



SEVERN  
BUSINESS  
COLLEGE

Pearson BTEC Level 7 Extended Diploma  
in Strategic Management & Leadership

Course Handbook





**Qualification**

Pearson BTEC Level 7 Extended Diploma in Strategic Management and Leadership

**Ofqual Number**

603/5909/2

**Level**

7

**Total Qualification Time**

1200

**Credit Value**

120

**Pearson BTEC Level 7 Extended Diploma**

The Pearson BTEC Level 7 Qualifications in Strategic Management and Leadership are designed to provide focused and specialist vocational courses with a clear work-related emphasis. The qualifications provide the knowledge, understanding and skills required to manage people and resources in a strategic way in all sizes of organisation. They are particularly suitable for learners who wish to follow a tailored programme of study that is directly related to their work in strategic management/leadership, or that is related to an aspect of employment they wish to move into in the future.

The 120 credits Extended Diploma builds on the 60 credits Diploma and is designed to provide a broad qualification on strategic management and leadership. It prepares learners to work as strategic managers and leaders with additional units in, such as, strategic human resource management, strategic marketing management, and research methods.

**Course Structure**

| Pearson BTEC Level 7 Extended Diploma in Strategic Management and Leadership |   |            |             |
|--|---|------------|-------------|
| Unit number  | Units                                       | Unit level | Unit credit |
| 1  | Strategic Leadership and Management         | 7          | 20          |
| 2  | Strategic Change Management                 | 7          | 20          |
| 4  | Creativity, Innovation and Entrepreneurship | 7          | 20          |
| 5  | Strategic Marketing Management              | 7          | 20          |
| 7  | Strategic Human Resource Management         | 7          | 20          |
| 3  | Research Methods                            | 7          | 20          |

**Timetable**

Course start date is as on the acceptance letter

Term 1 (3 months): Strategic Management and Leadership

Term 2 (3 months): Strategic Change Leadership + Creativity, Innovation and Entrepreneurship

Term 3 (3 months): Strategic Marketing Management

Term 4 (3 months): Strategic Human Resource Management + Research Methods

**Assessment**

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

Students need to submit 1/2 assignments in 3 months.

**Qualification & Unit Grading is a Pass**

|   |   |
|---|---|
| In order to achieve a <b>pass</b> in a unit | <ul style="list-style-type: none"> <li>The learner needs to meet all the learning outcomes for the unit</li> <li>The assessment criteria determine the standard required to achieve the unit</li> </ul> |
| No grade                                    | <ul style="list-style-type: none"> <li>Plagiarism</li> </ul>  |

**UNIT SPECIFICATIONS****Unit Title**

Strategic Leadership and Management

**Level**

7

**Unit Credit**

### Unit introduction

Leaders and managers at all levels of an organisation have important roles to play in supporting an organisation's ability to meet its strategic intentions, to remain sustainable and to grow in, more often than not, dynamic and evolving environments.

Building on an understanding and appreciation of contemporary and seminal theories, concepts and models, learners will examine the strategic challenges faced by senior members of an organisation ensuring a competitive advantage. This may be through 'business as usual' activities or through the implementation of change initiatives.

Learners will explore strategic leadership and management in practice where ethics, diversity and performance management are important considerations, especially during times of uncertainty and volatility in operating markets.

Using this knowledge as a basis for examining their own ability and capacity to undertake a strategic leadership and management role, learners will consider those qualities and traits exhibited by effective strategic leaders and managers before reflecting on and critiquing their own skills and behaviours. This will lead to the production of a logical and relevant professional development plan in which they identify appropriate actions for improvement.

### Learning outcomes and assessment criteria

To pass this unit, the learner needs to meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

#### On completion of this unit a learner should:

| Learning Outcomes   | Unit Content   | Assessment Criteria  |
|---|--|--|
| A Understand the concept of strategic leadership and management | <p><u>Current and seminal theories, concepts and models</u>; leadership – transformational leadership, servant leadership, followership, adaptive leadership, agile leadership, leader-member exchange theory, contingency leadership, strategic thinking; management – competition-based theory, resource-based theory, agency theory, game theory, strategic modelling.</p> <p><u>The organisation and strategic leadership and management</u>; organisations – classical, scientific, administrative, bureaucratic, neo-classical, modern (open system); organisational structure, organisational behaviour – autocratic, custodial, supportive, collegial; levels of behaviour – individual, group and organisation.</p> <p><u>Current contexts and challenges</u>; globalisation, emerging markets, artificial intelligence, remote working, transparency, equal opportunity, risk management, employee engagement and retention, work force diversity, professional development, state interventions, pace of change, changing demographics, changing stakeholder expectations, needs and interests.</p> <p><u>Role of strategic leaders and managers in delivering strategic objectives</u>; strategy development, decision making, problem solving, entrepreneurs, visionary, financial management, predicting the future, creating the future, environmental assessments, delivering a sustainable business, delivering change.</p> | <p>A.1 Critically examine contemporary and seminal theories, concepts and models related to strategic leadership and management</p> <p>A.2 Critically discuss the relationship between an organisation and strategic leadership and management</p> <p>A.3 Assess contemporary contexts and challenges for strategic leaders and managers</p> <p>A.4 Critically evaluate the role of strategic leaders and managers in delivering competitive advantage</p> |
| B Understand strategic leadership and management in practice    | <p><u>Performance management</u>; strategic alignment of resources, employee motivation, recognition and reward, supervisor-subordinate relationship, performance management systems, talent management, talent development, empowerment and delegation, recruitment and selection.</p> <p><u>Equality and diversity</u>; equal opportunities, national v international diversity management, organisational justice, corporate social responsibility, developing an ethical organisation, global diversity.</p> <p><u>Morals, ethics and organisational culture</u>; ethical principles, ethical premises, openness, transparency, rational decision-making, confidentiality, public relations, stakeholder influence, trust, cultural conflicts, individual/group power and politics, Hardy's cultural types (role, power, task,</p>   | <p>B.1 Critically discuss performance management as a strategic tool for leaders and managers</p> <p>B.3 Analyse the equality and diversity challenges presented to strategic leaders and managers</p> <p>B.4 Evaluate the impact of morals, ethics and organisational culture on the behaviour of strategic leaders and managers</p>  |

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|  | person).   |   |
| C Understand the role of strategic leadership and management in delivering organisational change | <p><u>Organisational strategy and change</u>: strategic options (e.g. diversification, internationalisation), competitive strategies, interactive strategies, business models, deliberate and emergent strategies, strategic capabilities.</p> <p><u>Change as a process and as a concept</u>: the meaning of change, types of change (developmental, transitional, transformational), levels of change (alpha, beta, gamma), causes of change, reactive and proactive change, the psychology of change, barriers to change, Lewin's change management model, McKinsey's 7S model, Kotter's change management theory, Bridge's transition model.</p> <p><u>Current and emerging approaches to change implementation</u>: planned change, emergent change, collaboration, the 'lens' of change, change through innovation, intrapreneurship, embracing technology (e.g. robotics and AI), environmental protection, sustainability.</p>           | <p>C.1 Discuss the relationship between organisational strategy and change</p> <p>C.2 Critically evaluate change as a process and as a concept</p> <p>C.3 Critically discuss current and emerging approaches to change implementation</p>   |
| D Be able to review and develop own skills and behaviours as a strategic leader and manager      | <p><u>Qualities and traits of effective strategic leaders and managers</u>: articulate, strategic thinker, visionary, disciplined, accountable, high emotional intelligence, motivated, compassionate, open-minded, goal focused, hard decision maker, effective communicator, demonstrates integrity, inspirational.</p> <p><u>Conducting an assessment</u>: 360-degree feedback, reflections on action, reflections in action, being critical, personal SWOT, reflective logs, reflective journals, Myers-Briggs Type Indicator, emotional intelligence assessment, DISC profiling.</p> <p><u>Justifying recommendations</u>: think SMART, logically supported recommendations, recommendation statements, establishment of reasons for the recommendations, provide supporting evidence, indicate actions to take, suggested timeframes, establishment of key performance indicators (KPIs), establishment of key success factors (KSFs).</p> | <p>D.1 Critically discuss the qualities and traits of effective strategic leaders and managers</p> <p>D.2 Critically assess own qualities, traits, skills and behaviours related to strategic leadership and management</p> <p>D.3 Develop justified recommendations for developing own strategic leadership and management skills and behaviours</p> |

### Essential resources

There are no essential resources required for this unit.

### Assessment requirements

#### Learning outcome A

This learning outcomes requires learners to engage in seminal and current literature where the focus is the broader contexts and principles of strategic leadership and management. It is expected that learners will engage with research which has a focus on how strategic leaders and managers operate at local, national and international levels considering both global and local contexts and challenges. Through case study analysis learners can explore the different ways in which strategic leaders and managers can support an organisation to achieve its strategic objectives. A learner's ability to critique arguments and premises identified in the literature and research is necessary if learners are to fully appreciate the strategic principles of both leadership and management in different contexts.

#### Learning outcome B

Building on the knowledge and understanding gained through learning outcome A, learners will explore the practical aspects of being a strategic leader and manager. Again, through case study analysis, which could relate to local organisation's which learners have direct access to, learners will be able to reach judgements on the effectiveness of performance management and equality and diversity polices and practice, whilst considering the cultural influences on and within an organisation. An ability to be critical is to be demonstrated.

#### Learning outcome C

Learners are more likely to appreciate the role of leaders and managers in delivering organisational change through a clear understanding of how change principles and practice is related to organisational strategy. Learners should explore different organisations who are engaged in strategic change, the influence of the type of strategy on change, and the approach used by the organisation. This exploration must show consideration of emerging approaches. Again, an ability to be critical is to be demonstrated.

#### Learning outcome D

This learning outcome can be divided into two parts. Firstly, an examination of the qualities and traits of effective leaders and managers particularly in different contexts. The contexts could be from experience, case study or a combination of both.

Secondly, the learning outcome requires learners to develop justified recommendations for their own development as strategic leader. This is most likely to be in the form of a CPD plan, but this plan must be justified through the gathering of evidence. Evidence could be present in the form of performance feedback, peer feedback, a reflect journal and selfanalysis tools. The plan must be SMART and indicate the KPIs and KSFs which the learner deems to be appropriate.

## UNIT SPECIFICATIONS

### Unit Title

Strategic Change Management

### Level

7

### Unit Credit

20

### Unit introduction

Leaders and managers at all levels of an organisation have important roles to play in delivering organisational change. Building on an understanding and appreciation of contemporary and seminal theories, concepts and models, learners will examine the role of leaders and managers as strategic agents for change where context, change types and change choices are key considerations.

Learners will explore different perspectives on strategic change where an appreciation of the relationships between organisational culture, power and internal politics, and organisational learning. Understanding these different perspectives will enable learners to explore, in greater depth, how strategic change management is applied in practice.

Once learners are able to examine the internal and external environments of organisations and how these influence organisational change, they will be in a position to design a change transition strategy where the conditions for change are effectively enabled. People can be both champions of, and resistors to change. As such, how they are managed is key to the success or otherwise of a change initiative. Learners will explore the role of leaders, managers and the human resources team as tools to engage with employees and establish the conditions which will facilitate a successful change and deliver required performance outcomes. Using this knowledge as a basis learners will consider ways in which a change strategy should be approached before producing a change strategy for an organisation. This organisation could be real or contained within a case study.

### Learning outcomes and assessment criteria

To pass this unit, the learner needs to meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

| Learning Outcomes  | Unit Content  | Assessment Criteria   |
|--|---|---|
| A Understand the concept of strategic change management in an organisational context | <p><i>Current and seminal theories, concepts and models</i>; John P Kotter's eight steps to successful change, Kubler-Ross five stages transition cycle, Prosci's five building blocks of awareness, desire, knowledge, ability, reinforcement (ADKAR), McKinsey's 7S (strategy, structure, systems, shared values, skills, style, staff) framework, Kurt Lewin's change management model (unfreeze - transition - refreeze, Burnes' framework of change, Burke-Litwin's causal change model, contingency theory, espoused theory, theory-in-use.</p> <p><i>The role of leaders and managers</i>; visionary, facilitator, decision-maker, agile, change agent, team player, strategist, planner, co-ordinator, passionate, influencer, communicator, conflict avoidance, liaison, coach, advocate.</p> <p><i>Types and styles of organisational change</i>; types - planned (proactive), unplanned (reactive), transformational, horizontal v vertical, remedial, incremental, organisational wide v functional specific, structural, people-centric, process and procedural, relocation, merger/acquisition, realignment to strategy; styles – pull (collaborative, consultative, educational), push (coercive, directive, punishment).</p> <p><i>Change contexts</i> ; top-down v bottom-up change, time, scope, capability, readiness, power, preservation, diversity,</p> | <p>A.1 Critically examine current and seminal theories, concepts and models related to strategic change management</p> <p>A.2 Critically discuss the role of leaders and managers as agents for change</p> <p>A.3 Analyse types and styles of organisational change</p> <p>A.4 Critically discuss how change context affects change choices</p> |

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|  | capacity, culture.  |   |
| B Understand different perspectives on change                          | <p><u>Organisational culture perspective</u>; the informal organisation, organisational culture, change challenges to culture, individual and group perspectives, the emotions of change, role of leaders, role of managers, external reality, interpretation, competing subcultures and identities, the evolving influence of cultural diversity.</p> <p><u>Power and politics perspective</u>; types of power – legitimate, expert, reward, information, coercive, referent, tactical use of power by organisations and employees; politics - political pyramid, political interventions, resistance and barriers, scarcity and competition, existence of constituencies, interest conflicts, follow on effects; self-serving behaviours, organisations as a political entity, constraints and freedoms of organisational structure.</p> <p><u>Organisational learning perspective</u>; characteristics of a learning organisation – systems thinking, personal mastery, mental models, shared vision, team learning; knowledge development, the dynamics of organisational learning, as a product of organisational enquiry, learning cycles, reflecting on action, reflecting in action, communities of learning, the learning curve.</p>   | <p>B.1 Discuss change from an organisational culture perspective</p> <p>B.2 Discuss change from a power and politics perspective</p> <p>B.3 Discuss change from an organisational learning perspective</p>  |
| C Prepare change Management strategy in a given organisational context | <p><u>Internal and external environment</u>; external analysis (PESTLE, STEEPLE), external reasons for change include – markets, economic, globalisation, legislation, demographics, new technologies, environmental and sustainability pressures, competitor behaviour; internal analysis (SWOT, TOWS), internal reasons for change include – merger/acquisition, change to vision/mission, change of leadership/management, financial pressures, restructuring; stakeholder identification and analysis (power – interest matrix).</p> <p><u>Change transition</u>; alternative visions/missions, individual and organisational transitions, mobilising for change, sequencing change activities, barriers and resistance to change, stakeholder positioning, resource and activity alignment, process/procedure changes, learning and development, change through dialogue, reflective learning, consolidating gains.</p> <p><u>Enabling conditions for organisational change</u>; senior management – rewriting the context, relational leadership, building credibility, leadership and management practices; middle management – as change intermediaries, leadership and management skills. ‘two-faced approach’; role of human resource management – HR systems and processes, recruitment and selection, performance management, training and development, organisational development; diagnosing resistance – parochial self-interest, misunderstanding, lack of trust, identifying perceptions, levels of tolerance for change; dealing with resistance – education, communication, participation, involvement, facilitation, support, negotiation, agreement</p> <p><u>Employee engagement</u>; the employee voice, developing trust, communication, organisational justice, rethinking resistance, the psychological contract, employee support, coaching and mentoring, the emotional challenges.</p> | <p>C.1 Analyse the internal and external environments which influence organisational change</p> <p>C.2 Discuss, in consultation with others, how change transition is designed by strategic leaders and managers</p> <p>C.3 Critically evaluate ways in which strategic management enabled the conditions for organisational change in a given context</p> <p>C.4 Evaluate the importance of employee engagement to organisational change</p> |
| D Be able to design a Change management strategy                       | <p><u>Enabling successful change</u>; establish a clear visions, leverage the change management timeline, plan carefully, be transparent, tell the truth, communicate, create a roadmap, support employees, provide training, invite participation, manage expectations, monitor and measure, demonstrate strong leadership, use an appropriate</p>   | <p>D.1 Examine an approach to enabling successful change</p> <p>D.2 Produce justified change management strategy for an organisation</p>  |



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|  | <p>framework (e.g. McKinsey's 7S).</p> <p><i>Justifying recommendations:</i> recommendations must be logically supported, establish reasons for the strategy/change detail the strategic steps, provide supporting evidence, indicate actions to take, suggest time frames, establish benchmarks and targets (SMART), establish responsibilities.</p> |  |
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**Essential resources**

There are no essential resources required for this unit.

**Assessment requirements**

**Learning outcome A**

This learning outcome initially focuses on the concepts, theories and models of change management which will provide the foundation for a critical exploration of the unit's content. This learning outcome requires learners to extend their knowledge of the principles of leadership and management to examine the strategic aspect of change management in the context of types, styles and contexts of organisational change. Learners will be expected to make relationships between the topics contained within the assessment criteria and demonstrate an ability to be critical of the relevance of concepts, theories and models in differing contexts.

**Learning outcome B**

When exploring the subject of strategic change management, learners must understand and appreciate that different perspectives will have different influences and impact on how change is planned and implemented. These perspectives are typically grouped into organisational cultural, power and politics, and learning. In addition to recognising the individual influences and impacts, learners must demonstrate they understand the symbiotic relationships between them. Learners would benefit from analysing different case studies where the perspectives, individually and collectively, are put into context.

**Learning outcome C**

To understand how strategic change management is put into practice, learners must become familiar with the 'tool's which are used to help establish the environment, and their forces, in which the change initiative will take place. Only then will learners be able to consider how to design a change strategy where the choice of approach to the change transition is likely to determine success or otherwise. This learning outcome also requires learners to consider themselves, in the role of a strategic leader/manager, as being enablers of change. Learners must also understand and appreciate the role strategic enablers' play in securing the 'buy-in' from those affected by change, particularly employees. Evidence can be achieved through actual working experience or good quality case studies which provide examples of successful and unsuccessful change transitions based on the practice of change management.

**Learning outcome D**

This learning outcome draws together all learning which has taken place in the previous Learning outcomes by applying a learner's knowledge and understanding, alongside their ability to the production of a change strategy. Ideally this would be based on an organisation the learner is familiar with, but a suitably in-depth case study could act as a substitute.

**UNIT SPECIFICATIONS**

**Unit Title**

Creativity, Innovation and Entrepreneurship

**Level**

7

**Unit Credit**

20

**Unit introduction**

This unit enables learners to explore the characteristics associated with creativity and innovation in organisations. Learners will explore the traits of successful entrepreneurs and how these can be applied by strategic leaders.

At the heart of this approach to strategic leadership is the need to look for creative solutions to the challenges faced by an organisation and to understand how innovation can be promoted and supported in all aspects of an organisation's activities. This requires an organisational culture in which people are not afraid to take calculated risks to improve the effectiveness of systems and processes and develop new ways of doing things.

Implementing changes to an organisation's culture brings its own challenges. Learners will explore how to identify key goals and priorities to help persuade and communicate innovative ideas to stakeholders and to identify and address barriers to innovation.

**Learning outcomes and assessment criteria**



To pass this unit, the learner needs to meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning Outcomes  | Unit Content  | Assessment Criteria  |
|--|---|--|
| <p>A Understand the contribution of creative and innovative management to organisational development and performance</p> | <p><u>Drivers of innovation</u>: application of Drucker’s seven sources of innovation in different organisational contexts; organisational change and restructuring aimed at increasing efficiency, productivity and profitability; changes in the internal/external business environment, e.g. responding to changes in trends or technology; to address changes in market conditions and customer needs; increased competition in the market; product development at different stages in the product life cycle; training and development of the workforce; collaboration and partnerships to promote innovation.</p> <p><u>Leadership styles and behaviours</u>: strengths, adopting appropriate style for different circumstances; theory and practice of influencing and motivating and rewarding others; relationship between transformational and transactional change; decision making processes and style; influence of key stakeholders in supporting and challenging innovation in organisations.</p> <p><u>Vision and mission</u>: influence of vision and mission; indicators of organisational performance; influence of an organisational strategic plan and business plan on innovation; methods; concept that policies and procedures are supported by a culture that reinforces consistently what the organisation is about.</p> <p><u>Innovation, organisational development and performance improvement</u>: organisational development, e.g. identifying new and/or improved products and services to improve revenue and profit; implementation of new operational processes; providing technical leadership.</p> <p><u>Performance improvement</u>: e.g. first to market, premium prices, large market share, increased shareholder return, increased employee motivation and morale, improved systems and processes; monopolisation through patents, licenses, copyrights, trademarks, intellectual property rights.</p> <p><u>Factors that limit innovation</u>: risk, investment needed, continual change; expertise in organisation, technological know-how; strategy – strengths and weaknesses; dealing with barriers to innovation, e.g. stakeholder engagement, organisational culture, resource implications.</p> | <p>A.1 Systematically analyse the factors that influence innovation within organisations</p> <p>A.2 Investigate the impact of innovation on organisational development and performance</p> <p>A.3 Assess the factors that limit innovation in an organisation</p>  |
| <p>B Understand how Entrepreneurial skills can enhance innovation within organisations</p>                               | <p><u>Key qualities of entrepreneurship</u>: e.g. problem solver, persuader, creative thinker, visionary, good communicator, team player, analytical and reflective; how qualities are used in different contexts, e.g. improving systems and processes, new product development, improving quality of product or service delivery to customer.</p> <p><u>Leadership and management styles</u>: influence of different approaches to management and leadership on the development of an intrapreneurial culture within an enterprise; the characteristics of different types of leadership style; the potential impact on intrapreneurship of different leadership styles.</p> <p><u>Influence of strategic leadership in promoting changes in workplace practices</u>: e.g. monitoring current operational practices, looking for and identifying opportunities for change or improvement, exploring creative ways to address organisational issues and challenges, improving</p>  | <p>B.1 Critically analyse the qualities of entrepreneurship applied to strategic management</p> <p>B.2 Evaluate the influence of different leadership and management styles on the approach to innovation in an organisational setting</p> <p>B.3 Critically evaluate the influence of intrapreneurship in an organisational context</p> |

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|   | <p>productivity, increasing the capacity of the business to respond to changes in the internal and external environment.</p> <p><u>The concept of intrapreneurship</u>: features and characteristics; impact on organisational culture and leadership styles; delegated leadership; risk appetite; organisational practices to promote intrapreneurship, e.g. training and development, quality circles, teams, employee engagement, delegation.</p>   |   |
| <p>C Understand the techniques used to generate support and commitment to innovation within an organisation</p> | <p><u>Impact of creativity and innovation on teams and organisational structure</u>: organisational structure, e.g. functional and matrix, impact of organisational structures on innovation and creativity; relationship between effective workplace teams, intrapreneurial skills, innovation and the success of an enterprise.</p> <p><u>Techniques for creative and innovative solutions</u>: theory and application of lateral thinking, visioning and problem-solving techniques; theory and use of analytical tools – SWOT (strengths, weaknesses, opportunities, threats), PESTLE (political, economic, social, technological, legal, environmental) analysis; cost-benefit analysis; decision making processes and styles.</p> <p><u>Organisational processes</u>: processes for the evaluation, selection and development of ideas; ideas – value chain, inside/outside, cross-pollination, selection, development, diffusion; role of incubation; need to be systematic.</p>  | <p>C.1 Evaluate the approaches used to promote innovation in organisational processes</p> <p>C.2 Comprehensively analyse techniques used to create creative solutions to strategic challenges</p> <p>C.3 Evaluate the impact of an entrepreneurial approach to workforce organisation and development</p> |
| <p>D Apply an entrepreneurial approach in a strategic leadership role within a given organisational context</p> | <p><u>The stages of innovation of a new product, service or process</u> : product/service idea, design, development, test, implement; market identification, size, segmentation, customer perceptions, market testing, promotion, and launch; process identification, analysis, design, testing and implementation; use of information technology, e.g. SMART technology, e-commerce, computer-aided design (CAD)/computer-aided manufacturing (CAM)/building information modelling (BIM), additive manufacturing, 3D printing, data mining and analysis, internal and external integration of information systems; alignment and integration of new processes with established processes.</p> <p><u>Risks</u>: risk analysis, risk management techniques.</p> <p><u>Change models</u>: e.g. IDEAL model (initiating, diagnosing, establishing, acting and learning).</p> <p><u>The decision-making process</u>: define/clarify the issue, gather facts, identify the range of solutions, consider advantages/disadvantages of the options, select best option, implement; decision-making models – rational, bounded rationality, intuitive, creative.</p> <p><u>Performance metrics</u>: e.g. financial, market performance, workforce motivation and productivity, quality, efficiency and costs.</p> | <p>D.1 Prepare a strategy for promoting innovation in an organisational context</p> <p>D.2 Assess the impact of innovation in an organisation</p>   |

### Essential resources

There are no essential resources required for this unit.

### Assessment requirements

#### Learning outcome A

To achieve learning outcome A, learners must provide evidence to show that they can analyse the influences that impact on the approach to innovation taken by an organisation. This can be evidenced in either a service sector organisation or a manufacturing organisation. Learners must apply theoretical models of the innovation process in a specific organisational context. Learners must clearly identify how leadership influences the approach to innovation in an organisation and how innovation impacts on the achievement of an organisation's strategic aims and objectives and its vision and mission. The evaluation of organisational performance must incorporate both quantitative and qualitative performance measures. Learners must analyse the factors that limit organisational innovation and assess their impact on innovation within an organisation.

### Learning outcome B

To achieve learning outcome B, learners must identify the application of entrepreneurial skills in a specific organisation and show how these skills can be applied in different contexts, both in terms of strategic leadership and across the organisation as a whole. This can be evidenced in terms of product innovation or improving organisational processes. Learners must analyse how different leadership styles can influence innovation.

### Learning outcome C

To achieve learning outcome C, learners must analyse the impact of the measures implemented by an organisation to promote the development of intrapreneurial skills within its workforce. The analysis must include the impact of intrapreneurial practices on organisational systems and procedures, workforce structure, organisational culture and performance. Learners must apply both SWOT and PESTLE analysis in a specific context and provide an analysis of the implications on the proposed innovation. The implications must be presented to include both the costs and benefits of the proposed innovation.

### Learning outcome D

To achieve learning outcome D learners must show how a strategic change model could be applied to develop a strategy for promoting innovation in an organisation and help prepare it for implementing an innovation. Learners must provide evidence of how an entrepreneurial mind set and associated skills can influence and promote the development of the strategy. The strategy must be supported by a realistic operational plan which show the stages involved in the innovation process and clearly identifies and justifies priorities, targets, actions and management responsibilities. The strategy must include a detailed risk analysis and management plan. Targets should be identified for performance improvements in specific areas of the organisation and include both quantitative and qualitative performance targets.

## UNIT SPECIFICATIONS

### Unit Title

Strategic Marketing Management

### Level

7

### Unit Credit

20

### Unit introduction

Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large. Marketing is therefore a critical organisational function. An organisation's strategic position, and the positioning of its products and services, depends on creating and implementing intelligent and well-informed strategic marketing plans.

Marketing management seeks to get the business to produce what the customer wants and align all marketing activities to meet customer needs. This unit explores the role of marketing management in setting marketing goals, applying business models to establish a marketing strategy and utilising marketing instruments that contribute towards an organisational approach to marketing. In order to remain competitive, it is important that organisations focus on establishing, developing and adjusting their strategic marketing plans.

A strategic marketing strategy combines product development, promotion, distribution, pricing, relationship management and other elements of marketing. The strategy identifies an organisation's strategic marketing goals, and explains how they will be achieved within a designated time frame.

Learners will investigate how marketing plans are designed to contribute towards an organisation's mission and strategic objectives. They will consider the management decisions that have to be taken when implementing different elements of the marketing mix (product, price, people and place) and how marketing plans can be monitored and controlled to maximise the benefits to the organisation and its stakeholders. This unit requires that learners have access to the marketing management function in an organisation, or they must be provided with a detailed case study.

### Learning outcomes and assessment criteria

To pass this unit, the learner needs to meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

| Learning Outcomes   | Unit Content  | Assessment Criteria   |
|---|---|---|
| A Understand the processes involved in marketing management | <i>Marketing goals</i> : strategic goals, e.g. growth, diversification, market share, market development; economic goals, e.g. sales costs, profitability, contribution margin, margins; psychographic goals, e.g. awareness of brand; image; overall customer satisfaction rates; customer | A.1 Analyse the marketing goals that may be set by an organisation<br>A.2 Analyse the processes involved in marketing management<br>A.3 Critically analyse the contribution |

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|  | <p>loyalty; SMART objective setting based on key principles—content, extent, time and market segment.</p> <p><u>Role of marketing management:</u> marketing as a specialist business function and as a set of organisational processes encompassing all functional areas coordinated by a marketing manager.</p> <p><u>The application of marketing management processes:</u> GOSPA (Goals, Objectives, Strategies, Plans and Tactics) corporate performance management process applied to the marketing management function; determining marketing goals, formulating a marketing strategy, applying marketing tools and establishing control processes to monitor key performance indicators, implementing any required remedial action and providing feedback to key decision-makers in the organisation.</p> <p><u>Corporate strategy:</u> the nature of strategy and marketing links to corporate strategy, e.g. Michael Porter; links to mission statement, organisational structure, corporate responsibility and ethics; dynamic strategy (Carpenter and Sanders); knowledge management systems.</p>  | <p>of marketing management to the achievement of corporate objectives</p>   |
| <p>B Understand the tools used to develop a strategic marketing strategy</p> | <p><u>Strategic marketing:</u> key definitions from the Chartered Institute of Marketing and key authors, e.g. Hugh Davidson, Peter Doyle, Philip Kotler, Malcolm McDonald; role and importance of strategic marketing in an organisation; concepts; systematic approach; sequencing and scheduling of activities; integration of activities; resource requirements; timescales; monitoring and control elements.</p> <p><u>Processes:</u> strategic marketing planning processes, e.g. Peter Doyle, Malcolm McDonald’s strategic marketing analysis, marketing strategy objective setting, perceptual mapping, factor analysis, option evaluation, choice, formulation, implementation and control.</p> <p><u>Strategic marketing:</u> key definitions from the Chartered Institute of Marketing and key authors, e.g. Hugh Davidson, Peter Doyle, Philip Kotler, Malcolm McDonald; role and importance of strategic marketing in an organisation; concepts; systematic approach; sequencing and scheduling of activities; integration of activities; resource requirements; timescales; monitoring and control elements.</p> <p><u>Marketing strategy typologies:</u> e.g. Porter’s generic strategies (focus, cost leadership and quality leadership); core competences (G Johnson and K Scholes, G Hamel and C K Prahalad); competitive advantage (H Davidson, M Porter); investment opportunity evaluation (D F Abell and J S Hammond); General Electric model; Shell directional policy matrix; inside-out planning model (Schultz, Tannenbaum and Lauterborn).</p> <p><u>Strategic options:</u> market leadership; market dominance strategies; market leader, market challenger, market follower, market niche; innovation strategies; market pioneer; close followers, late followers; offensive, defensive and value-based marketing strategies.</p> <p><u>Marketing tools and models:</u> organisation, industry and market environment situation analysis; Porter’s Five Forces model; competitor analysis; SWOT (strengths, weaknesses, opportunities, threats) analysis, STEEPLE (social, technological, economic, environmental, political, legal, ethical) analysis), PEST (political, economic, social, technological) analysis, marketing audit, the 5C model.</p> <p><u>Marketing analysis techniques:</u> e.g. BCG matrix, product life cycle model, Ansoff matrix.</p> | <p>B.1 Analyse the processes involved in strategic marketing<br/> B.2 Critically analyse the relationship between marketing management and strategic marketing<br/> B.3 Investigate the models used in setting strategic marketing objectives</p> |

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|   | <p><u>Marketing policies</u>: product policy; price policy; distribution policy; communication policy.</p>   |   |
| <p>C Understand how marketing managers use strategic marketing techniques and tactics</p> | <p><u>Marketing techniques</u>: setting marketing objectives and marketing strategy, targeting markets; segmenting markets, e.g. geographic, demographic, psychographic, behaviour; profiling markets, e.g. revenue potential, market share potential, profitability potential, positioning segmented markets, e.g. market leader or product line extension, mass marketing or niche marketing, direct or indirect sales; customer relationship marketing (CRM) features and implications for business strategies; market pioneer; close followers, late followers; offensive, defensive and value-based marketing strategies.</p> <p><u>The extended marketing mix</u>: the 7P model (product, place, price, promotion, people, processes, physical evidence); marketing strategies for product/service, pricing, distribution, promotion, e.g. advertising, sales promotion, personal selling, direct marketing, public relations, people, e.g. internal, intermediaries, customer service, processes and physical evidence, e-marketing strategy; resource requirements, e.g. financial, people, marketing.</p> <p><u>Marketing tactics</u>: pricing tactics, e.g. skim pricing, penetration pricing, cost price, market price, price discrimination.</p> <p><u>Promotion tactics</u>: push strategies, e.g. the promotional mix, customer loyalty schemes, product sampling, dealer loaders, extended credit, point of sale (POS) materials.</p> <p><u>Place tactics</u>: pull strategies, e.g. distribution channels, online channels and smart technology, transport management, stock and handling, run through times, terms of delivery.</p> <p><u>Communication tactics</u>: e.g. print, promotions, branding, the marketing message (content of the communication); role and importance of social media.</p> | <p>C.1 Investigate the strategic marketing techniques that can be applied by an organisation</p> <p>C.2 Investigate the application of the 7P marketing mix</p> <p>C.3 Evaluate the effectiveness of strategic marketing tactics applied in different organisations</p>                               |
| <p>D Understand how marketing management is applied an organisational context</p>         | <p><u>Emerging themes in an organisational context</u>: e.g. product portfolio, organisational structure and culture, impact of globalisation, the strength or weakness of competitors, importance of environmental factors, changes in the political environment, the state of the economy, economic indicators, influence of social media.</p> <p><u>Organisational responses to changes in in the external environment</u>: shift from supply to demand environment; fashionisation of markets; micro-markets; rising expectations; technological change; competition; globalisation; importance of customer service; commoditisation; erosion of brands; new constraints.</p> <p><u>Strengths and weaknesses of marketing management in an organisational context</u>: focus of marketing objectives, links to corporate strategy, speed of new product developments, ability to customise, ability to handle information to gain competitive advantage; e-marketing position, core focus, target markets, nature and potential of key market segments, partnerships with customers and other stakeholders, organisational structure, innovation strategies, timescales, resource requirements, budgets, monitoring, review and control mechanisms.</p> <p><u>Impact analysis</u>: economic and psychographic impact, e.g. sales volume and value, costs, profitability, margins, shareholder value, brand recognition, customer loyalty and retention; digital marketing metrics, e.g. page views, bounce rate, exit rate, conversion rate, click through rate, new visitors, and average length of session.</p>  | <p>D.1 Analyse the role and functions of marketing management in an organisational context</p> <p>D2 Critically evaluate the appropriateness of strategic marketing objectives in a given context</p> <p>D.3 Evaluate the effectiveness of marketing management in a given organisational context</p> |

### Essential resources

There are no essential resources required for this unit.

### Assessment requirements

#### Learning outcome A

To achieve learning outcome A, learners must identify the specific marketing goals of an organisation and how these goals contribute to the organisation's strategic objectives and overall mission statement. Learners must show how the GOSPA corporate performance management process could be applied to marketing management processes in a specific organisational context and analyse how these processes are coordinated across different functional areas within a business. Learners must provide evidence that shows that they have a good understanding of the processes involved in marketing management, including the feedback loop to corporate decision-makers.

#### Learning outcome B

To achieve learning outcome B, learners must show a good understanding of the application of strategic marketing models in an organisational context and how marketing activities are coordinated and scheduled to maximise their effectiveness in terms of such aspects as product innovation, pricing decisions and marketing communications. Learners should provide appropriate examples to show that they understand the difference between marketing management and strategic marketing.

Learners must analyse how marketing analysis techniques may have influenced an organisation's marketing strategy. Learners must provide evidence of a market analysis, using appropriate models and marketing analysis techniques, based on an organisation operating in a specific market. The analysis should be accompanied by an overview of the implications of the learner's own analysis for the organisation's marketing strategy and how far these match those of the organisation's marketing strategy.

#### Learning outcome C

To achieve learning outcome C, learners must produce a report that provides a range of evidence showing how strategic marketing techniques have been applied by organisations operating in the same or different market sectors. This could cover aspects such as market segmentation and profiling and the link with different marketing strategies. Learners must show a good understanding of the application of marketing tactics applied in each of the components of the 4P marketing model and how the extended 7P marketing model influences and impacts on an organisation's marketing tactics, including its corporate communications strategy.

#### Learning outcome D

To achieve learning outcome D, learners must identify how changing factors within an organisation's external environment have impacted on its marketing tactics. Learners must evaluate the effectiveness and appropriateness of an organisation's response to the changing nature of its external environment. The evaluation should be based on an in-depth analysis of the strengths and weaknesses of its marketing management strategy and its associated marketing tactics. Learners must evaluate the effectiveness of an organisation's marketing tactics using appropriate performance indicators mapped against an organisation's corporate objectives and, where possible, its own performance targets.

## UNIT SPECIFICATIONS

### Unit Title

Strategic Human Resource Management

### Level

7

### Unit Credit

20

### Unit introduction

Human resource management (HRM), as a concept, function and process, is fundamental to the delivery of an organisation's strategy. Without effective workforce planning it is unlikely that an organisation will have the right people, in the right place, at the right time to succeed.

Learners will examine the HR challenges that those responsible for strategic HRM will be presented with, in the context of an organisation exposed to changing national and international environments. Learners will explore strategic HRM in practice as well as important considerations for a strategic HR manager, such as ethics, diversity and performance management.

Using this knowledge as a basis for examining current and emerging trends, learners will be able to critically analyse an organisation's approach to strategic HRM before making appropriate recommendations for improvement. The unit draws to a close through the review an organisation's strategic management of its human resources function.

### Learning outcomes and assessment criteria



To pass this unit, the learner needs to meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning Outcomes  | Unit Content  | Assessment Criteria  |
|--|---|--|
| A Understand strategic issues in human resource management (HRM)               | <p><u>Current contexts and challenges for HRM</u>: HRM roles and responsibilities, organising the HRM function, modelling HRM, relationship between HRM and organisational performance, relationship between HRM and other organisational functions, changing nature of work, changes to management practice, evolution of strategic HRM.</p> <p><u>The organisation, organisational change and HRM</u>: organisational structures, content versus process of change, types of change, the change process, change tools, role of HR in the delivery of change, models of change, communication during change.</p> <p><u>Globalisation and HRM</u>: multinational enterprises and HRM, localisation versus standardisation, global challenges to HRM, global and emerging markets.</p>   | <p>A.1 Assess current contexts and challenges for strategic HRM</p> <p>A.2 Critically discuss the relationship between an organisation's strategic objectives, organisational change and HRM</p> <p>A.3 Critically analyse the impact of globalisation on HRM</p>  |
| B Understand strategic HRM in practice   | <p><u>Workforce planning</u>: intelligent workforce planning, employee engagement, recruitment and selection, training and development, international deployments, strategic forward thinking, changing demographics, importing knowledge and skills.</p> <p><u>Ethics and diversity</u>: equal opportunities, strategic HRM and diversity management, national versus international diversity management, organisational justice, corporate social responsibility, developing an ethical organisation, global diversity.</p> <p><u>Performance management</u>: reward strategies and systems, pay policy and HRM, fairness in reward, total reward, employee motivation, supervisor-subordinate relationship, performance management systems, talent management, HR development processes.</p> <p><u>Laws and regulation</u>: the growth and impact of laws/legislation, trade unions, bargaining and negotiation, professional bodies, national and international laws/legislation, key health and safe working laws/legislation.</p> | <p>B.1 Analyse the value of effective workforce planning to an organisation</p> <p>B.2 Evaluate the ethical and diversity challenges that can arise in strategic HRM</p> <p>B.3 Critically discuss performance management as a strategic HRM tool</p> <p>B.4 Analyse legal and regulatory requirements on HRM practice</p> |
| C Understand the role of strategic HRM in delivering organisational strategies | <p><u>HR strategy</u>: content issues, process issues, implementation issues, power and influence of the HR professional, universal approaches to strategic HRM, contingency approaches to strategic HRM, resource-based view (RBV), knowledge management.</p> <p><u>Organisational strategy</u>: strategic options (e.g. diversification, internationalisation), competitive strategies, interactive strategies, business models, deliberate and emergent strategies, strategic capabilities.</p> <p><u>Current and emerging HRM trends</u>: remote working, artificial intelligence, employer branding, employee experiences, learning management systems, talent acquisition, digital HR, HR analytics, use of short-term contracts and freelancers (GIG workers), agile workforce.</p>  | <p>C.1 Evaluate the value of an HR strategy to an organisation</p> <p>C.2 Analyse the relationship between organisational strategy and HR strategy</p> <p>C.3 Critically evaluate current and emerging HRM trends which could influence HR and organisational strategies</p>   |
| D Be able to review an organisation's management of its human resources        | <p><u>Conducting a review</u>: relationship between theory and practice, application of HRM methods and tools, delivering organisational value, impact of globalisation, strategic relationships, compliance.</p> <p><u>Justifying recommendations</u>: recommendations must be logically and fully supported, state the recommendations, establish reasons for the recommendations, provide supporting evidence, suggest timeframes if relevant.</p>   | <p>D.1 Critically review the HRM context of an organisation</p> <p>D.2 Critically evaluate the extent to which an organisation's human resources are being strategically managed</p> <p>D.3 Develop justified recommendations for how an organisation could improve its</p>  |



**Essential resources**

There are no essential resources required for this unit.

**Assessment requirements****Learning outcome A**

This learning outcomes requires learners to engage with seminal and current literature where the focus is the broader contexts and principles of strategic HRM. It is expected that learners will engage with research that focuses on the broader, global HRM issues before investigating the issues faced by different sectors and organisations in their home country. Learners need to be able to critique arguments and premises identified in the literature and research if they are to fully appreciate the strategic principles and issues in a HRM context.

**Learning outcome B**

Building on the knowledge and understanding gained through learning outcome A, learners will explore the wider issues that impact on the practice of HR managers. It is anticipated that learners will explore each of the key considerations mentioned in this learning outcome, which could be supported through the use of an external analysis (such as PESTLE) and internal analysis (such as SWOT). Learners should be able to demonstrate an understanding of national as well as international regulations/laws that impact the management of human resources, using specific regulations/laws as part of their critical arguments.

**Learning outcome C**

To support the learner's ability to meet this outcome they could be directed to the knowledge gained from *Unit 1: Developing Strategic Management and Leadership*. This learning outcome requires learners to focus on an organisation's strategy and how HRM strategies support the achievements of strategic objectives. It is anticipated that learners will explore the development of HR strategies in light of current and emerging trends and how any changes to a HR strategy could have a positive or negative effect on an organisation's achievement of its strategic objectives. Learners need to demonstrate an ability to be critical.

**Learning outcome D**

This learning outcome draws together all learning that has taken place in the previous learning outcomes by applying a learner's knowledge and understanding, alongside their ability to critique, to an organisation's strategic management of its human resources. The organisation can be real, or one supplied through a case study. Learners are advised to develop their response to the assessment for this learning outcome as they progress through the unit's other learning outcomes. As with all other learning outcomes, learners need to demonstrate an ability to be critical.

**UNIT SPECIFICATIONS****Unit Title**

Research Methods

**Level**

7

**Unit Credit**

20

**Unit introduction**

One of the key responsibilities of strategic managers is to make decisions. Working in any organisation could involve making different decisions regarding major capital investment projects, business finance, new product development, mergers and acquisitions, business location and workforce planning. The one factor that is common to all these decisions is that there will be different alternatives which will be presented to the strategic manager for a decision to be made. In many cases, each alternative will be supported by different members of the executive management team who will present well-argued cases for their preferred solution, based on their role and experience as well as other available management information.

Strategic managers must, therefore, develop a set of skills and a way of thinking that enables them to consider, review and evaluate the evidence presented to them, and to challenge strategic decisions with their own evidence-based knowledge and experience.

In this unit, learners will need to propose a unique research question related to an area of professional business practice that interests them and will contribute to their professional development. They will carry out a literature review on a topic, critically evaluating the literature's relevance to their research question. Successful completion of the unit will contribute towards helping learners develop and improve their own critical and reflective skills by applying decision-making, problem solving and other skills, including planning, research, critical thinking, analysis, synthesis, evaluation and presentation. Learners will present and justify their research findings to an invited audience using appropriate presentation software.

**Learning outcomes and assessment criteria**

To pass this unit, the learner needs to meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

| Learning Outcomes  | Unit Content  | Assessment Criteria  |
|--|---|--|
| <p>A Understand how to prepare a research proposal</p>     | <p><u>Research question</u>: definition of a hypothesis; constructing a hypothesis; the functions of a hypothesis; testing of a hypothesis; types of hypothesis; aims and objectives of the research question; terms of reference; duration; rationale for selection; methodology for data collection and analysis; type of research, e.g. qualitative, quantitative, systematic, original; methodology; resources; statistical analyses; validity; reliability; control of variables; literature review; implications, e.g. resources; ethical issues.</p> <p><u>Action plan</u>: rationale for research question or hypothesis; task dates; review dates; monitoring/reviewing process; strategy.</p> <p><u>Preparation</u>: identifying ideas/topics/areas of investigation; research question(s); scope and feasibility; hypothesis; literature search; agreeing the process; targets; milestones; action plan; timetable and procedure; monitoring and revision.</p> <p><u>Methodology</u>: literature search, e.g. library, internet, sector data sources; pure and applied research, developmental, longitudinal, survey, case study; research and development; concepts and theories; terminology; validity and reliability.</p> <p><u>Contents of a research proposal</u>: preamble/introduction; the research problem; objectives of the study; hypothesis to be tested; study design; testing; measurement procedures; ethical considerations; sampling; analysis of data, structure of the report; work schedule; budget.</p>   | <p>A.1 Systematically analyse a topic to formulate an appropriate research question</p> <p>A.2 Prepare a comprehensive research proposal</p> <p>A.3 Prepare a work schedule to a given timescale</p>   |
| <p>B Understand the principles of research methodology</p> | <p><u>Qualitative data analysis</u>: interpreting transcripts and records, coding techniques, categorisation, relationships, trends, processes, use of computers; presentation of data and information.</p> <p><u>Quantitative data analysis</u>: coding/values, manual/electronic methods, specialist software; presentation of data, e.g. bar/pie charts, graphs, statistical tables; comparison of variables, trends, forecasting.</p> <p><u>Ethical considerations</u>: the concept of ethics; stakeholders in research activities; ethical issues, e.g. seeking sensitive information, maintaining confidentiality, collecting information, seeking informed consent, choosing research participants.</p> <p><u>Research methodologies</u>: intervention, non-intervention, action research.</p> <p><u>Implement</u>: according to research design and method; test research question/hypotheses; considering test validity; reliability.</p> <p><u>Methodology for quantitative data</u>: questionnaires (type, layout, questions, distribution, original research data); interviews (selecting interviewees, bias, verification of data, time, place, style, preparation, format, recording); surveys (survey size; difference between a sample and a census).</p> <p><u>Methodology for qualitative data</u>: case study; observation; interviews.</p> <p><u>Data collection</u>: selection of appropriate tools for data collection; types, e.g. qualitative, quantitative; systematic recording; methodological problems, e.g. bias, variables and control of variables, validity and reliability.</p> <p><u>Sampling methods</u>: advantages and disadvantages of different sampling methods, e.g. simple random sampling,</p> | <p>B.1 Systematically analyse the contribution of relevant quantitative and qualitative data to research activities</p> <p>B.2 Critically evaluate the methods used to generate appropriate evidence used in research projects</p> <p>B.3 Comprehensively analyse the potential ethical considerations arising from relevant research activities</p> |

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|   | systematic (interval) sampling, stratified sampling, multistage sampling, quota sampling.   |   |
| C Understand how to select material from the outcome of research activities | <p><u>Statistical terminology and their application</u>: representative values, e.g. mean, median and mode; measures of dispersion, e.g. standard deviation and normal distribution; correlation coefficient; percentiles and quartiles.</p> <p><u>Data analysis and interpretation</u>: qualitative and quantitative data analysis – interpreting transcripts; coding techniques; specialist software; statistical tables; comparison of variables; trends; forecasting.</p> <p><u>Literature review</u>: secondary research: books; journals; papers; conferences; library search; use of IT; internet; media.</p> <p><u>Evaluation of literature</u>: credibility; validity; reliability; frequency of references and esteem in which publications are held; use and acceptance by others.</p>   | <p>C.1 Comprehensively analyse relevant statistical data drawn from research activities</p> <p>C.2 Interpret the results of a statistical analysis of research findings</p> <p>C.3 Critically evaluate literature used in a research project</p>                                    |
| D Understand how to present the findings of a research project              | <p><u>Presentation</u>: e.g. formal written format, by <i>viva voce</i> or oral presentation, diagrammatic or graphical figures.</p> <p><u>Methodology</u>: presentation, e.g. IT, audio, visual aids, time, pace; delivery critique of the methods used in the study, recommendations, e.g. using the findings, recommendations for the future, areas for future research.</p> <p><u>Evaluation</u>: planning, objectives, focus, benefits, difficulties; an overview of the success or failure of the research project planning, aims and objectives, evidence and findings, validity, reliability, benefits, difficulties, conclusion(s).</p> <p><u>Future considerations</u>: significance of research investigation; application of research results; implications; limitations of the investigation; improvements; recommendations for the future, areas for future research.</p> <p><u>Criteria</u>: purpose, editing, format, sequencing success, critical analysis, discussion of evidence and findings.</p> <p><u>Format</u>: professional delivery format appropriate to the audience; use of appropriate media.</p> | <p>D.1 Prepare a comprehensive and analytical formal research report</p> <p>D.2 Present a logically consistent justification of the findings of a research project</p> <p>D.3 Critically evaluate own skills and knowledge, with reference to the outcome of a research project</p> |

### Essential resources

There are no essential resources required for this unit.

### Assessment requirements

#### Learning outcome A

To achieve learning outcome A, learners must identify a topic area and title that is well defined and clearly focused. The project plan is clear and concise, with clear and detailed objectives and rationale. Learners must explain the factors that contribute to the process of successful research question selection and justify their choice of research question. This will require careful planning and preparation in relation to the selected research question, as well as consideration of alternative questions before the final selection. Learners should adopt a critical and realistic approach in this selection exercise and gain tutor support before progressing further. All the main tasks to be completed are provided in an appropriate order and described in detail with an appropriate time span allocated for each task. The plan includes information with realistic deadlines, showing how learners will organise their time in order to meet the project objectives. Potential problems are described and there are realistic and convincing ideas for how to overcome them. The learner shows a high level of organisational ability and time management skills when managing the project. The learner maintains clear and detailed records of activities undertaken during the project, including problems encountered and steps taken to overcome them. Progress is monitored against the original plan and adjustments made to the plan where necessary.

#### Learning outcome B

To achieve learning outcome B, learners must utilise a wide range of different types of source, which have been thoroughly investigated. Research sources are referenced appropriately and consistently and a bibliography is included, listing the sources in an appropriate and consistent format. Information and resources relevant to the research question have been carefully selected. The information has been analysed and synthesised in reference to the research question posed. Clear, concise and detailed links have been established between the information used. A thorough understanding of the complexities of the research question is shown. Learners have placed the research question into the wider context of the research area. The learner uses the distinction between fact, speculation and subjective opinion in evaluating the reliability of sources and does this effectively. Learners produce a comprehensive analysis of the potential ethical issues that may arise when conducting research involving the analysis and evaluation of professional business practice in a work-based setting.

**Learning outcome C**

To achieve learning outcome C, learners must provide comprehensive evidence of the supporting information and statistical data used in their research project and present it in a structured and logically consistent format. Learners demonstrate a high level of involvement in, and a thorough understanding of, relevant statistical data that is subject to analysis and interpretation. Learners need to evaluate techniques used with quantitative and qualitative data in their research activities. This requires understanding of both types of data and the relevant techniques, and an evaluation of their appropriateness to the research question. Learners must undertake a critical review of the key literature referenced in their research project. The review should be critical and consider the validity, credibility and esteem in which material is held as well as its use by other researchers, and its relevance to the current research question. Learners need to evaluate appropriate research methodologies in terms of their research question, choose an appropriate methodology and justifying their choice for their research. This needs to include a thorough evaluation of all methodologies, with clear reference to the research question, from selection through to justification.

**Learning outcome D**

To achieve learning outcome D, learners must present a well structured project report that is well structured and carefully laid out with a clearly developed line of argument. There is consideration of, and response to, counterarguments. There a clear conclusion that summarises the argument being presented. The presentation of the project report must be appropriate in format and content. It must conform to in an academically accepted format with correct referencing and bibliography details. It must show in-depth knowledge and understanding of the research and its context, and a critical analysis of its success and findings. The project report must include an evaluation of the successes, weaknesses and limitations of the project and highlight, with reasons, what could be done differently to improve the robustness of the conclusions drawn. The oral presentation is clearly and logically structured so that it is completely clear to the audience how the different parts link together and the learner shows a high level of ability to convey the main ideas. The learner handles questions confidently and answers them clearly and insightfully, exhibiting a good grasp of the subject knowledge.