

Pearson

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Business

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Level
BTEC
Higher
National
Certificate



Level
BTEC
Higher
National
Diploma



HND Business Programme Structure

Year 1 (120 Credits)

Unit Number	Unit Title	Credits	Level	Core/ Optional
1	Business and the Business Environment	15	4	Core
5	Management Accounting	15	4	Core
2	Marketing Essentials	15	4	Core
3	Human Resource Management	15	4	Core
6	Managing a Successful Business Project (Pearson-set)	15	4	Core
7	Business Law	15	4	Optional
17	Understanding and Leading Change	15	5	Specialist
18	Global Business Environment	15	5	Specialist

Year 2 (120 Credits)

Unit Number	Unit Title	Credits	Level	Core/ Optional
4	Management Operations	15	4	Core
8	Innovation and Commercialisation	15	4	Optional
11	Research Project (Pearson set)	30	5	Core
12	Organisational Behaviour	15	5	Core
16	Operations and Project Management	15	5	Specialist
32	Business Strategy	15	5	Optional
44	Pitching and Negotiating Skills	15	5	Optional

Unit 1: Business and the Business Environment

Unit code	L/508/0485
Unit type	Core
Unit level	4
Credit value	15

Introduction

The aim of this unit is to provide students with background knowledge and understanding of business, the functions of an organisation and the wider business environments in which organisations operate. Students will examine the different types of organisations (including for profit and not for profit), their size and scope (for instance, micro, SME, transnational and global) and how they operate.

Students will explore the relationships that organisations have with their various stakeholders and how the wider external environments influence and shape business decision-making.

The knowledge, understanding and skill sets gained in this unit will help students to choose their own preferred areas of specialism in future studies and in their professional career.

Learning Outcomes

By the end of this unit a student will be able to:

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

Essential Content

LO1 Explain the different types, size and scope of organisations

Different types of organisations:

Differences between for profit and not for profit and non-government organisations (NGOs).

Micro, small, medium-sized enterprises (SMEs). Different business purposes, objectives and supply of goods and services.

The range of legal structures associated with different forms of business: sole traders, partnerships and private limited companies.

Size and scope of organisations:

Differences between large, medium-sized and small organisations including objectives and goals, market share, profit share, growth and sustainability.

Global growth and developments of transnational, international and global organisations.

Differences between franchising, joint ventures and licensing.

Industrial structures and competitive analysis.

Market forces and economic operations e.g. scarcity and choice, supply and demand, income elasticity.

Stakeholders and responsibilities of organisations to meet different stakeholder interests and expectations.

LO2 Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure

The various functions within an organisation:

The role of marketing, finance, human resource management and operations within an organisational context and the interrelationships.

How functions relate to overall organisation mission and objectives.

Organisational structure:

Different structures depending upon the size and scope of the organisation, including bureaucratic and post-bureaucratic, parent, strategic business units (SBUs), matrix and functional levels.

Organisation structures and complexities of transnational, international and global organisations.

LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations

The context of the macro environment:

The application of the PESTLE framework and how organisations need to monitor and forecast external influences.

How the macro environment influences/impacts upon business activities: the impact of the digital revolution on production and consumption; the impact of social technologies; cybersecurity; emerging BRICS markets, the global shift in economic and social power and ethical and sustainable growth.

How organisations go through the transformation process and overcome resistance to change in response to the changing market environment.

LO4 Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors

Frameworks for analysis:

Introduction to SWOT and/or TOWS analysis and how they can assist in the decision-making process within organisations.

Key external macro factors including the competitive environment and government intervention that influence organisations and business.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the different types, size and scope of organisations		LO1 & 2 D1 Provide a critical analysis of the complexities of different types of business structures and the interrelationships of the different organisational functions.
P1 Explain different types and purposes of organisations; public, private and voluntary sectors and legal structures. P2 Explain the size and scope of a range of different types of organisations.	M1 Analyse how the structure, size and scope of different organisations link to the business objectives and product and services offered by the organisation.	
LO2 Demonstrate the interrelationship of the various functions within an organisation and how they link to organisational structure		
P3 Explain the relationship between different organisational functions and how they link to organisational objectives and structure.	M2 Analyse the advantages and disadvantages of interrelationships between organisational functions and the impact that can have upon organisational structure.	
LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations		LO3 & 4 D2 Critically evaluate the impacts that both macro and micro factors have upon business objectives and decision-making.
P4 Identify the positive and negative impacts the macro environment has upon business operations, supported by specific examples.	M3 Apply appropriately the PESTLE model to support a detailed analysis of the macro environment within an organisation.	
LO4 Determine the internal strengths and weaknesses of specific businesses and explain their interrelationship with external macro factors		
P5 Conduct internal and external analysis of specific organisations in order to identify strengths and weaknesses. P6 Explain how strengths and weaknesses interrelate with external macro factors.	M4 Apply appropriately SWOT/TOWS analysis and justify how they influence decision-making.	

Recommended Resources

BARON, P. (2012) *Business and its Environment*. 7th Ed. London: Prentice Hall.

PALMER, A. and HARTLEY, B. (2011) *The Business Environment*. 7th Ed. Maidenhead: McGraw-Hill.

WEATHERLEY, P. (Editor) and OTTER, D. (Editor) (2014) *The Business Environment: Themes and Issues in a Globalised World*. 3rd Ed. Oxford: Oxford University Press.

WORTHINGTON, I. and BRITTON, C. (2014) *The Business Environment*. 7th Ed. Harlow Pearson.

Links

This unit links to the following related units:

Unit 2: Marketing Essentials

Unit 12: Organisational Behaviour

Unit 18: Global Business Environment

Unit 25: Principles of Operations Management

Unit 32: Business Strategy

Unit 34: Business Systems

Unit 5: Management Accounting

Unit code	H/508/0489
Unit type	Core
Unit level	4
Credit value	15

Introduction

The overall aim of this unit is to introduce the fundamentals of management accounting which apply to the wider business environment and the organisations which operate within that environment. Students will explore how management accounting uses financial data to aid planning decisions, and the monitoring and control of finance within organisations.

On successful completion of this unit students will be in a position to present financial statements in a workplace context and be able to assist senior colleagues with financial business planning. In addition, students will have the fundamental knowledge and skills to progress onto a higher level of study.

Learning Outcomes

By the end of this unit a student will be able to:

- 1 Demonstrate an understanding of management accounting systems.
- 2 Apply a range of management accounting techniques.
- 3 Explain the use of planning tools used in management accounting.
- 4 Compare ways in which organisations could use management accounting to respond to financial problems.

Essential Content

LO1 **Demonstrate an understanding of management accounting systems**

Introduction to management accounting:

What is management accounting? Definition of management accounting.

What is a management accounting system?

Why is it important to integrate these within an organisation?

Explore the origin, role and principles of management accounting.

The distinction between management and financial accounting.

Different types of management accounting systems:

Cost-accounting systems, inventory management systems, job-costing systems and price-optimising systems.

Benefits of different types of systems.

Presenting financial information:

Why information should be relevant to the user, reliable, up to date and accurate.

Why the way in which the information is presented must be understandable.

Different types of managerial accounting reports.

LO2 **Apply a range of management accounting techniques**

Microeconomic techniques:

What is meant by cost? Different costs and cost analysis.

Cost-volume profit, flexible budgeting and cost variances.

Applying absorption and marginal costing.

Product costings:

Fixed and variable costs, cost allocation.

Normal and standard costing, activity-based costing and the role of costing in setting price.

Cost of inventory:

Definition and meaning of inventory costs and different types of inventory costs.

The benefits of reducing inventory costs to an organisation.

Valuation methods.

Cost variances.

Overhead costs.

L03 Explain the use of planning tools used in management accounting

Using budgets for planning and control:

Preparing a budget.

Different types of budgets (e.g. capital and operating).

Alternative methods of budgeting.

Behavioural implications of budgets.

Pricing:

Pricing strategies.

How do competitors determine their prices?

Supply and demand considerations.

Common costing systems:

Actual costing, normal costing and standard costing systems.

How cost systems differ depending on the costing activity: job costing, process costing, batch costing and contract costing.

Strategic planning:

Applying PEST, SWOT, balance scorecard or Porter's Five Forces analysis to the financial position of an organisation.

L04 Compare ways in which organisations could use management accounting to respond to financial problems

Identifying financial problems:

Using benchmarks, key performance indicators (financial and non-financial) and budgetary targets to identify variances and problems.

Financial governance:

Definitions of financial governance, and how this can be used to pre-empt or prevent financial problems.

Using financial governance to monitor strategy.

Management accounting skill sets:

What are the characteristics of an effective management accountant?

How can these skills be used to prevent and/or deal with problems?

Effective strategies and systems:

The development of strategies and systems which require effective and timely reporting, full disclosure of financial positions and are responsibly owned and governed.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Demonstrate an understanding of management accounting systems		D1 Critically evaluate how management accounting systems and management accounting reporting is integrated within organisational processes.
P1 Explain management accounting and give the essential requirements of different types of management accounting systems. P2 Explain different methods used for management accounting reporting.	M1 Evaluate the benefits of management accounting systems and their application within an organisational context.	
LO2 Apply a range of management accounting techniques		D2 Produce financial reports that accurately apply and interpret data for a range of business activities.
P3 Calculate costs using appropriate techniques of cost analysis to prepare an income statement using marginal and absorption costs.	M2 Accurately apply a range of management accounting techniques and produce appropriate financial reporting documents.	
LO3 Explain the use of planning tools used in management accounting		LO3 & 4 D3 Evaluate how planning tools for accounting respond appropriately to solving financial problems to lead organisations to sustainable success.
P4 Explain the advantages and disadvantages of different types of planning tools used for budgetary control.	M3 Analyse the use of different planning tools and their application for preparing and forecasting budgets.	
LO4 Compare ways in which organisations could use management accounting to respond to financial problems		
P5 Compare how organisations are adapting management accounting systems to respond to financial problems.	M4 Analyse how, in responding to financial problems, management accounting can lead organisations to sustainable success.	

Recommended Resources

DRURY, C. (2015) *Management and Cost Accounting*. 9th Ed. Cengage Learning.

EDMONDS, T. and OLDS, P. (2013) *Fundamental Managerial Accounting Concepts*. 7th Ed. Maidenhead: McGraw-Hill.

HORNGREN, C., SUNDEN, G., STRATTON, W., BURGSTALLER, D. and SCHATZBERG, J. (2013) *Introduction to Management Accounting*. Global Ed. Harlow: Pearson.

(This text is available electronically and is supported by access to an online course)

SEAL, W. et al (2014) *Management Accounting*. 5th Ed. Maidenhead: McGraw-Hill.

Links

This unit links to the following related units:

Unit 10: Financial Accounting

Unit 13: Financial Reporting

Unit 14: Advanced Management Accounting

Unit 15: Financial Management

Unit 29: Managing and Running a Small Business

Unit 6: Managing a Successful Business Project

Unit code D/508/0491

Unit type Core

Unit level 4

Credit value 15

Introduction

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

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

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

Learning Outcomes

By the end of this unit a student will be able to:

- 1 Establish project aims, objectives and timeframes based on the chosen theme.
- 2 Conduct small-scale research, information gathering and data collection to generate knowledge to support the project.
- 3 Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis.
- 4 Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance.

Essential Content

LO1 **Establish project aims, objectives and timeframes based on the chosen theme**

Project management:

What is project management and what does it involve?

The key stages of project management.

The advantages of using project management and why it is important.

Initiation of the project and project planning phase:

Scoping a project – defining objectives, scope, purpose and deliverables to be produced.

Steps and documentation required in the initiation phase.

Developing the project plan, including planning for timescales and time management, cost, quality, change, risk and issues.

The work breakdown structure.

Use of Bar and Gantt Charts for effective planning.

LO2 **Conduct small-scale research, information gathering and data collection to generate knowledge to support the project**

Project execution phase:

Selecting appropriate methods of information gathering, data collection and material resourcing.

The distinct phases which support a coherent and logical argument.

Use of secondary research to inform a primary empirical study.

Qualitative and quantitative research methods.

Field work:

Selecting a sample of the consumer market, businesses or individuals (those who meet certain characteristics relevant to the research theme) is used to gather data (qualitative or quantitative).

Sampling approaches and techniques, including probability and non-probability sampling.

Ethics, reliability and validity:

All research should be conducted ethically – how is this achieved and reported?

Research should also be reliable (similar results achieved from a similar sample) and valid (the research should measure what it aimed to measure).

Analysing information and data:

Using data collection tools such as interviews and questionnaires.

Using analytical techniques such as trend analysis, coding or typologies.

LO3 Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis

Communicating outcomes:

Consider the method (e.g. written, verbal) and the medium (e.g. report, online, presentation).

Both method and medium will be influenced by the project research and its intended audience.

Convincing arguments:

All findings/outcomes should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the project process.

Developing evaluative conclusions.

Critical and objective analysis and evaluation:

Secondary and primary data should be critiqued and considered with an objective mindset.

Objectivity results in more robust evaluations where an analysis justifies a judgement.

LO4 Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance

Reflection for learning and practice:

The difference between reflecting on performance and evaluating a project – the former considers the research process, information gathering and data collection, the latter the quality of the research argument and use of evidence.

The cycle of reflection:

To include reflection in action and reflection on action.

How to use reflection to inform future behaviour, particularly directed towards sustainable performance.

Reflective writing:

Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way.

Generalisation:

Many studies result in generalised findings. Research which has its basis in a specific field such as Human Resource Management (HRM) and in a specific context should avoid generalised conclusions.

Outcomes should be specific and actionable.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Establish project aims, objectives and timeframes based on the chosen theme		LO1 & 2 D1 Critically evaluate the project management process and appropriate research methodologies applied.
P1 Devise project aims and objectives for a chosen scenario. P2 Produce a project management plan that covers aspects of cost, scope, time, quality, communication, risk and resources. P3 Produce a work breakdown structure and a Gantt Chart to provide timeframes and stages for completion.	M1 Produce a comprehensive project management plan, milestone schedule and project schedule for monitoring and completing the aims and objectives of the project.	
LO2 Conduct small-scale research, information gathering and data collection to generate knowledge to support the project		
P4 Carry out small-scale research by applying qualitative and quantitative research methods appropriate for meeting project aims and objectives.	M2 Evaluate the accuracy and reliability of different research methods applied.	
LO3 Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis		LO3 & 4 D2 Critically evaluate and reflect on the project outcomes, the decision-making process and changes or developments of the initial project management plan to support justification of recommendations and learning during the project.
P5 Analyse research and data using appropriate tools and techniques. P6 Communicate appropriate recommendations as a result of research and data analysis to draw valid and meaningful conclusions.	M3 Evaluate the selection of appropriate tools and techniques for accuracy and authenticity to support and justify recommendations.	

Pass	Merit	Distinction
<p>LO4 Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance</p>		
<p>P7 Reflect on the value of undertaking the research to meet stated objectives and own learning and performance.</p>	<p>M4 Evaluate the value of the project management process and use of quality research to meet stated objectives and support own learning and performance.</p>	

Additional Evidence Requirements

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

Recommended Resources

COSTLEY, C., ELLIOT, G. and GIBBS, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-researchers*. London: SAGE.

FLICK, U. (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London: SAGE.

GRAY, D. (2009) *Doing Research in the Real World*. 2nd Ed. London: SAGE.

SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2012) *Research Methods for Business Students*. 6th Ed. Harlow: Pearson.

Journals

International Journal of Quantitative and Qualitative Research.

Qualitative Research Journal.

Links

This unit links to the following related units:

Unit 8: Innovation and Commercialisation

Unit 11: Research Project

Unit 16: Operations and Project Management

Unit 7: Business Law

Unit code H/508/0492

Unit level 4

Credit value 15

Introduction

The aim of this unit is to enhance students' understanding of how business law is applied to the running of a company. Students will gain knowledge of business law and examine the impact of the law on business operations and decision-making. Throughout the unit students will identify legal solutions available to business owners and assess their suitability. Their experiences in this unit will help them better understand the areas of law in which they will want to specialise. They will be able to illustrate the impact of the law on normal business operations and when registering a company and inviting shareholders to invest in it. They will gain an understanding of the law in relation to market abuse and director responsibilities. Students will be able to recognise the application of employment law between employers and employees.

Learning Outcomes

By the end of this unit a student will be able to:

- 1 Explain the basic nature of the legal system.
- 2 Illustrate the potential impact of the law on a business.
- 3 Suggest appropriate legal solutions to business problems.
- 4 Recommend appropriate legal solutions based upon alternative legal advice provided.

Essential Content

LO1 Explain the basic nature of the legal system

The legal system:

What constitutes a legal system?

The purpose of law, the evolution of law and different sources of law.

The differences between statutory law, common law and equity.

Company law and contract law.

The justice system:

The role of government in law-making and the justice system.

Organisation of the judiciary.

Jurisdictions and the structures of the court.

LO2 Illustrate the potential impact of the law on a business

Legislation and legal responsibilities:

The relationship between regulations, legislation and standards.

The implications and impacts of various legislation including environmental legislation, health and safety legislation and consumer legislation.

Legislation on data protection and confidentiality.

Rules and regulations relating to cybersecurity.

Employee legislation, equal opportunities and anti-discrimination.

Employment law and its impacts on business decisions and contracts:

How employment is defined.

Application of law in cases of maladministration.

The responsibilities of directors and delegation of tasks.

How employer and employee relationships interact with employment law.

LO3 Suggest appropriate legal solutions to business problems

Legal solutions for different types of business problems:

Consider the application of company law in forming companies, raising capital and correlation of pay and performance.

Termination of contracts, including employment.

Rescuing and liquidating companies.

LO4 Recommend appropriate legal solutions based upon alternative legal advice provided

Alternative legal advice:

Different legal frameworks and laws of different countries

The role of unions

Citizens advice and the role of Alternative Dispute Resolution (ADR).

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the basic nature of the legal system		LO1 & 2 D1 Provide a coherent and critical evaluation of the legal system and law, with evidence drawn from a range of different relevant examples to support judgements.
P1 Explain different sources of law and laws that organisations must comply with. P2 Explain the role of government in law-making and how statutory and common law is applied in the justice courts.	M1 Evaluate the effectiveness of the legal system in terms of recent reforms and developments.	
LO2 Illustrate the potential impact of the law on a business		
P3 Using specific examples illustrate how company, employment and contract law has a potential impact upon business.	M2 Differentiate and analyse the potential impacts of regulations, legislation and standards.	
LO3 Suggest appropriate legal solutions to business problems		LO3 & 4 D2 Critically review and evaluate the use of appropriate legal solutions in comparison with alternative legal advice.
P4 Suggest appropriate legal solutions for a range of business problems e.g. termination of contract, rescue from insolvency and liquidation. P5 Provide justifications for the use of appropriate legal solutions.	M3 Assess the positive and negative impacts of legal solutions to business problems.	
LO4 Recommend appropriate legal solutions based upon alternative legal advice provided		
P6 Recommend legal solutions based upon a different country's legal system and/or a different legal framework.	M4 Compare and contrast the effectiveness of these recommendations.	

Unit 16: Operations and Project Management

Unit code	T/508/0528
Unit level	5
Credit value	15

Introduction

The aim of this unit is to develop students' understanding of contemporary operations theory as a function of a modern organisation. Students explore key benchmarks and processes which will enable effective critique of an operation function. Students will also consider the fundamentals of project management utilising the prescribed, but well established, project life cycle.

On successful completion of this unit students will have developed sufficient knowledge and understanding of operations and project management to make an effective and immediate contribution to the way in which an organisation conducts its business. Students will also be in a strong position to contribute to, as well as lead, small-scale projects.

Underpinning all aspects of the content for this unit will be the consideration of the strategic role of operations management and planning and control of resources, and project management theories and the project life cycle.

Learning Outcomes

By the end of this unit a student will be able to:

- 1 Review and critique the effectiveness of operations management principles.
- 2 Apply the concept of continuous improvement in an operational context.
- 3 Apply the project life cycle (PLC) to a given context.
- 4 Review and critique the application of the PLC used in a given project.

Essential Content

LO1 **Review and critique the effectiveness of operations management principles**

Operations vs operations management:

Operations as a concept and as a function vs management as strategic oversight

Operations as a concept:

Different approaches to operations management, Taylor's theory of Scientific Management, flexible specialisation, lean production, mass customisation and agile manufacturing.

The operation process in a service sector and manufacturing sector organisation.

The relationship between operations and other business functions.

Operations management:

Overseeing the design, implementation and effectiveness of an operations function.

Utilising control systems and contingencies to ensure efficiency.

The use of Six Sigma and Lean principles to improve efficiency and effectiveness.

LO2 **Apply the concept of continuous improvement in an operational context**

Improving the effectiveness and efficiency of the operations function:

Policies and processes including cost reduction and quality improvement.

Continuous improvement as a philosophy and approach using the application of Lean principles within a cycle of continuous improvement.

Operations as a cross-organisation activity and not simply an independent function.

The significant impact that technology has had upon operational functions and information flows.

Consideration of software systems Enterprise Resource Planning systems (ERP), Supply Chain Management (SCM), New-Product development (NPD) and Customer Relationship Management (CRM).

Improving quality:

Reducing defects through Total Quality Management, the concept of Kaizen and process re-engineering.

LO3 Apply the Project Life Cycle (PLC) to a given context

The Project Life Cycle (PLC):

The phases and activities of the PLC: initiation, planning, execution and closure.

Developing the business case for a project and undertaking feasibility study.

The theories and practice of project management:

To include agile methodologies, project management tools and project leadership within the PLC.

Project documentation:

To include the project initiation document, project plan, cost benefit analysis and work breakdown structure.

Directing projects:

Differentiating between large and small-scale projects and those used in the public, private or not-for-profit sectors.

LO4 Review and critique the application of the PLC used in a given project

Holistic and focused critiques:

The broader influence/impacts of a project alongside a detailed analysis of the application of the PLC.

Performance measurement:

To include milestones, targets, deliverables, benchmarks (internal and external) and key performance indicators.

The review and critique process:

Using project monitoring to inform an evaluation.

The importance of reliability and validity in evaluation.

Programme theory and logic models to support a review.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Review and critique the effectiveness of operations management principles			LO1 & 2 D1 Apply appropriate theories, concepts and/or models to justify strategies of a continuous improvement plan for achieving improved efficiency.
P1 Conduct a review and critique of the implementation of operations management principles within an organisational context.	M1 Review and critique the implementation of operations management in relation to Six Sigma methodology and Lean principles		
LO2 Apply the concept of continuous improvement in an operational context			
P2 Prepare a continuous improvement plan based on the review and critique of operations management principles within an organisational context.	M2 Analyse the effectiveness of a continuous improvement plan using appropriate theories, concepts and/or models.		
LO3 Apply the Project Life Cycle (PLC) to a given context			LO3 & 4 D2 Critically evaluate the PLC through a practical and theoretical exploration of its effectiveness.
P3 Apply each stage of the PLC to a given project, producing necessary supporting documentation for completing the project e.g. a business case, project plan, work breakdown structure.	M3 Analyse the rationale for the project methodologies, tools and leadership within the PLC for the given project.		
LO4 Review and critique the application of the PLC used in a given project			
P4 Review and critique the effectiveness of the PLC in application to the chosen project using appropriate theories, concepts and models.	M4 Critically analyse how the use of appropriate theories, concepts and models in the PLC will differentiate between large and small-scale projects.		

Recommended Resources

ANDERSON, M., A., ANDERSON, E. and PARKER, G. (2013) *Operations Management for Dummies*. New Jersey: John Wiley and Sons.

PENDLETON, D. and FURNHAM, A. (2012) *Leadership: All You Need to Know*. London: Palgrave Macmillan.

REIS, G. (2007) *Project Management Demystified*. 3rd Ed. London: Taylor and Francis.

SLACK, N., BRANDON-JONES, A. and Johnston, R (2013) *Operations Management*. 7th Ed. Harlow: Pearson.

Journals

International Journal of Project Management

Journal of Change Management

Journal of Operations Management

Links

This unit links to the following related units:

Unit 4: Management and Operations

Unit 6: Managing a Successful Business Project

Unit 25: Principles of Operations Management

Unit 26: Supply Chain Management

Unit 17

Understanding and Leading Change

Unit code

A/508/0529

Unit level

5

Credit value

15

Introduction

The aim of this unit is to prepare students to anticipate, plan and deliver organisational change. In addition students will be able to predetermine appropriate and timely interventions required to maximise the benefits and minimise the risk of organisational change.

On successful completion of this unit students will have developed sufficient knowledge and understanding of leadership in the context of organisational change to make an effective and immediate contribution to the way in which an organisation determines and responds to change drivers. Students will also be in a strong position to contribute to change initiatives as well as to consider the strategies required to change resisters.

Learning Outcomes

By the end of this unit a student will be able to:

- 1 Compare ways in which change impacts on an organisation's strategy and operations.
- 2 Evaluate the influences that drivers of change have on organisational behaviour.
- 3 Determine how barriers to change influence leadership decision-making.
- 4 Apply a range of leadership approaches to a change initiative.

Essential Content

LO1 **Compare ways in which change impacts on an organisation's strategy and operations**

Change as a constant requirement:

What is change in a business context?

How does position and perception influence a view of change as negative or positive?

Types of organisational change:

To include structural and strategic, and people and processes.

Drivers of change:

Consideration of internal and external drivers which could be based on a PEST and/or SWOT analysis.

Dealing with change:

To include planned and emergent change, strategies for change and the Bohner and Arnold Change Impact Analysis.

LO2 **Evaluate the influences that drivers of change have on organisation behaviour**

Change and the impact on organisational behaviour:

Considering the psychological impact of change on people.

How change impacts on team dynamics and how people are led and managed.

Recognising drivers of change:

Using analytical tools such as PEST and SWOT.

Selecting the most significant drivers in a given context.

Responding to drivers of change:

Using systems theory and continuous improvement models to predict and proactively plan for change.

Using the Burke-Litwen model to make the change process efficient and effective.

L03 Determine how barriers to change influence leadership decision-making

Initiated or imposed change:

Deciding to be pre-emptive and proactive or responsive and reactive will be based on the situation and the nature/scope of the change.

Adaptive and constructive change.

Barriers and resistance to change:

Using a force field analysis to understand likely opposition and support for change in a contemporary context.

Schein's organisational culture model, self-efficacy perceptions and situational resistance when determining barriers.

Leadership and decision-making:

Doing the right thing is important when dealing with change as change mostly affects people. Decisions should be considered with this in mind.

L04 Apply a range of leadership approaches to a change initiative

Situational leadership:

The context of a task/activity/challenge determines the appropriate leadership style/approach.

Initiating change:

Where change is initiated then leaders have more control, more time and, therefore, more opportunity to select the best approach to apply.

When change is imposed then these opportunities are reduced or even negated.

Change theories, concepts and models:

The key theories, concepts and models, including Kotter's 8-step Change model, Lewin's change management model, change through strategic communication, change and movement through leadership, the principles of change leadership.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Compare ways in which change impacts on an organisation's strategy and operations			LO1 & 2 D1 Draw conclusions and recommendations with valid justifications for planning effectively for change and applying change impact analysis.
P1 Compare different organisational examples where there has been an impact of change on an organisation's strategy and operations.	M1 Assess the different drivers for change in each of the given examples and the types of organisational change they have affected.		
LO2 Evaluate the influences that drivers of change have on organisational behaviour			
P2 Evaluate the ways in which internal and external drivers of change affect leadership, team and individual behaviours within an organisation. P3 Evaluate measures that can be taken to minimise negative impacts of change on organisational behaviour.	M2 Apply appropriate theories and models to critically evaluate organisational response to change.		
LO3 Determine how barriers to change influence leadership decision-making			D2 Critically evaluate the use of force field analysis in the context of meeting organisational objectives.
P4 Explain different barriers for change and determine how they influence leadership decision-making in a given organisational context.	M3 Use force field analysis to analyse the driving and resisting forces and show how they influence decision-making.		
LO4 Apply a range of leadership approaches to a change initiative.			D3 Critically evaluate the effectiveness of leadership approaches and models of change management.
P5 Apply different leadership approaches to dealing with change in a range of organisational contexts.	M4 Evaluate the extent to which leadership approaches can deliver organisational change effectively applying appropriate models and frameworks.		

Recommended Resources

LEWIS, L. K. (2011) *Organizational Change: Creating Change Through Strategic Communication*. Chichester: Wiley-Blackwell.

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

NORTHOUSE, P. G. (2010) *Leadership Theory and Practice*. 5th Ed. London: SAGE.

PENDLETON, D. and FURNHAM, A. (2012) *Leadership: All You Need to Know*. London: Palgrave Macmillan.

STANFORD, N. (2013) *Organization Design: Engaging with Change*. 2nd Ed. London: Routledge.

Journals

Journal of Change Management

Journal of Organisational Change Management

Leadership

Links

This unit links to the following related units:

Unit 4: Management and Operations

Unit 12: Organisational Behaviour

Unit 20: Employee Relations

Unit 21: Strategic Human Resource Management

Unit 35: Developing Individuals, Teams and Organisations

Unit 36: Human Resources – Value and Contribution to Organisational Success

Recommended Resources

ADAMS, A. (2016) *Business Law for Students*. 9th ed. London: Pearson

ANDREWS, N. (2011) *Contract Law*. Cambridge: Cambridge University Press.

ELLIOTT, C and QUINN, F. (2015). *The English Legal System*. 16th Ed. London: Pearson

HONEYBALL, S. (2016) *Honeyball and Bowers Text to Employment Law*. 14th ed Oxford: Oxford University Press.

MARSON, J and FERRIS, M. (2015) *Business Law*. 4th Ed. Oxford. Oxford University Press.

Journals

New Law Journal

International Journal of Law in Context

Links

This unit links to the following related units:

Unit 1: Business and the Business Environment

Unit 3: Human Resource Management

Unit 19: Resource and Talent Planning

Unit 20: Employee Relations

Unit 28: Launching a New Venture

Unit 29: Managing and Running a Small Business

Unit 30: Taxation

Unit 32: Business Strategy

Unit code	K/508/0574
Unit level	5
Credit value	15

Introduction

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

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

Learning Outcomes

By the end of this unit a student will be able to:

- 1 Analyse the impact and influence which the macro environment has on an organisation and its business strategies.
- 2 Assess an organisation's internal environment and capabilities.
- 3 Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector.
- 4 Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation.

Essential Content

LO1 **Analyse the impact and influence which the macro environment has on an organisation and its business strategies**

The Strategic Context:

Missions, visions and objectives.

The definition and meaning of strategy.

The role of strategy to achieve business objectives and goals, strategic intent and different strategic direction.

Different strategic planning techniques.

Analytical frameworks of the macro environment:

The different types of frameworks and analysis of the macro environment, including:

Stakeholder analysis: stakeholder matrix, stakeholder mapping.

Environmental analysis: PESTLE and Porter's Five Forces model.

Structure-conduct-performance model.

Strategic positioning: Ansoff's growth vector matrix.

Organisational audit: SWOT analysis, benchmarking indicators.

LO2 **Assess an organisation's internal environment and capabilities**

Organisational internal environment:

What are strategic capabilities and what are the key components of strategic capabilities?

Resource-based view strategy as a basis for competitive advantage and the McKinsey's 7S model as a management tool.

Analysis of strategic capabilities using the VRIO/VRIN framework.

Benchmarking strategic capabilities and value chain analysis.

Cost-benefit analysis.

LO3 **Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector**

Analytical tools and models of analysis:

The Balanced Scorecard to align organisation vision and strategy.

Competitive analysis using Porter's Five Forces model.

Stakeholder analysis.

Applying the Ansoff matrix to product/market strategy.

LO4 Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation

Strategic choices and directions:

The application of Porter's generic strategies: cost and price leadership strategy, differentiation strategy, focus strategy and the extended model of Bowman's strategy clock.

Hybrid strategy.

Diversification.

Vertical/horizontal integration.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Analyse the impact and influence which the macro environment has on an organisation and its business strategies.			LO1, 2, 3 & 4 D1 Critique and interpret information and data applying environmental and competitive analysis to produce a set of valid strategic directions, objectives and tactical actions.
P1 Applying appropriate frameworks analyse the impact and influence of the macro environment on a given organisation and its strategies.	M1 Critically analyse the macro environment to determine and inform strategic management decisions.		
LO2 Assess an organisation's internal environment and capabilities			
P2 Analyse the internal environment and capabilities of a given organisation using appropriate frameworks.	M2 Critically evaluate the internal environment to assess strengths and weaknesses of an organisation's internal capabilities, structure and skill set.		
LO3 Evaluate and apply the outcomes of an analysis using Porter's Five Forces model to a given market sector			
P3 Applying Porter's Five Forces model evaluate the competitive forces of a given market sector for an organisation.	M3 Devise appropriate strategies to improve competitive edge and market position based on the outcomes.		
LO4 Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation			
P4 Applying a range of theories, concepts and models, interpret and devise strategic planning for a given organisation.	M4 Produce a strategic management plan that has tangible and tactical strategic priorities and objectives.		

Recommended Resources

JOHNSON, G. et al (2014) *Exploring Strategy Text and Cases*. Harlow: Pearson.

JOHNSON G. et al (2011) *Fundamentals of Strategy*. 2nd Ed. Financial Times/Prentice Hall.

KIM, W. C. and MAUBORGNE, R. (2015) *Blue Ocean Strategy*. Expanded Ed. Boston: Harvard Business Review Press.

ROTHAERMEL, F. (2014) *Strategic Management*. 2nd Ed. Maidenhead: McGraw-Hill.

Links

This unit links to the following related units:

Unit 1: Business and the Business Environment

Unit 18: Global Business Environment

Unit 25: Principles of Operations Management

Unit 27: Identifying Entrepreneurial Opportunities

Unit 33: Business Information Technology Systems

Unit 42: Planning for Growth

Unit 2: Marketing Essentials

Unit code	R/508/0486
Unit type	Core
Unit level	4
Credit value	15

Introduction

This unit is designed to introduce students to the principles of marketing, enabling them to develop a basic marketing plan and to employ elements of the marketing mix to achieve results. While they will learn the underpinning theories and frameworks, they will also be able to relate these to real-world examples, including products/services that they encounter in their own daily lives.

Organisations such as Apple, Google, VISA, Burberry, Zara, Cadbury, Nestle, Unilever, Coca-Cola, Unicef, BP and small local businesses all have at least one thing in common: they all use marketing to influence us to engage with their products and/or services. Whether it is becoming a loyal customer buying a product and service or donating to a charity, organisations use a range of marketing techniques and tools to inform and influence us.

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

Learning Outcomes

By the end of this unit a student will be able to:

- 1 Explain the role of marketing and how it interrelates with other functional units of an organisation.
- 2 Compare ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives.
- 3 Develop and evaluate a basic marketing plan.

Essential Content

L01 **Explain the role of marketing and how it interrelates with other functional units of an organisation**

Definitions and the marketing concept:

Definitions of marketing and the nature of marketing.

The development of the marketing concept, including current and future trends. How the external environment influences and impacts upon marketing activity.

The role of marketing:

The structure and operations of marketing departments.

Overview of marketing processes that include analysis, strategic planning and the marketing mix.

The different roles of marketing within both a B2C and B2B context.

The interrelationships of functional units:

Marketing as a business function.

The different roles of business units and the interrelationships between these functional units and marketing.

L02 **Compare ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives**

The 7Ps marketing mix:

Product: Differences between products and services, importance of brands, product development and product lifecycle.

Price: Pricing context, pricing strategies and tactics.

Place: Channel management, supply chain management and logistics.

Promotion: Integrated communication mix and promotional tools.

People: The different roles of 'people' in marketing, including customer interfacing and support personnel. The different skills, attitudes and behaviour of people delivering the product or service to customers.

Physical evidence: The tangible aspects of service delivery – visual, aural and olfactory elements.

Process: Systems and processes involved in delivering a consistent service. Different types of processes used to expedite the marketing function.

Achieving overall business objectives:

The shift from the 4Ps to the 7Ps and the significance of the extended marketing mix.

An overview of the marketing planning process (Analysis, Planning, Implementation and Control) and marketing strategy.

LO3 Develop and evaluate a basic marketing plan

Marketing planning:

The importance and value of marketing plans.

The links between marketing plans, marketing objectives and marketing strategies.

Evaluating and monitoring marketing plans using appropriate control and evaluation techniques such as sales analysis, market-share analysis, efficiency ratios and cost-profitability analysis.

Structure and development of marketing plans:

Market segmentation and target market selection.

Setting goals and objectives, situational analysis tools and techniques, creating a marketing strategy and allocation of resources and monitoring and control measures.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the role of marketing and how it interrelates with other functional units of an organisation		D1 Critically analyse and evaluate the key elements of the marketing function and how they interrelate with other functional units of an organisation.
P1 Explain the key roles and responsibilities of the marketing function. P2 Explain how roles and responsibilities of marketing relate to the wider organisational context.	M1 Analyse the roles and responsibilities of marketing in the context of the marketing environment. M2 Analyse the significance of interrelationships between marketing and other functional units of an organisation.	
LO2 Compare ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives		LO2 & 3 D2 Design a strategic marketing plan that tactically applies the use of the 7Ps to achieve overall marketing objectives.
P3 Compare the ways in which different organisations apply the marketing mix to the marketing planning process to achieve business objectives.	M3 Evaluate different tactics applied by organisations to demonstrate how business objectives can be achieved.	
LO3 Develop and evaluate a basic marketing plan		
P4 Produce and evaluate a basic marketing plan for an organisation.	M4 Produce a detailed, coherent evidence-based marketing plan for an organisation.	

Recommended Resources

BRASSINGTON, F. and PETTITT, S. (2012) *Essentials of Marketing*. 3rd Ed. Harlow: Pearson.

GROUCUTT, J. and HOPKINS, C. (2015) *Marketing (Business Briefings)*. London: Palgrave Macmillan.

JOBBER, D. and CHADWICK, F. (2012) *Principles and Practice of Marketing*. 7th Ed. Maidenhead: McGraw-Hill.

KOTLER, P. and ARMSTRONG, G. (2013) *Principles of Marketing*. London: Prentice Hall.

MCDONALD, M. and WILSON, H. (2011) *Marketing Plans: How to Prepare Them, How to Use Them*. 7th Ed. Chichester: John Wiley and Sons.

Journals

Journal of Marketing

Harvard Business Review

Websites

American Marketing Association

www.ama.org

Chartered Institute of Marketing (UK)

www.cim.co.uk

Links

This unit links to the following related units:

Unit 1: Business and the Business Environment

Unit 22: Product and Service Development

Unit 23: Integrated Marketing Communications

Unit 37: Consumer Behaviour and Insight

Unit 40: International Marketing

Unit 3: Human Resource Management

Unit code	Y/508/0487
Unit type	Core
Unit level	4
Credit value	15

Introduction

The aim of this unit is to enable students to appreciate and apply principles of effective Human Resource Management (HRM). People are the lifeblood of any organisation and being able to attract, recruit and retain talented staff is at the core of all HRM activity. This unit will explore the tools and techniques used in HRM to maximise the employee contribution and how to use HR methods to gain competitive advantage. Students will explore the importance of training and development in building and extending the skills base of the organisation and ensuring it is relevant to the ever-changing business environment. Students will also consider the growing importance of becoming a flexible organisation with an equally flexible labour force, and become familiar with techniques of job design and with different reward systems.

The unit investigates the importance of good employee relations and the ways in which employers engage with their staff and possibly with trade unions. Students will gain an understanding of the law governing HRM processes as well as the best practices which enable an employer to become an 'employer of choice' in their labour market.

Learning Outcomes

By the end of this unit a student will be able to:

- 1 Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives.
- 2 Evaluate the effectiveness of the key elements of Human Resource Management in an organisation.
- 3 Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation.
- 4 Apply Human Resource Management practices in a work-related context.

Essential Content

LO1 **Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives**

The nature and scope of HRM:

Definitions of HRM.

What are the main functions and activities of HRM.

The 'Best Fit' approach vs 'Best Practice'.

The hard and soft models of HRM.

Workforce planning.

Types of labour market, labour market trends and PESTLE.

The internal labour market.

Analysing turnover, stability and retention.

The impact of legal and regulatory frameworks.

The impact that advances in technology have had upon improving the efficiency of HR practices.

Recruitment:

Sources of recruitment: internal vs external recruitment.

Job analysis, job descriptions, personal specifications and competency frameworks.

Selection:

Main methods of selection: strengths and weaknesses of each.

Reliability and validity as key criteria.

On-boarding and induction:

The issues affecting successful induction and socialisation of employees.

LO2 **Evaluate the effectiveness of the key elements of Human Resource Management in an organisation**

Learning, development and training:

Differentiating development and training.

Identifying training needs – the training gap.

Types of training.

Evaluation of training.

Job and workplace design:

Reward management: extrinsic and intrinsic rewards from work.

The link between motivational theory and reward.

Series of job design-job extension techniques.

The flexible organisation:

Types of flexibility: numerical, structural and functional flexibility.

Models of flexible organisations (e.g. Handy, Atkinson).

Flexible working options in modern organisations.

Benefits to employers and benefits to employees of flexible working practices.

Performance and reward:

Performance management and methods used to monitor employee performance.

Types of payment and reward system.

Methods of a determination.

LO3 Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation

Employee relations:

Maintaining good employee relations.

Strategies for building and improving employee relations and engagement.

Employee relations and the law:

The purpose of employment law.

Key legal issues and constraints (e.g. equality, data protection, health and safety, redundancy, dismissal, employment contracts).

Ethical and social responsibilities.

Trade unions and workplace representation:

The role of trade unions – local/national.

Collective agreements.

Discipline, grievances and redundancy – best practice.

LO4 Apply Human Resource Management practices in a work-related context

Job and person specifications:

Preparing job specifications and person specifications applicable to the recruitment context and needs of the organisations, taking into account legislation and company policies.

Recruitment and selection in practice:

The impact of technology on improving the recruitment and selection process;
the use of online resources, digital platforms and social networking.

Designing and placing job advertisements.

Shortlisting and processing applications.

Interviewing preparation and best practice.

Selection best practice.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p>LO1 Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives</p>		<p>D1 Critically evaluate the strengths and weaknesses of different approaches to recruitment and selection, supported by specific examples.</p>
<p>P1 Explain the purpose and the functions of HRM, applicable to workforce planning and resourcing an organisation.</p> <p>P2 Explain the strengths and weaknesses of different approaches to recruitment and selection.</p>	<p>M1 Assess how the functions of HRM can provide talent and skills appropriate to fulfil business objectives</p> <p>M2 Evaluate the strengths and weaknesses of different approaches to recruitment and selection.</p>	
<p>LO2 Evaluate the effectiveness of the key elements of Human Resource Management in an organisation</p>		<p>D2 Critically evaluate HRM practices and application within an organisational context, using a range of specific examples.</p>
<p>P3 Explain the benefits of different HRM practices within an organisation for both the employer and employee.</p> <p>P4 Evaluate the effectiveness of different HRM practices in terms of raising organisational profit and productivity.</p>	<p>M3 Explore the different methods used in HRM practices, providing specific examples to support evaluation within an organisational context.</p>	
<p>LO3 Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation</p>		<p>LO3 & 4</p> <p>D3 Critically evaluate employee relations and the application of HRM practices that inform and influence decision-making in an organisational context.</p>
<p>P5 Analyse the importance of employee relations in respect to influencing HRM decision-making.</p> <p>P6 Identify the key elements of employment legislation and the impact it has upon HRM decision-making.</p>	<p>M4 Evaluate the key aspects of employee relations management and employment legislation that affect HRM decision-making in an organisational context.</p>	

Pass	Merit	Distinction
LO4 Apply Human Resource Management practices in a work-related context		
P7 Illustrate the application of HRM practices in a work-related context, using specific examples.	M5 Provide a rationale for the application of specific HRM practices in a work-related context.	

Recommended Resources

ARMSTRONG, M. and TAYLOR, S. (2014) *Armstrong's Handbook of Human Resource Management Practice*. 13th Ed. London: Kogan Page.

BACH, S. and EDWARDS, M. (2013) *Managing Human Resources*. Oxford: Wiley.

BRATTON, J. and GOLD, J. (2012) *Human Resource Management: Theory and Practice*. 5th Ed. Basingstoke: Palgrave.

TORRINGTON, D, et al. (2011) *Human Resource Management*. 8th Ed. London: Prentice Hall.

CIPD (Chartered Institute of Personnel and Development) available at www.cipd.co.uk.

Links

This unit links to the following related units:

Unit 7: Business Law

Unit 12: Organisational Behaviour

Unit 19: Resource and Talent Planning

Unit 20: Employee Relations

Unit 21: Strategic Human Resource Management

Unit 29: Managing and Running a Small Business

Unit 4: Management and Operations

Unit code	D/508/0488
Unit type	Core
Unit level	4
Credit value	15

Introduction

The aim of this unit is to help students understand the difference between the function of a manager and the role of a leader. Students will consider the characteristics, behaviours and traits which support effective management and leadership. In addition, this unit will introduce the concept of operations as both a function and a process which all organisations must adopt to conduct business. Students will be introduced to contemporary and historical theories and concepts which will support their learning for this unit.

On successful completion of this unit students will have developed sufficient knowledge and understanding of how management and operations make a positive, efficient and effective contribution to an organisation at a junior level. This could be in the role of a team leader or managing a specific aspect of an operation function and/or process.

Underpinning all aspects of the content for this unit you will consider topics under two broad headings: management and operations.

Learning Outcomes

By the end of this unit a student will be able to:

- 1 Differentiate between the role of a leader and the function of a manager.
- 2 Apply the role of a leader and the function of a manager in given contexts.
- 3 Demonstrate an appreciation of the role leaders and managers play in the operations function of an organisation.
- 4 Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment.

Essential Content

LO1 **Differentiate between the role of a leader and the function of a manager**

Management theory:

Contemporary and seminal theories of management such as management by objectives, classical management theories, behavioural theory and contingency theory.

Leadership vs management:

The definitions and differences of both a leader and a manager.

Management functions such as planning, organising, controlling and directing.

Theories of leadership traits, style and contingency.

Transformational and Transactional Leadership.

Action Centred Leadership.

'Hard' management skills and 'soft' leadership skills.

LO2 **Apply the role of a leader and the function of a manager in given contexts**

How situations affect the role of a leader and function of a manager:

Situational leadership, systems leadership, task or relationship-orientated approaches.

The application of chaos theory and management by objectives.

LO3 **Demonstrate an appreciation of the role leaders and managers play in the operations function of an organisation**

Theories of operations and operations management:

Six sigma, lean production and queuing theory.

Different operations management approaches:

The use of different management approaches: Principles of Total Quality Management (TQM), Just-in-Time Inventory and the concept of continuous improvement (Kaizen)

Operational functions:

Control and Distribution Systems.

Transformation of raw material into finished goods/services.

Process design.

Capacity management.

Logistics and inventory management.

Scheduling.

L04 Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment

Different dimensions of contemporary business environment:

The relationship that leadership and management have in the context of corporate social responsibility; culture, values, ethics and sustainability.

The relationship with stakeholders and meeting stakeholder expectations in the context of encouraging, developing and sustaining entrepreneurship and intrapreneurship.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Differentiate between the role of a leader and the function of a manager		LO1 & 2 D1 Critically analyse and evaluate the different theories and approaches to leadership in given contexts.
P1 Define and compare the different roles and characteristics of a leader and a manager.	M1 Analyse and differentiate between the role of a leader and function of a manager by effectively applying a range of theories and concepts.	
LO2 Apply the role of a leader and the function of a manager in given contexts		
P2 Examine examples of how the role of a leader and the function of a manager apply in different situational contexts. P3 Apply different theories and models of approach, including situational leadership, systems leadership and contingency.	M2 Assess the strengths and weaknesses of different approaches to situations within the work environment.	
LO3 Demonstrate an appreciation of the role leaders and managers play in the operations function of an organisation		LO3 & 4 D2 Critically evaluate application of operations management and factors that impact on the wider business environment.
P4 Explain the key approaches to operations management and the role that leaders and managers play. P5 Explain the importance and value of operations management in achieving business objectives.	M3 Evaluate how leaders and managers can improve efficiencies of operational management to successfully meet business objectives.	
LO4 Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment		
P6 Assess the factors within the business environment that impact upon operational management and decision-making by leaders and managers.	M4 Analyse how these different factors affect the business environment and wider community.	

Recommended Resources

HILL, A and HILL, T. (2011) *Essential Operations Management*. London: Palgrave.

PETTINGER, R. (2007) *Introduction to Management*. 4th Ed. London: Palgrave Macmillan.

SLACK, N., BRANDON-JONES, A. and JOHNSTON, R. (2013) *Operations Management*. 7th Ed. Harlow: Pearson.

SCHEDLITZKI, D. and EDWARDS, G. (2014) *Studying Leadership: Traditional and Critical Approaches*. London: SAGE.

Links

This unit links to the following related units:

Unit 12: Organisational Behaviour

Unit 17: Understanding and Leading Change

Unit 25: Principles of Operations Management

Unit 33: Business Information Technology Systems

Unit 34: Business Systems

Unit 8: Innovation and Commercialisation

Unit code	M/508/0494
Unit Level	4
Credit value	15

Introduction

This unit aims to equip students with a comprehensive understanding of innovation and commercialisation.

In today's competitive landscape it is critical that organisations continually innovate both their product offering and processes to ensure that they remain competitive in the market. Furthermore, adopting a more commercially driven approach is vital to maximise the Return on Investment (ROI).

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

Learning Outcomes

By the end of this unit a student will be able to:

- 1 Explain the context for innovation and determine the difference between invention and innovation.
- 2 Explain the different types of innovation.
- 3 Discuss the process required to commercialise innovation.
- 4 Evaluate the range of methods for protecting ideas and understand their advantages and disadvantages.

Essential Content

LO1 **Explain the context for innovation and determine the difference between invention and innovation**

Innovation vs invention:

Definition of innovation and commercialisation, taking into consideration the challenges this creates for small businesses.

Definition of invention and how invention is created.

Turning invention into innovation and sources of innovation.

Innovation management:

Creating a structure and culture of innovation; getting the organisation to know the difference between invention and innovation.

Developing innovation vision and leadership, entrepreneurial teams and innovation networks.

LO2 **Explain the different types of innovation**

Processing different types of innovation:

The use of the innovation funnel to manage new solution/idea development.

Overview of the different types of innovation with a focus on disruptive and incremental innovation, and exploring pros and cons of each approach.

The 4Ps and innovation space strategy.

The development of frugal innovation in response to necessity vs market driven innovation.

LO3 **Discuss the process required to commercialise innovation**

Commercialisation of innovation:

Adopting the New Product Development (NPD) and commercialisation funnel to drive new products to market; building the Innovation Business Case, in-market testing and iteration routes to market and market launch.

Planning innovation:

The impact of advanced technology and information management on research, testing and developments methods.

Consideration of big data and cognitive systems to predict behaviours and future trends, social media and constructing multimedia platforms for promotion and distribution.

Accessing funding and resources:

The reasons why an organisation would want to access funding (e.g. product development, marketing) and the different types of funding sources available.

Consideration of resources a small business may require to commercialise their offering (e.g. office space, etc.)

LO4 Evaluate the range of methods for protecting ideas and understand their advantages and disadvantages

Intellectual property:

The definition of intellectual property (IP).

Exploiting knowledge and intellectual property rights.

Overview of key IP tools including copyrights, trademarks, design rights and patents.

The role of branding in protecting the innovation and the limitations of IP in an international context.

The implications of growth of open source and open innovation platforms upon IP.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the context for innovation and determine the difference between invention and innovation		LO1 & 2 D1 Critically analyse how innovation is developed, embedded and measured in an organisational context.
P1 Explain innovation and determine its importance to organisations in comparison with invention. P2 Explain how organisational vision, leadership, culture and teamwork can shape innovation and commercialisation.	M1 Analyse different sources of innovation, and how organisations can foster and develop an environment and culture of innovation.	
LO2 Explain the different types of innovation		
P3 Explain the 4Ps of innovation and explain the use of the innovation funnel to examine and shape innovative ideas. P4 Explain developments in frugal innovation and provide examples of how it is used in an organisational context.	M2 Analyse and apply the innovation funnel in an organisational context. M3 Evaluate the role of frugal innovation in an organisational context.	
LO3 Discuss the process required to commercialise innovation		LO3 & 4 D2 Critically evaluate the nature of innovation and the context in which it is developed, providing evidence-based judgements on how organisations can overcome challenges to develop successful innovations.
P5 Explain the importance of the commercial funnel and the application of New Product Development (NPD) processing for commercialisation of innovation. P6 Build an Innovation Business Case for an organisation, including ways to access funding.	M4 Build a detailed Innovation Business Case which includes how to measure its overall effectiveness using appropriate techniques available to test, iterate and improve.	

Pass	Merit	Distinction
<p>LO4 Evaluate the range of methods for protecting ideas and understand their advantages and disadvantages</p>		
<p>P7 Evaluate the different tools that organisations can use to develop, retain and protect knowledge and intellectual property.</p>	<p>M5 Present supported evidence-based evaluation of these different tools in the context of the wider business environment.</p>	

Recommended Resources

BESSANT, J, and TIDD, J. (2015) *Innovation and Entrepreneurship*. 3rd Ed. Oxford: Wiley.

DRUCKER, P. (2006) *Innovation and Entrepreneurship*. London: Harper Business.

MATTHEWS, C and BRUEGGEMANN, R. (2015) *Innovation and Entrepreneurship: A Competency Framework*. London: Routledge.

TROTT, P. (2012) *Innovation Management and New Product Development*. Harlow: Pearson.

VALIKANGAS, L. and GIBBERT, M. (2015) *Strategic Innovation: The Definitive Guide to Outlier Strategies*. London: Pearson FT Press.

Links

This unit links to the following related units:

Unit 9: Entrepreneurship and Small Business Management

Unit 22: Product and Service Development

Unit 27: Identifying Entrepreneurial Opportunities

Unit 28: Launching a New Venture

Unit 42: Planning for Growth

Unit 11: Research Project

Unit code	R/508/0522
Unit type	Core unit
Unit level	5
Credit value	30

Introduction

This unit is assessed by a Pearson-set assignment. Students will choose their own project based on a theme provided by Pearson (this will change annually). The project must be related to their specialist pathway of study (unless the student is studying the general business pathway). This will enable students to explore and examine a relevant and current topical aspect of business in the context of the business environment and their chosen specialist pathway.

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop research aims, objectives and outcomes, 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.

On successful completion of this unit students will have the confidence to engage in problem-solving and research activities which are part of the function of a manager. Students will have the fundamental knowledge and skills to enable them to investigate workplace issues and problems, determine appropriate solutions and present evidence to various stakeholders in an acceptable and understandable format.

Learning Outcomes

By the end of this unit a student will be able to:

- 1 Examine appropriate research methodologies and approaches as part of the research process.
- 2 Conduct and analyse research relevant to a business research project.
- 3 Communicate the outcomes of a research project to identified stakeholders.
- 4 Reflect on the application of research methodologies and concepts.

Essential Content

LO1 **Examine appropriate research methodologies and approaches as part of the research process**

Developing a research proposition:

The importance of developing methodical and valid propositions as the foundation for a research project.

Rationale – the purpose and significance for research question or hypothesis.

The value of the philosophical position of the researcher and the chosen methods.

Use of Saunders's research onion as a guide to establishing a methodological approach.

Literature review:

Conceptualisation of the research problem or hypothesis.

The importance of positioning a research project in context of existing knowledge.

Significance and means of providing benchmarks by which data can be judged.

Qualitative, quantitative and mixed method research:

Key theoretical frameworks for research.

Advantages and limitations of qualitative and quantitative research approaches and methods.

LO2 **Conduct and analyse research relevant for a business research project**

Research as a process:

Research has distinct phases which support a coherent and logical argument. This includes using secondary research to inform a primary, empirical, study.

Selecting a sample:

The importance of gathering data and information (qualitative or quantitative) to support research analysis.

Selecting sample types and sizes that are relevant to the research.

Considering sampling approaches and techniques including probability and nonprobability sampling.

Ethics, reliability and validity:

Research should be conducted ethically. How is this achieved and reported?

Research should also be reliable (similar results would be achieved from a similar sample) and valid (the research measures what it aimed to measure).

Analysing data:

Using data collection tools such as interviews and questionnaires.

Using analytical techniques such as trend analysis, coding or typologies.

LO3 Communicate the outcomes of a research project to identified stakeholders

Stakeholders:

Who are they?

Why would they be interested in the research outcomes?

What communication method do they expect?

Communicating research outcomes:

Consideration of different methods of communicating outcomes (e.g. written word, spoken word) and the medium (e.g. report, online, presentation). The method and medium will be influenced by the research and its intended audience.

Convincing arguments:

No matter what the method/medium, all research should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the research process.

The importance of developing evaluative conclusions.

LO4 Reflect on the application of research methodologies and concepts

Reflection for learning and practice:

Difference between reflecting on performance and evaluating a research project. The former considers the research process; the latter considers the quality of the research argument and use of evidence.

Reflection on the merits, limitations and potential pitfalls of the chosen methods.

The cycle of reflection:

To include reflection in action and reflection on action.

Considering how to use reflection to inform future behaviour and future considerations.

Reflective writing:

Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine appropriate research methodologies and approaches as part of the research process		LO1 & 2 D1 Critically evaluate research methodologies and processes in application to a business research project to justify chosen research methods and analysis.
P1 Produce a research proposal that clearly defines a research question or hypothesis supported by a literature review. P2 Examine appropriate research methods and approaches to primary and secondary research.	M1 Evaluate different research approaches and methodology and make justifications for the choice of methods selected based on philosophical/theoretical frameworks.	
LO2 Conduct and analyse research relevant for a business research project		
P3 Conduct primary and secondary research using appropriate methods for a business research project that consider costs, access and ethical issues. P4 Apply appropriate analytical tools, analyse research findings and data.	M2 Discuss merits, limitations and pitfalls of approaches to data collection and analysis.	
LO3 Communicate the outcomes of a research project to identified stakeholders		D2 Communicate critical analysis of the outcomes and make valid, justified recommendations.
P5 Communicate research outcomes in an appropriate manner for the intended audience.	M3 Coherently and logically communicate outcomes to the intended audience demonstrating how outcomes meet set research objectives.	
LO4 Reflect on the application of research methodologies and concepts		D3 Demonstrate reflection and engagement in the resource process leading to recommended actions for future improvement.
P6 Reflect on the effectiveness of research methods applied for meeting objectives of the business research project. P7 Consider alternative research methodologies and lessons learnt in view of the outcomes.	M4 Provide critical reflection and insight that results in recommended actions for improvements and future research considerations.	

Recommended Resources

COSTLEY, C., ELLIOT, G. and GIBBS, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-researchers*. London: SAGE.

FLICK, U. (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London: SAGE.

GRAY, D. (2009) *Doing Research in the Real World*. 2nd Ed. London: SAGE.

SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2012) *Research methods for Business Students*. 6th Ed. Harlow: Pearson.

Journals

International Journal of Quantitative and Qualitative Research.

Qualitative Research Journal.

Links

This unit links to the following related units:

Unit 6: Managing a Successful Business Project

Unit 16: Operations and Project Management

Unit 12: Organisational Behaviour

Unit code	H/508/0525
Unit type	Core
Unit level	5
Credit value	15

Introduction

The aim of this unit is to develop a student's understanding of the influence culture, politics and power have on the behaviour of others in an organisational context. Students will be in a position to apply the principles of organisational behaviour to a variety of business situations.

On successful completion of this unit students will have an understanding and awareness of key influences which affect the behaviour of individuals, teams and organisations as a whole. They will be able to use this knowledge to make an immediate and positive contribution in the workplace, whether that role is as part of a team or as a team leader. This will be achieved through a strong appreciation of working in a team, having a more profound perspective of what makes people and organisations do what they do, and how to adjust one's own behaviour to reflect the circumstances and situation.

Learning Outcomes

By the end of this unit a student will be able to:

- 1 Analyse the influence of culture, politics and power on the behaviour of others in an organisational context.
- 2 Evaluate how to motivate individuals and teams to achieve a goal.
- 3 Demonstrate an understanding of how to cooperate effectively with others.
- 4 Apply concepts and philosophies of organisational behaviour to a given business situation.

Essential Content

LO1 **Analyse the influence of culture, politics and power on the behaviour of others in an organisational context**

Influence of culture:

Classifications of culture (power, role, task and person).

The importance of cultural-difference awareness.

Hofstede's dimensions of culture theory and application.

The rise of globalisation and digital technology and how they have influenced and shaped organisational culture in the 21st century.

Principles of Network theory and Systems theory as frameworks to understand organisations.

Organisational psychology.

Influence of politics:

Organisational politics and differentiation between personal, decisional, structural and organisational change.

Influence of power:

Power as a property viewpoint: individual, relationships and embedded in structures.

Bases and types of power, power controls and power sources.

LO2 **Evaluate how to motivate individuals and teams to achieve a goal**

Motivational theories:

Extrinsic and intrinsic motivation.

Motivational theorists and theories: content theories (Maslow, Herzberg and Alderfer) and process theories (Vroom, Adams, Latham and Locke).

The implications of motivational theory on management and leadership within organisations.

Behavioural psychology:

Definition of emotional intelligence and the importance of soft skills for managers and teams.

Task vs relationship leadership and psychodynamic approach to behaviour.

L03 Demonstrate an understanding of how to cooperate effectively with others

Different types of organisational teams:

Including functional, problem-solving, project teams.

The impact of technology on organisational teams: the role of virtual team development and networking.

Team dynamics and teamwork:

Definitions of the terms group and team, and the differences.

Tuckman's Team Development model and the impact of development stages on individual development.

Belbin's typology for managing effective teams and considering roles and skills required for effective teams.

Soft and hard communication, co-operation and competition.

Benefits and risks of teams.

Conflict resolution.

L04 Apply concepts and philosophies of organisational behaviour to a given business situation

Concepts and philosophy:

Path-goal theory leadership styles that improve team performance and productivity.

Contemporary barriers to effective behaviour, situational resistance, social capital theory and contingency theory.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Analyse the influence of culture, politics and power on the behaviour of others in an organisational context			LO1 & 2 D1 Critically evaluate the relationship between culture, politics, power and motivation that enables teams and organisations to succeed providing justified recommendations.
P1 Analyse how an organisation's culture, politics and power influence individual and team behaviour and performance.	M1 Critically analyse how the culture, politics and power of an organisation can influence individual and team behaviour and performance.		
LO2 Evaluate how to motivate individuals and teams to achieve a goal			
P2 Evaluate how content and process theories of motivation and motivational techniques enable effective achievement of goals in an organisational context.	M2 Critically evaluate how to influence the behaviour of others through the effective application of behavioural motivational theories, concepts and models.		
LO3 Demonstrate an understanding of how to cooperate effectively with others			LO3 & 4 D2 Critically analyse and evaluate the relevance of team development theories in context of organisational behaviour concepts and philosophies that influence behaviour in the work place.
P3 Explain what makes an effective team as opposed to an ineffective team.	M3 Analyse relevant team and group development theories to support the development of dynamic cooperation.		
LO4 Apply concepts and philosophies of organisational behaviour to a given business situation			
P4 Apply concepts and philosophies of organisational behaviour within an organisational context and a given business situation.	M4 Explore and evaluate how concepts and philosophies of OB inform and influence behaviour in both a positive and negative way.		

Recommended Resources

ARCHER, D. and CAMERON, A. (2013) *Collaborative Leadership; Building Relationships, Handling Conflict and Sharing Control*. 2nd Ed. London: Routledge.

BY, R.T. and BURNES, B. (2013) *Organizational Change, Leadership and Ethics: Leading Organisations Towards Sustainability*. London: Routledge.

HUCZYNSKI, A. and BUCHANAN, D. (2013) *Organisational Behaviour*. 8th Ed. Harlow: Pearson.

LEVI, D. (2014) *Group Dynamics for Teams*. 4th Ed. London: SAGE.

ROLLINSON, D. (2008) *Organisational Behaviour and Analysis: An Integrated Approach*. 4th Ed. London: Pearson.

Links

This unit links to the following related units:

Unit 1: Business and the Business Environment

Unit 3: Human Resource Management

Unit 4: Management and Operations

Unit 12: The Global Business Environment

Unit 17: Understanding and Leading Change

Unit 20: Employee Relations

Unit 21: Strategic Human Resource Management

Unit 35: Developing Individuals, Teams and Organisations

Unit 44: Pitching and Negotiation Skills

Unit code	L/508/0602
Unit level	5
Credit value	15

Introduction

This unit gives students a comprehensive overview of the essential pitching and negotiation skills required to win new contracts on agreeable terms. These skills are essential for the managing and running of a small business or being part of a dynamic and innovative workforce. Good pitching skills for a new product or service will generate sales and networking opportunities, while negotiating with different people and in different business transactions will secure more favourable deals. This unit aims to provide students with the knowledge base and tools that will help them to develop these skills.

Learning Outcomes

By the end of this unit a student will be able to:

- 1 Evaluate the context of a negotiation and identify the information required to prepare for a negotiation.
- 2 Manage documentation relevant to tenders and contracts.
- 3 Develop a pitch to achieve a sustainable competitive edge.
- 4 Assess the outcome of a pitch and negotiation.

Essential Content

LO1 **Evaluate the context of a negotiation and identify the information required to prepare for a negotiation**

Context for negotiating:

Understanding the rationale for negotiation and the importance of negotiating skills in the workplace.

Generating new business and winning new deals.

Key negotiation tactics and strategies.

Preparing to negotiate: the Request For Proposal (RFP) process.

Preparing to negotiate: determining goals, tactics and strategies.

Closing a deal: creating and finalising a contract.

The value of understanding the context and key individuals in a negotiation, including cultural awareness and differences in international business negotiations.

Collapse and recovery when negotiating.

LO2 **Manage documentation relevant to tenders and contracts**

Context for tendering:

What are the key elements of an RFP document?

What is procurement?

What are the different types of procurement processes?

The contractual process for both personal and classified information.

The key elements of Master agreements and statements of work.

Contract Law.

Amending contracts and breaches of terms and conditions.

LO3 **Develop a pitch to achieve a sustainable competitive edge**

Developing a competitive strategy for pitching:

The structure of pitching with emphasis on the value of brand loyalty, innovation and networking and partnerships.

Building the bridge of trust during a pitch and the importance of providing realistic solutions to problems, opportunity focus and partnership approaches.

Determining key outcomes and the pursuit of value.

Dealing with rejection and asking for referrals.

Summarising and follow-up.

LO4 **Assess the outcome of a pitch and negotiation**

Outcomes of a pitch and negotiation:

Determining key outcomes and contingency planning for dealing with rejection.

Contractual implementation and fulfilling obligations, on-going monitoring/review of contracts.

Managing relationships and generating incremental revenue.

Terminating contracts.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Evaluate the context of a negotiation and identify the information required to prepare for a negotiation		D1 Critically evaluate the steps of the negotiation process and present valid solutions for dealing with issues that can arise.
<p>P1 Determine what is a negotiation, why it occurs and who the key stakeholders are during a negotiation process.</p> <p>P2 Evaluate the key steps and information required for negotiating and generating deals.</p>	<p>M1 Present a concise rationale for the negotiation process, including detailed steps that organisations go through during a negotiation process and the information required in preparation.</p>	
LO2 Manage documentation relevant to tenders and contracts		D2 Critically evaluate the competitive tendering and contract process and make recommendations for completing a successful tender with minimal risk.
<p>P3 Explain the RFP process and the relevant types of documentation required.</p> <p>P4 Explain the contractual process and how relevant documentation is managed and monitored.</p>	<p>M2 Apply the RFP process within an organisational context, outlining the key documentation required and consequences of breaching the terms of an agreement.</p>	
LO3 Develop a pitch to achieve a sustainable competitive edge		D3 Develop a dynamic and creative pitch that is both concise and persuasive to achieve a sustainable competitive edge.
<p>P5 Develop an appropriate pitch applying key principles that achieve a sustainable competitive edge.</p>	<p>M3 Examine the pitch process in an organisational context, evaluating ways to maximise the chances of a successful pitch.</p>	
LO4 Assess the outcome of a pitch and negotiation		D4 Critically evaluate the pitch and post pitch outcomes to determine potential issues and risk management.
<p>P6 Assess the potential outcomes of a pitch.</p> <p>P7 Determine how organisations fulfil their obligation from a pitch, identifying potential issues that can occur.</p>	<p>M4 Recommend ways in which an organisation can fulfil their post-pitch obligations, highlighting any potential issues.</p>	

Recommended Resources

DeMARR, B. and De JANASZ, S. (2014) *Negotiation and Dispute Resolution*. New International Ed. Harlow: Pearson.

FALCAO, H. (2010) *Value Negotiation: How to finally get the win-win right*. Harlow: Pearson.

FISHER, R. (2012) *Getting to Yes: Negotiating an agreement without giving in*. London: Random House Publishing.

KLAFF, O. (2011) *Pitch Anything: An Innovative Method for Presenting, Persuading, and Winning the Deal*. New York: McGraw-Hill.

Journals

Journal of Small Business Management. Oxford: Wiley-Blackwell
[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1540-627X](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-627X)

The Institute for Small Business and Entrepreneurship (ISBE) website:
www.isbe.org.uk

Links

This unit links to the following related units:

Unit 22: Product and Service Development

Unit 28: Launching a New Venture

Unit 39: Sales Management