

Level 2

Business

Qualifications

Suite

Specifications

Level 2 Diploma in Business Specifications

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About NCC Education

NCC Education is a UK awarding body, active in the UK and internationally.

Originally part of the UK National Computing Centre, NCC Education started offering IT qualifications in 1976 and, from 1997 developed its Higher Education portfolio to include Business qualifications, IT qualifications for school children and a range of Foundation qualifications.

With Centres in over forty countries, four international offices and academic managers worldwide, NCC Education strives to employ the latest technologies for learning, assessment, and support.

NCC Education develops qualifications regulated, and quality assured by Ofqual (the Office of Qualifications and Examinations Regulation, see www.ofqual.gov.uk) in England.

1. Why choose this qualification?

NCC Education's Level 2 Business qualifications are designed for learners aged **14 and above**, catering to both Key Stage 4 students and adult learners.

The program is ideal for:

- Learners beginning their business studies journey.
- Non-native English speakers with sufficient English proficiency to undertake assessments successfully

NCC Education's Level 2 Business qualifications are:

- **Regulated** by Ofqual and Qualification Wales (QiW) under the Regulated Qualifications Framework (RQF).
- **Quality assured** and well-established in the UK and worldwide.
- **A valuable suite of qualifications in Business** which prepares students to foster a leadership and entrepreneurial mindset. By completing of the level 2 Business qualification, students will develop the skills to thrive in a professional environment and explore their career ambitions. This course introduces students to sample business specialisms and further their education by progressing onto the Level 3 Business qualification suite.

The Level 2 Business qualifications syllabus and assessment are suitable for students aged 14-16 as well as adult learners.

- **A pathway** to NCC Education's Level 3 Diploma qualifications and greater employment opportunities

Structure of the Level 2 Business Qualifications

Qualification Titles, Credits, Units

All qualifications in the Business suite share some common units and assessments, allowing learners some flexibility in moving between course sizes. The qualification titles are given below.

These qualifications are for learners aged 14 years and above who want to further their knowledge and understanding of business through learning. The qualifications prepare learners for a range of higher education courses and job roles related to the business sector.

In the business sector these qualifications are:

NCC Education Level 2 Award in Business (96 GLH)

NCC Education Level 2 Certificate in Business (168 GLH)

NCC Education Level 2 Diploma in Business (360* GLH)

Achieving the Level 2 Diploma in Business, with a minimum grade of pass, provides progression onto NCC Education's Level 3 Business courses. NCC Education's Level 2 Award or Certificate can provide progression alongside other qualifications at the same level.

	Award in Business	Certificate in Business	Diploma in Business
Total Qualification Time (TQT)	120	320	720*
Total Guided Learning Hours (GLH)	96	168	360*
Total Core Guided Learning Hours	96	168	168
Credit Value	12	32	72*

*Values may vary dependent on unit combination selected.

	Basics in Business	Leadership in Business	Introduction to Business Mathematics	Introduction to Entrepreneurship	Understanding Marketing	The Role of HR	Relationship Building in Business	Introduction to eBusiness
L2 Award in Business	M	M	-	-	-	-	-	-
L2 Certificate in Business	M	M	M	-	-	-	-	-
L2 Diploma in Business	M	M	M	O	O	O	O	O

M	Mandatory
O	Optional
-	Not Applicable (-)

Level 2 Award in Business- 12 credits

To gain the award, learners MUST achieve the following 2 units.

Basics in Business (TQT: 60 hours/ 6 credits)	Leadership in Business (TQT: 60 hours/ 6 credits)
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Level 2 Certificate in Business- 32 credits

To gain the certificate, learners MUST achieve the following 3 units.

Basics in Business (TQT: 60 hours/ 6 credits)	Introduction to Business Mathematics (TQT: 200 hours/ 20 credits)	Leadership in Business (TQT: 60 hours/ 6 credits)
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Level 2 Diploma in Business- 72* Credits

Core Units

To gain the Diploma, learners MUST achieve the following 3 core units with at least an additional 2 elective units equal to minimum total of 72 credits.

Basics in Business (TQT: 60 hours/ 6 credits)	Introduction to Business Mathematics (TQT: 200 hours/ 20 credits)	Leadership in Business (TQT: 60 hours/ 6 credits)
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Elective Units

Introduction to Entrepreneurship (TQT: 100 hours / 10 credits)	Understanding Marketing (TQT: 100 hours / 10 credits)	The Role of HR (TQT: 200 hours / 20 credits)
Relationship Building in Business (TQT: 120 hours / 12 credits)	Introduction to eBusiness (TQT: 200 hours / 20 credits)	

Summary of the units' credits, number of topics and the breakdown of the Total Qualification Time:

Unit type	No.	Unit	Credits	No. of topics	Tot. lecture time (hrs)	Tot. tutorial time (hrs)	Tot. seminar time (hrs)	Tot. private study time (hrs)	TQT (hrs)	Tot GLHs
Core	1	Basics in Business (BB 1.0)	6	12	12	12	24	12	60	48
	2	Introduction to Business Mathematics (IBM 1.0)	20	12	36	36	-	128	200	72
	3	Leadership in Business (LB 1.0)	6	12	12	12	24	12	60	48
Elective	1	Introduction to Entrepreneurship (ITE 1.0)	10	12	12	12	24	52	100	48
	2	Understanding Marketing (UM 1.0)	10	12	40	-	20	40	100	60
	3	The Role of HR (RHR 1.0)	20	12	72	6	40	82	200	118
	4	Relationship Building in Business (RBB 1.0)	12	12	24	36	-	60	120	60
	5	Introduction to eBusiness (IEB 1.0)	20	12	24	24	-	128	200	72

Assessment for the Qualification

1. Assessment Objectives

All assessments for the qualification are intended to allow candidates to demonstrate they have met the relevant Learning Outcomes. Moreover, NCC Education's assessment is appropriate to the assessment criteria as stated in this specification and is regularly reviewed to ensure it remains consistent with the specification.

2. Overview of Qualification Unit Assessment

Unit	Assessment Method	
	Global Exam	Global Assignment
Basics in Business	-	100%
Introduction to Business Mathematics	100%	-
Introduction to eBusiness	-	100%
Leadership in Business	-	100%
Introduction to Entrepreneurship	-	100%
Understanding Marketing	50%	50%
The Role of HR	-	100%
Relationship Building in Business	50%	50%

The overall unit mark is computed from the weighted mean of its components. The pass mark for a unit is 40%.

An examination is an assessment that will take place on a specified date and usually in an NCC Education Centre. An assignment requires candidates to produce a written response to a set of one or more tasks, meeting a deadline imposed by the Centre. Local Examinations and Global Assignments are marked by the centre.

NCC Education Centres can provide candidates with a specimen assessment paper as well as a limited number of past examination and assignment papers.

Past examination and assignment papers may be made available only following results release for the corresponding assessment cycle. Results release dates and past examination and assignment release dates can be found in the Activity Schedules on Quartz, NCC Education's student registration system.

Administration

1. Assessment Cycles

Four assessment cycles are offered throughout the year Spring, Summer, Autumn, and Winter. Details of each assessment cycle with corresponding dates can be found within the Activity Schedules.

2. Language of Assessment

All assessment is conducted in English.

3. Candidates

NCC Education's qualifications are available to those Centre candidates who satisfy the entry requirements as stated in this specification.

4. Qualification Entry Requirements

Students must meet the following entry requirements:

- Be working towards their GCSE/IGCSE 'O' Levels or an equivalent qualification in their own country and be predicted 4 subjects with minimum grades of 'C', '4' or equivalent* in each. These should include Mathematics and English.
- The NCC Education Level 2 Business suite syllabus and assessment is suitable for candidates aged 14 and above (at Key Stage 4 of the English national curriculum) as well as older (including adult) learners.
- It is expected that candidates who are non-native English speakers are able to cope with the demands of preparing for and taking the NCC Education Level 2 Business suite qualification assessment in English.

5. Eligibility Period

The maximum period of time that NCC Education allows for the completion of your programme is three years. Please contact your Accredited Partner Centre if you have any queries relating to this.

6. Resits

If a candidate fails an assessment, they will be provided with opportunities to resit during the eligibility period.

If a candidate has passed an assessment, they are eligible for 1 additional re-take only. The highest mark for the assessment will be awarded.

Syllabus

1. Basics in Business (BB 1.0)

Module overview

Welcome to “Basics in Business”. This module provides students with a broad foundation in business and the key aspects of business practice and study. Students will learn about the nature of business and other organisations, working in organisations, the important financial information that business managers need to understand, and customers and marketing. Students will also learn about the external environment in which businesses and other organisations operate, in particular the economic and political context in which businesses operate, their ethical and legal responsibilities, and the global context which increasingly impacts all businesses.

Without an understanding of this external context, no business can survive. The module does not require previous knowledge of business and management and does not assume that students are currently in employment. It covers internal aspects of business – such as people at work, financial information and marketing, as well as organisational culture and structure. It then provides an overview of the external (economic and political) context in which businesses and management operate, business ethics, and the global context of business. Businesses and organisations are vital to both the health and wealth of modern societies.

Business is an important and interesting area of study, which will prepare for work in a variety of positions in private, public and voluntary sector organisations. This module introduces the field of Business studies, including the various business functions (human resource management, marketing, accounting and finance) carried out in an organisation, and the context in which businesses (and students as a citizen) operate: the economic and political conditions, the ethical requirements of organisations, and the global picture.

Title	Basics in Business
Credits	6
Level	2
Type	Core

Guided Learning Hours	48 hours	Total Qualification Time	60 hours
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Learning Outcomes:	Assessment Criteria:
The Learner will:	The Learner can:
1. Discuss the nature of businesses and other types of organisations, including some of the key aspects of organisations and their environments including structure, culture and values.	1.1 Determine key business functions and distinguish between types of business on the basis of size, industry sector and ownership structure, and what makes businesses different from other types of organisations. 1.2 Carry out a SWOT analysis. 1.3 Describe the external environment of businesses and stakeholders, and carry out a STEEPLE analysis
2. Discuss the key principles of the main business functions (human resource management, supply chain, logistics, accounting and finance, and marketing)	2.1 Communicate key functions and processes for managing people at work 2.2 Explain the role of main business functions (human resource management, supply chain logistics, operations, accounting and finance, and marketing). 2.3 Determine and apply the concepts associated with the marketing mixes 2.4 Discuss the role played by theories of consumer behaviour and market research in the construction of marketing plans
3. Recognise the external environment in which the business operates, including the economic context at national and global levels	3.1 Identify the difference between microeconomics and macroeconomics and the relevance of the topics of these branches of economics to business and management 3.2 Describe what is meant by the term 'economics' 3.3 Explain the nature and elements of an economic system 3.4 Explain the concepts of demand and supply 3.5 Describe what is meant by the term 'market equilibrium' and the impact of changes in the determinants of demand and supply on equilibrium price and output
4. Demonstrate knowledge and understanding of the principles of business ethics and the main social and environmental	4.1 Put together and communicate effectively, clearly and accurately with others, reasoned arguments and question assumptions about the importance of ethics to business 4.2 Describe how deontology and consequentialism can be used to analyse and respond to ethical issues in business

issues faced by businesses and other organisations.	
5. Explore the idea of the wider responsibilities of business including corporate social responsibility and globalisation.	5.1 Explain what is meant by sustainability in business with corporate social responsibility (CSR) and discuss the social, ethical and environmental responsibilities of businesses 5.2 Draw together, analyse and critically evaluate information about the different elements of sustainability in business with CSR, as well as different business stances and frameworks towards CSR 5.3 Use Information and Communications Technology (ICT) to research, identify and present information about what is meant by human rights, how they relate to the sustainable development goals, and how they apply to businesses 5.4 Discuss different approaches to classifying and managing stakeholders. 5.5 Discuss the role of theories of globalisation, transnational practices and international business ethics 5.6 Assess how global value chains impact all businesses and how they function within a wider global context

Syllabus Content			
Topic No.	Topic title	Proportion	Indicative Content (250 words)
1	Introduction	1/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Understand the nature of business and of other types of organisations. Communicate key aspects of business: • External environment in which businesses are situated • How businesses operate internally. • Size • Industry sector • Ownership structure • What makes businesses different to other types of organisation. Define SWOT

			- Carry out a SWOT analysis. Business and sustainability. - Learn about the external environment of businesses and stakeholders. - Carry out a STEEPLE analysis. Learning Outcome: 1, 2
2	How people work together	2/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Explain the role of main business functions human resource management - Supply chain logistics - Operations - Accounting and finance - Marketing Understand key business functions in their wider organisational and social context: - Marketing - Human resources - Information management - Accounting and finance - Operations - Supply chain Communicate the way in which people work in organisations - Explain what human resource management is and the meaning of the term 'work' - Explain what is meant by motivation in the workplace and why it is important - Explore different theories of motivation Communicate core functions of personnel management and various aspects of managing people: - Recruiting and selecting staff - Managing staff performance - Designing rewards systems - Arranging for training and development

			• Designing jobs and working patterns • Ensuring equality. What is work? Explore the word 'work' and it can also be applied to non-paid activities Explore employees' behaviour at work by understanding their motivations. • What motivates them to work? • Do they feel they are being assessed and rewarded fairly? • Do they have opportunities to develop themselves in their work and are they properly trained for the tasks set for them? • Do they feel they are being treated equally? • Are they being given the opportunity to do work that is meaningful to them? Factors influencing their motivation to work. • Money • Satisfaction of a job well done • Chance to make a difference • Chance to interact with others (customers, colleagues, etc.) • Good annual leave entitlement • Opportunities for growth, in terms of both their professional knowledge and skills and your personal development. Discuss motivational strategies that organisations can provide: • Financial incentives for some • Time off work for others • They might ensure that people feel that they are contributing to organisational objectives. Discuss various concepts relating to motivation for work. • Relationships between work motivation and various types of needs, ranging from the purely physiological to the need for personal growth and self-actualisation
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			• The role of achievement, responsibility and career advancement compared to characteristics of the work content (e.g. salary, company policies and relations with other employees) • The nature of rewards and other outputs that people expect from work in exchange for the inputs in the form of education, skills and work hours • The limitations of motivation theories. Explore intrinsic and extrinsic motivation of students to study this course Intrinsic: • The desire to learn new things • A personal interest in a particular subject • The need to challenge yourself and get some sense of achievement. Extrinsic: • The need for a qualification to get a particular job or a promotion • The status attached to obtaining a qualification • Social pressures to gain a qualification. Both extrinsic and intrinsic gain a qualification to have better promotion opportunities. Consider what organisations can do to keep staff motivated using motivation theories: • Maslow's hierarchy of needs • Herzberg's two factor theory • Vroom's expectancy theory Map possible actions to the correct level of need on Maslow's hierarchy: • Attractive salary • Challenging job assignments • Company sports or social clubs • Discretion over main activities • Encouraging creativity • Encouraging open communication
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			• Free or subsidised catering • Good pension provisions • 'No redundancy' policy • Office parties and outings • Private health insurance • Promotion • Public recognition of achievement • Regular positive feedback Learning Outcome: 2
3	Recruitment and reward	3/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Discuss ways in which people are managed in organisations 1. Identify key stages of the recruitment and selection process and the challenges of recruitment 2. Identify the main elements of job design 3. Explain why job design is important for employee motivation, recruitment and selection Examine key aspects of the process of recruitment and selection, and the issues these raise for both candidates and organisations. Use ICT to research and critically analyse a variety of online job adverts and job descriptions. • What sort of information about the job and the person they are looking for is included in the advert and job description document? What other information is included? • If you were considering applying for this position, is there any information that you would like to have about the job or the organisation that isn't provided? Why do you think it's not provided? • Looking at the job details and application form, what sort of person (e.g. experience, skills, personal characteristics) do you think the organisation is looking for?

			• What experience does the job require? • Is the job specification clearly apparent? • What tasks does the job entail? • What responsibilities does the job entail? Discuss key information provided in the job description and person specification: • Job title • Job purpose • Organisational unit, i.e. where the job is located • Key responsibilities • Engagement with other functions or units in the organisation • Professional skills (from technical to interpersonal and problem solving) • Personal attributes (such as accuracy and ability to pass information on quickly) • Previous work experience of the candidate. Communicate what is not included in job descriptions and why: • What it is like to work for the organisation • Whether they are likely to get on with the other people working in that department. These things are quite difficult to describe objectively. • Not in the interest of the organisation, e.g. if there is a problem culture • Details about pay Examine selection methods: • Psychometric tests • Interview • Written test • Assessment centre • References • Previous placement
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			• A day spent at the company • A tour of the workplace and time with colleagues Explore Job design • key perspectives on job design • how job design affects employee motivation and helps employers achieve their business goals? • Taylorism theory Understand ways to assess people at work • Performance management • Appraisals • Rewarding people for work • Executive pay • Performance-related pay in practice Explain methods for training and development at work • Developing people at work • Training and development in organisations • Skills audit Learning Outcome: 2
4	Financial information for business	4/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Financial information for business • Different legal forms of business • The purpose of accounting and finance • Information that businesses need to provide to their stakeholders. • Assessing a business's financial health. • The importance of goals and business plans Financial statements – • Income and expenditure • Performance statement

			Six signs a business is in distress 1. Cash flow 2. High interest payments 3. Defaulting on bills 4. Extended debtor or creditor days 5. Falling margins 6. Unhappiness Learning Outcome: 2
5	Marketing	5/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	What is marketing? • The role of the marketer can be quite diverse, but the key purpose is to deliver value to the customer while at the same time delivering the objectives sought by the organisation. • Marketing as delivering value to the customer is an organisation-wide orientation, a way of doing business. This is termed 'marketing orientation'. It is contrasted with product, production and sales orientations. • The academic discipline of marketing is relatively young, originating in North America. • The idea of a mutually satisfying exchange is a key concept in marketing. • Two of the key challenges a marketer needs to consider when developing a marketing campaign are the need to consider the impact of their activity on environmental sustainability, and the increasing digitisation of society. • Marketing as exchange • Sustainable marketing Marketing mixes. • Explore the 4Ps and 4Cs or marketing strategy and justify a marketing mix for a product. Learning Outcome: 2

6	Consumer behaviour	6/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Understand consumers and their environment to achieve a marketing orientation: • What motivates consumers and how they behave • Different types of customers, with particular emphasis on the distinction between consumers and business customers • A few models of buyer behaviour • Why consumption is a significant social and cultural activity that marketers need to understand to be successful. Explore models of consumer behaviour and their importance in creating a marketing plan • A simple model of consumer behaviour • Different types of consumer behaviour • The buyer decision process Social and cultural aspects of consumption • Consumer society • Consumption as pleasure • Consumption and identity Learning Outcome: 2
7	Economic context of business	7/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Describe key concepts of economics: • Describe what is meant by the term 'economics' • Explain the nature and elements of an economic system • Describe what is meant by the term 'market equilibrium' and the impact of changes in the determinants of demand and supply on equilibrium price and output • Describe the concept of market structure and the various types of market structure Identify the difference between microeconomics and macroeconomics and the

			relevance of the topics of these branches of economics to business and management Micro-economics and macro-economics • Explain demand and supply • Understand changes in demand • Understand changes in supply Macro-economics • Gross domestic product (GD) • Consumer price index (CPI) • Unemployment Economics from a sustainability perspective • Circular economy model Learning Outcome: 3
8	Corporate social responsibility	8/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Concepts of corporate social responsibility and business ethics. • Explain what is meant by sustainability in business with corporate social responsibility (CSR) • Whether businesses should have social responsibilities • Different elements of CSR, and how economic and legal responsibility fit into a CSR framework • Different attitudes that businesses can take towards CSR. Draw together, analyse and critically evaluate information about the different elements of sustainability in business with CSR, as well as different business stances and frameworks towards • CSR Carroll's four-level model of corporate social responsibility. Use Carroll's four level model to analyse businesses.

			- Elkington's Triple Bottom Line (TBL) – business sustainability measured by three pillars – economic, environmental and social. Use ICT to research, identify and present information on a business that is valued and visit the corporate website to see CSR activities. - Discuss business gains and activity expectations. - What might be the purely business advantages of exceeding social expectations of CSR? Understand the criticisms of CSR - It is the role of elected government not CSR. - It is outside of the remit of businesses. Learning Outcome: 5
9	Global context of business	9/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Global context of business - Demonstrate knowledge of how global value chains impact all businesses and how they function within a wider global context - Discuss the role of theories of globalisation, transnational practices and international business ethics - Explain what is meant by economic globalisation and use quantitative data to discuss its development - Identify the main drivers towards globalisation and their impact on business - Cost drivers - Government drivers - Technological drivers - Market drivers - Discuss the continuing role of the state in the context of economic globalisation - Apply concepts relating to economic globalisation to a variety of case studies

			• Discuss the benefits and challenges associated with outsourcing and offshoring • Apply key concepts and ideas of globalisation and business ethics to examples of business practice and to case studies • Reflect on your own ethical perspective. Examine the nature of globalisation • Outsourcing • Offshoring • Transnational corporations Learning Outcome: 5
10	Human Rights	10/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Use ICT to research, identify and present information about what is meant by human rights, how they relate to the sustainable development goals, and how they apply to businesses • Explain what human rights are • Three major international documents that set out human rights: the Universal Declaration of Human Rights (UDHR), the European Convention of Human Rights (ECHR) and the African Charter of Human and People's Rights (ACHPR) • How to classify human rights: negative versus positive rights • How businesses can and should respect, protect and facilitate human rights. • Explain how businesses can respect, protect and facilitate human rights, and why they should do so • Apply different aspects of human rights to a case study using the Universal Declaration of Human Rights https://www.un.org/en/about-us/universal-declaration-of-human-rights

			Discuss the articles and what they mean and how they would apply to the chosen organisations. Learning Outcome: 5
11	Ethical issues	11/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	- Put together and communicate effectively, clearly and accurately with others, reasoned arguments and question assumptions about the importance of ethics to business - Explain what is meant by business ethics and why it is important - Discuss ethical issues that arise specifically from the globalisation of business operations. - Describe how deontology and consequentialism can be used to analyse and respond to ethical issues in business Learning Outcome: 4
12	Stakeholders	12/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hr Private study: 1 hr – longer study time to allow for the final assessment.	- Students to choose a business and identify a range of stakeholders involved in business and plot them on Eden and Ackerman's (2012) grid showing the interest and power of each of the stakeholders - Explain how stakeholders can be classified by their interest and power, and how businesses can engage with and influence their stakeholders - Discuss whether businesses should consider nature as a stakeholder - Apply the concepts of stakeholder management to case studies and your own experience Learning Outcome: 5

Assessment Type

- 100% Written assessment

References / Reading list

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Mapping of ILOs

Topic / ILO	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1 – Introduction	X	X			
2 – How people work together		X			
3 – Recruitment and Reward		X			
4 – Financial information for business		X			
5 – Marketing		X			
6 – Consumer behaviour		X			
7 – Economic context of business			X		
8 – Corporate social responsibility					X
9 – Global context of business					X
10 – Human Rights					X
11 – Ethical issues				X	
12 – Stakeholders					X

2. Introduction to Business Mathematics (IBM 1.0)

Module overview

This module is designed to explain the key concepts of how Business Mathematics support business, and what benefits Mathematical knowledge brings to a business and to a customer. This module also provides an understanding of how a business relies on mathematical concepts.

Title	Introduction to Business Mathematics
Credits	20
Level	2
Type	Core

Guided Learning Hours	72 hours	Total Qualification Time	200 hours
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Learning Outcomes: The Learner will:	Assessment Criteria: The Learner can:
1. Describe different terminology used when operating a business	1.1 Identify different mathematical terminology that is used in a business 1.2 Explain the need for mathematical calculations when running a business
2. Apply different basic mathematical financial techniques and concepts used in a business	2.1 Outline different techniques that are necessary when running a business such as interest rates, profit, expenses and loans 2.2 Calculate the stated techniques used in a business environment
3. Describe and summarise data used in a business	3.1 Identify different types of data that are used in a business 3.2 Outline when the different types of data are used in a business

4. Apply ratios and foreign currency calculations	4.1 Calculate ratios and proportions from figures 4.2 Explain how to calculate foreign currencies to numbers
5. Calculate and present data in graphical format	5.1 Outline different graphical formats and tables that businesses use 5.2 Calculate and present data in graphical formats 5.3 Explain how to interpret graphs in business situations
6. Explain the basic laws of probability to a range of business scenarios	6.1 Identify some basic laws of probability used in business contexts 6.2 Calculate probability using the addition and multiplication rules
7. Describe and apply different and fundamental calculus used in a business	7.1 Outline and detail different calculus that can be used in a business 7.2 Explain why calculus is used in a business 7.3 Calculate basic different fundamental calculus used in the business
8. Calculate basic measures of dispersion	8.1 Identify basic measures of dispersion used in a business 8.2 Explain when measures such as range, standard deviation and variance are used in a business 8.3 Calculate measures such as range, standard deviation and variance

Syllabus Content			
Topic No.	Topic title	Proportion	Indicative Content (250 words)
1	Terminology used when operating a business	1/12 Lectures: 3 hrs Tutorials: 3 hrs	Detail a range of mathematical terminology used in a business. - The range of basic mathematical terminology used in a business - Detail the situations when mathematical techniques are used and applied

		Private study: 11 hrs	Detail the functions in a business that require the use of mathematical techniques Learning Outcome: 1
2	Mathematical techniques and concepts used in a business	2/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 11 hrs	Apply a range of mathematical techniques and concepts used in a business - The BODMAS rule - Expressing numbers to a specific number of significant figures - Using fractions to solve problems - Using and calculating percentages, ratios and proportions - Calculating simple and compound interest Learning Outcome: 2
3	Summarise data	3/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 11 hrs	Calculate and interpret a range of data used in a business - Differentiate between different types of data - Explain the application of different types of data used in a business context - Present data using a range of charts and graphs Learning Outcome: 3
4	Basic laws of ratios and foreign currency exchange	4/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 11 hrs	Describe and calculate some basic ratios and proportions - Present data using ratios - Apply ratios to numbers - Describe when are ratios are applied within businesses - Using basic calculations, convert different currencies Learning Outcome: 4

5	Present data in graphical format	5/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 11 hrs	Calculate and present data in a range of graphical formats • Outline a range of graphical formats that a business uses – tables, pie charts and bar charts • Use examples to calculate, interpret a range of graphical formats, tables, pie charts and bar charts • Present data as histograms • Use and apply linear equations and present in graphical formats Learning Outcome: 5
6	Basic laws of probability	6/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 11 hrs	Identify and calculate some basic probability techniques • Identify some basic laws of probability • Explain when probability is used in the business context • Calculate probability using the addition and multiplication rules • Apply probability calculations in the business context Learning Outcome: 6
7	Differential and fundamental calculus I	7/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 11 hrs	Outline and explain why calculus is used in the business context • Outline some basic calculus used in a business • Explain when calculus is used in a business context • Using the principles of calculus explain the rate of change of one variable in respect of another Learning Outcome: 7
8	Different and fundamental calculus II	8/12 Lectures: 3 hrs	Apply some different calculus that is used in the business context • Calculate the gradient of a curve using differentiation

		Tutorials: 3 hrs Private study: 11 hrs	- Plot maximum and minimum turning points using graphical means - Identification of the maximum and minimum turning points using differentiation Learning Outcome: 7
9	Some basic measures of dispersion	9/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	Some basic measures of dispersion used in a business - Identify some basic measures of dispersion used in a business - Explain why measures of dispersion are used in a business - Calculate the mean, mode, median and standard deviation in a data set Learning Outcome: 8
10	Some basic measures of dispersion	10/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	Calculate and apply some measures of dispersion used in a business <i>Calculate the range and quartiles in a data set</i> <i>Calculate the variance in a data set</i> <i>Calculate of the standard deviation</i> Learning Outcome: 8
11	Student Preparation to consider use of mathematical techniques used in a business	11/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	Self-directed student time either individually or in groups to consider application of business mathematical concepts, must include - Why business use mathematical concepts - Calculation of a range of mathematical concepts - Application of the stated range of mathematical concepts

			Learning Outcome: 1-8
12	Assessment preparation	12/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	Review of course content to prepare students for assessment Learning Outcome: 1-8

Assessment Type

- 100% Global Examination

References / Reading list

- Francis, A. and Mousley, B. (2014). *Business mathematics and statistics*. Andover: Cengage Learning.
- Business Maths. (2017). Osborne Books.
- Morris, C. and Thanassoulis, E. (2007). *Essential maths : for business and management*. Basingstoke, Hampshire ; New York: Palgrave Macmillan.

Mapping of ILO's

Topic / ILO	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
1 – Terminology used when operating a business	x								
2 – Mathematical techniques and concepts used in a business		X							
3 – Summarise data			X						
4 – Basic laws of proportion and foreign exchange conversion				X					
5 – Present data in graphical format					X				
6 – Basic laws of probability						X			
7 – Different and fundamental calculus							X		
8 – Different and fundamental calculus							X		
9 – Some basic measures of dispersion								X	
10 – Some basic measures of dispersion								X	
11 – Student Preparation to consider use of mathematical techniques used in a business	X	X	X	X	X	X	X	X	X
12 – Assessment preparation	X	X	X	X	X	X	X	X	X

3. Leadership in Business (LB 1.0)

Module overview

Leadership in business provides students with the opportunity to develop and learn about leadership in business. Students will be introduced to the core concepts within business leadership. Students will engage with important issues regarding power and identity in business, and the changing nature of business. Students will be introduced to the rich concept of leadership and some of its history. Students will examine three different approaches to studying leaders. The module introduces the concept of collective leadership. Students will explore the connections between leadership, identity and power. Students will look at models of ethical leadership and use ethics theory to explore different perspectives on how leadership might be practiced ethically in business.

Title	Leadership in Business
Credits	6
Level	2
Type	Core

Guided Learning Hours	48	Total Qualification Time	60
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Learning Outcomes:	Assessment Criteria:
The Learner will:	The Learner can:
1. Explore definitions of leadership and explain what leaders typically do.	1.1 Discuss different definitions of leadership 1.2 Explore the distinction between leadership and management 1.3 Develop leadership skills 1.4 Self-assess own leadership qualities
2. Critically assess leadership theories and style	2.1 Critically assess a range of ideas about, and approaches to, leadership 2.2 Discuss theoretical approaches which focus on individual characteristics and style, and compare them with an approach which focuses on context

	2.3 Determine the main strengths and limitations of the skills, behaviour and situation approaches to leadership 2.4 Discuss the main leadership styles and competencies for boundaryless leadership 2.5 Identify how to enable leadership beyond boundaries
3. Explain in what ways collective leadership can be understood as an idea that has a particularly contemporary relevance	3.1 Describe the concept and characteristics of collective leadership 3.2 Determine that leadership, can never be finished, and must be continually practiced 3.3 Demonstrate an understanding of theories of collective leadership, leadership as a relational process and the practices associated with collective leadership
4. Evaluate the ethical and responsible leadership practices in businesses.	4.1 Identify ethical issues and dilemmas raised in the practice of leadership and in your own experience 4.2 Describe the role and relevance of ethics theory for understanding leadership ethics
5. Explain what is meant by 'diversity' and 'inclusion' and the role of the leader in harnessing the benefits of having an inclusive culture.	5.1 Explain inclusiveness and diversity in leadership 5.2 Explore how to harness diversity and foster an inclusive culture

Syllabus Content			
Topic No.	Topic title	Proportion	Indicative Content (250 words)
1	What is Leadership?	1/12 Lectures: 1 hrs Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	What is leadership? • Discuss definitions of leadership (including Keith Grint's, 2010 fourfold approach to leadership) • Leadership can be broadly defined as being about vision, a sense of direction and gaining the commitment of others. • A useful approach to exploring leadership is to focus on what leaders do. • Discuss what makes leadership effective • Discuss what is good leadership Self-assess own leadership qualities • I have limited opportunities to lead • I lead projects (big or small) • I lead an organisation • I lead a team • I lead community activities • I lead because of my position • I lead through line management • I lead because of my knowledge or expertise • I lead other people • I lead in my family • I lead people who are below me in the organisational hierarchy • I lead my peers • I lead by encouraging others • I lead by inspiring others • I lead through the management structures • I lead because I manage the budget • I lead my boss • I am leading a process of change • I lead for a particular purpose

			Analyse well known leaders and yourself in relation to five fundamental practices by Kouzes and Posner (1995) 1. Challenging the process 2. Inspiring a shared vision 3. Enabling others to act 4. Modelling the way 5. Encouraging the heart. • Mahatma Gandhi • Bill Gates • Nelson Mandela • Stephen Hawking • Barrack Obama • Steve Jobs Complete the personality test and examine the feedback to determine which words they believe reflect themselves https://www.123test.com/personality-test Examine the difference between leading versus managing. Learning Outcome: 1
2	Leadership theories	2/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Analyse leadership theories • Trait theories • Style theories • Contingency theories • Boundaryless theories • Situational leadership model Learning Outcome: 2
3	Skills, behaviour and	3/12	Examine what leaders do • Skills approach to leadership

	situation approach to leadership	Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	• Behaviour approach to leadership • Situation approach to leadership • Problem-solving and leadership examining the Three stage problem-solving model by Henry and Martin (1993) Explore leadership skills • Communication skills – in writing and orally, making presentations and giving speeches • Numeracy skills – particularly in being able to budget and understand budgets • Influencing skills – the ability to sway the opinion and action of people inside and outside the organisation • Delegating skills – to be able to allocate work to others in a way that ensures they know what is expected of them • Motivation skills – to encourage people who carry out the work to be enthusiastic about the tasks assigned to them • Problem-solving skills – to tackle day-to-day and longer-term issues. Learning Outcome: 1, 2
4	Collective Leadership	4/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Collective leadership • Define collective leadership • Advantages and disadvantages of collective leadership • Explore reasons why collective leadership might be beneficial ○ for individuals ○ for workers ○ for organisations ○ or for society more widely? Examine features of contemporary society that are enabling a move towards collective leadership • Social context

			• The interconnected knowledge society • Complex problems Learning Outcome: 1, 2
5	Identity and power	5/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Exploring self and leadership • We change very little over our lifetime • We are constantly changing and developing over time Explore characteristics that form personality • We are born with certain biological characteristics and personality 'traits' and characteristics • We inherit specific characteristics (physical and mental) • We (behaviour, characteristics and personalities) are formed in early childhood • We learn certain behaviours by experience and prediction, establishing what works (gets rewarded) and what doesn't (gets punished) – this is the only aspect that determines our future activity • The ways that we act changes little, so we are relatively stable and predictable • Individuals initiate action and try to meet their goals, plans and desires – they have a lot of control • People have a 'true' nature. Advantages and disadvantages of assigning a particular leadership style • Benefit of being able to predict leaders, and therefore, the best way to behave around them so that we do not upset them. • The downside is that we might impose limitations, rather than challenging them on their 'flexible' potential, or dismiss their potential to act differently.

			- Using a theory – analysing past situations (how the leader previously behaved in a particular way), to help us deal with future situations. - The theory is not always based on good evidence. Examine identity theories - Identity theories see people (leaders) in ways that are less <i>determined</i> (set forever) by their birth, childhood, DNA or any other characteristics. - Identity theories view people (leaders) as inherently social and always in relationships with each other (for good or ill) and tend to disregard the view that they are just lots of isolated individuals with their own private thoughts and actions. Identity acknowledges the social nature of people, thinking about ourselves and each other in a more collective way through shared understandings. Identity (and leadership) is always considered as <i>relational</i>, meaning that we always act in relation to, or with, someone else. One theory of identity is the idea that we are all social actors, constantly <i>performing</i>, as though putting on a show for different audiences at different times - Because explanations of identity usually acknowledge its political nature, they are attentive to its hierarchical character. This means that power is distributed unequally, so that some identities are more dominant and powerful, while others are marginalised. For example, by paying attention to the political nature of labelling, much has been written about the problems of ethnicity, gender, sexuality and age in the workplace
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			and the ways these are constructed. One of the downsides of identity theory is that if people are constantly changing it becomes impossible to make any predictions about how they might act. Learning Outcome: 3
6	Ethics and leadership	6/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Explore traits and behaviours of different leaders • Explore and discuss the idea of a 'good' leader • Explore and discuss the idea of an 'ethically good' leader • Explore and discuss the idea of a 'bad' leader Explore four types of ethical leaders (Treviño et al, 2000) • Hypocritical leader • Ethical leader • Inconsistent leader • Unethical leader Examine Kant's approach to principles and apply to a sportswear company or another company of choice. • Intention • Reason • Freedom Learning Outcome: 4
7	Inclusiveness and diversity	7/12 Lectures: 1 hr Tutorials: 1 hr	Define inclusiveness and diversity and the benefits for a workforce to be inclusive and diverse. Explore how to harness diversity and foster an inclusive culture

		Seminars: 2 hrs Private study: 1 hr	• Values and utilises the differences of the individual and groups. Ultimately, it will aim to modify organisational values and norms to accommodate its employees. • Works with the surrounding community and contributes to the community. The organisation acknowledges that it does not have responsibility only to its stakeholders but to the wider society. • Works with individuals, groups and organisations from a variety of national and cultural backgrounds. The organisation seeks to develop international collaborations so as to expand further the possibility for diversity. • Seeks ways to support disadvantaged groups. The organisation will seek to hire and train people who are perceived as belonging to disadvantaged groups. (adapted from Barak, 2017) Learning Outcome: 2
8	Leading mindfully	8/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Explore what is meant by leadership as a practice, which involves a practice-based approach. In contrast a competency-based approach is problematic when it comes to leadership. This is because it focuses on the individual actor's skills and actions, independently of the context in which they operate. A practice-based approach to leadership is distinguished by the following statements. • Leadership is relational and collective. Individuals cannot be understood as separate and independent entities. Instead, who they are is determined by relationships to others and practices that provide meaning. • Leadership can only be understood by observing what people do in everyday

			situations of practice. This can be contrasted with idealised models of leadership, including those based on competencies. • Leadership is an embodied, emotional practice. One of the consequences of this is that it cannot easily be measured or separated from the situations and relationships of its practice. Explore the concept of mindful leadership (Sinclair, 2016) and associated benefits • The importance of being, listening and valuing the present • Practising mindfulness can be valuable to leaders, both in helping them to manage their relationships with others and in enabling them to care for themselves. • Leading mindfully involves seeking to 'be' more and 'do' less and deciding where to concentrate attention and energy in your leadership practice. • A practice involving self-acceptance as well as acceptance of others • An awareness of the interconnectedness of things, as a basis for care and compassion. • Stepping back from the situation at hand for personal benefits e.g. feeling less rushed or overwhelmed and finding more time and energy for family, friends and relaxation. • Moving away from leading as continually doing means that when you do act, it is likely to be more impactful and resonant with others. Learning Outcome: 1,2
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9	The relational, situated nature of leadership	9/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Examine Relational leadership • Definition • Benefits • The use of storytelling in leadership to change conversations Learning Outcome: 1, 2
10	Coping with conflict and change	10/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Coping with conflict and change • Change leadership and conflict • Leading Change • Causes and Leadership responses to conflict • Constructive dissent • Analyse conflict and change in organisations using Grint's model • Explore reasons why constructive dissent is a challenging idea Learning Outcome: 2
11	Leading in uncertain times	11/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Examine the challenges of leading during VUCA (volatility, uncertainty, complexity, and ambiguity) times. Using the VUCA model look up organisations and discuss how they have changed in VUCA world and what implications this has for leaders in business. • Some employers are predicting a long-term shift to remote working • There has also been a trend for people to move out of the city and property companies are researching the long-term impact of this on property values. • Some industries, particularly in travel, retail, and hospitality, have had to re-think their business models. Others, particularly in digital technology, have boomed and are likely to continue to prosper.

			Identify signs of burnout (Kelly Brown, 2021) • Being late for, or not attending, virtual meetings • Being much slower than usual in responding to email or other messages, or not responding at all • Complaining of feeling continually tired • Lack of enthusiasm for starting new projects or taking on any extra work • A much-increased need for certainty and control • Rapid escalation of issues, with people becoming easily frustrated. What steps can a leader take during VUCA times. • Communicate • Listen • Get to know the team as individuals • Inspire with the bigger picture • Link aims and goals and the purpose of the team with the enterprise-wide purpose. • Tried and tested techniques of leadership remain relevant even in extraordinary circumstances. Learning Outcome: 2, 4, 5
12	Developing leadership skills	12/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs	Explore roles of strategic leadership (Adair, 1984) • Give direction; identify aims; and set specific goals. • Think strategically, and create a strategic plan. • Make it happen; co-ordinate efforts; clarify accountabilities; be visible; encourage appropriate autonomy. • Relate the part to the whole; think of your organisation as an orchestra

		Private study: 1 hr (includes time for final assessment)	which you must conduct. Make sure that your structure is efficient and flexible; make changes as required. • Build partnerships and choose your partners wisely; be sure that you share a common purpose. • Release the corporate spirit (sense of belonging to an organisation); elicit a shared, positive group cohesiveness. You can't impose it, you have to co-create. • Develop today's and tomorrow's leaders: leaders are made, not born. Successful organisations select and develop their leaders in a planned and sustained way. Don't assume leadership is the exclusive preserve of a few; everyone is a leader. Explore functions of a leader (Adair, 1984) • Defining the task: individuals and teams need to have the task with a clear objective that is SMART (specific, measurable, achievable, realistic and time-constrained). • Planning: this requires the generation of alternatives, and this is best done with others in an open-minded, positive and creative way. Contingencies should be planned for, and plans should be tested. • Briefing: a basic leadership function is team briefing and this is essential in order to create the right ambience to promote teamwork, and motivate each individual. • Controlling: Adair wrote in <i>The Skills of Leadership</i> that excellent leaders get maximum results with the minimum of resources. To do this leaders need self-control, effective control systems in place and delegation and monitoring skills. • Evaluating: leaders need to be good at assessing consequences, evaluating team performance, appraising and training individuals, and judging people.
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			• Motivating: Adair distinguishes six principles for motivating others in his book <i>Effective motivation</i> (1996): be motivated yourself; select people who are highly motivated; set realistic and challenging targets; remember that progress motivates; provide fair rewards; and give recognition. • Organising: good leaders need to be able to organise themselves, their team and the organisation (including structures and processes). Leading change requires a clear purpose and effective organisation to achieve results. • Setting an example: leaders need to set an example both to individuals and to the team. Setting a good example is something we must constantly strive for. Define Authentic leadership Students to identify specific capabilities to develop in themselves. • Improved communication skills: consider whether you wish to focus on your written or oral skills (or both). Identify a trusted colleague who would be willing to provide feedback and suggestions for improvement. Ask your HR team for advice on suitable training modules, and conduct an internet search to find any free training that might be helpful. • Better understanding of your organisation's strategy: look on your organisation's website and highlight material that will help you understand more detail. Be sure to join any briefing sessions offered by your organisation. Ask your manager to spend some time with you to discuss the strategy, or to suggest who else you could speak with. Explore opportunities to be assigned to project teams so that you
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			can continue your own personal development. • Managing conflict in a constructive way: improve your understanding of conflict in organisational settings (an internet search will identify helpful reading on this subject) and consider what gives rise to conflict in your own role. Talk to a trusted colleague to seek advice; experiment with different approaches to managing disagreements, reviewing the outcomes with a trusted colleague or friend. • Seeing the bigger picture: consider the value of shadowing a colleague in another team; perhaps this could be someone on whom you rely, or who relies on you, in terms of work flow. Spend some time seeing the world through their eyes, and use that opportunity to find ways to improve your working relationship and the quality of your respective delivery. Identify desirable leadership characteristics Identifying shared characteristics Identify leaders you admire and list key leadership characteristics and assess what skills you would like to develop or build upon. Create a leadership development plan. Identify how you experience Adair's seven roles of strategic leadership. A skill: a learned ability to do something well. A behaviour: how a person conducts themselves towards other people. A value: principles or standards of behaviour, judgements about what is important. Knowledge: acquired information.
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			Experience: practical contact with and observation of facts or events by doing, seeing or feeling something. Learning Outcome: 1, 2, 3, 4, 5.
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Assessment Type

- 100% Written assessment

References / Reading list

- Adair, J.E. (1984) *The skills of leadership*. Aldershot: Gower.
- Barak, M. E. M. (2017) *Managing Diversity: Toward a Globally Inclusive Workplace*, USA, Sage Publications.
- Blanchard, K. H., Zigarmi, P. and Zigarmi, D. (1985) *Leadership and the One Minute Manager: Increasing Effectiveness through Situational Leadership*, New York, Morrow.
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- Cunliffe, A.L. and Eriksen, M. (2011) 'Relational leadership', *Human Relations*, 64(11), pp. 1425–49.
- Grint, K. (2010) *Leadership: a very short introduction*, Oxford, Oxford University Press.
- Gundling, E., Caldwell, C. and Cvitkovich, K. (2015) *Leading Across New Borders: How to Succeed as the Center Shifts*, New York, Wiley.
- Henry, J. and Martin, J. (1993) *Creative Problem-Solving Guide*, Milton Keynes, Open University Press.
- Kouzes, J. M. and Posner, B. Z. (1995) *The Leadership Challenge*, San Francisco, CA, Jossey-Bass.
- Sinclair, A. (2016) *Leading Mindfully: How to Focus on What Matters, Influence for Good, and Enjoy Leadership More*. Crows Nest, NSW, Australia: Allen Unwin.
- Treviño, L. K., Hartman, L. P., and Brown, M. (2000) 'Moral person and moral manager: how executives develop a reputation for ethical leadership', *California Management Review*, vol. 42, pp. 128–42.

Mapping of ILO's

Topic / ILO	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1 – What is Leadership?	X				
2 – Leadership theories		X			
3 – Skills, behaviour and situation approach to leadership	X	X			
4 – Collective Leadership	X	X			
5 – Identity and power			X		
6 – Ethics and leadership				X	
7 – Inclusiveness, diversity and boundaryless leadership		X			X
8 – Leading mindfully	X	X			
9 – The relational, situated nature of leadership	X	X			
10 – Coping with conflict and change		X			X
11 – Leading in uncertain times		X		X	X
12 – Developing leadership skills	X	X	X	X	X

4. Introduction to Entrepreneurship (ITE 1.0)

Module overview

Introduction to entrepreneurship aims to enhance your understanding of what entrepreneurship means and how forms of entrepreneurship can make a positive impact on economy and society. Studying this module will also support students in thinking about how they can put knowledge and skills in entrepreneurship into practice and how they can apply entrepreneurial thinking in your own professional context.

This module provides students with conceptual and practical learning in entrepreneurship in different contexts. It aims to equip them with an entrepreneurial mindset that helps them to make better career decisions – either in their workplace or as an independent entrepreneur – and cope effectively with increasingly rapid changes in economy and society.

In this module, entrepreneurship is broadly described as the application of enterprise behaviours with the aim of creating economic, social, environmental or cultural value in various contexts; among them private and public organisations as well as small enterprises and large corporations. Specifically, it goes beyond new venture creation (i.e. entrepreneurship) and considers the application of entrepreneurial skills and knowledge in established organisations (i.e. intrapreneurship) to initiate innovation, change and organisational development.

Students do not need to aim to start their own venture to study this module. Students will also benefit from studying this introduction to entrepreneurship because the skills that they will develop and the concepts and frameworks that they will explore can be applied in their own workplace.

Title	Introduction to Entrepreneurship		
Credits	10		
Level	2		
Type	Elective		

Guided Learning Hours	48	Total Qualification Time	100
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Learning Outcomes:	Assessment Criteria:
The Learner will:	The Learner can:

1. Describe different forms of entrepreneurial practice.	1.1 Define entrepreneurship. 1.2 Identify different types of entrepreneurships. 1.3 Reflect on what it means to be an entrepreneur. 1.4 Utilise management tools for entrepreneurship
2. Identify the main roles in a typical entrepreneurial team.	2.1 Develop and refine your own skills in building teams and networks. 2.2 Evaluate the benefits and risks of individual and team-based ventures.
3. Analyse the challenges and opportunities facing entrepreneurs.	3.1 Analyse the impact of emotions on the entrepreneurial journey. 3.2 Explain risk and uncertainty associated with being an entrepreneur. 3.3 Discuss the upsides and downsides of entrepreneurship. 3.4 Evaluate an entrepreneur's individual strengths and weaknesses. 3.5 Recognise how entrepreneurial creativity can be utilised to pursue entrepreneurial opportunities.
4. Discuss ethics and values in entrepreneurship.	4.1 Explain how entrepreneurs create value for stakeholders. 4.2 Identify how entrepreneurs capture value from innovation. 4.3 Discuss ethical dilemmas that can arise in entrepreneurship 4.4 Determine personal values of an entrepreneur 4.5 Identify responsible entrepreneurship
5. Discuss the outcomes and effectiveness of entrepreneurial learning	5.1 Describe what and how individuals learn through their entrepreneurial or intrapreneurial initiatives. 5.2 Discuss approaches that can be adopted to enhance knowledge and skills, and the various outcomes of entrepreneurial learning.

Syllabus Content			
Topic No.	Topic title	Proportion	Indicative Content (250 words)
1	Defining entrepreneurship	1/12 Lectures: 1 hr Tutorials: 1 hrs Seminars: 2 hrs Private study: 4 hrs	Origins of entrepreneurship • Origins of the term • How entrepreneurship developed around the world Brief overview of early works in entrepreneurship • Frank Knight (1885-1972) • Joseph A. Schumpeter (1885-1950) • Edith T Penrose (1914-1996) Definitions of entrepreneurship • Entrepreneurship is a concept that can be defined in many different ways - focus on definitions and types of entrepreneurship. • 'Born' view - entrepreneurs differ from non-entrepreneurs in their personality and their strong ambition to succeed. • 'Made' view - entrepreneurship education and dedicated training enable you to become an entrepreneur and give you the necessary drive. • Activities of social and commercial enterprises e.g. privately held foundations, such as the Bill and Melinda Gates Foundation • Privates and public organisations • Rural entrepreneurship • Corporate entrepreneurship and Intrapreneurship – the practice of developing a new venture within an existing organisation • Social entrepreneurship • Family entrepreneurship

			• Gig and sharing economies • Sustainable entrepreneurship Different types of entrepreneur • Social entrepreneur • Technology entrepreneur • Serial entrepreneur • Corporate entrepreneur (or intrapreneur) Personal values of an entrepreneur • Values • Ethics • Leadership • Social responsibility Responsible entrepreneurship • Sustainability • Ethical practice • Corporate social responsibility • Innovative business models like B Corporations and cooperatives Learning Outcome: 1, 3, 4, 5.
2	Creating value	2/12 Lectures: 1 hrs Tutorials: 1 hrs Seminars: 2 hrs Private study: 4 hrs	Different types of value created • Shareholders funds, risk-bearing into dividends, capital growth • Board of directors direction control, resources network, benefits into money, power, network benefits • Management labour, strategic-thinking, direction control into money, status, power • Employees labour, loyalty into Money, security • Customers money, network benefits into products, continuity of supply, network benefits, welfare benefits • Suppliers goods and services, continuity of supply, network benefits into money, continuity of custom, network benefits

			• State and society institutions, legitimacy, licence to operate into taxes, social benefits Types of value that organisations can create • Economic value • Social value • Cultural value • Intellectual value • Environmental value How entrepreneurs capture value from innovation • Product (e.g. price, technological sophistication) • Strategy (e.g. synergies, strategic orientation) • Process (e.g. market orientation, cross-functional integration) • Marketplace (e.g. market potential, environmental uncertainty) • Organisational (e.g. organisational climate, centralisation and formalisation). Learning Outcome: 4
3	Entrepreneurial opportunities	3/12 Lectures: 1 hrs Tutorials: 1 hrs Seminars: 2 hrs Private study: 4 hrs	Sources of entrepreneurial opportunities. • Copycat • Incremental product/service innovation • Market expansion • Disruptive innovation • Market paradigm shift • New-to-the-world industries Explore radical products versus incremental product and associated risks. • Radical product - no clear market need. • Often requires high financial investments.

			• Incremental product -addresses a presently unmet or future market need. • Less risk In this situation, you can spot an entrepreneurial opportunity. • Risk of more competition Learning Outcome: 1, 2, 3, 5.
4	Dealing with risks	4/12 Lectures: 1 hrs Tutorials: 1 hrs Seminars: 2 hrs Private study: 4 hrs	Risks experienced by entrepreneurs • Reputational risk. • The use of unproven product or process technologies • The entry in new and unfamiliar markets. • Dealing with high financial commitments and the risk of breaking them. Risks experienced by intrapreneurs • Career risk • Accountability for large resource commitments and reallocations • Organisational restructuring • Change in organisational culture • Strategic actions that evoke major resistance • Stakeholder resistance Main sources of risk and uncertainty in an entrepreneurial setting World Economic Forum, 2020, p. 12 identifies 5 top external risks 1. Extreme weather 2. Climate action failure 3. Natural disaster 4. Biodiversity loss 5. Human made environmental disasters. Internal risks • Health and safety incidents

			• Unexpected departure of key members of staff • Staff absence or illness • Illegal or unethical behaviour • Employment-related disputes • Malfunctioning of computing system or other essential equipment • Failures affecting accounting, logistics, sales or marketing functions. Management of risk • Strategies to build trust and legitimacy among key stakeholders • Assess an entrepreneurial opportunity based on the risk that it bears. • Explore how an entrepreneur may feel about risk Learning Outcome: 3, 5.
5	Entrepreneurial Learning	5/12 Lectures: 1 hrs Tutorials: 1 hrs Seminars: 2 hrs Private study: 4 hrs	Approaches entrepreneurs can take to enhance knowledge, learning and skills and the various outcomes of entrepreneurial learning. • Direct knowledge acquisition - by engaging in entrepreneurial activity themselves • Indirect knowledge acquisition - by closely associating with others who are so engaged • Through experience • Discovering entrepreneurial opportunities • Starting and growing a new venture • Refining an established organisation's ability to address its customers' needs in an innovative way. • Theoretical learning • Practical learning • Entrepreneurial learning

			Turning experience into entrepreneurial knowledge - Discover and develop entrepreneurial opportunities (Politis, 2005) - The ability to cope with liabilities of newness - Manage challenges and risks related to new ventures Learning Outcome: 1, 5
6	Digital technologies as a driver for entrepreneurial opportunities	6/12 Lectures: 1 hrs Tutorials: 1 hrs Seminars: 2 hrs Private study: 4 hrs	Explore how the digitisation of services, social media and the attractiveness of global brands enable people to create novel entrepreneurial opportunities to act upon and turn them into innovative business models. Discuss advantages and disadvantages - Platform strategies - Information and communication technologies - Digital technologies – online platforms, social media, mobile telephony - The digitisation of services - Internet of Things - Gig work - Sharing economy - Crowd working - Social media influencers Learning Outcome: 1, 3, 5
7	Developing an entrepreneurial mindset	7/12 Lectures: 1 hrs Tutorials: 1 hrs Seminars: 2 hrs	Explore an entrepreneur's mindset through the 3Cs – curiosity, connections and creating value - Being your own boss - Career options - Necessity - Migrants report their venture helps them to integrate in their host country's society (Evansluong et al., 2019)

		Private study: 4 hrs	Explore examples of entrepreneurs • Richard Branson • Alan Sugar • Surinder Arora • Oprah Winfrey • Travis Kalanick • Elon Musk • Sheryl Sandberg • Lakshmi Mittal Reflect on own understanding of entrepreneurship • Reflect on whether your current professional environment allows you to be entrepreneurial (or intrapreneurial) and how you feel about the application of enterprise behaviours in this context. • Critically think about other students' and real entrepreneurs' views. • Take the AULIVE creativity test and discuss the eight dimensions of creativity. Learning Outcome: 1, 3, 4, 5
8	Entrepreneurial teams	8/12 Lectures: 1 hrs Tutorials: 1 hrs Seminars: 2 hrs Private study: 4 hrs	Explore potential advantages and disadvantages of entrepreneurial teams • A family business • Former employees • University alumni Examine Belbin team roles and issues • Team roles, entrepreneurs are often the 'Chair'. • Managing teams effectively in different contexts, to achieve success • Addressing skill or role gaps or outsourcing

			The role of networks • Personal contact network • Social media networking • Face-to-face networking • Use of local and regional networks Learning Outcome: 2, 5
9	Understanding entrepreneurial success	9/12 Lectures: 1 hrs Tutorials: 1 hrs Seminars: 2 hrs Private study: 4 hrs	Practical skills and competencies of an entrepreneur • Learn where and how to raise financial start-up capital • Build legitimacy in the industry • Adapt to changes • Get access to social and professional networks. • Learning from others • Learning from experience • Learning by doing • Formal learning Success and failure of entrepreneurs • Angel et al's. (2018) typology of entrepreneurs • Khelil (2016) taxonomy of failing entrepreneurs Learning Outcome: 1, 3, 5
10	Clusters, incubators, and accelerators	10/12 Lectures: 1 hrs Tutorials: 1 hrs Seminars: 2 hrs Private study: 4 hrs	Explore industry dynamics and entrepreneurship and associated advantages and disadvantages • Technological innovations e.g. music industry • Cluster co-location • Incubators • Accelerators Learning Outcome: 3, 5
11	Ethical context of entrepreneurship	11/12	Ethical dilemmas faced by the entrepreneur or intrapreneur

		Lectures: 1 hrs Tutorials: 1 hrs Seminars: 2 hrs Private study: 4 hrs	• Promoter dilemmas such as pragmatic versus moral considerations. • Relationship dilemmas such as transactional ethics. • Innovator dilemmas such as avoiding responsibility for one's creation. • Other dilemmas such as a conflict between personal and business goals. ○ (Morris et al., 2002) Learning Outcome: 3, 4
12	Types of entrepreneurship and Management tools	12/12 Lectures: 1 hrs Tutorials: 1 hrs Seminars: 2 hrs Private study: 8 hrs includes time for the final assessment.	Management tools The market opportunity navigator (Gruber and Tal, 2017). The tool draws on a framework that builds upon three questions: • The Market Opportunity Set: Which market opportunities exist? • The Attractiveness Map: What are the most attractive market opportunities? • The Agile Focus Dartboard: What market opportunities should be targeted? The Business Model Canvas https://www.nesta.org.uk/toolkit/business-model-canvas/ covers nine interrelated areas: • The value proposition that the organisation makes to serve its target audience • Customer segments (or target audiences) • Customer relationships • Channels • Key activities • Key resources • Key partners • Cost structure • Revenue streams.

			Horizon Scanning • Horizon 1 'Now': What are the pressing issues that you and your target audience should be dealing with now? • Horizon 2 'Next': What are the issues that you and your target audience should be planning around? How are they addressed by the new products and services that you are developing? • Horizon 3 'New': Which issues may represent significant disruption? Do they provide any opportunities for changes in your organisation's approach to business or management practices? Use management tools to research corporate, social and family entrepreneurship to explore 3 questions: 1. Can this type of entrepreneurship be studied in your workplace organisation (or an alternative organisation that you can access)? 2. Are the practices and outcomes of this type of entrepreneurship observable in your workplace organisation (or an alternative organisation that you can access)? 3. Does the study of this type of entrepreneurship support the achievement of your professional and academic goals? Learning Outcome: 1, 4
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Assessment Type

- 100% Assignment

References / Reading list

- Angel, P., Jenkins, A. and Stephens, A. (2018) 'Understanding entrepreneurial success: A phenomenographic approach', *International Small Business Journal: Researching Entrepreneurship*, 36(6), pp. 611–636.
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- Evansluong, Q., Ramirez Pasillas, M. and Nguyen Bergström, H. (2019) 'From breaking-ice to breaking-out: Integration as an opportunity creation process', *International Journal of Entrepreneurial Behavior and Research*, 25(5), pp. 880–899.
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- Gartner, W.B. (1988) "Who is the entrepreneur?" is the wrong question', *American Journal of Small Business*, 12(4), pp. 11–32.
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- Nabi, G., Walmsley, A., Liñán, F., Akhtar, I. and Neame, C. (2018) 'Does entrepreneurship education in the first year of higher education develop entrepreneurial intentions? The role of learning and inspiration', *Studies in Higher Education*, 43(3), pp. 452–467.
- Ustav, S. and Venesaar, U. (2018) 'Bridging metacompetencies and entrepreneurship education', *Education and Training*, 60(7), pp. 674–695.
- World Economic Forum (2020) *The Global Risks Report 2020*. Geneva: World Economic Forum. Available at: <https://www.weforum.org/reports/the-global-risks-report-2020> (Accessed: 6 June 2020).

Mapping of ILO's

Topic / ILO	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1 – Defining entrepreneurship	X		X	X	X
2 – Creating value				X	
3 – Entrepreneurial opportunities	X	X	X		X
4 – Dealing with risks			X		X
5 – Entrepreneurial Learning	X				X
6 – Digital technologies as a driver for entrepreneurial opportunities	X		X		X
7 – Developing an entrepreneurial mindset	X		X	X	X
8 – Entrepreneurial teams		X			X
9 – Understanding entrepreneurial success	X		X		X
10 – Clusters, incubators, and accelerators			X		X
11 – Ethical context of entrepreneurship			X	X	X
12 – Types of entrepreneurship and Management tools	X	X			

5. Understanding Marketing (UM 1.0)

Module overview

The 'Understanding Marketing' module provides a sound introduction to the foundational concepts and practices of marketing within a business context. Students will explore the essential role of marketing in driving organisational success and learn how marketing aligns with broader business aims and objectives.

The module will cover key areas such as; how marketing supports overall business strategy, along with how business and organisational goals shape marketing objectives and guide marketing initiatives. Students will also gain insights into the importance of market research and analysis as tools for understanding consumer needs, preferences, and market trends along with understanding how consumer behaviour can influence and impact marketing decisions.

By the end of this module, students will understand the elements needed to develop a marketing strategy that aligns with organisational goals and responds effectively to market needs and be equipped with the knowledge and skills to understand, analyse, and apply core marketing principles in real-world business settings, preparing them for more advanced studies in marketing and business strategy.

Title	Understanding Marketing
Credits	10
Level	2
Type	Elective

Guided Learning Hours	60 hours	Total Qualification Time	100 hours
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Learning Outcomes: The Learner will:	Assessment Criteria: The Learner can:
1. Demonstrate an understanding of the role of marketing within an organisation	1.1 Identify the role of marketing 1.2 Explain the importance of marketing 1.3 Explain the role of marketing as a management process within an organisation
2. Demonstrate an understanding of Business and organisation aims and marketing objectives	2.1 Describe the aim of an organisation 2.2 Determine how Marketing objectives are based on research
3. Demonstrate an understanding of Market research and analysis	3.1 Identify ways to research the market 3.2 Identify the appropriateness, validity, and reliability of market research 3.3 Explain how an organisation can analyse its Marketing environment
4. Demonstrate an understanding of marketing decisions and consumer buying behaviour	4.1 Identify how an organisation can segment the market 4.2 Identify how an organisation can target their market or markets 4.3 Identify how an organisation can position their product in the minds of their market/customers 4.4 Explain the consumer buyer behaviour in a given context.
5. Demonstrate how to develop a marketing strategy	5.1 Explain the 4Ps of the marketing mix 5.2 Explain the extra 3Ps of the marketing (7Ps)

Syllabus Content			
Topic No.	Topic title	Proportion	Indicative Content (250 words)
1	The role of marketing within an organisation	1/12 Lectures: 3 hrs Seminars: 2 hrs Private study: 3 hrs	• What is Marketing • Marketing as a management process • The role of marketing in meeting aims and objectives of an organisation • The importance of marketing for exchanges between organisations, customers, and suppliers in a given context • Market types; business to consumer (B2C) business to business (B2B) for-profit and not-for-profit. • Market reach; niche markets and mass markets. • Products and services; new products and services to an existing or new market, existing products and services to a new market, product and service extensions and augmented products and services. Learning Outcome: 1
2	Understanding Business and organisation aims and marketing objectives	2/12 Lectures: 3 hrs Seminars: 2 hrs Private study: 3 hrs	• Business/organisation aims; for-profit: to break even, to survive, to have loyal customers, to maximise profits and forward those profits to owners and shareholders. Not-for-profit: to provide for society's needs. • Marketing objectives based on research; research on competitors, market share, sales, profit, and forecasts for growth • SMART: specific, measurable, achievable, relevant and time-bound targets e.g. customer satisfaction, maintain/increase sales/market share, maintain/increase revenue, build/increase brand awareness and loyalty, develop/launch new goods and services, customer retention, acquire new customers, enter new markets, enhance customer relationships, understand the wants, needs and aspirations of customers, gain an advantage over competitors, engage stakeholders, change buying behaviour, encourage digital engagement. • How marketing objectives can be influenced by internal and external factors

			<i>Learning Outcome: 2</i>
3	Understanding of Market research I	3/12 Lectures: 3 hrs Seminars: 2 hrs Private study: 3 hrs	• Researching the market • Role of market research: determine business objectives, continuous analysis using digital and traditional methods, changes over time, size and structure of market, market segments, customer needs and preferences, customer experience and satisfaction, trends, awareness of brand, competition, internal and external factors, desirability of new products, feasibility of entry into new markets, customer perception. • Primary market research methods: ○ interview/survey/questionnaire/polls ○ direct observation, visits, and mystery shopping • focus groups and digital communities • test, trials, and pilot studies. <i>Learning Outcome: 3</i>
4	Understanding of Market research II	4/12 Lectures: 3 hrs Seminars: 2 hrs Private study: 3 hrs	• Secondary market research methods: 1. internal: data on customers, loyalty schemes, electronic point of sale (EPOS), website monitoring, financial/accounting records • External: external company accounts and reports, government statistics, information from data companies and specialist market research agencies, trade journals and media sources. • Quantitative and qualitative data. • Appropriateness, validity, and reliability of research • Judging the quality of market research: appropriateness, cost, accuracy, currency. • Reliability: consistency or repeatability of results. • Validity of sample intention, sufficiency, and results. <i>Learning Outcome: 3</i>

5	Understand market analysis	55/12 Lectures: 3 hrs Seminars: 2 hrs Private study: 3 hrs	- Situational analyses used to assess the marketing environment: - PESTEL analysis of external factors affecting marketing - SWOT analysis of internal and external factors affecting marketing – strengths and weaknesses: internal analysis of production capacity, branding, product portfolio, staff skills, access to materials and suppliers – opportunities and threats: external analysis of market demand, changing technology, competitor strength Learning Outcome: 3
6	Understand marketing decisions	6/12 Lectures: 3 hrs Seminars: 2 hrs Private study: 3 hrs	- Target market segmentation and positioning based on: - demographics: age, race, religion, gender, family size, ethnicity, income, education level, disability, socio-economic group i.e. socio-economic status - geographic: location - Psychographic – social class, attitudes, lifestyle, and personality characteristics - Behavioural: spending, consumption, rate of usage, loyalty status, desired benefits, using web analytics to create user profiles of individual consumers, regularity, and preferred purchasing times - B2B targeting: organisation size, scope, purpose, culture, type of product, industry type, budget holder/purchasing decision maker, budget size. - Other Targeting Strategies: - Undifferentiated Marketing (Mass Marketing): Aiming at the largest number of buyers. - Differentiated Marketing: Targeting multiple market segments with different offerings. - Concentrated (Niche) Marketing: Focusing on one specific market segment. - Micromarketing: Tailoring products or services to specific individuals or locations.

			Learning Outcome: 4
7	Marketing positioning and consumer buying behaviour	7/12 Lectures: 3 hrs Seminars: 2 hrs Private study: 3 hrs	- Positioning: - Positioning: Understanding how to occupy a distinctive place in the minds of target customers. - Positioning Statements: Clear, concise statements that communicate the unique value of a product. - Differentiation: Highlighting the unique features, benefits, or attributes of a product that set it apart from competitors - What is Consumer buying behaviour - Customer needs and wants including functional benefits, emotional benefits, physiological benefits, luxury, or necessity. - Consumer behaviour processes: what, how much, when, why. Impulse purchases, routine purchases, limited decision making and extensive decision making. Learning Outcome: 4
8	Marketing mix 4Ps I	8/12 Lectures: 3 hrs Seminars: 2 hrs Private study: 3 hrs	Product: - Benefits, features and functions of tangible and intangible (service) products: - design: functionality, ergonomics, usability, experience - technology: interface, supportive technology, peripheral technology - aesthetics: visual appearance, style, colour scheme, packaging o unique selling point (USP) - branding: brand personality and brand image. - Augmented product: delivery, warranty, customer service, installation, after-sales service. - Product portfolio: comprises all products and services of an organisation. - Product life cycle: o development, introduction, growth, maturity, decline and diffusion of innovation Price: - Factors that determine the most appropriate pricing strategy for a situation: USPs, product differentiation: design,

			performance, branding. Amount of competition, physical and digital, stage in the product life cycle, costs, and the need to make a profit. • Pricing strategies: penetration, skimming, competitor-based, cost-plus, premium, psychological, destroyer. • Relationship between cost, price, and value Learning Outcome: 5
9	Marketing mix 4Ps II	9/12 Lectures: 3 hrs Seminars: 2 hrs Private study: 3 hrs	Place: • Physical location (bricks and mortar). • Digital sales (clicks)/e-commerce/smartphone and tablet apps. ◦ Physical location and digital sales (bricks and clicks). ◦ The means of distributing product to that place. Promotion: • Communication through traditional and digital marketing methods: o channels – print: newspaper, magazine, brochure, catalogue, billboards, flyer, poster, banner, direct mail – digital – streaming, email, blog, social media, banner, pop-up – broadcast: TV, radio – traditional: direct mail, telephone, face to face o methods – advertising: above the line, below the line – sponsorship, endorsement – public relations (PR), online public relations (OPR) – social media, influencers, hashtag campaigns, viral marketing – personal selling, special offers – product placement – trade shows, exhibitions, event marketing – guerrilla marketing – pop-ups, interactive ads – branding – brand personality, brand image. • Push and pull marketing: push tries to push products towards customers pull raises awareness and generates demand for a product, targets the right customers at the right time and pulls them towards a product. • Multichannel marketing using a range of methods. • Factors to consider when deciding on a marketing channel: organisational

			objectives, ease of reaching target market, accessibility of information and contents of message, speed, cost, measurability of marketing success, competitors' activities, brand image and development. Learning Outcome: 5
10	Marketing Mix 7Ps	10/12 Lectures: 3 hrs Seminars: 2 hrs Private study: 3 hrs	People: - Employees must be suited to the role trained, motivated and able to give consistent and reliable customer service, motivated to exceed customer expectations and buy into the brand concept. Process: - Processes for handling orders. - Methods of delivery. - Customer service process. Physical Evidence: - Physical evidence related to the product: signage, displays, images, uniforms, branding. - Physical presentation of the environment: ambience, mood, sound, sight, smell, taste, touch, online and digital media. - Benefits of a coordinated and synchronised marketing mix Learning Outcome: 5
11	Revision Session	11/12 Lectures: 5 hrs Private study: 3 hrs	Recap on weeks 1-10 to fit with the assessment. Learning Outcome: 1-5
12	Final Assessment	12/12 Tutorials: 5 hrs Private study: 3 hrs	Tutorial session to receive feedback on draft assessment Learning Outcome: 1-5

Assessment Type

- 50% Global Assignment
- 50% Global Examination

References / Reading list

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Mapping of ILO's

Topic / ILO	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
The role of marketing within an organisation	X				
Demonstrate an understanding of Business and organisation aims and marketing objectives		X			
Demonstrate an understanding of Market research			X		
Demonstrate an understanding of Market research			X		
Demonstrate an understanding of Market analysis			X		
Demonstrate an understanding of marketing decisions				X	
Demonstrate an understanding of marketing positioning and Consumer buying behaviour				X	
Marketing Mix 4 PS					X
Marketing Mix 4 PS					X
Marketing Mix 7 PS					X
Recap	X	X	X	X	X
Assessment	X	X	X	X	X

6. The Role of Human Resources (RHR 1.0)

Module overview

The Role of HR module explores the key principles and practices of Human Resource Management (HRM) and its vital role in creating a productive and positive workplace. It equips students with the knowledge necessary to manage and develop staff effectively, ensuring that HR strategies align with organisational goals and enhance employee satisfaction and performance. The module will cover key areas such as; Understanding the broad and strategic role HRM plays in supporting organisational success through effective recruitment, employee relations, and performance management, along with understanding how to manage, evaluate, and enhance staff performance.

Students will cover performance appraisal systems, feedback mechanisms, and setting clear performance objectives to ensure that employees contribute to organisational goals, ensuring students appreciate the principles that drive employee motivation, commitment, and engagement. Students will also explore the processes of recruiting and selecting the best candidates for organisational roles, how to develop effective recruitment strategies and conduct interviews and assessing. Finally, students will examine the importance of onboarding and induction programs in ensuring new employees are effectively integrated into the workplace. By the end of this module, students will have a solid understanding of HRM's core functions and how to apply HR strategies to understand how to manage and develop a productive workforce.

Title	The Role of Human Resources
Credits	20
Level	2
Type	Elective

Guided Learning Hours	118 hours	Total Qualification Time	200 hours
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Learning Outcomes: The Learner will:	Assessment Criteria: The Learner can:
1. Demonstrate an understanding of the role of Human Resource Management (HRM) within the workplace	1.1 Determine the role of Human Resource Management (HRM) 1.2 Identify how Human Resource Management (HRM) influences the business activities of an organisation
2. Demonstrate an understanding of the management of staff performance within the workplace	2.1 Describe the importance of the management of staff performance 2.2 Identify the importance of setting staff targets and objectives for employees 2.3 Outline methods to monitor, track and recognise staff achievement of targets and objectives 2.4 Outline workplace policies and procedures in relation to discipline, grievance and dealing with underperformance
3. Demonstrate an understanding of the principles of staff motivation, commitment, and engagement within the workplace	3.1 Determine principles of the performance management of employees 3.2 Outline the importance and purpose of staff performance reviews within an organisation 3.3 Outline how to plan and conduct a performance review
4. Demonstrate an understanding of staff recruitment and selection for the workplace	4.1 Describe how to identify and plan staff recruitment 4.2 Demonstrate how to develop a recruitment process 4.3 Outline recruitment and selection methods 4.4 Demonstrate how to develop an interview process
5. Demonstrate an understanding of staff onboarding, induction, training, and development within the workplace	5.1 Determine the onboarding process within an organisation 5.2 Demonstrate how to develop an induction process 5.3 Identify how to support the training and development of employees

Syllabus Content			
Topic No.	Topic title	Proportion	Indicative Content (250 words)
1	Introduction to Human Resource Management (HRM)	1/12 Lectures: 6 hrs Seminars: 4 hrs Private study: 7 hrs	What is HRM: • Organising employees • Coordinating employees • Managing employees • recruiting, hiring, training, compensating, retaining, and motivating employees Why is HRM important: • To help accomplish an organisation's Mission, Vision, and Goals. • Create a positive work culture • Ensure staff have the resources to fulfil their role • Ensure staff are supported to fulfil their role The roles within the function of HR: • Recruitment and training • Training and development • Employer-employee relations • Maintain company culture • Manage employee benefits • Create a safe work environment • Handle complaints and disciplinarys The interaction between the function of HR and the management of HR (HRM): • The function of HR: recruits, hires, trains, and retains workers for a company. Beneath these duties are dozens of HR tasks that keep organisations running smoothly. • Human resource management is both the process and the team of people in the department HR plans influenced by internal and external factors: • Internal; operations marketing financial and corporate objectives/strategies

			External; market changes/ PEST changes Learning Outcome: 1
2	Human Resource Management (HRM) and the Organisation	2/12 Lectures: 6 hrs Seminars: 4 hrs Private study: 7 hrs	Identifying the business activities of an organisation: - Business activities examples - Operations and logistics - Sales and marketing - General administration - Customer service - Budgeting and forecasting - Accounting and auditing How HRM influences the business activities of an organisation: - Identifying areas within the organisation that have gaps - Finding suitable employees to fill gaps - How skills and ideas of new employees can drive organisations forward How HRM impacts across a whole organisation: - Organisation performance - Staff performance & recruitment - Compliance and risk management - Diversity & Inclusion The changing role of Human Resource Management within an organisation: - In the past, HRM revolved around recruitment, payroll processing, compliance with labour laws, etc. - Today HRM increasingly focuses on areas like employee well-being, company culture, and succession planning. Learning Outcome: 1

3	The management of staff performance within the workplace	3/12 Lectures: 6 hrs Seminars: 4 hrs Private study: 7 hrs	The importance of management of staff performance • Role clarity • Employee satisfaction and motivation • Identifying skill gaps and training needs • Link between employee well-being and productivity • Strategies to promote work-life balance • Addressing workplace stress and burnout • Identifying underperformance The importance of setting targets, objectives for employees and employees understanding policies • Clarity of expectations • Staff accountability • Organisation goal alignment • Assess achievements based on measurable outcomes • Understanding policies fosters ethical decision-making and behaviour • Compliance and consistency when staff understand policies Methods to monitor employees progression in relation to targets and objectives • Regular performance reviews • Training analysis • Measurable KPIs that are directly tied to employee objectives • 360-degree feedback • Milestone tracking • Progress check-ins • Peer assessment • Comparative analysis Importance of recognising an employee's achievement in relation to targets and objectives • Skill development • Career progression
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			• Increased motivation and engagement • Improved job satisfaction • Enhanced productivity • Increased retention and loyalty • Cultivating a positive work culture • Strengthening Manager-Employee relationships Learning Outcome: 2
4	The management of staff underperformance within the workplace	4/12 Lectures: 6 hrs Seminars: 4 hrs Private study: 7 hrs	Importance of understanding the management of underperformance in the workplace • Maintaining productivity • Preventing a negative work culture • Encouraging employee development • Enhancing employee morale • Promoting accountability and responsibility • Preventing larger issues • Enhancing communication and feedback Workplace policies and procedures in relation to discipline, grievance and dealing with underperformance • Ensure that all employees are treated fairly, consistently, and in accordance with legal and organisational standards • Clear rules and expectations Discipline and grievance processes • Progressive discipline; • Verbal warning • Written warning • Final written warning • Suspension or termination • Consistency: • Right to Appeal • Documentation • Examples of Disciplinary Issues: • Insubordination or refusal to follow instructions

			• Persistent absenteeism or lateness • Misuse of company resources or breaches of company policy • Breaches of health and safety rules • Poor job performance or refusal to improve performance after warnings • Grievance procedures • Clear grievance process • Investigation process • Confidentiality • Timeliness • Right to representation • Appeals process • Examples of grievances: • Allegations of discrimination or harassment • Issues with pay, promotions, or working conditions • Complaints about unfair treatment from supervisors or colleagues • Concerns about health and safety practices Causes of underperformance • Lack of clear expectations • Low motivation / engagement • Lack of training • Ineffective Leadership or Management • Poor work environment • Poor work life-balance • Health issues • Personal issues • Work overload How to address underperformance with employees • Handle the situation professionally, constructively, and empathetically, focusing on improvement rather than blame • Performance plans following identification of underperformance • Monitor Progress and Provide Feedback
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			Learning Outcome: 2
5	Principles of staff motivation, commitment, and engagement within the workplace	5/12 Lectures: 6 hrs Seminars: 4 hrs Private study: 7 hrs	Principles of the performance management of employees - Performance management is a systematic approach to improving individual and organisational performance by aligning employee objectives with organisational goals Setting of SMART targets and objectives for employees - What is SMART? - Identify the overall goal - Break down the goal using the SMART framework - Develop an Action Plan - Communicate the Objectives - Monitor and Review Progress - Reflect and Adjust as Needed - Benefits of Setting SMART objectives The link between setting targets and objectives with staff motivation, commitment, and engagement - direct influences - When targets and objectives are well-defined and communicated, they can enhance employee satisfaction and drive performance. - Clarity and direction - Enhanced ownership and accountability - Measurable progress and feedback - Increased motivation through achievement Learning Outcome: 3
6	Principles of staff appraisals within the workplace	6/12 Lectures: 6 hrs	Importance and purpose of conducting staff performance reviews Opportunity for managers and employees to engage in meaningful conversations about

		Seminars: 4 hrs Private study: 7 hrs	performance, goals, and career development • Clarifying Expectations • Review SMART Goals • Identifying Strengths and Areas for Improvement • Career Development Planning • Recognition of Achievements • Encouraging Continuous Improvement Monitoring Progress • Documenting Performance • Building Relationships • Identifying Engagement Issues How to plan a performance review • Establish a Review Schedule • Gather Relevant Information • Develop a review framework • Communicate the Process to Employees • Prepare for the Review Meeting How to conduct a performance review • Create a Positive Environment • Use Active Listening • Provide Constructive Feedback • Set SMART Goals • Document the Review • Schedule Follow-Up Meetings • Follow Up on Action Items Learning Outcome: 3
7	Principles of staff selection for the workplace	7/12 Lectures: 6 hrs Seminars: 4 hrs Private study: 7 hrs	Identifying and planning staffing needs within the workplace • Conduct Workforce Analysis • Forecast Future Needs • Determine Staffing Levels Job specifications • Define the Role • Job Title • Responsibilities • Reporting Structure Working Conditions Personal specifications • Outline Candidate Requirements: • Qualifications • Experience

			• Skills • Attributes Job advertisements • Create Compelling Job Ads: Job advertisements should be clear, engaging, and tailored to attract suitable candidates. They should reflect the organisation's culture and values. • Job Title • Company Overview • Job Responsibilities. • Requirements • Application Process • Benefits Recruitment and selection criteria • Essential vs. Desirable Criteria: Cultural Fit • Competency-Based Assessment Recruitment and selection methods Choose Appropriate Methods: Select recruitment methods that best suit the role and organisational needs. Common methods include: • Job Boards • Social media • Employee Referrals • Recruitment Agencies • Job Fairs/Campus Recruitment Recruitment and selection methods for separate roles • Entry-Level Positions: ○ Methods: Online job boards, social media, and campus recruitment. ○ Selection: Focus on assessing potential and cultural fit through aptitude tests and group interviews. • Mid-Level Management: ○ Methods: Networking events, professional associations, and employee referrals.
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			○ Selection: Use competency-based interviews, behavioural assessments, and reference checks to evaluate leadership abilities and experience. • Senior Executives: ○ Methods: Executive search firms, industry conferences, and personal networks. ○ Selection: In-depth interviews with a panel, assessment centres, and psychological evaluations to gauge strategic thinking and vision. • Technical Roles (e.g., IT, engineering): ○ Methods: Specialised job boards, tech meetups, and hackathons. ○ Selection: Technical assessments, coding tests, and project reviews to evaluate technical skills. • Creative Roles (e.g., marketing, design): ○ Methods: Portfolio submissions, social media platforms, and industry-specific websites. ○ Selection: Portfolio reviews, creative assignments, and interviews focused on creativity and innovation. Learning Outcome: 4,3
8	Staff recruitment for the workplace	8/12 Lectures: 6 hrs Seminars: 4 hrs Private study: 7 hrs	Planning and preparation for interviews: Creating a professional environment • Physical setting • Body language and demeanour • Punctuality • Materials and tools Different interviewing techniques • Structured Interviews • Semi-structured Interviews • Unstructured Interviews • Behavioural Interviews

			Designing interview questions • Open-ended questions • Probing questions • Behavioural questions • Avoid leading or biased questions Effective questioning and interviewing skills • Active listening • Clarification • Summarising • Empathy Techniques to gain rapport with interviewees • Build trust early • Use positive body language • Respect confidentiality • Mirroring The importance of interview candidate feedback • Continuous improvement • Professionalism • Closure • Strengthen relationships Learning Outcome: 4
9	Staff onboarding and induction within the workplace	9/12 Lectures: 6 hrs Seminars: 4 hrs Private study: 7 hrs	Methods to facilitate the onboard process for new employees • Pre-boarding activities • Assigning a mentor or buddy • Structured orientation programs • Setting clear expectations • Technology and tools access • Training programs • Social integration Importance of an effective induction process • Faster productivity • Improved employee retention • Cultural assimilation • Role clarity • Employee engagement Develop an induction plan

			A sample plan might include: 1. Pre-boarding (Week Before Start Date): a) Send a welcome email with the employee handbook, role description, and first-day logistics. b) Set up IT access, desk/workstation, and provide a schedule for the first week. 1. Day 1: Company Introduction: a) Meet the team, manager, and key colleagues. b) Orientation presentation on company history, vision, and values. c) Tour of the office or virtual introduction to systems and tools. 2. Week 1: Role Familiarisation: a) Job-specific training with the immediate supervisor. b) Introduction to job expectations, key projects, and team dynamics. c) Setup with necessary tools, software, and equipment. 3. First Month: Learning and Integration: a) Attend formal training sessions on company processes, safety regulations, and industry standards. b) Regular check-ins with manager and buddy for feedback and support. 4. Month 2-3: Performance Check and Continued Development: a) Review performance and set short-term goals. b) Offer additional skill training based on role demands. 5. Month 4-6: Full Integration: a) Conduct formal feedback sessions and adjust role/responsibilities if necessary.
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			b) Identify long-term career goals and development opportunities. Learning Outcome: 5
10	Staff training, and development within the workplace	10/12 Lectures: 6 hrs Seminars: 4 hrs Private study: 7 hrs	Training techniques for the workplace • On the job training • Classroom training • Online training • Workshops • Job rotation and cross training Advantages and disadvantages of training and development intervention methods On-the-job training: • Advantages: Directly relevant, cost-effective, immediate feedback. • Disadvantages: Can disrupt workflow, quality may vary depending on the trainer. Classroom training: • Advantages: Structured environment can accommodate large groups, interaction with trainer and peers. • Disadvantages: Less individualised, higher costs, time-consuming. Online training: • Advantages: Flexible, scalable, accessible, cost-effective. • Disadvantages: Limited interaction depends on self-motivation, technical issues. Workshops: • Advantages: Interactive, fosters team building, focuses on practical skills. • Disadvantages: Short-term focus, limited depth, may require travel/logistics. Job rotation and cross-training:

			- Advantages: Develops versatile employees, prevents burnout, fosters collaboration. - Disadvantages: May disrupt productivity, can create confusion, or overwhelm employees. Importance of reviewing an employee's training and development needs regularly - Adapting to change - Identify gaps in skills and knowledge, - Employee motivation - Prepare for leadership transitions Matching training and development opportunities to an employee - Skills gap analysis - Career aspirations - Learning style preferences - Performance reviews - Succession planning Learning Outcome: 5
11	Revision Session	11/12 Lectures: 12 hrs Private study: 6 hrs	Recap on weeks 1-10 to fit with the assessment. Learning Outcome: 1-5
12	Final Assessment	12/12 Tutorials: 6 hrs Private study: 6 hrs	Tutorial session to receive feedback on draft assessment Learning Outcome: 1-5

Assessment Type

100% Global Assignment

References / Reading list

- Armstrong, S. and Mitchell, B. (2021) *The Essential HR Handbook*, Career Press
- Aylott, E. (2022). *Employment Relations: A Practical Introduction*, Kogan Page
- Banfield, P., Kay, R., and Royles, D., 2018. *Introduction to Human Resource Management* 3rd Ed. Oxford: Oxford University Press.
- Bingham, C. (2023). *Employment Relations: Fairness and Trust in the Workplace*. Sage Publications.
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- Taylor, S. 2018. *Resourcing and Talent Management*. London: Kogan Page
- Werner, J. M., & DeSimone, R. L. (2012). *Human Resource Development* (6th ed.). Cengage Learning.
- CIPD. (2021). *Learning and Development in Organisations: Strategy, Evidence, and Practice*. Chartered Institute of Personnel and Development.
- UK Inclusion at Work Panel. (2024) *A Report on Improving Workplace Diversity and Inclusion*. 20 March. available: <https://www.gov.uk/government/publications/inclusionat-work-panel-report-on-improving-workplace-diversity-and-inclusion>

Mapping of ILO's

Topic / ILO	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1. Introduction to Human Resource Management (HRM)	AC 1.1				
2. Introduction to Human Resource Management (HRM) and the Organisation	AC 1.2				
3. The management of staff performance within the workplace		AC 2.1-2.2			
4. The management of staff underperformance within the workplace		AC 2.3-2.4			
5. Principles of staff motivation, commitment, and engagement within the workplace			AC 3.1-3.2		
6. Principles of staff appraisals within the workplace			AC 3.3		
7. Staff selection for the workplace			AC 3.1	AC 4.1-4.2	
8. Staff recruitment for the workplace				AC 4.3-4.4	
9. Staff onboarding and induction within the workplace				AC 5.1-5.2	
10. Staff training, and development within the workplace				AC 5.3	
11. Mock Assessment	AC1-5				
12. Final Assessment	AC1-5				

7. Relationship Building in Business (RBB 1.0)

Module overview

Relationship building in business is key to professional and career success. At all levels of business, it is important that individuals can work together, share ideas, solve problems and create opportunities for synergy. Building relationships is firstly about finding out about a colleague or stakeholder, establishing some common ground, building up trust and deciding whether it is worth working together or doing business. Essential skills to develop relationships in business include using effective communication skills, assessing the power and influence of each stakeholder and using interpersonal skills and emotional intelligence techniques to different situations to achieve the best outcome.

Title	Relationship building in business
Credits	12
Level	2
Type	Elective

Guided Learning Hours	60 hours	Total Qualification Time	120 hours
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Learning Outcomes:	Assessment Criteria:
The Learner will:	The Learner can:
1 Demonstrate an understanding of the importance of relationship building in business	1.1 Define what relationship building in business is and its importance. 1.2 Identify the skills needed to build relationships in business. 1.3 Recognise common situations that require relationship building and the qualities and skills required by staff.
2. Demonstrate an understanding of different	2.1 Identify stakeholders, their importance and needs with use of appropriate tools and techniques.

stakeholders' expectations	2.2 Explain the importance and purpose of Emotional Intelligence (EI) when managing stakeholder expectations.
3. Demonstrate an understanding of stakeholder relationships and manage expectations	3.1 Understand the importance of setting SMART objectives to provide clear targets and expectations between stakeholders for a project. 3.2 Identify the power and influence of a stakeholder and their importance in a workplace situation. 3.3 Determine the actions, resources and key personnel needed to meet stakeholders' needs.
4. Determine different relationship types that can be used with stakeholders	4.1 Explain the different relationship types available to build effective business relationships. 4.2 Assess different situations when appropriate relationship types can be adopted to best effect.
5. Determine the different types of communication that can be used with stakeholders to build relationships	5.1 Explain the importance and use of different types of communication to aid relationship building. 5.2 Select effective communication methods in different situations.
6. Demonstrate an understanding of the importance of body language when developing relationships	6.1 Determine the importance of body language when developing relationships. 6.2 Identify suitable ways of communicating with colleagues and stakeholders using appropriate body language and communication techniques.
7. Demonstrate how to adapt to different situations to build strong relationships with stakeholders	7.1 Determine different approaches to relationship building with internal and external stakeholders. 7.2 Identify when to modify behaviours to build rapport for scenarios e.g. networking, conferences, business development, meetings and customer service roles.

Syllabus Content				
Topic No.	Topic title	Proportion	Course coverage/ Content (250 words)	Indicative
1	Relationship building in context	1/12 Lecture: 2 hrs Tutorial: 3 hrs Private study: 5 hrs	What is relationship building and why is it so important? Relationship building • Mutual trust • Connection • Understanding between individuals and groups Involving • Communication • Listening • Support • Equality • Honesty • Dedication Levels of an organisation Strategic-High Level-Responsible for: • Overall strategy • Vision • Long term goals Tactical-middle level Responsible for: • Translating strategy into overall plans • Performance monitoring • Day to day supervision of staff Operational • Carrying out the day-to-day tasks of the organisation • Working on the front line of the organisation Key skills and qualities needed for relationship building: • Active listening	

			• Empathy • Emotional Intelligence • Reading body language • Rapport building • Communication skills • Trust Learning Outcome: 1
2	Stakeholder influence and importance and impact on relationship building	1/12 Lecture: 2 hrs Tutorial 3 hrs Private study:5 hrs	Understanding the use of the Mendelow matrix (stakeholder mapping) to identify the: • Importance • Power • Interest • influence of stakeholders Common situations requiring relationship building at work at all levels of an organisation: • New staff members (as part of induction) • Factory production line, • Building a team • Visits to clients or potential customers at conferences, trade shows or exhibitions • In various customer facing roles (e.g. receptionist or customer care). • Role play opportunities – real-life scenarios to develop relationship building skills Learning Outcome: 1, 2
3	Emotional Intelligence (EI)	1/12 Lecture: 2 hrs Tutorial: 3 hrs Private study:5 hrs	Exploring the work of Daniel Goleman and components of EI • Social skills • Self-awareness • Decision making • Self-regulation • Empathy. Types of business relationships

			• Customer relationship • Employee relations • Shareholder • Stakeholder relations • Corporate partner relations • Supplier relations Type of relationship that can be developed depending on the power and influence of the stakeholder: • Adversarial • Arms-length • Transactional • Close • Partnership/collaboration Learning Outcome: 2 and 4
4	The importance of body language when building relationships	1/12 Lecture: 2 hrs Tutorial: 3 hrs Private Study: 5 hours	Definition of body language: Includes Communication: • By movement • Position of speaker and listener • Facial expressions • Gestures. Types of body language seen in relationship building: • Facial expressions • Eye contact • Posture and gestures • Physical contact • Proximity • Personal space Benefits of reading body language • To motivate • Boost morale • Improve communication • Improve negotiation skills • Enhance sales • Improve performance • Effective goal setting

			Learning Outcomes: 6
5	Business communication and reading body language in different situations	Lecture: 2 hrs Tutorial: 3 hrs Private study: 5 hrs	Practice business communication in different situations Involving: • Communication techniques • Reading body language Learning Outcomes 2 and 6
6	Managing stakeholders' expectations	1/12 Lecture: 2 hrs Tutorial: 3 hrs Private study: 5 hrs	Types of stakeholders • Internal • External • Connected Key challenges of stakeholder management • Identifying all stakeholders • Managing conflicting Stakeholder interests • Varying levels of stakeholder Engagement and interest • Stakeholder expectations can Change over time • Best methods of Communication • Balancing the competing Demands of stakeholders Tips for effective stakeholder engagement and management • Identify your stakeholders • Understand stakeholder needs • Staff • Managers • Shareholders • Suppliers • Customers • Understand stakeholder expectations • Fair days' work for a fair day's pay • Make a valuable contribution to the organisation/projects and paid for experience/skills • Profit sharing

			- To be recompensed for delivering on contract demands - To receive excellent customer service etc) Understand the importance of stakeholder analysis and developing a stakeholder engagement plan - Setting realistic expectations - Open a channel of communication - Conduct regular check-ins - Be consistent in the tools the organisation uses to engage with stakeholders - Follow up after key meetings - Measure and report progress Learning Outcome: 3
7	Managing stakeholder expectations – in practice	1/12 Lecture: 2 hrs Tutorial: 3 hrs Private study: 5 hrs	Applying learning for and engaging with and managing stakeholder expectations in different workplace scenarios. Conducting group activities based on meeting the expectations of: - Colleagues - Managers Conducting case scenarios enabling students to: - Set SMART objectives for projects - Develop a stakeholder engagement plan - Deploy the necessary resources. Learning Outcome: 3, 4
8	The importance of communication	1/12	The communication process - Sender - Idea - Encoding

	to build business relationships	Lecture: 2 hrs Tutorial: 3 hrs Private study: 5hrs	• Message • Barriers • Channel of communication • Receiver Barriers to communication • Language • Body language • Physical • Timing • Distractions • Distance • Perceptual Methods of communication used in business to build relationships: • Verbal • Written • Formal • Informal Recognised ways and formats for effective business communication: • Telephone conversation • Email • Letter • Proposal • Report • Meeting • Presentations Learning Outcome: 5
9	Effective communication in business scenarios to develop relationships	1/12 Lecture: 2 hrs Tutorial: 3 hrs Private study: 5 hrs	Definition of active listening- • A listening method • Student prepares to listen • Observing the verbal and non-verbal messages being relayed • Provides feedback to show attentiveness Importance and purpose of Active listening • To recall information easily • Reflect • Summarise

			• Show understanding of client need • Produce proposals and business documents Reading Body Language and use of EI and communication techniques Positive and negative behaviours seen include: • Folding arms • Pensive postures • Smiles • Nodding • Shaking of heads • Mirroring • Raising eyebrows • Handshakes • Mutual gazing • Hand gestures Role playing for candidates to develop relationships by building techniques to achieve positive outcomes in workplace scenarios Learning Outcome: 2, 6 and 7
10	Business Communication in Practice	1/12 Lecture: 2 hrs Tutorial: 3 hrs Private study: 5 hrs	Student activities to practice written communication methods involving: • Email • Letter • Meeting agenda • Presentation slides Student role play activities to practice verbal communication techniques involving: • Meetings • Telephone conversation • Delivering a presentation.

			Learning Outcome: 5
11	Revision session	1/12 Lecture: 2 hrs Tutorial: 3 hrs Private study: 5hrs	- Recap on weeks 1 – 10 - Importance of relationship building in business - Emotional Intelligence (EI) - Effective business communication for different situations - Reading body language - Active listening - Reacting to situations – identifying positive and negative body language and counteracting them Learning Outcome: 1- 7
12	Mock Exam	1/12 Lecture: 2 hrs Tutorial: 3 hrs Private study: 5hrs	Candidates will sit a mock 2 hour exam (based on content covered throughout the unit delivery) Learning Outcome: 1 – 7

Assessment Type

- 50% Examination
- 50% Assignment

References / Reading list

- Goleman, D. (2020). Emotional Intelligence: 25th anniversary Edition, Bloomsbury Publishing
- Goyette, K. (2019). The Non-Obvious Guide to Emotional Intelligence (You can actually use): 4 (Non-Obvious Guides), Idea Press Publishing
- McLean, S. (2021). Effective Business Communication, 3rd Edition, FlatWorld publishing
- Misner, I. and Hilliard, B. (2017). Networking Like a Pro: Turning Contacts into Connections, Entrepreneur Press, 2nd Edition
- Ready, R. and Burton, K. (2015). Neuro-Linguistic Programming for Dummies, 3rd edition, For Dummies publishing
- Tasso, K. (2018). Better Business Relationships. Insights from Psychology Management for Working in a Digital World, Bloomsbury Publishing

Mapping of ILO's

Topic / ILO	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
1 – Relationship building in context	X						
2 – Stakeholder influence and importance and impact on relationship building	X	X					
3 – Emotional Intelligence (EI)		X		X			
4 – The importance of body language when building relationships						X	
5 – Business Communication and reading body language in different situations		X				X	X
6 – Managing stakeholders' expectations			X				
7 – Managing stakeholder expectations – in practice				X			X
8 - The importance of communication to build business relationships					X		
9 – Effective communication in business scenarios to develop relationships		X			X	X	
10 – Business Communication in Practice					X	X	
11 – Revision session	X						
12 – Mock Exam	X						

8. Introduction to eBusiness (IEB 1.0)

Module overview

This module is designed to explain the key concepts of what eBusiness is, and what benefits it brings to a business and to a customer. It also provides an understanding of how a business internet site functions, and the benefits this can provide. It provides the basis of an understanding of how eBusiness may develop in the future.

Title	Introduction to eBusiness
Credits	20
Level	2
Type	Elective

Guided Learning Hours	72 hours	Total Qualification Time	200 hours
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Learning Outcomes: The Learner will:	Assessment Criteria: The Learner can:
1. Determine what an eBusiness is	1.1 Describe the concept of eBusiness 1.2 Outline the development of an eBusiness
2. Determine the main types of eBusiness	2.1 Identify the main types of eBusiness 2.2 Identify the main functions of each of these eBusiness types
3. Be able to identify the main advantages and the main disadvantages of eBusiness	3.1 Outline the main advantages of an eBusiness 3.2 Outline the main disadvantages of an eBusiness
4. Describe the importance of the eBusiness model	4.1 Determine why the eBusiness model is used 4.2 Explain the importance of eBusiness
5. Be able to identify some renowned eBusinessess	5.1 Identify established eBusiness brands

6. Be able to detail the main form and goal of eBusiness	6.1 Outline the main forms of eBusiness 6.2 State the main goals and future of an eBusiness
7. Be able to detail the main components of an eBusiness	7.1 Identify eBusiness models 7.2 State what is required to create an eBusiness model
8. Be able to describe how to set up an eBusiness	8.1 Outline how to set up an eBusiness model 8.2 State the main steps when setting up this model

Syllabus Content			
Topic No.	Topic title	Proportion	Indicative Content (250 words)
1	Define eBusiness	1/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 11 hrs	Reasons why the eBusiness model is adopted and progressed. • Reduced cost • Less space needed for physical resources • Global customer base • Non reliance on traditional store • Opening times • Reduced dependence on local market position • The model – Michael Aldrich is considered developer Learning Outcome: 1
2	Types of eBusiness	2/12 Lectures: 3 hrs Tutorials: 3 hrs	Main types and functions of an eBusiness. • Main types of eBusiness model – business to business; business to business; consumer to business; consumer to consumer • eBusiness versus eCommerce

		Private study: 11 hrs	• Functions -conducts business transactions, activities and processes through the internet • Easy to set up • No geographical boundaries • Cheaper • Flexible Learning Outcome: 2
3	Advantages and Disadvantages of eBusiness	3/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 11 hrs	Main advantages and disadvantages of eBusinesses • Can be less costly • No boundaries • Flexible, • Marketing costs less • May receive government subsidies • Instant feedback • Lacks personal touch • Security issues • High competition • Relies on technology • High maintenance costs • Ease of access for customers • In developing countries there can be a lack of credit cards which eBusiness requires • Legal barriers in different countries • Security risks Learning Outcome: 3
4	The eBusiness Model	4/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 11 hrs	Reasons for an eBusiness model. • Ease of access for global customers • Orders can placed at any time • Global market opportunities • Need to expand market • Lower marketing costs Learning Outcome: 4

5	The eBusiness model(cont'd)	5/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 11 hrs	The importance of the eBusiness model to the economy • To increase business reach • Ease of price comparison • Inability to make money locally • Market preference towards online purchasing and transactions • A wider client base is required • Often reduced overhead and staff costs • Business survival • Competition Learning Outcome: 4
6	Examples of eBusiness	6/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 11 hrs	History and profile of some well-known eBusinesses • Profile of some global renowned businesses – eBay, Amazon, Uber, Asos, Expedia, Tripadvisor • History and formation of one global model e.g. Amazon • Success factors • Plans for growth Learning Outcome: 5
7	Form of eBusiness	7/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 11 hrs	The main forms of eBusinesses • Business to consumer • Business to business • Consumer to business • Consumer to consumer, • Characteristics - simple to install • No geographical boundaries • Transaction value • Communication value

			• Security • Global eBusiness e.g Amazon versus a local clothing producer Learning Outcome: 6
8	Goals of eBusiness	8/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 11 hrs	The primary goals of an eBusiness model • Growth • Improved customer experience • Increase revenue • Building the brand, • Strengthening loyalty • Increased website traffic • Boosting conversion rates • Driving sales Benefits versus limitations • Necessary model for many businesses and in some geographies The future of this model • Consideration of the future of the model in light of AI, decline in High Street etc Learning Outcome: 6
9	Components of eBusiness Model	9/12 Lectures: 3 hrs Tutorials: 3 hrs	Main components and requirements of an eBusiness model Main components • Information • Communication and transaction • Using innovative technology • Payment gateways

		Private study: 10 hrs	Necessary components - Relationship between the business and the economy - Business partners use digital networks - Need for online communities and online marketplaces Learning Outcome: 7
10	Setting up an eBusiness model	10/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	The process of setting up an eBusiness? - How to start initial process of model - Research and find niche - Prepare a business plan - Select business name and legal structure - Register business and start building brand - Create website - Set up payment processes and security - Source and develop the products and services - Steps to setting up an eBusiness - Developing the model - Focus on established revenue sources - Be adaptable - Focus on customer experience - Think ahead - Boost customer service - Seek customer experiences Learning Outcome: 8
11	Student Preparation to consider how to	11/12	Self-directed student time either individually or in groups to develop an eBusiness

	develop an eBusiness	Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	• Areas to consider in developing a model • How would model be put in place • Write up a plan Learning Outcome: 1-8
12	Assessment preparation	12/12 Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	• Review of course content to prepare students for assessment Learning Outcome: 1-8

Assessment Type

- 100% assignment

References / Reading list

- Chaffey, D. (2019). *Digital Business and E-Commerce Management*. 7th ed. Pearson Higher Ed.
- Eckersley, P., Harris, L. and Jackson, P. (2003). *E-Business Fundamentals*. Routledge.

Mapping of ILO's

Topic / ILO	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
1 – Define eBusiness	X							
2 – Types of eBusiness		X						
3 – Advantages and Disadvantages of eBusiness			X					
4 – The eBusiness Model				X				
5 – The eBusiness Model				X				
6 – Examples of eBusiness					X			
7 – Form of eBusiness						X		
8 – Goal of eBusiness						X		
9 – Components of eBusiness Model							X	
10 – Setting up an eBusiness model								X
11 – Student Preparation to consider how to develop an eBusiness	X	X	X	X	X	X	X	X
12 – Assessment Preparation	X	X	X	X	X	X	X	X

Results & Certificates

The grade descriptors Pass, Merit and Distinction are awarded by unit to successful candidates. A Pass is awarded for an overall unit mark of between 40 and 59. A Merit is awarded for an overall unit mark of between 60 and 69 and a Distinction is awarded for an overall unit mark of 70 and above. Candidates who obtain an overall unit mark of below 40 are classed as a fail in the unit and may resit.

A final qualification mark will be awarded upon successful completion of all units. This is calculated by finding the average mark of all units that make up the qualification.

The final unit grade awarded will depend on the extent to which a candidate has satisfied the Assessment Criteria. A qualification is awarded when the candidate has achieved at least a pass in all relevant units.

After each assessment cycle, results slips are issued (in electronic format) which detail the grades achieved, i.e. Fail, Pass, Merit or Distinction and numerical marks. Certificates which contain your qualification grade and pass mark are then dispatched to Centres.

Unit	Unit Points	Candidate Mark	Unit Points* Candidate Mark
Basics in Business	6	72	432
Introduction to Business Mathematics	20	83	1660
Leadership In Business	6	91	546
The Role of Human Resources	20	92	1840
Introduction to eBusiness	20	76	1520
	72	414	5998
5998/potential 7200= 84			

Further Information

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