Microsoft Sway, Adobe Spark. Video conferencing e.g. Zoom, Adobe Connect, Google Hangouts, Slack video calls. *Communicating skills:* Verbal and non-verbal communication skills required to meet audience requirements, e.g. eye contact, pitch, pace. Communicating and persuading internal/external stakeholders, e.g. negotiation and sales skills. Presentation, behaviour and conduct of presenter, e.g. attire, attitude, professionalism, suitable for audience, well prepared and organised. Different communication formats to address different audience needs and expectations and appropriateness for meeting cultural diversity of an audience. *Convincing arguments:* Presenting logical and convincing findings and outcomes as part of the project process. Developing evaluative conclusions.	from the research and the project management process in supporting stated objectives and own learning.
LO4 Reflect on value gained from implementing the project and the project management process.	*Reflection for learning and practice:* Differences between reflecting on performance and evaluating a project – the former considers the research process, information gathering and data collection, the latter the quality of the research argument and use of evidence. The cycle of reflection and using reflection to inform future behaviour. *Reflective writing:* Writing to avoid generalisation, focusing on personal development and the research journey in a critical and objective way.	**P8** Reflect on the value of undertaking the business project to meet stated objectives and own learning and performance. **M5** Evaluate the project management process to meet stated objectives and support own learning and performance. **D3** Critically reflect on the findings from the research and the project management process in supporting stated objectives and own learning.

Additional Evidence Requirements

In addition to the above assessment criteria students will also be required to complete a project logbook to record ideas, changes and developments as they progress and complete the project.

Recommended Resources

- DINSMORE, P. and CABANIS-BREWIN, J. (2018*). The AMA Handbook of Project Management*. 5th Ed. AMACON.
- FLICK, U. (2020) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project.* 3rd Ed. London: SAGE.
- GRAY, D. (2017) *Doing Research in the Real World.* 4th Ed. London: SAGE.
- MAYLOR, H. (2021) *Project Management*. 5th Ed. Harlow: Pearson.
- SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2019) *Research Methods for Business Students.* 8th Ed. Harlow: Pearson.

Websites

www.asana.com
www.projectmanagement.com
www.projectsmart.co.uk
www.trello.com

UNIT SPECIFICATIONS

Unit Number

7

Unit
Business Law

Level
4

TQT
150

Credit Value
15

Introduction
The aim of this unit is to enhance students' understanding of how business law is applied to the running of a business organisation. Students will gain knowledge of business law and examine the impact of the law on business operations and decision making.

Throughout the unit, students will identify the legal solutions available to business owners and assess their suitability. The experience that students gain in this unit will help them to better understand the different areas of law that apply.

The unit will enable students to illustrate the impact of the law on normal business operations and when registering a company and inviting shareholders to invest in it.

They will gain an understanding of the law in relation to market abuse and director responsibilities. Students will be able to recognise the application of employment law while gaining a practical understanding of the skills and experiences undertaken by those practising in a business law context.

Learning Outcomes
LO1 Explain the nature of the legal system.
LO2 Illustrate the potential impact of the law on a business.
LO3 Examine the formation of different types of business organisations.
LO4 Recommend appropriate legal solutions to resolve areas of dispute.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Explain the nature of the legal system.	*The legal system:* Defining a legal system. The purpose of law, the evolution of law and different sources of law, e.g. legislation, directives, case law and treaties relevant to country. Divisions and key terminology of the legal system, e.g. court structures. The differences between civil and criminal law. *The justice system:* The role of government in law making and the justice system. Organisation of the judiciary.	**P1** Explain different sources of law. **P2** Explain the role of government in law making and how statutory and common law is applied in the justice courts. **M1** Evaluate the effectiveness of the legal system in terms of recent reforms and developments. **D1** Provide a coherent and critical evaluation of the legal system and law, with evidence drawn from a range of different relevant examples to support judgments.
LO2 Illustrate the potential impact of the law on a business.	*The impact of law:* Contract law, e.g. the formation of contracts, the elements and terms of contract. Competition law. Data protection. The tort of negligence, consumer protection, health and safety and product liability. Duties of employer and employee, e.g. the employment contract, employer obligations and employee rights in the workplace. Managing cases of dismissal, redundancy, discrimination and health and safety.	**P3** Using specific examples, illustrate how company, employment and contract law has a potential impact upon business. **M2** Analyse the potential impact on business through differentiation between legislation, regulations and standards. **D1** Provide a coherent and critical evaluation of the legal system and law, with evidence drawn from a range of different relevant examples to support judgments.
LO3 Examine the formation of different types of business organisations.	*The nature and formation of a company:* Unincorporated vs incorporated legal structures. Different types of business organisations and legal structures, e.g. sole trader, partnership and registered company.	**P4** Explore how different types of business organisations are legally formed. **P5** Explain how business organisations are managed and

	Classification of companies. The digital role of Companies House or role of equivalent international organisation. Starting up a business organisation and the registration requirements. The management of a company, e.g. appointment of directors, company secretary, auditor. The role of the shareholders. The application of company law in forming different types of business organisations and companies, raising capital and liquidation. A history and understanding of relevant case law, indicating the importance of both common law and legislation to the development of company law and business formation and practice.	funded. **M3** Analyse the advantages and disadvantages of the formation of different types of business organisations. **D2** Critically analyse the formation of different types of business organisations.
LO4 Recommend appropriate legal solutions to resolve areas of dispute.	*Legal solutions for different types of dispute resolution:* Areas of employment, e.g. health and safety, equality of pay claims, compromise and severance agreements, wrongful or unfair dismissal claims. Corporate and commercial disputes, e.g. breach of contract, contesting a damages claim, dispute between directors. Commercial property, e.g. commercial lease transactions, real estate and investment properties. *Alternative dispute resolution:* The role of alternative dispute resolution (ADR). Civil litigation procedures and funding. Tribunals. The role of unions. Citizens Advice. *Professional skills:* A range of professional skills required for dispute resolution, e.g. negotiation skills, communication skills, critical analysis skills, problem solving.	**P6** Compare and contrast different sources of legal advice and support for dispute resolution to make appropriate recommendations to legal solutions. **M4** Recommend legal solutions for resolving a range of disputes, using examples to demonstrate how a party might obtain legal advice and support. **D3** Critically evaluate the effectiveness of legal solutions, legal advice and support for dispute resolution.

Recommended Resources

- ADAMS, A. (2020) *Business Law for Students.* 11th Ed. London: Pearson.
- ELLIOTT, C. and QUINN, F. (2019). *The English Legal System.* 20th Ed. London: Pearson.
- HONEYBALL, S. (2016) *Honeyball and Bowers' Textbook on Employment Law.* 14th Ed. Oxford: Oxford University Press.
- MACINTYRE, E. (2018) *Business Law.* 9th Ed. London: Pearson.
- MARSON, J. and FERRIS, M. (2016) *Business Law.* 4th Ed. Oxford: Oxford University Press.

Websites

www.chambersstudent.co.uk
www.lawdonut.co.uk
www.lawinfo.com

UNIT SPECIFICATIONS

Unit Number
8

Unit
Innovation and Commercialisation

Level
4

TQT
150

Credit Value
15

Introduction

This unit aims to give students a comprehensive understanding of innovation and commercialisation. In today's competitive landscape it is critical that organisations continually innovate both their product offering and processes to ensure that they remain competitive in the market. Adopting a more commercially driven approach is vital to maximise the Return on Investment (ROI).

In this unit, students will look at a number of tools and techniques that organisations use to drive innovation and become more commercial in their approach. The unit gives students cutting-edge knowledge as well as practical application of the key ways in which organisations become more innovative while remaining commercially driven.

By the end of the unit, students will have gained an understanding of how innovation is fostered, harnessed and managed in organisations. They will learn the value of innovation and its importance to supporting commercial growth. They will also acquire knowledge that will enable them to develop a creative and innovative approach that will benefit them throughout their career.

Learning Outcomes

LO1 Investigate how innovation is sourced and supported within different types of organisations.
LO2 Explore the processing of different types of innovation within organisations.
LO3 Apply the process required to commercialise innovation within an organisation.
LO4 Evaluate the range of methods for protecting innovation within organisations.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Investigate how innovation is sourced and supported within different types of organisations.	*Innovation vs invention:* Definition of innovation and commercialisation, taking into consideration the challenges this creates for small businesses. Definition of invention and how invention is created. Turning invention into innovation and sources of innovation. *Supporting innovation in organisations:* Creating a structure and culture of innovation. Developing innovation vision and leadership, entrepreneurial teams and innovation networks. Fostering innovation in different organisations, including SMEs, large and multinational organisations.	**P1** Discuss the ways in which different organisations source and foster innovation, using specific examples. **M1** Analyse the ways in which innovation is sourced and supported within different organisation environments and cultures. **D1** Critically analyse how innovation is successfully developed and embedded in different organisational contexts.
LO2 Explore the processing of different types of innovation within organisations.	*Different types of innovation:* Different types of innovation, to include disruptive and incremental innovation, product innovation, process and platform innovation. Open and closed approaches to innovation. Market pull vs technology push. Advantages and disadvantages of different types of innovation. *Processing different types of innovation:* Diffusion theory. The use of the innovation funnel to manage new solutions and idea development. The 4Ps and innovation space strategy: product, process, position and paradigm. Frugal innovation in response to necessity vs market driven innovation.	**P2** Differentiate between different types of innovation and how they are processed within organisations. **M2** Analyse how different types of innovation are successfully processed within different organisation settings. **D1** Critically analyse how innovation is successfully developed and embedded in different organisational contexts.
LO3 Apply the process required to commercialise innovation within an Organisation.	*Accessing funding and resources:* The reasons why an organisation would want to access funding, e.g. product development, marketing, and the different types of funding sources available. Resource requirements for a small business to commercialise their offering, e.g. office space, equipment, digital connectivity, virtual presence. *Business case for innovation:* The elements of an innovation business case, including: ● the executive summary ● statement of the problem and the need ● discussion of possible options ● recommended idea and why it is innovative	**P3** Produce a detailed business case for innovation for an organisation, including risks, benefits and ways to access funding. **M3** Produce an evidence based business case analysis for innovation that emphasises the business value for potential investment. **D2** Produce a commercially driven business case for innovation, including an action plan for development and methods for its successful protection in the context

	● market analysis ● details of chosen option and need for development ● expected benefits, e.g. financial, social, environmental ● value and financial return on investment ● investment requirements to move forward and next steps. Assessment of the business requirements for innovation. *Detailed business case for innovation:* Evidence-based research to determine full market potential, operational and technical feasibility, potential time and costs of development of a new product/service, as well as technical, regulatory and legal risks. Budget requirements for design and development, project management and marketing. Techniques for in-market testing and iteration routes to market and market launch. The impact of advanced technology and information management on research, testing and developments methods. Big Data and cognitive systems to predict behaviours and future trends. Social media and constructing digital platforms for promotion and distribution.	of the wider business environment.
LO4 Evaluate the range of methods for protecting innovation within organisations.	*Intellectual property (IP):* The definition of IP. Exploiting knowledge and intellectual property rights. Key IP tools, including copyrights, trademarks, design rights and patents. The role of branding in protecting the innovation. Limitations of IP in an international context. Growth of open source and open innovation platforms on IP.	**P4** Evaluate the different tools that organisations can use to develop, retain and protect knowledge and intellectual property. **M4** Critically evaluate the different tools that organisations can use to develop, retain and protect knowledge and intellectual property in the context of the wider business environment. **D2** Produce a commercially driven business case for innovation, including an action plan for development and methods for its successful protection in the context of the wider business environment.

Recommended Resources
- BESSANT, J. and TIDD, J. (2016) *Innovation and Entrepreneurship.* 3rd Ed. Oxford: Wiley.
- MATTHEWS, C. and BRUEGGEMANN, R. (2015) *Innovation and Entrepreneurship: A Competency Framework.* London: Routledge.
- TROTT, P. (2017) *Innovation Management and New Product Development.* 6th Ed. Harlow: Pearson.
- VALIKANGAS, L. and GIBBERT, M. (2015) *Strategic Innovation: The Definitive Guide to Outlier Strategies.* London: Pearson FT Press.

Websites
www.biginnovationcentre.com
www.innovationmanagment.se
www.thenextweb.com
www.trendhunter.com

UNIT SPECIFICATIONS

Unit Number
19

Unit
Research Project (Pearson-Set)

Level
5

TQT
300

Credit Value
30

Introduction
Research skills are as vital for the workplace as they are for academic development. Research skills enable students to identify a problem, collect informational resources that can help address the problem, evaluate the resources for quality and relevance, and come up with an effective solution to the problem. These are seen as essential skills by employers for most positions in industry, to support a range of duties, for example report writing, building a business case, business planning, launching a new product or service.

This is a Pearson-set unit. Students will choose their own project based on a theme provided by Pearson (this will change annually). The project must be related to their specialist pathway of study (unless they are studying the general business pathway).

This will enable students to explore and examine a relevant and current topical aspect of business in the context of the business environment and their chosen specialist pathway.

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop a research aim and objectives and to present the outcomes of such research in both written and verbal formats. he unit also encourages students to reflect on their engagement in the research process, during which recommendations for future, personal development are key learning points.

Learning Outcomes
LO1 Examine appropriate research methodologies and methods to identify those appropriate to the research process.
LO2 Develop a research proposal, including a supporting literature review.
LO3 Analyse data using appropriate techniques to communicate research findings.
LO4 Reflect on the application of research methodologies and process.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Examine appropriate research methodologies and methods to identify those appropriate to the research process.	*The research process:* The distinct phases of research, including research aims and objectives, methodology, literature review, methods, analysis and presentation of findings. The use of secondary data to inform primary data collection. Explorative, descriptive and causal research approaches. *Research methodologies and methods:* Different research methodologies underpinning a philosophical approach: positivism (deductive) vs interpretivism (inductive) paradigms. Conceptual framework of ideas, philosophies, approaches and concepts to conduct research. Qualitative and quantitative research methods. Mixed method approaches, including limitations and advantages. Associated tools and techniques, e.g. focus groups, in-depth surveys, questionnaires. *Ethics, reliability and validity:* Role and significance of ethics in conducting research, e.g. informed consent, confidentiality. Reliability of research and degree to which research methods produce consistent results. Validity of research to extend to which results measure what they are supposed to measure.	**P1** Examine alternative research methodologies. **P2** Explore alternative methods and tools used for the collection of research data that consider costs, ethics and access. **M1** Evaluate alternative research methodologies and data collection methods and justify choices made based on philosophical/theoretical frameworks. **D1** Justify chosen research methodologies and processes supported by a credible academically underpinned literature review.
LO2 Develop a research proposal, including a supporting literature review.	*Developing a research proposal:* Developing a methodical and valid proposal as the foundation for a research project. Purpose and significance of the research	**P3** Produce a research proposal, including a defined aim and objectives supported by a literature review.

		M2 Evaluate the merits, limitations and pitfalls of approaches to data collection in compiling the research proposal.
	question/hypothesis. Clarity on the research aim and supporting objectives, and how these may change as the research process unfolds. Application of research methods and ethical considerations that need to be addressed in conducting the research. *Literature review:* The purpose of the literature review, e.g. to explore, summarise, compare and critically analyse what other researchers have written about the research topic. Adopting a 'funnel' approach, balancing focus and depth. Positioning a research project in context of existing knowledge. Identification of relevant schools of thought and/or seminal research works. Potential to open up new gaps in knowledge or levels of awareness.	**D1** Justify chosen research methodologies and processes supported by a credible academically underpinned literature review.
LO3 Analyse data using appropriate techniques to communicate research findings.	*Primary data collection and sampling:* The significance of gathering primary data, qualitative or quantitative, to support research analysis. Characteristics of primary data. Selecting sample types and sizes relevant to the research. Alternative random and non-random probability sampling approaches. Different digital tools for data gathering, e.g. SurveyMonkey, Google Forms, SurveyGizmo. *Analysing data:* Quantitative data: validation, editing, coding and analysis. Qualitative data: data preparation and analysis of content, narrative and discourse approaches. *Communicating research outcomes:* Alternative methods of communicating outcomes persuasively and logically. Recognising methods, e.g. spoken word and medium, e.g. presentation. The influences of research and intended audience. Use of frequency tables, simple tables, pie charts, histograms, frequency curves and normal curve. Advantages and disadvantages of different methods. Software for analysing and presentation of quantitative data, e.g. Excel, SPSS.	**P4** Conduct research using appropriate methods for a business research project. **P5** Analyse data from research findings to communicate research outcomes in an appropriate manner for the intended audience. **M3** Present the analysis of data utilising appropriate analytical techniques, charts and tables to meet the research aim and communicate outcomes. **D2** Communicate to the intended audience the research findings and outcomes, including justified recommendations.
LO4 Reflect on the application of research methodologies and process.	*Reflection for learning and practice:* Difference between reflecting on performance and evaluating a research project including the research process, the quality of the research argument and use of evidence. Reflection on the merits, limitations and potential pitfalls of chosen methods. *The cycle of reflection:* Critical and objective self-reflection to inform personal development along the research journey. Reflection in action and reflection on action. Using self-reflection to inform and develop future behaviours, considerations and actions.	**P6** Reflect on the effectiveness of research methods applied in meeting objectives of the business research project. **P7** Consider alternative research methodologies and lessons learnt in view of outcomes. **M4** Demonstrate self reflection and engagement in the research project process, leading to recommended actions for future improvement. **D3** Demonstrate critical self-reflection and insight that results in recommended actions for improvements to inform future research.

Recommended Resources

- FLICK, U. (2020) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project.* 3rd Ed. London: SAGE.
- GRAY, D. (2017) *Doing Research in the Real World.* 4th Ed. London: SAGE.
- SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2019) *Research Methods for Business Students.* 6th Ed. Harlow: Pearson.

Websites

UNIT SPECIFICATIONS

Unit Number
20

Unit
Organisational Behaviour

Level
5

TQT
150

Credit Value
15

Introduction

Organisational behaviour is concerned with understanding, explaining and predicting the behaviour of individuals in the workplace and can assist in the development of practical solutions to organisational and managerial problems. Individuals, whether acting in isolation or collectively as part of a group, engage in actions and behaviours that can have a positive or negative impact on company performance and the achievement of strategic goals. It is therefore essential that those who are involved in managing and leading people in organisations, acquire insight and expertise in organisational behaviour.

The aim of this unit is to develop knowledge and understanding of how organisational behaviour concepts, theories and techniques can be applied in work and management settings in order to enhance individual, team and organisational performance. Students will be able to apply this knowledge in a variety of business situations. They will appreciate how effective application of organisational behaviour principles can be used to explain why people behave and act in particular ways and to predict how employees will respond to certain demands. The unit also develops student understanding of the influence of culture, the operation of power and politics in organisations and how these variables influence the actions and behaviour of people in an organisational context.

On successful completion of this unit, students will have developed a range of transferable skills and knowledge. This includes core people management skills used to achieve positive organisational outcomes and to create value by recognising individual difference, team working and the creation of inclusive organisational cultures.

Learning Outcomes

LO1 Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches.

LO2 Apply content and process theories of motivation to create and maintain an effective workforce.

LO3 Participate in a group team activity for a given business situation to demonstrate effective team skills.

LO4 Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches.	*Individual difference: personality.* Approaches to the study of human personality. Nomothetic and idiographic perspectives and implications. Debates around measuring and testing human personality. The 'big five' dimensions of human personality: extroversion, agreeableness, conscientiousness, emotional stability and openness to experience. Debates around individual personality differences and abilities. The extent that personality dimensions link to job roles and performance, job attitudes, leadership and teamworking abilities. Application of personality and other forms of psychometric assessments in selection and promotion decisions, team-building and professional development programmes. Emotional intelligence as a related concept of human personality.	**P1** Assess own personality traits and attributes in terms of them having a positive or negative effect on management approaches and company performance. **P2** Reflect on the value and importance of personality and perception for effective managerial relationships. **M1** Challenge own perspectives and individual traits and attributes to influence and improve managerial relationships. **D1** Adapt personal perspectives, traits and attributes to justify improvements that influence and

	Individual difference: perception: Significance of perception for developing effective personal and work relationships. Factors that influence an individual's perceptual set, e.g. personality, past experiences, expectations, learning. Relationship between perception and behaviour. Perceptual errors and distortions, including stereotyping, unconscious bias and how cultural differences can be misconstrued. The relationship between perception and communication. Verbal and non-verbal communication, selecting information and making judgements. Attribution theory and interpersonal perception.	enhance employee motivation and create an effective workforce.
LO2 Apply content and process theories of motivation to create and maintain an effective workforce.	*Motivational theories:* Main features of key models and their underpinning assumptions of content and process theories of motivation. Content theories, including Alderfer, Herzberg, Maslow, McClelland. Process theories, including Adams, Latham and Locke, Porter and Lawler. The implications of motivational theory for management and leadership practice in organisations. Differences between intrinsic and extrinsic motivation. The relationship between motivation, job satisfaction and employee commitment and engagement. Modifying employee on-the-job behaviour through reinforcement initiatives. *Application of motivation theories:* Characteristics and behaviours of employees who demonstrate low- and high motivation. Implications of motivation theories for the design of work. The job characteristics model of Hackman and Oldham. Implications of motivation theories for the design of reward and benefit packages. The concept of empowerment and empowering people to meet higher-level needs. Human motivation as a complex, dynamic and culture-bound concept, affected by a range of personal, generational and environmental factors.	**P3** Apply content and process theories of motivation for enhancing and maintaining an effective organisational workforce, providing specific examples. **M2** Critically assess the extent that employee motivation can be enhanced and maintained by practical application of content and process theories of motivation. **D1** Adapt personal perspectives, traits and attributes to justify improvements that influence and enhance employee motivation and create an effective workforce.
LO3 Participate in a group team activity for a given business situation to demonstrate effective team skills.	*Different types of organisational teams:* The importance of work groups and effective teamworking in contemporary organisations. Types of teams, e.g. functional and cross-functional, problem-solving, project and self-directed teams. The impact of globalisation and digital technologies on organisational teams to include virtual and cross-cultural teams. Diversity and issues of communication, leadership and insufficient support. Digital tools for communication, e.g. Slack, Skype, Microsoft Teams, for project management, e.g. Trello and Smartsheet. Cloud-based technologies for file sharing, collaboration and storing information. *Team dynamics and teamwork:* Differences between groups and teams. Team development models: the stages of team development and the implications for task achievement and team-member relationships development. Belbin's role typology for creating effective teams and consideration of skills required for resolving team conflict and creating effective teams. The concept of cohesiveness and the role and importance	**P4** Contribute to the creation and management of effective teamworking in a given business situation. **P5** Explore the relevance of group behaviour and team theory in the creation and management of effective teamworking. **M3** Reflect on personal contribution to group behaviour and dynamics in the creation and management of effective teamworking. **D2** Revise personal contribution and skills for effective teams to make justified recommendations for own improvement.

	of norms. Issues with cohesive teams, e.g. groupthink, suspicion and aggression towards outsiders, resistant to change. Challenges in facilitating cohesiveness in global, virtual and diverse teams.	
LO4 Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals.	*Influence of power:* Power as a property viewpoint: individual, relationships and embedded in structures. Hard and soft sources of power. Bases and types of power, power controls and power sources. The use of power as an influencing mechanism in different circumstances and situations, to achieve organisational goals and influence employee behaviour and performance. *Influence of politics:* Organisational politics arising from structural divisions, differing priorities and interests and when policies and rules are interpreted or acted on differently. Political activity during periods of organisational change, political behaviour associated with conflict and resistance. *Influence of culture:* Culture as key variable affecting organisational success and factors that influence it, e.g. nature of business, company goals, employee behaviours, diversity. Culture promoting organisational values and expectations of how work should be undertaken and behavioural expectations of employees. How culture manifests itself at different levels (Schein). Types of organisational culture and factors to consider when seeking to develop high-performance organisational cultures. Cross-cultural differences and the need for awareness of cultural difference when developing organisational strategy and policy. Hofstede's Cultural Dimensions Theory and application. The influence of globalisation and digital technologies on organisational culture in the 21st century, including the opportunities and challenges of remote working practices. Principles of Network Theory and Systems Theory as frameworks to understand organisations.	**P6** Examine how the operation of power, politics and culture in an organisation affect employee behaviour and the accomplishment of organisational goals. **M4** Evaluate how the operation of power, politics and culture affect employee behaviour and the accomplishment of organisational goals. **D3** Make justified recommendations on how power, politics and culture can be used effectively to influence and direct employee behaviour towards the accomplishment of organisational goals.

Recommended Resources

BROOKS, I. (2018) *Organisational Behaviour: Individuals, Groups and Organisation*. 5th Ed. Harlow: Pearson.

BUCHANAN, D. and HUCZYNSKI, A. (2019) *Organizational Behaviour*. 10th Ed. Harlow: Pearson.

MULLINS, L. J. (2019) *Organisational Behaviour in the Workplace*. 12th Ed.Harlow: Pearson.

WILSON, F. M. (2018) *Organizational Behaviour and Work: A Critical Introduction.* 5th Ed. Oxford: Oxford University Press.

Websites

www.businessballs.com

www.hrzone.com

www.managementstudyguide.com

www.managementtoday.co.uk

Unit Number

43

Unit

Business Strategy

Level

5

TQT
150

Credit Value
15

Introduction

This unit supports individuals who are working in or towards managerial roles in all market sectors to develop and enhance strategic thinking and planning that will improve organisational performances of businesses in their respective competitive markets. General manager skills and competences are focused on through a range of themes and topics that can be applied in most contexts.

The aim of this unit is to develop students' awareness of the different types of strategic approaches that could be used in an operational, tactical or strategic role for an organisation. This will be underpinned by a thorough knowledge and understanding of the theories, models and concepts that could significantly support an organisation's strategic choice and direction.

On successful completion of this unit, students will have developed sufficient knowledge and understanding of strategy to make a positive, efficient and effective contribution to the development of business plans and operational direction. They could do this in the role of a junior manager responsible for having a specific input into an organisation's decision making and planning.

Learning Outcomes

LO1 Analyse the impact and influence that the macro environment has on an organisation and its business strategies.
LO2 Assess an organisation's internal environment and capabilities.
LO3 Apply the outcomes of an analysis, using an appropriate strategic management tool, in a given market sector.
LO4 Develop a strategic management plan in an organisation, informed by models, theories and concepts, to achieve competitive advantage in a given market sector.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Analyse the impact and influence that the macro environment has on an organisation and its business strategies.	*The strategic context:* Missions, visions and objectives. The definition and meaning of strategy. The role of strategy to achieve business objectives and goals, strategic intent and different strategic direction. Different strategic planning techniques. *Analytical frameworks of the macro environment:* The different types of frameworks and analysis of the macro environment, including: ● stakeholder analysis and stakeholder matrix, stakeholder mapping ● environmental analysis using PESTLE and Porter's Five Forces model ● structure-conduct-performance model ● strategic positioning, e.g. Ansoff's growth vector matrix ● organisational audit and the use of SWOT analysis, benchmarking indicators.	**P1** Applying appropriate frameworks, analyse the impact and influence of the macro environment on a given organisation and its strategies. **M1** Critically analyse the macro environment to determine and inform strategic management decisions. **D1** Create a set of valid strategic directions, objectives and tactical actions for successfully achieving strategic alignment, based on critical interpretation of internal and external data, and information.
LO2 Assess an organisation's internal environment and capabilities.	*Organisational internal environment:* Strategic capabilities and the key components of strategic capabilities. Resource-based view strategy as a basis for competitive Benchmarking strategic capabilities and value chain analysis. Cost-benefit analysis. *Internal analysis:* Informing internal assessment from external context: linking tools, e.g. SWOT informed by PESTLE McKinsey's 7S model as a management tool. Analysis of strategic capabilities using the VRIO/VRIN framework.	**P2** Conduct an internal environment and capabilities assessment of a given organisation using appropriate frameworks. **M2** Interpret information and data to assess strengths and weaknesses of an organisation's internal capabilities, structure and skill set. **D1** Create a set of valid strategic directions, objectives and tactical actions for successfully achieving strategic alignment, based on critical interpretation of internal and external data, and information.
LO3 Apply the outcomes of an analysis, using an appropriate strategic	*Analytical tools and models of analysis:* The balanced scorecard to align organisation vision and strategy.	**P3** Determine appropriate management tools to analyse a given market sector for an organisation

		and inform strategy.
management tool, in a given market sector.	Competitive analysis using Porter's Five Forces model. Stakeholder analysis. Applying the Ansoff matrix to product and market strategy. *Measuring strategic outcomes:* Identifying and establishing strategic performance indicators. Reviewing and redefining goals and objectives.	**P4** Devise appropriate strategic objectives, based on the outcomes of analysis for an organisation to inform strategy. **M3** Justify use of an appropriate strategic management tool for a given market sector, to inform strategy and strategic objectives for an organisation. **D1** Create a set of valid strategic directions, objectives and tactical actions for successfully achieving strategic alignment, based on critical interpretation of internal and external data, and information.
LO4 Develop a strategic management plan in an organisation, informed by models, theories and concepts, to achieve competitive advantage in a given market sector.	*Strategic management planning:* Definitions and overview of strategic management, the process of strategic management, elements included in strategic planning. The use of the Business Canvas Model to visualise, assess, change business models. *Strategic choices and directions:* Strategic alignment of internal processes to organisational objectives. Organisational sustainability. Selection of fit-for-purpose strategy, in line with corporate agendas. *Models, theories and other strategic concepts:* Porter's generic strategies: ● cost leadership strategy ● differentiation strategy ● differentiation and cost focus strategy. Hybrid strategy through differentiation and low-cost pricing approaches. Strategic positioning and extended model of Bowman's Strategy Clock Diversification by entering new products, markets or combinations – Ansoff's Matrix. Vertical/horizontal integration by acquiring other businesses in a production line or value chain. Mergers and acquisitions – differences in strategic approaches and how this influences plans.	**P5** Apply a range of models, concepts or theories to interpret and devise strategic planning for a given organisation. **P6** Design a strategic management plan, applying appropriate strategies to improve competitive edge and market position based on the outcomes. **M4** Produce a strategic management plan that has tangible and tactical strategic priorities and objectives. **D1** Create a set of valid strategic directions, objectives and tactical actions for successfully achieving strategic alignment, based on critical interpretation of internal and external data, and information.

Recommended Resources
- JOHNSON, G. et al (2019) *Exploring Strategy: Text and Cases.* 12th Ed Harlow: Pearson.
- KIM, W. C. and MAUBORGNE, R. (2015) *Blue Ocean Strategy.* Expanded Ed. Boston: Harvard Business Review Press.
- ROTHAERMEL, F. (2018) *Strategic Management.* 4th Ed. Maidenhead: McGraw-Hill.

Websites
www.businessballs.com
www.businesscasetudies.co.uk
www.corporatefinanceinstitute.com
www.strategy-business.com

UNIT SPECIFICATIONS

Unit Number
49

Unit
Sales Management

Level
5

TQT
150

Credit Value
15

Introduction
Changing dynamics between buyers and sellers, driven by the fast-paced evolution of e-commerce and globalisation, has led organisations to review and adapt their sales management approach in response to a customer-driven culture.

This unit introduces students to the discipline of sales management for the 21st century. Students will learn about the key principles of sales management, the techniques of selling and how to manage portfolios for an organisation effectively.

Students will have the opportunity to develop key skills in developing and coordinating sales, implementing sales techniques and management of sales operations.

This unit gives a comprehensive overview of sales management and gives students the tools and knowledge they need to succeed in today's increasingly complex and fast-paced sales environment.

Learning Outcomes
LO1 Demonstrate the key principles of sales management for both public and private organisations.
LO2 Evaluate the relative merits of how sales structures are organised and recognise the importance of 'selling through others'.
LO3 Apply successful selling techniques for building and managing effective customer relationships.
LO4 Create a portfolio management process to maximise revenue for an organisation.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Demonstrate the key principles of sales management for both public and private organisations.	*Introduction and scope of sales management:* Definition of sales management and the key aspects of sales management, including planning, selling and reporting. Key principles e.g. lead by example, consistency, equality, goal orientated. Strategies for measuring and monitoring objectives, including the sales funnel and hit rate metric, key performance indicators and benchmarking. Different modes of selling (B2B and B2C) and their impact on buyer and seller roles and dynamics. Consumer buying behaviour process. Business buying behaviour process. Sales promotions and incentives. *Sales in a digital environment:* The impact of new technology on the sales management environment, including: ● the use of Zoom or Microsoft Teams ● video conferencing on tablet devices for improved communication ● online events and sales training to improve sales skills ● productivity and cloud computing to improve information access.	**P1** Apply key principles of sales management in relation to the importance of sales planning, methods of selling and sale reporting. **M1** Evaluate how principles of sales management will be different in response to consumer and business buying behaviour. **D1** Produce a coherent, fully justified critical evaluation based on a Comprehensive understanding of sales management, structure and selling techniques in an organisational context.
LO2 Evaluate the relative merits of how sales structures are organised and recognise the importance of 'selling through others'.	*Sales leadership and the sales executive:* Ethics of behaviour, law and sales leadership. Designing and organising the sales force and choosing the right structure: geography, product and customer-based design. Appropriate recruitment and training to develop an efficient sales force. Supervising, managing and leading the sales force in a changing environment, e.g. remotely. Goal setting, managing performance and reward of the sales force. 'Selling through others' – the advantages of using different	**P2** Evaluate the benefits of sales structures and how they are organised, using specific organisational examples. **P3** Explain the importance and the advantages of the concept of 'selling through' others. **M2** Critically evaluate the implementation of different types of sales structures, using specific organisational examples. **D1** Produce a coherent, fully justified

	sales channels.	critical evaluation based on a Comprehensive understanding of sales management, structure and selling techniques in an organisational context.
LO3 Apply successful selling techniques for building and managing effective customer relationships.	*Turning customer information into knowledge:* Classification of sales leads: hot, warm and cold. The cold vs warm approach. Successful pitching and positioning. Negotiation techniques and tactics, e.g. closing sale, handling objections, when to say 'no', ethics of behaviour and overpromising. Building and managing relationships. Exit and terminating relationships. *Skills and attributes:* Sales planning and preparation, e.g. setting targets. Customer engagement, e.g. developing an open sales conversation, building rapport with customers. Effective questioning and active listening skills to understand customer needs. Developing and presenting sales proposals. Digital skills for gathering market intelligence and delivering digital meetings and presentations.	**P4** Demonstrate the required skills and attributes of successful selling techniques in a sales proposal. **P5** Reflect on how skills and attributes contribute to building and managing customer relationships. **M3** Evaluate the application of successful selling techniques for effectively building and managing customer relationships. **D1** Produce a coherent, fully justified critical evaluation based on a Comprehensive understanding of sales management, structure and selling techniques in an organisational context.
LO4 Create a portfolio management process to maximise revenue for an organisation.	*Portfolio management:* The purpose and benefits of portfolio management. Different categories of portfolio sales opportunities, e.g. innovation, expansion. Calculating margins. Payment mechanisms and terms. The sales cycle. Industry specific sales cycle management. Performance management. *The portfolio management process:* Dividing the sales opportunities. Assess sales opportunities to forecast and identify and prioritise, e.g. 'must wins'. Focus on customer analysis to increase value and profitability, e.g. those with most growth potential. Use of analytical tools to maximise sales effectiveness and forecast opportunities. Identify investment opportunities and where to focus efforts of sales team. Managing the sales pipeline, account development and performance.	**P5** Develop a portfolio management process that supports sales growth and profitability to maximise revenue for an organisation. **M4** Develop an effective portfolio management process that applies appropriate analytical tools for increasing profitability and a competitive edge. **D2** Construct a portfolio management process that strengthens the sales pipeline and account management.

Recommended Resources

- HORNER, C. (2019). T*he Sales Plan: The definitive five-step guide to selling. Learn to generate leads, win new customers and grow accounts in a changing and competitive world*. Independently Published.
- JOBBER, D. and LANCASTER, G. (2015) *Selling and Sales Management.* Harlow: Pearson.
- WEINBERG, M. (2015) *Sales Management. Simplified: The Straight Truth About Getting Exceptional Results from Your Sales.* New York: Amacom.

Websites

www.marketingdonut.co.uk
www.mycustomer.com
www.salesforce.com
www.zoho.com

Unit Number
27

Unit
Marketing Insights and Analytics

Level
5

TQT
150

Credit Value
15

Introduction
This unit is designed to enhance students' knowledge and understanding of the consumer's decision-making process. To gain competitive advantage and maintain market share, organisations understand the importance of seeking answers to questions such as:
● How do we buy products and services?
● What motivates us to seek out a particular product or service?
● What research do we undertake prior to making a decision?
● Do we seek out other people's opinions through social media and other digital technologies?
● To what extent do other people's opinions influence our own?
● How do we feel after we have made the purchase?
The answers to these types of questions help marketers to understand the processes behind consumer purchase decisions, which allows organisations to adapt the marketing mix and enhance the customer experience.
Students will learn the underpinning theories and frameworks, and will be expected to relate them to real-world examples across a range of organisational contexts.
The knowledge, understanding and skill sets that students gain on successfully completing this unit will enhance their career opportunities, whether they are starting their own business or working for an organisation in a marketing function.

Learning Outcomes
LO1 Investigate characteristics and influences on consumer decision-making processes in different organisational contexts.
LO2 Apply techniques to enhance the customer experience and develop customer relationships for marketing purposes.
LO3 Evaluate measures and metrics that seek to improve customer experience for a range of products and services.
LO4 Devise measures and metrics to improve customer experience within a given organisational context.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Investigate characteristics and influences on consumer decision-making processes in different organisational contexts.	*Introduction to consumer decision making:* Characteristics of an organisation's customers, including types of customer, organisation context, needs, wants, values. Individual influences on buyer behaviour, e.g. motivations, values, the digital environment, consumer learning, perceptions, e.g. dynamics, imagery and risk; attitudes, lifestyles. External influences on buying behaviour, e.g. ethical considerations, climate change, sustainability, global pandemic. Group influences on buyer behaviour, e.g. reference groups, culture, opinion leaders. Consumer influences on different aspects of the business, e.g. supply chain, finance, suppliers. *Consumer influences on marketing strategies:* Consumer influences on the processes of segmentation, targeting and positioning to support differentiation in the market. Adaptation of the extended marketing mix (7Ps) for different customer requirements. *Models of consumer decision making.* The five-stage buying process. The value of mapping a path to purchase, e.g. the consumer-decision journey from pre-purchase, purchase,	**P1** Examine the stages of the consumer decisionmaking journey for products and services from different organisations. **P2** Discuss why it is important for marketers to map a path to purchase and understand consumer decision making. **M1** Evaluate how marketers understand the consumer decisionmaking process for a range of products and services from different organisations. **D1** Critically evaluate the consumer decisionmaking process to develop a strategic customer experience.

	receive and post-purchase. Levels of consumer decision making and extensive problem solving, limited problem solving and routine response behaviour. Four views of consumer decision making: economic, passive, emotional and cognitive. Business to Customer (B2C) and Business to Business (B2B) decision-making processes.	
LO2 Apply techniques to enhance the customer experience and develop customer relationships for marketing purposes.	*Understanding the customer journey:* The concept of the customer journey, including: ● mapping the journey ● service satisfaction ● critical incidents ● moments of truth ● customer touch points ● service blueprints ● ladder of loyalty. Influences from digital technologies, e.g. online forums, comparison websites, social media, online buying. Customer touch points and using technology at each touch point, e.g. adverts, emails, social media, apps. Digital technologies to manage the customer experience, e.g. direct marketing and selling, use of algorithms and Artificial Intelligence (AI), online complaint handling, post-purchase management. *Enhancing customer experience:* Different methods, including mapping the customer journey, identifying opportunities and touchpoints for improvements, closing gaps in experience vs expectations, extending the relationship cycle. Customer relationship management, including: ● concept ● systems ● managing all face-to-face interactions ● enhancing customer value ● dynamic approach – continuous improvement. Building loyalty with customers and the relationship between enhanced customer experience and brand loyalty. Personalisation and how it affects customer experience. *Marketing purposes:* Developing customer experience strategy and actions to deliver a positive customer experience and raise satisfaction levels: ● optimising engagement at all stages of the customer journey and giving the customer centre stage ● setting meaningful actions across all interactions in the customer journey ● creating appropriate marketing content at each stage, e.g. guides at awareness stage and video demos at conversion stage. Techniques for enhancing customer experiences and satisfaction to inform marketing decisions and objectives. Adapting the marketing mix and analysis of marketing opportunities.	**P3** Design a customer experience strategy, selecting appropriate techniques to enhance customer experience to meet marketing opportunities. **M2** Design a detailed customer experience strategy, selecting appropriate techniques to enhance customer experience to maximise marketing opportunities. **D1** Critically evaluate the consumer decisionmaking process to develop a strategic customer experience.
LO3 Evaluate measures and metrics that seek to improve customer experience for a range of products and services.	*Research sources and methods for monitoring customer experience:* Data sources, both primary and secondary and quantitative and qualitative. Different research methods applied to quantitative and qualitative. Influences of technology on data sources, e.g. gathering, management, analysis.	**P4** Evaluate methods for monitoring and improving the customer experience for different products and services. **P5** Compare and contrast the benefits and limitations of customer experience metrics. **M3** Critically assess the validity,

		reliability and suitability of methods for improving customer experience. **D2** Justify recommendations for improving customer experience.
	Benefits and limitations of customer metrics: Different metrics, including Customer Satisfaction Score (CSAT), Net Promoter Score (NPS), First Response Time, Customer Effort Score (CES), average resolution time, conversion rates. Complaints and complaint handling. Customer retention: rate, loyalty and churn. Customer lifetime value, brand ambassadors. The impact of Artificial Intelligence (AI) on customer behaviour and tracking.	
LO4 Devise measures and metrics to improve customer experience within a given organisational context.	*Understanding and enhancing the customer experience:* Use of proactive vs reactive measures to improve the customer experience. Different approaches for B2B and B2C organisations, SMEs, multinationals, online organisations, bricks and mortar organisations. Customer relationship management: ● products and services ● face to face, online and offline interaction and touchpoints for engagement. Available measures and metrics in different organisation contexts. Use of metrics and measures at different touch points in the customer journey, e.g. having online chat advisors available pre purchase, sending emails with relevant and helpful content post-purchase. Types of measures to target lapsed customers and gain new customers.	**P6** Recommend ways to improve customer experience in a chosen organisation, using measures and metrics. **M4** Make recommendations for improvements to customer experience in a chosen organisation, using a range of measures and metrics. **D3** Justify the use of a range of appropriate measures and metrics to improve the customer experience in a chosen organisation.

Recommended Resources
- NEUMEIER, M. (2016) *The Brand Flip, why customers now run companies and how to profit from it.* Harlow: Pearson.
- SHIFFMAN, L. and WISENBLIT, J. (2019) *Consumer Behavior.* 12th Ed. London: Prentice Hall.
- SOLOMON, M. (2020) *Consumer Behavior, Buying, Having and Being.* 13th Ed. Harlow: Pearson.
- SORENSEN, H. (2017) *Inside the Mind of the Shopper.* Harlow: Pearson.
- SWINSCOE, A. (2016) *How to Wow: 68 Effortless Ways to Make Every Customer Experience Effortless.* London: FT Press.

Websites
www.greatideasforteachingmarketing.com
www.marketing-tutor.com
www.mckinsey.com

UNIT SPECIFICATIONS

Unit Number
34

Unit
Digital Marketing

Level
5

TQT
150

Credit Value
15

Introduction
To support digital transformation and growth, business organisations are becoming more digital savvy and are developing digital marketing plans. The role of digital marketing is to help organisations gain new traffic, leads and sales for their business by expanding reach to consumers looking for products and services.

The aim of this unit is to introduce students to digital marketing and its importance in the successful marketing of organisations. The unit will enable students to develop an understanding of how organisations use various digital tools and techniques to engage their customers and maintain a competitive advantage.

Digital marketing is a major component of the successful marketing of organisations.

The digital landscape is continually evolving, it is important for marketers to stay ahead of their competitors and deliver cutting-edge digital marketing approaches and strategies.

This unit is designed to give students the knowledge and tools to work as part of a digital marketing team or to go on to further study in this specific area.

Learning Outcomes

LO1 Investigate the influence of the digital environment for effective marketing of business organisations.
LO2 Apply digital tools and techniques for an integrated marketing approach within a given business organisation.
LO3 Design a digital marketing campaign using multimedia to optimise content that targets key audiences.
LO4 Evaluate methods of monitoring and measuring a digital marketing campaign in line with marketing objectives to increase engagement and conversions.

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Investigate the influence of the digital environment for effective marketing of business organisations.	*The digital environment:* Definitions of digital marketing. Digital marketing career opportunities and roles, e.g. digital marketing executive, Search Engine Optimisation (SEO) specialist, content strategist. ● Key knowledge and skills that includes digital integration, product management, customer experience, branding, monitoring and evaluating effectiveness and risk management. ● Key behaviours, e.g. influencing, collaboration, creativity, commercial awareness, entrepreneurial, innovative and inspiring, and being financially literate. Overview of the digital landscape and online consumer power. Key benefits of digital marketing as a business tool. The role of digital marketing in relation to the 7Ps. Stages of the digital marketing lifecycle. Organisation challenges of digital marketing: legislation, technological resources and availability of skills. *Digital marketing opportunities:* Role of digital marketing strategy. Digital marketing for business establishment and growth. Use of Artificial Intelligence (AI) in marketing and how it impacts digital campaigns, e.g. personalisation. Importance of customer insight and understanding in developing digital marketing campaigns. The growth of 'micro-moments' and their impact on business. Consumer lifecycle stages of digital adoption.	P1 Examine the opportunities and challenges digital marketing presents for effective marketing of business organisations M1 Analyse the opportunities and challenges for business organisations in the digital marketing landscape. D1 Critically analyse digital marketing to draw valid conclusions for effective marketing of business organisations.
LO2 Apply digital tools and techniques for an integrated marketing approach within a given business organisation.	*Digital tools, platforms and channels:* Advantages and disadvantages of digital tools, platforms, channels. Selecting appropriate digital tools, platforms and channels for organisation context, e.g. website, social media, apps. Digital marketing techniques to encourage customer acquisition, conversion and retention, e.g. SEO, display and video advertising, email marketing, pay-per-click advertising. Reach, impact and cost effectiveness of digital marketing tools and techniques. *Content marketing:* Advantages and disadvantages of different content formats. Content marketing process, including: ● research best practice to develop content topics based on target personas	P2 Apply key digital tools and techniques that are available to marketers for an integrated marketing approach. P3 Discuss their effectiveness in terms of reach, impact and cost. M2 Analyse the effectiveness of applying an integrated marketing approach and the benefits this has for an organisation. D1 Critically analyse digital marketing to draw valid conclusions for effective marketing of business organisations.

	● developing a content calendar to plan and structure content creation and promotion ● aligning content to achieving business goals. Creating, curating and appraising content, including: ● aligning content to different stages of the buyer journey ● identifying the key components in a company's brand personality ● recognising the benefits of content personalisation ● tools to create and curate different types of content. Format and restrictions on content. *Integration of digital with other marketing channels:* Frameworks and models of integration. Multi-channel marketing vs Omni channel marketing. Benefits of integrated data and analysis. Integration and resource planning.	
LO3 Design a digital marketing campaign using multimedia to optimise content that targets key audiences.	*Digital marketing campaign planning:* A digital campaign vs regular communications plan. Different audience research methods and social listening techniques. Awareness of specific cultural factors that influence research. Establishing campaign goals and messaging proposition. Alignment with wider organisation marketing objectives. Integrating elements of the marketing mix. Auditing existing digital channels and assets. Setting objectives, selecting digital tools, platforms and channels, e.g. Snapchat, Instagram, Facebook to meet social media objectives. Resource and implementation planning. *Digital marketing campaign design:* Campaign theme and the creative concept. Structuring the digital marketing campaign to maximise reach, e.g. timescales, frequency. Factors to determine offer and desired audience `call to action'. Creating buyer personas and value proposition. Design factors to provide a seamless customer experience, e.g. mapping customer journey, consistent brand identity and messaging.	**P4** Design a digital marketing campaign that integrates and optimises multi-digital channels to reach target key audiences. **M3** Design a digital marketing campaign that applies a creative concept to capture audience interest and inspire 'call to action'. **D2** Create a multimedia digital marketing campaign that provides a seamless customer experience and applies appropriate measures and performance metrics aligned to digital marketing objectives.
LO4 Evaluate methods of monitoring and measuring a digital marketing campaign in line with marketing objectives to increase engagement and conversions.	*Monitoring and measuring techniques:* Measures of digital campaigns using KPIs, measurable metrics and use of analytics platforms. Procedures used for measuring digital campaigns. Performance measures using online metrics. Populations measures. *Monitoring changes in the technological environment*: Tools and techniques for monitoring and reporting digital changes. Environmental scanning. Capturing and reporting on changes in the technological environment.	**P5** Evaluate the measurement techniques and performance metrics in digital marketing. **P6** Present a set of actions to improve performance in digital marketing. **M4** Critically evaluate the application of key digital measurement techniques and performance metrics used in digital marketing. **D2** Create a multimedia digital marketing campaign that provides a seamless customer experience and applies appropriate measures and performance metrics aligned to digital marketing objectives.

Recommended Resources

- CHAFFEY, D. and ELLIS-CHADWICK, F. (2019) *Digital Marketing: Strategy, Implementation and Practice.* 7th Ed. Harlow: Pearson.
- HEMANN, C. and BURBARY, K. (2018) *Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World*. 2nd Ed. Que Publishing.
- KINGSNORTH, S. (2019) *Digital Marketing Strategy: An Integrated Approach to Online Marketing*. 2nd Ed. Kogan Page.

Websites

www.digitalmarketer.com
www.digitalmarketinginstitute.com
www.hubspot.com
www.marketingdonut.co.uk
www.smartinsights.com

UNIT SPECIFICATIONS

Unit Number
35

Unit
Integrated Marketing Communications

Level
5

TQT
150

Credit Value
15

Introduction

Creating brand awareness among customers at a minimal cost is key for all businesses as they strive to create a seamless experience for consumers to interact with their brand through multimedia options. Integrated marketing communication helps in integrating all the essential components of marketing to communicate a similar message to potential and existing end-users.

This unit is designed to develop students' knowledge and understanding of marketing communications and the techniques used. They will learn underpinning theories and frameworks of marketing and be able to relate them to real-world examples, for example promotions they are likely to encounter in their daily lives.

An organisation may create and develop a revolutionary new product or service but they need to use the most appropriate methods of promoting it to their target audience – this is the role of marketing communications. We encounter hundreds of promotions every day of our lives and the challenge for marketers is to be able to cut through the multitude of communications from potential competitors to deliver and reinforce the association with the brand.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether they are setting up their own business or if they are employed by an organisation.

Learning Outcomes

LO1 Evaluate marketing channels for achieving communication objectives as part of a communications strategy.
LO2 Develop an integrated marketing communications plan to achieve specified communication objectives in a business context.
LO3 Produce appropriate content for a marketing channel that meets specified communication objectives.
LO4 Apply methods for monitoring an integrated marketing communications plan (IMC) to maximise reach and achieve positive return on investment (ROI).

Assessment

Learning Outcomes	Essential Content	Assessment Criteria
LO1 Evaluate marketing channels for achieving communication objectives as part of a communications strategy.	*Different channels of marketing communications:* Definitions of marketing communications. Channels of marketing communications, including paid media, earned media and owned media. The purpose of the integrated marketing communications (IMC) plan and the marketing communications mix. *Communication objectives:* Integration of communications objectives, e.g. to increase value of the business, for maximising resources, to marketing strategy. The role of marketing communications in promoting and developing brands in terms of awareness, associations, perceptions and building customer loyalty, managing	**P1** Compare how different marketing channels serve communication objectives as part of a marketing strategy. **M1** Critically evaluate how different marketing channels serve communication objectives and are integrated as part of a marketing strategy. **D1** Provide justified recommendations for adding value and maximising resources to serve communication objectives.

	change. Imaginative strategies for integration and interaction between different elements of the communications mix. Ethical issues in marketing communications, including advertising to children, pressure-selling techniques, product placement, 'greenwashing' and privacy. Cultural awareness, responding and adapting marketing communications for meeting different cultural needs.	
LO2 Develop an integrated marketing communications plan to achieve specified communication objectives in a business context.	*Integrated marketing communications plan (IMC):* Defining and exploring the communications planning process. Situational analysis. Setting the communication objectives in relation to marketing and business objectives. Integrating communication objectives in terms of the product lifecycle, marketing strategy, business objectives. The role of scheduling and budgeting in the IMC. *Channel selection and integration:* Creating a schedule and communications plan. Identifying the most appropriate channel selection and rationale to maximise coverage across media and target specific audience. The marketing communications mix, including: ● advertising ● sales promotion ● public relations ● sponsorship, direct marketing ● exhibitions and trade fairs ● personal selling ● digital marketing ● product placement ● merchandising ● ambient media. Digital platforms, including webpages, podcasts, videos, Twitter feeds, multimedia news releases, blogs.	**P2** Produce communication objectives for a given organisational situation. **P3** Devise an integrated Marketing communications plan to achieve specified communication objectives. **M2** Produce a detailed integrated marketing communications plan that includes multiple communication channels and SMART communication objectives. **D2** Create a strategic integrated marketing communications plan and effective content for a marketing channel to successfully meet the marketing and business objectives.
LO3 Produce appropriate content for a marketing channel that meets specified communication objectives.	*Appropriate design and content:* Different types of content, e.g. Instagram, Twitter, Facebook, and other social media platforms and posts, to launch a specific campaign. Content for awareness, conversions and nurture, and mapping the customer journey. The use of website pages and direct marketing material, e.g. leaflets, posters, flyers. Colours and symbols as brand- building tools. The importance of visual art design, typography and page layout. Website design and development with e-commerce capabilities. Creativity in marketing communications activities and different strategic approaches, e.g. product/consumer orientated, think/feel/do approaches. Creating consistency across communication messaging and the brand 'look and feel' to achieve overall marketing strategy. The value of creating compelling, impactful storytelling and narrative. Building the content calendar. Regulations and marketing communications.	**P4** Create content for a marketing channel to meet specified Communication objectives. **M3** Create detailed content for a marketing channel to meet specified communication objectives in line with business objectives. **D2** Create a strategic integrated marketing communications plan and effective content for a marketing channel to successfully meet the marketing and business objectives.
LO4 Apply methods for monitoring an integrated marketing communications plan	*Monitoring and evaluation:* Importance of monitoring and evaluating marketing communications plans and operations. Methods of measuring customer responses and evaluating	**P5** Recommend methods for monitoring a marketing communications plan linked to marketing strategy.

(IMC) to maximise reach and achieve positive return on investment (ROI).	a marketing communications plan. Linking measuring and evaluation to the overall marketing and business objectives and strategy.	**M4** Provide recommendations for methods to monitor an integrated marketing communications plan (IMC) aligned to marketing strategy. **D3** Provide justified recommendations for improving the marketing communications plan to maximise revenue and successfully meet both communication and business objectives.

Recommended Resources

- CLOW, K. and BAACK, D. (2020) *Integrated Advertising, Promotions and Marketing Communications. (Global edition)* 7th Ed. Harlow: Pearson.
- GROUCUTT, J. and HOPKINS, C. (2015) *Marketing.* London: Palgrave Macmillan.
- HACKLEY, C. HACKLEY, R.A. (2017) *Advertising and Promotion*. 4th Ed. London: Sage.
- HOOLEY, G. et al. (2020) *Marketing Strategy and Competitive Positioning*. 7th Ed. Harlow: Pearson.
- JONES, C. (2019). *The Content Advantage (Clout 2.0): The Science of Succeeding at Digital Business through Effective Content*. 2nd Ed. London: New Riders.

Websites
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www.digitalmarketinginstitute.com
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www.smartinsights.com

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