



# ETC International College

## Programme Specification: BTEC HNC & HND Business (Management) May 2021

### 1. Course Details

**Awarding Organisation:** Pearson Education Ltd



**Teaching Institution:** ETC International College  
Bournemouth, Dorset, UK

**Year of Delivery:** September 2021 / January 2022

#### **Award Titles & Qualification Codes:**

Pearson BTEC Level 4 Higher National Certificate in Business – 603/6837/8

Pearson BTEC Level 5 Higher National Diploma in Business (Management) – 603/6838/X

#### **Progression**

**Upon successful completion of the Pearson BTEC Level 4 Higher National Certificate in Business, students may progress to the following year 5 BTEC Business pathway courses, delivered by ETC International College:**

- Business (General Pathway: DSGJ3)
- Accounting and Finance (DSGJ4)
- Human Resource Management (DSHX4)
- **Management (DPZV8) (included in this description)**
- Marketing (DSHW8)
- Procurement and Supply Management (DSHW7)

Please note, the pathways listed may follow different units than those described in this specification. Please see individual specifications for more information on each pathway.

## 2. Course Aims

### Course Aims:

The programme is intended to;

- Equip individuals with the knowledge, understanding and skills to be successful in employment in business or related sectors.
- Enable progression to complete an undergraduate degree or further professional qualification in business or a chosen pathway.
- Provide opportunities for specialist study relevant to individual vocations.
- Develop the individual's ability to make an immediate contribution to employment in the business sector.
- Develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life.
- Provide opportunities for learners to gain a nationally-recognised vocationally-specific qualification.
- Provide the opportunity for international students to develop general & technical English language skills related to their chosen career.

### 3. Course Structure, Delivery and Assessment

#### Course Description & Duration:

##### HNC Certificate:

- 8 modules + English modules (as necessary), spread over 36 teaching weeks (3 terms of 12 weeks)
- Total of 120 credits

##### HND Diploma:

- 8 modules + English modules (as necessary), spread over 36 teaching weeks (3 terms of 12 weeks)
- Total of 120 credits

(NOTE: In the situation where a student fails to meet the required standard for a BTEC award, the college may issue ETC certification to record the scope of successful completion)

#### Entry Requirements HNC:

- **Qualifications:** Foundation course (level 3) or equivalent (A-levels / High School Diploma); must include Maths to level 3
- **English:** IELTS 5.5 overall (minimum of 5.0 in any component), CEFR B2 or equivalent
- **Minimum Age:** 18 years

#### Entry Requirements HND:

- **Qualifications:** HNC or RQF level 4 or equivalent in Business
- **English:** IELTS 5.5 overall (minimum of 5.0 in any component), CEFR B2 or equivalent
- **Minimum Age:** 18 years

**Weekly Hours:** Between 18 and 22.5 Guided Learning (contact) hours, dependant on individual requirements for additional English lessons.

**Number of Lessons:** Between 12 and 15 lessons per week (nominally 90 minutes per lesson)

**Entry Points:** There are 2 entry points each year; September and January. Students may be individually assessed for entry at other times of the year, depending on prior education, but the overall requirements for credits and guided learning hours must be preserved to achieve the overall award.

**Minimum No. of students per class:** Nominally 4.

**Sample Timetable:**

<b>Business Year 1 - January 2021</b>					
<b>Session</b>	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>
	<b>04/01/2021</b>	<b>05/01/2020</b>	<b>06/01/2020</b>	<b>07/01/2020</b>	<b>8/01/2020</b>
<b>09:00 – 09:50</b>	<b>Human Resource Management</b>	<b>Human Resource Management</b>	<b>Human Resource Management</b>	<b>Human Resource Management</b>	
Break	Break	Break	Break	Break	Break
<b>10:00 – 10:50</b>	<b>Marketing Processes and Planning</b>	<b>Marketing Processes and Planning</b>	<b>Marketing Processes and Planning</b>	<b>Marketing Processes and Planning</b>	
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
<b>13:15 - 14:45</b>	<b>Leadership and Management</b>	<b>Leadership and Management</b>	<b>Leadership and Management</b>	<b>Leadership and Management</b>	
14:45 - 15:15	Break	Break	Break	Break	Break
<b>15:15 - 16:45</b>	<b>*Language Support</b>	<b>Language Support</b>	<b>Language Support</b>	<b>Language Support</b>	

**Unit Hours:** Each unit of study will consist of 60 guided learning hours. In addition, 90 hours recommended personal study time and all necessary invigilated assessments will be expected to take place outside of normal lessons.

\*Language Support may be provided if requested, or when it is needed for progression.

**Units of Work:** Each award comprises the following taught units:

#### HNC Certificate – 120 credits at level 4

Unit Title	Credits	Unit Type
<b>Unit1: Business and the Business Environment</b>	15	<b>Mandatory</b>
<b>Unit 2: Marketing Processes and Planning</b>	15	<b>Mandatory</b>
<b>Unit 3: Human Resource Management</b>	15	<b>Mandatory</b>
<b>Unit 4: Leadership and Management</b>	15	<b>Mandatory</b>
<b>Unit 5: Accounting Principles</b>	15	<b>Mandatory</b>
<b>Unit 6: Managing a Successful Business Project (Pearson Set)</b>	15	<b>Mandatory</b>
<b>Unit 10: Recording Financial Transactions</b>	15	Optional
<b>Unit 15: Operations Management</b>	15	Optional
<b>Total</b>	<b>120</b>	

\*Depends on student bookings and / or sponsor's requirements.

#### HND Diploma – 240 credits (120 credits at level 5 + 120 credits at level 4)

Unit Title	Credits	Unit Type
<b>Unit 19: Research Project (Pearson Set)</b>	30	<b>Mandatory</b>
<b>Unit 20: Organisational Behaviour</b>	15	<b>Mandatory</b>
<b>Unit 24: Understanding and Leading Change</b>	15	<b>Mandatory</b>
<b>Unit 25: Global Business Environment</b>	15	<b>Mandatory</b>
<b>Unit 26: Principles of Operations Management</b>	15	<b>Mandatory</b>
<b>Unit 36: Procurement and Supply Chain Management</b>	30	Optional
<b>Total</b>	<b>120</b>	

**Methodology:** Learners will experience a wide range of teaching methodologies covering lectures, presentations, seminars, classroom discussions, field trips, team work, projects, quizzes, case studies, audio-visual materials.

**Assessment:** These may take the form of individual and team based projects and presentations / seminars, tests, personal learning journals, exams, continuous assessment, portfolios, mind maps, organising events, all based on the College [Fair Assessment Policy](#).

All final unit grades will be agreed at formal Assessment and Award Boards held at regular intervals throughout the year at the College.

Pearson's rules and guidelines for BTEC Higher National qualifications will be followed. Full details are available in ETC Unit Handbooks, on the ETC website and on the Pearson's website.

**Resubmissions:** If a student is unable to pass an assessment the first time, (s)he will be given constructive feedback on how to improve and offered a viva / resit or resubmission of work, according to the college Fair Assessment policy.

**Certificates and Transcripts:** Certificates will only be issued to students who have attended 80% or more of lessons or of each module, and achieved all relevant assessment tasks. Transcripts will record only the grades of modules that a student has successfully passed.

**English Result:** English levels are only recorded on certificates and transcripts if students have passed the ETC proficiency English tests or have been awarded an IELTS certificate within the duration of the course.







**Awarding Body:** Pearson, the awarding body, publishes guidance and rules for the successful completion of BTEC Higher Nationals. The College and therefore enrolled students will be bound by these as a minimum, including any changes that may be enforced by Pearson.

Pearson also makes available documents and supporting material to assist students, including the HN Global site. ETC students will be directed to these resources as necessary, and key documents will be linked via the College VLE.

**Independent Work:** Students are encouraged to complete project work, revision, research, flipped learning and consolidation tasks, and to develop robust study skills.

**Tutorials:** Tutorials are completed periodically to monitor & support students in all areas of their studies. This includes attendance, progress and engagement.

**4. Delivery Staff**

 <p><b>Chris Parker</b> Head of HE/FE</p>	 <p><b>Chris Murray</b> Head of Business, I.T and Computing</p>
 <p><b>Njazi Zyberaj</b> Business Co-ordinator</p>	<p><b>Nadia Ghwedar</b> Academic Support Officer</p>
 <p><b>Vidhya Babu Kandasamy</b> Business Teacher</p>	 <p><b>Fabio Ceccolini</b> Business Law Teacher</p>
 <p><b>James Pond</b> Business Teacher</p>	 <p><b>Leonardo Dutra</b> Business Teacher</p>
<p><b>Nawrs Eltweil</b> Teacher – Project Management</p>	

Please note, Language Support lessons will be taught by our qualified English teachers in our General English department.

All staff can be contacted via the College reception or the FEHE Office (Room 51 in Durley Road building), or through the course / FEHE email accounts.

Other specialist teachers, industry representatives or visitors may be used to teach learning outcomes or topics, as required.



## **APPENDIX 1: Unit Specifications**

The following units are taught in accordance with the BTEC HNC HND Business specification. Details of learning outcomes and assessment criteria for each unit are given in the individual unit induction booklets, which are available on the college VLE (Virtual Learning Environment). Further information is also available on the Pearson BTEC Higher Nationals website, and HN Global.

Learning Outcomes and Assessment Criteria and methods are detailed in individual ETC Unit Handbooks.

## HNC Units – Year 1

### Unit 1: Business and the Business Environment

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.

Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
<b>LO1 Explain the different types, size and scope of organisations</b>		<b>LO1 and LO2</b>  <b>D1</b> Provide critical analysis of the complexities of different organisations and structures.
<b>P1</b> Explain different types and purposes of organisations; public, private and voluntary sectors and legal structures. <b>P2</b> Explain the size and scope of a range of different types of organisations.	<b>M1</b> Analyse how the structure, size and scope of different organisations link to the business objectives and product and services offered by the organisations.	
<b>LO2 Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure</b>		
<b>P3</b> Explain the relationship between different organisational functions and how they link to organisational objectives and structure.	<b>M2</b> Analyse the interrelationships between organisational functions and the impact that can have upon organisational structure.	<b>LO3 and LO4</b>  <b>D2</b> Critically evaluate the impacts that both macro and micro factors have on business objectives and decision making.
<b>LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations,</b>		
<b>P4</b> Identify the positive and negative impacts the macro environment has on business operations, supported by specific examples.	<b>M3</b> Apply appropriately the PESTLE model to support a detailed analysis of the macro environment in an organisation.	
<b>LO4 Determine the internal strengths and weaknesses of specific businesses and their interrelationship with external macro factors</b>		
<b>P5</b> Conduct internal and external analysis of specific organisations in order to identify strengths and weaknesses. <b>P6</b> Explain how strengths and weaknesses interrelate with external macro factors.	<b>M4</b> Apply appropriately SWOT/TOWS analysis and justify how they influence 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**

<a href="http://www.businessballs.com">www.businessballs.com</a>	Business Balls (general reference)
<a href="http://www.businesscasestudies.co.uk">www.businesscasestudies.co.uk</a>	Business Case Studies (case studies)
<a href="http://www.forbes.com">www.forbes.com</a>	Forbes (general reference)
<a href="http://www.ibtimes.com">www.ibtimes.com</a>	International Business Times Business (general reference)
<a href="http://www.ted.com">www.ted.com</a>	TED Talks   Business and technology (video resources)

**Unit 2: Marketing Processes and Planning**

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.

<b>Learning Outcomes and Assessment Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>LO1 Explain the role of marketing and how it interrelates with other business units of an organisation</b>		<b>D1</b> Critically analyse the external and internal environment in which the marketing function operates.
<b>P1</b> Explain the concept of marketing and marketing operations including the different areas and role of marketing. <b>P2</b> Explain how the marketing function relates to the wider organisational context.	<b>M1</b> Analyse the role of marketing in the context of the marketing environment. <b>M2</b> Analyse the significance of interrelationships between marketing and other functional units of an organisation.	
<b>LO2 Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives</b>		<b>D2</b> Evaluate strategies and tactical approaches to the marketing mix in achieving overall business objectives.
<b>P3</b> Compare the ways in which different organisations apply the marketing mix to the marketing planning process to achieve business objectives.	<b>M3</b> Review strategies and tactical approaches applied by organisations to demonstrate how business objectives can be achieved successfully.	
<b>LO3 Produce a marketing plan for an organisation that meets marketing objectives</b>		<b>D3</b> Produce a strategic marketing plan for an organisation that measures achievement of marketing objectives within key performance metrics.
<b>P4</b> Develop a marketing plan that includes key elements of marketing planning for an organisation to achieve marketing objectives.	<b>M4</b> Produce a detailed tactical marketing plan that integrates the extended marketing mix to achieve marketing objectives.	
<b>LO4 Develop a media plan to support a marketing campaign for an organisation.</b>		<b>D4</b> Provide a justified integrated multimedia plan based on quantitative and qualitative criteria
<b>P5</b> Produce a media plan that includes recommendations and rationale for selected media activities that meet budgetary requirements and objectives of a marketing campaign brief.	<b>M5</b> Devise an integrated multimedia plan, selecting appropriate digital, offline and social media channels for communication.	

**Recommended Resources****Textbooks**

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](http://www.cim.co.uk)

Chartered Institute of Marketing (General reference)

[www.marketingdonut.co.uk](http://www.marketingdonut.co.uk)

Marketing *Donut* (General reference)

[www.marketingteacher.com](http://www.marketingteacher.com)

*Marketing Teacher* | All sections (General reference)

[www.marketingweek.com](http://www.marketingweek.com)

*Marketing Week* | News and industry articles  
(General reference)

**Unit 3: Human Resource Management**

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 work-related 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.

<b>Learning Outcomes and Assessment Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>LO1 Explain the impact of the role of HRM in creating sustainable organisational performance and contributing to business success</b>		<b>LO1 and LO2</b>  <b>D1</b> Critically evaluate the strengths and weaknesses of HRM in relation to creating sustainable organisational performance and achieving business objectives.
<b>P1</b> Explain the main areas of HRM in their contribution to creating sustainable performance. <b>P2</b> Review the effects of the changing nature of organisations on human resources skills and knowledge.	<b>M1</b> Compare areas of HRM to create sustainable organisational performance. <b>M2</b> Examine HRM in relation to the changing nature of the modern business organisation.	
<b>LO2 Assess the contribution of HRM in recruiting and retaining talent and skills to achieve business objectives</b>		
<b>P3</b> Review relevant HRM practices in relation to recruitment and retention of employees for the achievement of business objectives.	<b>M3</b> Evaluate the use of HRM practices in recruitment and retention in relation to the importance of the labour market.	
<b>LO3 Examine how external and internal factors can affect HRM decision making in relation to organisational development</b>		<b>D2</b> Evaluate key factors affecting HRM decision making to make valid recommendations.
<b>P4</b> Investigate the external and internal factors that affect HRM decision making to support organisational development.	<b>M4</b> Discuss the key external and internal factors that affect HRM decision making, using relevant organisational examples to illustrate how they support organisational development.	
<b>LO4 Apply HRM practices in a work-related context for improving sustainable organisational performance.</b>		<b>D3</b> Determine strengths and weaknesses of HRM practices to make recommendations for improving sustainable organisational performance.
<b>P5</b> Apply HRM practices in a work-related context, using specific examples to demonstrate improvement to sustainable organisational performance.	<b>M5</b> Illustrate how the application of specific HRM practices in a work-related context can improve sustainable organisational performance.	

**Recommended Resources****Textbooks**

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**

<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute for Personnel and Development (General reference)
<a href="http://www.hr-guide.com">www.hr-guide.com</a>	HR Guides (General reference)
<a href="http://www.personneltoday.com">www.personneltoday.com</a>	<i>Personnel Today</i>   Topics and webinars (General reference)
<a href="http://www.shrm.org">www.shrm.org</a>	Society for Human Resource Management (General reference)

**Unit 4: 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.

<b>Learning Outcomes and Assessment Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>LO1 Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation</b>		<b>LO1 and LO2</b>  <b>D1</b> Critically evaluate the impact of different approaches to leadership and management.
<b>P1</b> Discuss different theories of leadership in relation to the management activities in different organisations. <b>P2</b> Explore different theories of management in relation to the management and leadership activities in different organisations.	<b>M1</b> Analyse the impact of the application of leadership and management theories on the effectiveness of a large organisation.	
<b>LO2 Review the influence of different leadership and management styles on the culture of organisations</b>		
<b>P2</b> Assess different leadership and management styles and their application in a range of business situations in different organisations. <b>P4</b> Examine the factors that influence the development of the culture in organisations.	<b>M2</b> Compare the impact of leadership and management styles on decision making in different organisations. <b>M3</b> Evaluate the importance of organisational culture on the performance of different organisations.	
<b>LO3 Develop a motivational strategy to optimise organisational performance</b>		<b>D2</b> Produce a comprehensive motivational strategy that effectively addresses all variables of motivation to enhance organisational performance.
<b>P5</b> Produce a motivational strategy for an organisation that supports optimal achievement of organisational objectives.	<b>M4</b> Produce a detailed motivational strategy for an organisation that addresses intrinsic and extrinsic motivation.	
<b>LO4 Apply leadership and management approaches to managing performance to ensure continuous improvement.</b>		<b>D3</b> Make recommendations to improve performance management that will ensure continuous improvement.
<b>P6</b> Apply to a range of business situations, appropriate leadership and management approaches for managing performance and continuous improvement	<b>M5</b> Assess how leadership and management approaches for managing performance supports continuous improvement.	



**Recommended Resources****Textbooks**

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](http://www.businesstrainingworks.com)

Business Training Works | Resources  
(General reference)

[www.managementstudyguide.com](http://www.managementstudyguide.com)

Management Study Guide Management Functions  
(General reference)

[www.managementtoday.com](http://www.managementtoday.com)

Management Today Leadership | News and industry  
articles (General reference)

[www.mindtools.com](http://www.mindtools.com)

Mind Tools | Leadership (General reference)

[www.tedtalks.com](http://www.tedtalks.com)

TED Talks Business and technology (Video resources)

**Unit 5: Accounting Principles**

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.

<b>Learning Outcomes and Assessment Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>LO1 Examine the context and purpose of accounting</b>		<b>D1</b> Critically evaluate the role of accounting in informing decision- making to meet organisational, stakeholder and societal needs within complex operating environments.
<b>P1</b> Examine the purpose of the accounting function within an organisation. <b>P2</b> Assess the accounting function within the organisation in the context of regulatory and ethical constraints.	<b>M1</b> Evaluate the context and purpose of the accounting function in meeting organisational, stakeholder and societal needs and expectations.	
<b>LO2 Prepare basic financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards.</b>		<b>LO2 and LO3</b> <b>D2</b> Critically evaluate financial statements to assess organisational performance using a range of measures and benchmarks to make justified conclusions.
<b>P3</b> Prepare financial statements from a given trial balance for sole traders, partnerships and not-for-profit organisations, to meet accounting principles, conventions and standards.	<b>M2</b> Produce financial statements from a given trial balance, making appropriate adjustments.	
<b>LO3 Interpret financial statements</b>		
<b>P4</b> Calculate and present financial ratios from a set of final accounts. <b>P5</b> Compare the performance of an organisation over time using financial ratios.	<b>M3</b> Evaluate the performance of an organisation over time using financial ratios with reference to relevant benchmarks.	
<b>LO4 Prepare budgets for planning, control and decision making using spreadsheets.</b>		<b>D3</b> Justify budgetary control solutions and their impact on organisational decision making to ensure efficient and effective deployment of resources.
<b>P6</b> Prepare a cash budget from given data for an organisation using a spreadsheet. <b>P7</b> Discuss the benefits and limitations of budgets and budgetary planning, and control for an organisation.	<b>M4</b> Identify corrective actions to problems revealed by budgetary planning and control for effective organisational decision making.	

## Recommended Resources

### Textbooks

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](http://www.accountingcoach.com) Accounting Coach | Online free courses (General reference)

[www.accaglobal.com](http://www.accaglobal.com) Association of Chartered Certified Accountants  
(General reference)  
Chartered Institute of Management Accountants

[www.cimaglobal.com](http://www.cimaglobal.com) Tutor Resource Hub | Corporate Finance Institute; Resources

[www.corporatefinanceinstitute.com](http://www.corporatefinanceinstitute.com) Knowledge (General reference)

**Unit 6: Managing a Successful Business Project (Pearson-Set)**

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.

Learning Outcomes and Assessment Criteria		
Pass	Merit	Distinction
<b>LO1 Explain the key stages of the project lifecycle that should be considered when project managing</b>		<b>D1</b> Critically evaluate the project-management process, PMP and research methods for gathering information and data collection.
<b>P1</b> Explain the stages of the project lifecycle (PLC) and their importance to the success of a project. <b>P2</b> Examine the factors to be considered when compiling a project management plan (PMP). <b>P3</b> Examine a range of research methods and strategies and their importance to project management.	<b>M1</b> Evaluate the stages of the PLC and the factors, (deliverables, quality, risk, communication and resources) to be considered in a PMP. <b>M2</b> Evaluate a range of research methods and strategies for gathering information and data collection.	
<b>LO2 Produce a Project Management Plan (PMP) for a business project using primary and secondary research methods</b>		<b>D2</b> Justify the choices made in the design of the PMP for completing the aims and objectives of the project.
<b>P4</b> Produce a PMP that covers, aim, objectives, deliverables, quality, risk, communication resources and research methods. <b>P5</b> Produce a work breakdown structure and a schedule to provide timeframes and stages for completion.	<b>M2</b> Produce a detailed PMP, and schedule for monitoring and completing the aims and objectives of the project.	
<b>LO3 Implement the Project Management Plan (PMP) to communicate results from the research and make conclusions from the evidence of findings</b>		<b>LO3 and LO4</b> <b>D3</b> Critically reflect on the findings from the research and the project management process in supporting stated objectives and own learning.
<b>P6</b> Conduct a business project as stated within the PMP and communicate findings. <b>P7</b> Present data to draw valid and meaningful conclusions and recommendations from data analysis	<b>M4</b> Justify conclusions and recommendations drawn from data analysis and findings to meet the stated project objectives.	
<b>LO4 Reflect on value gained from implementing the project and the project management process.</b>		
<b>P8</b> Reflect on the value of undertaking the business project to meet stated objectives and own learning and performance.	<b>M5</b> Evaluate the project management process to meet stated objectives and support own learning and performance.	

**Recommended Resources****Textbooks**

- DINSMORE, P. and CABANIS-BREWEN, 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**

- |  |   |
|--|---|
| <a href="http://www.asana.com">www.asana.com</a>                         | Asana   Free project-management tools (General reference)     |
| <a href="http://www.projectmanagement.com">www.projectmanagement.com</a> | Project management (General reference)                        |
| <a href="http://www.projectsart.co.uk">www.projectsart.co.uk</a>         | Project Smart   Articles, Tools, Glossary (General reference) |
| <a href="http://www.trello.com">www.trello.com</a>                       | Trello   Free project-management tools                        |

**Unit 10: Recording Financial Transactions**

The overall aim of this unit is to introduce students to the essential principles of recording and organising business and financial transactions to which every organisation will need to adhere. Students will identify sources of accounting information and how it is then gathered and organised, using the dual entry bookkeeping system, in order to produce a trial balance.

<b>Learning Outcomes and Assessment Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>LO1 Record business transactions using double entry bookkeeping, books of prime entry, journals and ledger accounts</b>		<b>D1</b> Conduct systematic gathering, summarising and recording of business transactions for accurate reporting of organisational efficiency and performance.
<b>P1</b> Record double entry bookkeeping transactions in a timely and accurate way. <b>P2</b> Apply a range of business transactions using double entry bookkeeping, books of prime entry, journals and ledgers.	<b>M1</b> Analyse a range of business transactions using double entry, books of prime entry, journals and ledgers in order to provide accurate and timely accounting information.	
<b>LO2 Prepare a trial balance for an organisation from data provided</b>		<b>D2</b> Produce a trial balance that is timely, accurate and fully compliant for an organisation to meet its objectives.
<b>P3</b> Using data provided, extract ledger balances into a trial balance for an organisation to accurately record transactions.	<b>M2</b> Interpret, identify and correct accounting errors through the production of a trial balance to ensure accurate accounting records.	
<b>LO3 Perform bank reconciliations to ensure organisation and bank records are correct</b>		<b>D3</b> Producing bank reconciliations that are timely, accurate and fully compliant for an organisation to meet its objectives.
<b>P4</b> Prepare a bank reconciliation statement from given data for an organisation.	<b>M3</b> Appraise the bank reconciliation process identifying errors and omissions from a bank statement and cashbook.	
<b>LO4 Perform control account reconciliations for accounts receivable and accounts payable.</b>		<b>D4</b> Critically evaluate the role and purpose of control and suspense accounts in supporting effective financial management in the organisation.
<b>P5</b> Explain the role and differences between control and suspense accounts. <b>P6</b> Perform control account reconciliations for accounts receivable and payable from given data.	<b>M4</b> Evaluate the different types of control accounts in the context of the double entry bookkeeping system.	

## Recommended Resources

### Textbooks

ATRILL, P. and McLANEY, E. (2018) *Accounting and Finance for Non-Specialists*. 9th Ed. Harlow: Pearson.

BRYNE, A. (2016) *Practical Accounts & Bookkeeping in easy steps*. 2nd Ed. In Easy Steps.

DYSON, J. R. (2015) *Accounting for Non-Accounting Students*. 9th Ed. London: Prentice Hall.

McLANEY, E. and ATRILL, P. (2018) *Accounting: An introduction*. 9th Ed Harlow: Pearson.

### Websites

[www.accaglobal.com](http://www.accaglobal.com) Association of Chartered Certified Accountants (General reference)

[www.accountingcoach.com](http://www.accountingcoach.com) Accounting Coach Online free courses (General reference)

[www.cimaglobal.com](http://www.cimaglobal.com) Chartered Institute of Management Accountants | Tutor Resource Hub

**Unit 15: Operations Management**

The aim of this unit is to enable students to explore how operations management manages all business activities to efficiently create and deliver products and services. This includes the transformation of inputs into outputs of finished goods and services, and activities throughout the supply chain. Students will explore the approach to quality management and continuous improvement in the production process. They will review how operations managers have to look externally as well as at internal processes, considering suppliers' performance and customers throughout the supply chain.

<b>Learning Outcomes and Assessment Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>LO1 Examine the interrelationships of the operations function with the other functions within an organisation</b>		<b>LO1 and LO2</b>
<b>P1</b> Examine the interrelationships between operations and the core support functions in a range of organisations. <b>P2</b> Examine the impact that operations and processes have on other functions within an organisation.	<b>M1</b> Analyse the role of operations and processes and impacts within an organisation.	
<b>LO2 Explain the importance of operations management in achieving effective organisational performance</b>		<b>D1</b> Critically analyse operations, processes and management in successfully improving organisational performance and achievement of objectives
<b>P3</b> Explain the challenges faced by operations management in a range of organisations when meeting customer requirements. <b>P4</b> Compare how different organisations measure operations performance and their effectiveness.	<b>M2</b> Analyse the importance and effectiveness of operations management in enhancing organisational performance.	
<b>LO3 Investigate the importance of quality management and continuous improvement for optimising organisational performance</b>		<b>D2</b> Justify different approaches of quality management and continuous improvement to successfully optimise organisational performance and meet business objectives.
<b>P5</b> Discuss different approaches to quality management and continuous improvement for improving and optimising organisational performance.	<b>M3</b> Compare benefits and limitations of different approaches for improving and optimising organisational performance.	
<b>LO4 Assess the role of supply chain management in supporting an organisation to satisfy customer requirements.</b>		<b>D3</b> Critically evaluate effective supply chain management to make recommendations for enhancing and exceeding customer satisfaction.
<b>P6</b> Review the role of supply chain management in supporting different organisations to supply products and services to meet their customers' needs.	<b>M4</b> Evaluate how different organisations manage their supply chain relationships in order to ensure and maintain customers' satisfaction.	



## Recommended Resources

### Textbooks

COLE, G. A. and KELLY, P. (2020) *Management Theory and Practice*. 8th Ed. Andover: Cengage.

JACOBS, F. R. and CHASE, R. B. (2017) *Operations and Supply Chain Management*. 14th Ed. McGraw-Hill Education.

REID, R. D. and SANDERS, N. R. (2019) *Operations Management: An Integrated Approach*. 7th Ed. Hoboken NJ: Wiley.

SLACK, N. and BRANDON-JONES, A. (2019) *Operations Management*. 9th Ed. Harlow: Pearson.

### Websites

<a href="http://www.apics.org">www.apics.org</a>	Association for Operations Management (General reference)
<a href="http://www.cips.org">www.cips.org</a>	Chartered Institute of Procurement and Supply (General reference)
<a href="http://www.ismworld.org">www.ismworld.org</a>	Institute for Supply Chain Management
<a href="http://www.scdigest.com">www.scdigest.com</a>	Supply Chain Digest   Resources/Education (General reference)

**HND Units – Year 2****Unit 19: Research Project - Double Unit**

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. The unit also encourages students to reflect on their engagement in the research process, during which recommendations for future, personal development are key learning points.

<b>Learning Outcomes and Assessment Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>LO1 Examine appropriate research methodologies and methods to identify those appropriate to the research process</b>		<b>LO1 &amp; LO2</b>  <b>D1</b> Justify chosen research methodologies and processes supported by a credible academically underpinned literature review.
<b>P1</b> Examine alternative research methodologies. <b>P2</b> Explore alternative methods and tools used for the collection of research data that consider costs, ethics and access.	<b>M1</b> Evaluate alternative research methodologies and data collection methods and justify choices made based on philosophical/theoretical frameworks.	
<b>LO2 Develop a research proposal, including a supporting literature review</b>		
<b>P3</b> Produce a research proposal, including a defined aim and objectives supported by a literature review.	<b>M2</b> Evaluate the merits, limitations and pitfalls of approaches to data collection in compiling the research proposal.	
<b>LO3 Analyse data using appropriate techniques to communicate research findings</b>		<b>D2</b> Communicate to the intended audience the research findings and outcomes, including justified recommendations.
<b>P5</b> Conduct research using appropriate methods for a business research project. <b>P5</b> Analyse data from research findings to communicate research outcomes in an appropriate manner for the intended audience.	<b>M3</b> Present the analysis of data utilising appropriate analytical techniques, charts and tables to meet the research aim and communicate outcomes	
<b>LO4 Reflect on the application of research methodologies and process.</b>		<b>D3</b> Demonstrate critical self-reflection and insight that results in recommended actions for improvements to inform future research.
<b>P6</b> Reflect on the effectiveness of research methods applied in meeting objectives of the business research project. <b>P7</b> Consider alternative research methodologies and lessons learnt in view of outcomes.	<b>M4</b> Demonstrate self-reflection and engagement in the research project process, leading to recommended actions for future improvement.	

**Recommended Resources**

### **Textbooks**

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**

[www.learnhigher.ac.uk](http://www.learnhigher.ac.uk)

Learn Higher Research Skills (Teaching resources)

[www.skillsyouneed.com](http://www.skillsyouneed.com)

Skills You Need Learning Skills How to Write a Dissertation or Thesis  
(General reference)

**Unit 20: 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.

<b>Learning Outcomes and Assessment Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>LO1 Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches</b>		<b>LO1 and LO2</b>
<b>P1</b> Assess own personality traits and attributes in terms of them having a positive or negative effect on management approaches and company performance. <b>P2</b> Reflect on the value and importance of personality and perception for effective managerial relationships.	<b>M1</b> Challenge own perspectives and individual traits and attributes to influence and improve managerial relationships.	
<b>LO2 Apply content and process theories of motivation to create and maintain an effective workforce</b>		<b>D1</b> Adapt personal perspectives, traits and attributes to justify improvements that influence and enhance employee motivation and create an effective workforce.
<b>P3</b> Apply content and process theories of motivation for enhancing and maintaining an effective organisational workforce, providing specific examples.	<b>M2</b> Critically assess the extent that employee motivation can be enhanced and maintained by practical application of content and process theories of motivation.	
<b>LO3 Participate in a group team activity for a given business situation to demonstrate effective team skills</b>		<b>D2</b> Revise personal contribution and skills for effective teams to make justified recommendations for own improvement.
<b>P3</b> Contribute to the creation and management of effective team-working in a given business situation. <b>P5</b> Explore the relevance of group behaviour and team theory in the creation and management of effective teamworking	<b>M3</b> Reflect on personal contribution to group behaviour and dynamics in the creation and management of effective team-working.	
<b>LO4 Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals.</b>		<b>D3</b> 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.
<b>P6</b> Examine how the operation of power, politics and culture in an organisation affect employee behaviour and the accomplishment of organisational goals.	<b>M4</b> Evaluate how the operation of power, politics and culture affect employee behaviour and the accomplishment of organisational goals.	

**Recommended Resources****Textbooks**

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](http://www.businessballs.com)

Business Balls | Organisational Culture (Articles)

[www.hrzone.com](http://www.hrzone.com)

HR Zone Lead | Culture (Articles)

[www.managementstudyguide.com](http://www.managementstudyguide.com)

Management Study Guide | Library – Organisational Behaviour (General Reference)

[www.managementtoday.co.uk](http://www.managementtoday.co.uk)

Management Today | Leadership Lessons (Articles)

**Unit 24: Understanding and Leading Change**

The aim of this unit is for students to understand the different types and scope of change that may occur in an organisation. The unit will aim to illustrate the drivers/triggers for change and how they vary and affect organisations in different ways, including the degree of impact and management's response to change. Students will gain an appreciation of how the depth of change can influence organisational behaviour both during and after the change.

<b>Learning Outcomes and Assessment Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>LO1 Produce a comparative analysis of the different types and drivers of change in business</b>		<b>LO1 and LO2</b>  <b>D1</b> Make justified recommendations that would minimise impact of organisational change on organisational behaviour.
<b>P1</b> Review a range of contemporary examples of organisational change and their impact on business operations. <b>P2</b> Compare drivers for change and their influence on organisational change	<b>M1</b> Analyse drivers for change and the types of organisational change they have affected.	
<b>LO2 Evaluate the impact of change on organisational behaviour</b>		
<b>P3</b> Analyse how leadership and individual behaviour in organisations can be affected by change. <b>P4</b> Evaluate measures that can be taken to minimise negative impacts of change on organisational behaviour.	<b>M2</b> Critically evaluate the long-term implications of change on organisational behaviour.	
<b>LO3 Investigate how forces driving and resisting change influence leadership decision making</b>		<b>LO3 and LO4</b>  <b>D2</b> Critically analyse different leadership approaches and models in relation to the drivers and resisting forces.
<b>P5</b> Investigate the forces for and against change and how they affect leadership decision making in organisations.	<b>M3</b> Apply force field analysis to analyse both driving and resisting forces to show how they influence decision making in organisations.	
<b>LO4 Recommend a range of change leadership approaches to change initiatives.</b>		
<b>P6</b> Recommend change leadership approaches and models to change initiatives for given situations.	<b>M4</b> Analyse the use of leadership approaches and models for given situations.	

**Recommended Resources****Textbook**

CAMERON, E. and GREEN, M. (2019) *Making Sense of Change Management*. 5th Ed. London: Kogan Page.

DAWSON, P. and ANDRIOPOULOS, C. (2017) *Managing Change, Creativity and Innovation*. 3rd Ed. London: Sage.

HODGES, J. and GILL, R. (2015) *Sustaining Change in Organizations*. London: Sage.

LEWIS, L. K. (2019) *Organizational Change: Creating Change Through Strategic Communication*. Chichester: Wiley-Blackwell.

MEE-YAN, C-J. and HOLBECHE, L. (2015) *Organization Development: a Practitioner's Guide for OD and HR*. London: Kogan Page.

NORTHOUSE, P. G. (2018) *Leadership Theory and Practice*. 8th Ed. London: SAGE.

PENDLETON, D. and FURNHAM, A. (2016) *Leadership: All You Need to Know*. London: Palgrave Macmillan.

STANFORD, N. (2018) *Organization Design: Engaging with Change*. 3rd Ed. London: Routledge.

**Websites**

<a href="http://www.businesstrainingworks.com">www.businesstrainingworks.com</a>	Business Training Works Resources (General reference)
<a href="http://www.managementtoday.com">www.managementtoday.com</a>	Management Today: Leadership, News and industry articles (General reference)
<a href="http://www.mindtools.com">www.mindtools.com</a>	Mind Tools: Leadership, Change Management (General reference)
<a href="http://www.strategy+business.com">www.strategy+business.com</a>	Strategy and Business: Leadership (Articles)

**Unit 25: Global Business Environment**

The aim of this unit is to explore the wider position that some organisations have in the global environment. Students will gain an appreciation of the complexities of operating in a global environment, enabling them insight in to an organisation's current or aspirational global presence.

<b>Learning Outcomes and Assessment Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>LO1 Analyse the key factors which drive globalisation</b>		<b>LO1 and LO2</b>
<b>P1</b> Analyse key factors of cost, market, environment and competition that drive global commerce and trade.	<b>M1</b> Critically analyse the impact that key factors have on the global business environment in terms of opportunities and challenges.	
<b>LO2 Determine the strategic complexities associated with operating in a global environment</b>		<b>D1</b> Critically evaluate the global business environment, including the opportunities and challenges faced by organisations.
<b>P2</b> Examine the complexity of strategic challenges faced by organisations when operating in a global environment, supported by specific examples.	<b>M2</b> Evaluate strategic challenges in context of risk and diversification and the supply chain flow.	
<b>LO3 Evaluate how operating in a global market influences an organisation's structure, culture and functions</b>		<b>D2</b> Make valid and justified recommendations of how organisations should adapt their organisational structure and strategy to support decision making in a global context.
<b>P3</b> Evaluate the influences of globalisation on organisational governance and leadership, structure, culture and functions. <b>P4</b> Discuss the influences of ethical and sustainable globalisation on organisational functions.	<b>M3</b> Critically evaluate influences of globalisation on organisational structure and culture and functions.	
<b>LO4 Develop a global strategy to support decision making for a given organisation.</b>		<b>D3</b> Develop strategies that embed an integrated approach across different countries to achieve competitive advantage.
<b>P5</b> Evaluate the different ways that decision making can work effectively in a global context. <b>P6</b> Devise objectives and strategies to support global decision making to meet business objectives.	<b>M4</b> Devise strategies that meet a range of different stakeholder perspectives in a global context.	



**Recommended Resources****Textbooks**

BARTLETT, C. and BEAMISH, P. (2018). *Transnational Management: Texts, Cases, and Readings in Cross-Border Management*. 8th Ed. Maidenhead: McGraw-Hill.

DANIELS, J. D., RADEBAUGH, L. H. and SULLIVAN D. P. (2018) *International Business Environments and Operations*. 16th Ed. Harlow: Pearson.

DERESKY, H. (2016). *International Management: Managing Across Borders and Cultures*. 9th Ed. Harlow: Pearson.

PENG, M. (2016) *Global Business*. 4th Ed. Cengage Learning.

**Websites**

<a href="http://www.global-strategy.net">www.global-strategy.net</a>	Global Strategy (General Reference)
<a href="http://www.worldbusinessculture.com">www.worldbusinessculture.com</a>	World Business Culture Country: Profiles (General reference)
<a href="http://www.wto.org">www.wto.org</a>	World Trade Organization Document, Data and Resources (General reference)
<a href="http://www.velocityglobal.com">www.velocityglobal.com</a>	Velocity Global Resources Case studies (General reference)

**Unit 26: Principles of Operations Management**

The aim of this unit is to introduce students to the role of operations in an organisation, how the nature of operations management has evolved and how it contributes to sustained competitive advantage. Students will understand the key concepts of operations management in an organisational and environmental context, and how this links to supply chain management, products and processes, organisational efficiency and effectiveness, and the achievement of tactical and strategic objectives. A variety of operations management techniques and frameworks will be explored, including continuous improvement, total quality management, benchmarking and risk analysis.

<b>Learning Outcomes and Assessment Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>LO1 Analyse the effectiveness of operations management in contributing to organisational objectives across a wide range of organisations and sectors</b>		<b>D1</b> Justify the impact of effective operations management and the use of operational techniques on achieving objectives in complex and dynamic trading environments, making valid recommendations and solutions.
<b>P1</b> Analyse the role and effectiveness of operations management across a range of sectors to meet different organisational objectives. <b>P2</b> Discuss the contribution of effective supply chains to the organisation.	<b>M1</b> Critically analyse the relationship between effective operations management and the achievement of tactical and strategic business objectives.	
<b>LO2 Apply a range of techniques and analysis frameworks used by operations managers to support decision making and address problems</b>		<b>D2</b> Critically evaluate, giving evidence-based recommendations, different techniques and frameworks used by operations managers to solve complex problems and drive organisational performance.
<b>P3</b> Devise solutions to given operations management problems using a range of techniques and analysis frameworks. <b>P4</b> Appraise the use of digital technologies for effective operational performance.	<b>M2</b> Evaluate different techniques and analysis frameworks used by operations managers to solve problems and achieve high operational performance	
<b>LO3 Apply the concept of continuous quality improvement in an operational context</b>		<b>D3</b> Produce a continuous quality improvement plan, underpinned by theoretical concepts, that justifies approaches and solutions, with reference to costs, benefits and sustainable performance.
<b>P5</b> Evaluate a range of approaches to continuous quality improvement. <b>P6</b> Prepare a continuous improvement plan based on operational activities in an organisation.	<b>M3</b> Critique a range of total quality management approaches and techniques within the continuous improvement plan in order to achieve organisational objectives.	
<b>LO4 Conduct a strategic risk analysis (SRA) on the operations functions of an organisation.</b>		<b>D4</b> Critically evaluate the significance of strategic risk analysis for organisations operating in diverse and complex environments.
<b>P7</b> Discuss the role and importance of SRA for an organisation. <b>P8</b> Undertake a SRA for an organisation using risk identification and mapping.	<b>M4</b> Assess a range of contingency plans and strategies available to the organisation as it seeks to manage organisational and stakeholder risk.	

## Recommended Resources

### Textbooks

COLE, G. A. and KELLY, P. (2020) *Management Theory and Practice*. 8th Ed. Andover: Cengage.

JACOBS, F. R. and CHASE, R. B. (2017) *Operations and Supply Chain Management*. 14th Ed. McGraw-Hill Education.

REID, R. D. and SANDERS, N. R. (2019) *Operations Management: An Integrated Approach*. 7th Ed. Hoboken NJ: Wiley.

SLACK, N. and BRANDON-JONES, A. (2019) *Operations Management*. 9th Ed. Harlow: Pearson.

### Websites

<a href="http://www.apics.org">www.apics.org</a>	Association for Operations Management (General reference)
<a href="http://www.cips.org">www.cips.org</a>	Chartered Institute of Procurement & Supply (General reference)
<a href="http://www.ismworld.org">www.ismworld.org</a>	Institute for Supply Management
<a href="http://www.scdigest.com">www.scdigest.com</a>	Supply Chain Digest Resources/Education (General reference)

**Unit 36: Procurement and Supply Chain Management**

The aim of this unit is to enhance students' understanding of the nature, role and contribution of supply chain management to a business. The growth of global business has led to organisations becoming increasingly reliant on logistics and supply chain management in order to keep up with the demands of a global economy. Students will explore the purpose of supply chain management and its benefits to an organisation, their customers and their suppliers.

<b>Learning Outcomes and Assessment Criteria</b>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>LO1 Compare procurement and supply chain concepts, principles, and processes in an organisational context</b>		<b>LO1 and LO2</b>  <b>D1</b> Make valid recommendations for effective ethical procurement and supply chain management.
<b>P1</b> Examine the procurement principles and processes used by a range of organisations. <b>P2</b> Examine the supply chain principles and processes used by a range of organisations. <b>P3</b> Compare risks and challenges faced by organisations in procurement and supply management.	<b>M1</b> Analyse procurement and supply chain management integration in global operations.	
<b>LO2 Evaluate the importance of ethical and sustainable practices in procurement and supply to achieve responsible management</b>		
<b>P4</b> Evaluate considerations and challenges that organisations must overcome to achieve ethical and sustainable practices in procurement and supply. <b>P5</b> Assess the impact of globalisation on procurement and supply chain management in a range of organisations.	<b>M2</b> Critically evaluate the importance of ethical and sustainable practices in procurement and supply for a range of organisations.	
<b>LO3 Analyse the added value achieved through procurement and supply management to achieve competitive advantage for an organisation</b>		<b>D3</b> Make justified recommendations for improving procurement and supply chain processes and procedures to achieve competitive advantage.
<b>P6</b> Examine sources of added value in procurement and supply management available to a specific organisation in order to achieve competitive advantage. <b>P7</b> Analyse how a specific organisation can create positive stakeholder relationships in order to achieve competitive advantage.	<b>M3</b> Critically analyse the added value achieved through procurement and supply management.	
<b>LO4 Develop solutions to improve a procurement or supply chain process for an organisation.</b>		

<b>P8</b> Develop a range of solutions to improve procurement or supply chain processes that meet stakeholder needs and end-customer requirements.	<b>M5</b> Produce solutions that resolve multi-faceted issues to achieve performance objectives.	and issues in procurement or supply chain processes.
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## Recommended Resources

### Textbooks

CHRISTOPHER, M. (2016) *Logistics and Supply Chain Management*. 5th Ed. London: Pearson.

FARRINGTON, B. and LYSSONS, K. (2020) *Purchasing and Supply Chain Management*. 10th Ed. Harlow: Pearson.

HANFIELD, R. (2020) *Purchasing and Supply Chain Management*. 7th Ed. Cengage.

SLACK, N. and BRANDON-JONES, A. (2019) *Operations Management*. 9th Ed. Harlow: Pearson.

### Websites

<a href="http://www.apics.org">www.apics.org</a>	Association for Operations Management (General reference)
<a href="http://www.cips.org">www.cips.org</a>	Chartered Institute of Procurement & Supply (General reference)
<a href="http://www.ismworld.org">www.ismworld.org</a>	Institute for Supply Management
<a href="http://www.scdigest.com">www.scdigest.com</a>	Supply Chain Digest Resources/Education (General reference)

## English for Academic Purposes

This module prepares students for the academic part of the programme, through research methods, understanding lectures note-taking, summarising, adding own ideas, structuring essays, preparing and giving seminars and presentations.

### Reading

- Preparing for lectures
- Reading and understanding handouts / books / internet quotes / newspapers
- Identifying main points of text paragraphs
- Gist / Skimming for themes / Scanning for detail
- Developing opinions on the text
- Using text information for referencing/building a bibliography

### Listening

- Note taking
- Identifying key points in lectures/seminars/videos/TV/Radio
- Following lines of discussion
- Listening for detail
- Following Cause/Effect arguments
- Understanding how examples support theories
- Identifying different opinions
- Adding own opinions
- Using auditory source information for referencing/building a bibliography

### Speaking

- Working in teams:
- Prioritising
- People Management
- Resource Management
- Time Management
- Stress Management
- Crisis Management
- Discussion Skills
- Seminars and Presentations
- Group
- Individual
- Preparing
- Practising
- Presenting
- Evaluating
- Participating
- Structuring talks
- Formatting Slides
- Speaking from notes

- Developing an original style

**Writing**

- Structuring assignments
- Establishing a thesis statement
- Writing a methodology
- Writing a literature review
- Designing questionnaires
- Presenting graphs and tables
- Conducting primary/secondary research
- Analysing and interpreting data
- Triangulating data
- Upgrading vocabulary
- Efficient task achievement
- Developing cohesive arguments
- Referencing and Bibliography skills
- Using examples to support ideas
- Adding own opinion
- Introductions and conclusions
- Using cause / effect arguments
- Research skills
- Process writing – drafting and redrafting
- Reviewing original thesis

**Vocabulary**

- Predictive skills
- Decoding text - auditory and written
- Recycling new vocabulary
- Identifying register / range / genre
- Encoding text – spoken and written
- Word / sentence transformations

**Language**

- Grammar rules / forms / patterns
- Collocations
- Phonemes
- Fluency
- Stress / rhythm / intonation
- Phatic language
- Embedded words
- Ellipsis / elision / contractions / accents

## 5. APPENDIX 3: Appeals Process

Students may appeal assessment decisions as outlined in the [ETC Fair Assessment Policy](#). Students also have the right to appeal to Pearson and the Office of the Independent Adjudicator. The situations and methods of these processes are detailed on the Pearson website.

In addition, ETC has a [Complaints Procedure](#), detailed in the student induction, student handbook and on the ETC website. Members of ETC staff will be able to direct students to the correct source of information.

1. The ETC Complaints Procedure covers the following steps;
2. Reporting
3. Investigation / processing
4. Action / resolution
5. Appeal
6. External – other actions that clients may wish to take



## 6. APPENDIX 4: Progression

### Academic Counselling / Choice of University and Degree Course

ETC has formed links with several British and international colleges and universities.

Our team of academic counsellors will be delighted to help students to choose the course and institution most suited to them and assist them in their application to these organizations.

Students' choice of university and degree course will be determined by their own academic record and by the different specializations offered by each university. (Certain universities are famous for particular subjects, and some courses are only offered by a small number of universities).

ETC International College has progression agreements with Bournemouth University and De Montfort University, which means progression is guaranteed to these universities for students to complete their degree qualification at level 6, upon successful completion of selected courses at ETC

**Former ETC students have entered a great number of colleges and universities, in the UK and overseas, including the following:**

Cambridge University London School of Economics UCL (London) Warwick University University of Derby. Nottingham University Oxford Brookes University. University of Manchester University of Birmingham Birmingham City University University of Brighton	University of Buckingham Cardiff University Bournemouth University Bournemouth and Poole College The Arts University College, Bournemouth University of Waikato, New Zealand Middlesex University Winchester University University of Chichester University of Plymouth
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