



Awarding
Great British
Qualifications

LEVEL 7 DIPLOMA IN BUSINESS MANAGEMENT

(L7DBM)

Qualification Unit Specification
2018/19



Modification History

Version	Revision Description
V1.0	For release
V1.1	Update
V1.2	Version for academic year 2014/15
V1.3	Version for academic year 2015/16
V1.4	Minor addition to wording for <i>Section 3</i>
V1.5	Addition of Total Qualification Time information
V1.6	Updated qualifications framework information
V1.7	Added the TQT and GLH figures
V1.8	SM syllabus updated

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1. 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 is regulated and quality assured by Ofqual (the *Office of Qualifications and Examinations Regulation*, see www.ofqual.gov.uk) in England and Northern Ireland.

1.1 Why choose this qualification?

NCC Education's Level 7 Diploma in Business Management is:

- **Regulated** by Ofqual and listed on the Qualifications and Credit Framework - Qualification Number 600/0365/0
- **Quality assured** and well established in the UK and worldwide
- **Recognised and valued** by employers and universities worldwide
- **A pathway qualification** for candidates who wish to access postgraduate study, including at one of NCC Education's partner universities. These options include:
 - A range of taught Master's top up degrees with Birmingham City University
 - A taught Master's top up degree with De Montfort University
 - An Online Master's top-up degree with the University of Northampton
 - A short taught (2 week) and then distance learning Master's top up with the University of Worcester.

Candidates will engage with a wide range of contemporary business issues and develop the critical, analytical and technical skills needed by senior management staff. They will also develop and demonstrate the academic skills required for further study at postgraduate level.

2. Structure of the L7DBM Qualification

Qualification Title, Credits, Units and Level			
<p>NCC Education Level 7 Diploma in Business Management (RQF), 120 credits, all at RQF Level 7.</p> <p>Total Qualification Time: 1,200 hours.</p> <p>Guided Learning Hours: 288 hours.</p> <p>Candidates must pass all 8 Units to be awarded the L7 Diploma in Business Management certificate.</p>			
<p>Information and Knowledge Management (15 credits)</p>	<p>International Marketing Strategy (15 credits)</p>	<p>Management, Control and Accountability for Financial Resources (15 credits)</p>	<p>Managing People in Organisations (15 credits)</p>
<p>Research Methods (15 credits)</p>	<p>Study Skills for Postgraduate Learning (15 credits)</p>	<p>Strategic Management (15 credits)</p>	<p>Strategic Operations Management (15 credits)</p>
<p>Please see <i>Section 5</i> below for Syllabuses, which include the Guided Learning Hours and Total Qualification Time for each Unit of the Level 7 Diploma in Business Management.</p> <p>This qualification is regulated by Ofqual and listed on the Qualifications and Credit Framework – Qualification Number 600/0365/0. For further information see http://register.ofqual.gov.uk/Qualification/Details/600_0365_0</p>			

3. Assessment for the qualification

3.1 Assessment objectives

All assessment for the qualification is 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.

3.2 Overview of Qualification Unit Assessment

Unit	Assessment Methods		
	Local Examination	Global Assignment	Proposal
Information and Knowledge Management	30%	70%	-
International Marketing Strategy	30%	70%	-
Management, Control and Accountability for Financial Resources	30%	70%	-
Managing People in Organisations	30%	70%	-
Research Methods	-	-	100%
Study Skills for Postgraduate Learning	-	100%	-
Strategic Management	30%	70%	-
Strategic Operations Management	30%	70%	-

An examination is a time-constrained assessment that will take place on a specified date and usually in an NCC 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. The overall Unit mark is computed from the weighted mean of its components. The pass mark for a Unit is 40%.

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 area of *Connect*, NCC Education's student registration system.

3.3 Accessibility of Assessment

We review our guidelines on assessment practices to ensure compliance with Equalities Law and to confirm assessment for our Units is fit for purpose.

3.3.1 Reasonable adjustments and special consideration

NCC Education is committed to providing reasonable adjustments and special consideration so as to ensure disabled candidates, or those facing exceptional circumstances, are not disadvantaged in demonstrating their knowledge, skills and understanding.

Further information on NCC Education's arrangements for giving reasonable adjustments and special consideration can be found in the NCC Education *Reasonable Adjustments and Special Considerations Policy*.

3.3.2 Supervision and Authentication of Assessment

NCC Education Centres are required to organise all assessment activity for this specification according to NCC Education's Policies and Advice.

Candidates' identity and the authenticity of their work is verified and NCC Education moderates all assessment to ensure that the marking carried out is fair, and that the grading reflects the standard achieved by candidates as relevant to the specification Learning Outcomes and Assessment Criteria. Detailed guidance on this process and how candidate work must be submitted to NCC Education is given in NCC Education's *Examination Guidelines* and *Moderation Manual*. The Moderation Manual also includes full reminder checklists for Centre administrators.

4 Administration

4.1 Assessment Cycles

Two assessment cycles are offered throughout the year, in June and December.

Examination dates and assignment submission deadlines are published in the NCC Education *Activity Schedule*, which is provided to Centres by Customer Services. It is also available on *Connect*, NCC Education's student registration system.

The *Activity Schedule* also gives the key dates for registering candidates for assessment cycles, the dates when Centres can expect the assessment documentation and ultimately, the assessment results from NCC Education.

4.2 Language of Assessment

All assessment is conducted in English.

4.3 Candidates

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

4.4 Qualification and Unit Entry Requirements

Entry Requirements
<ul style="list-style-type: none">• Academic Route: An honours degree in a relevant subject area from a UK university (1) or equivalent award from a non-UK university (2)• Combined Route: An honours degree in a non-relevant subject area from a UK university of equivalent award from a non-UK university, together with three years' work experience in a relevant area (3)• Work Experience Route: 5 years' work experience in a relevant industry or area (4) <p>And</p> <p>An IELTS score of 6.5 or above for students who do not hold a degree-level qualification wholly taught and examined in English.</p> <p>Notes:</p> <ol style="list-style-type: none">1) Where candidates entering through the 'Academic Route' have no work experience and will not be able to gain work experience during their studies (ref Tier 4), the centre must make a carefully evaluation of the candidate's suitability for this qualification, including normally an interview with the prospective candidate.2) Where candidates wish to apply with a qualification which the Centre believes may allow entry onto the L7 DBM, but is not explicitly covered in the criteria above, the Centre must confirm this with NCC Education.3) Candidates entering via the Combined Route who are most likely to succeed will be able to demonstrate a management role and/or significant responsibility for resources (staff, financial, physical etc.) within their prior work experience. Where candidates are unable to do so (e.g. where they need to gain the qualification in order to apply for a management role), they may still be admitted but the centre must make a carefully evaluation of the candidate's suitability for this qualification, including normally an interview with the prospective candidate.4) Candidates entering via the Work Experience Route who are most likely to succeed will be able to demonstrate, within their five years of work experience, at least two years in a management role and/or with significant responsibility for resources (staff, financial, physical etc.). Where candidates are unable to do so (e.g. where they need to gain the qualification in order to apply for a management role), they may still be admitted but the centre must make a carefully evaluation of the candidate's suitability for this qualification, including normally an interview with the prospective candidate.

4.5 Candidate Entry

Candidates are registered for assessment via NCC Education's *Connect* system and according to the deadlines for registration provided in the *Activity Schedule*.

Candidates are registered for the assessment of each Unit they wish to take in a particular assessment cycle (for example, Units A and B in June, Units C and D in December). This includes candidates who need to resit a particular Unit.

Further details can be found in NCC Education's *Operations Manual*.

4.6 Resits

If a candidate fails an assessment, they will be allowed two re-assessment attempts during the shelf life of this qualification specification.

Candidates may only seek reassessment in a previously failed Unit. Where a Unit is assessed by examination and coursework, the candidate is required to attain a mark of at least 30% in each component as well as an overall Unit mark of over 40% in order to pass.

5 Syllabus

5.1 Information and Knowledge Management

Title:	Information and Knowledge Management
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RQF code:	K/502/7907	Credits	15	Level	7
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Guided Learning Hours	36 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Examine the role of information management within an organisation	1.1. Distinguish knowledge from information 1.2. Critically assess different types of information and knowledge management systems
2. Critically assess information systems (IS) strategy and planning	2.1 Critically evaluate an information systems strategy in the context of an organisation motivated by IS literature 2.2 Critically evaluate an information systems plan in the context of an organisation motivated by IS literature
3. Critically analyse the strategic IS tools available to an organisation and sources of strategic advantage	3.1 Analyse an organisation's business environment using a number of environmental analysis tools 3.2 Determine the IS requirements of an organisation based on an analysis of its business environment
4. Critically assess the strategies used in managing knowledge	4.1 Examine the critical aspects of successful knowledge management in the context of an organisation citing IS theory as appropriate
5. Critically assess the key aspects of contemporary ICT systems and their application to eCommerce and eBusiness	5.1 Evaluate the use of ICT systems in the context of an organisation 5.2 Discuss the use of 'eStrategy' in an organisation and the systems it employs 5.3 Critically assess the security risks posed to, and measures to protect, eCommerce systems
6. Assess the value of leveraging knowledge	6.1 Discuss how knowledge can be created, shared and organised within an organisation 6.2 Critically assess how knowledge is managed in virtual organisations 6.3 Critically assess the use of Customer Relationship Management (CRM) systems in an organisation

Syllabus Content	
Topic	Course coverage
Introduction to Systems and Information	<ul style="list-style-type: none"> • What are systems and why do we need them? • Introduction to system concepts • Organisations and information systems • Strategic information • Information or knowledge? <p>Learning Outcome: 1</p>
Information Systems Strategy	<ul style="list-style-type: none"> • Business strategy • Critical success factors • Organisational strategy and models • IS and IT strategies <p>Learning Outcome: 2</p>
Information Systems Strategy Planning	<ul style="list-style-type: none"> • IS/IT planning framework • Managing the strategy • Aligning IS/IT with the business • Planned vs. realised strategy <p>Learning Outcome: 2</p>
Strategic Information Tools and Strategic Advantage	<ul style="list-style-type: none"> • Importance of environmental awareness • Business analysis tools • Assessing IS demand <p>Learning Outcome: 3</p>
Organisational Knowledge	<ul style="list-style-type: none"> • Explicit vs. tacit knowledge • Knowledge management strategies • Knowledge capture and classification • Strategies for managing knowledge <p>Learning Outcome: 4</p>
Nomenclature of Contemporary ICT	<ul style="list-style-type: none"> • Introduction to networks • Business use of computing • How does the internet work? • Service providers • The internet, intranet and extranets <p>Learning Outcome: 5</p>
eCommerce and eBusiness	<ul style="list-style-type: none"> • Drivers for eCommerce • Creating and using web pages • How organisations use eBusiness • Key barriers to eBusiness <p>Learning Outcome: 5</p>

Planning and Implementing eStrategy	<ul style="list-style-type: none"> • Legal, ethical and political issues • The 'eGap' • Business models • Lessons from 'dot-com' <p>Learning Outcome: 5</p>
eSecurity	<ul style="list-style-type: none"> • Risks and contingencies • Securing the system and data • Biometrics • Developing security policy <p>Learning Outcome: 5</p>
Leveraging Knowledge Strategy	<ul style="list-style-type: none"> • Virtual organisations • Virtual change management • eBusiness value • Data mining • Customer relationship management <p>Learning Outcome: 6</p>
Teleworking and Virtual Organisations	<ul style="list-style-type: none"> • Teleworking Issues • Organisational Culture and ICT • eCultures • Virtual Organisations and Culture <p>Learning Outcome: 6</p>
Global Communities... K-Organisations	<ul style="list-style-type: none"> • eCommunities • Community Building Through ICT • Strategic Alliances • Global Change and K-Organisations <p>Learning Outcome: 6</p>

Related National Occupational Standards (NOS)

Sector Subject Area: 15.3 Business management

Related NOS:

M&LE13 - Promote Knowledge management in your organisation

M&LE12 - Manage knowledge in your area of responsibility

Assessments

Assignment (70%)

Examination (30%)

See also Section 3 above

5.2 International Marketing Strategy

Title:	International Marketing Strategy
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RQF code:	M/502/7908	Credits	15	Level	7
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Guided Learning Hours	36 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Critically assess cultural diversity and the effect upon international marketing	1.1. Identify the elements and sources of culture 1.2. Critically appraise the effect of culture on marketing strategy and marketing collateral in the contexts of particular markets
2. Critically appraise marketing in local and global markets	2.1 Critically appraise the application of marketing in global and local contexts
3. Examine how market research is conducted internationally	3.1 Explain the purposes of market, product, service and promotion research 3.2 Critically assess the issues associated with conducting research internationally
4. Critically assess buyer behaviour and market targeting in the international context	4.1 Compare and contrast consumer wants, needs and attitudes 4.2 Critically assess market segmentation, market positioning and price in local and global markets
5. Critically assess the methods used to enter an international market	5.1 Critically assess the influences on the final choice of distribution channel 5.2 Critically assess the available market entry strategies 5.3 Discuss the use of both transaction and relationship marketing

Syllabus Content	
Topic	Course coverage
Culture, Mindsets and Behaviours	<ul style="list-style-type: none"> • The cultural variable • Time and space interactions • Mindsets • Behaviours <p>Learning Outcome: 1</p>
Cross-Cultural Consumer Behaviour	<ul style="list-style-type: none"> • The nature of consumer behaviour • The cultural effects on behaviour <p>Learning Outcome: 1</p>
Global vs. Local Consumerism I	<ul style="list-style-type: none"> • Globalisation • Protectionism • Convergence of consumption • Global consumer culture <p>Learning Outcome: 1</p>
Convergence of Marketing Environments	<ul style="list-style-type: none"> • International branding strategies • Attitudes to foreign products • The European Union <p>Learning Outcome: 2</p>
Cross-Cultural Market Research	<ul style="list-style-type: none"> • Market research methods • Cultural effects on research <p>Learning Outcome: 3</p>
Buyer Behaviour and Targeting	<ul style="list-style-type: none"> • Customer wants and needs • Market segmentation • Customer profiling • Marketing plans <p>Learning Outcome: 4</p>
Global vs. Local Consumerism II	<ul style="list-style-type: none"> • Adaption or standardisation? • Product and service quality <p>Learning Outcome: 1</p>
International Pricing	<ul style="list-style-type: none"> • Price elasticity of demand • Pricing strategies • Price competition <p>Learning Outcome: 4</p>
Distribution, Sales Promotion and Market Entry Strategy	<ul style="list-style-type: none"> • Choice of distribution channel • Market coverage • Mergers, acquisitions and strategic alliances <p>Learning Outcome: 5</p>

International Marketing Communications and Buyer Behaviour	<ul style="list-style-type: none"> • Transaction vs. relationship marketing • The promotional mix • Marketing communications strategies • Consumer attitude formation <p>Learning Outcome: 5</p>
Improving International Marketing Communications	<ul style="list-style-type: none"> • Promotions • Media types <p>Learning Outcome: 5</p>
Critical Reflection of Key Issues in International Marketing Strategy	<ul style="list-style-type: none"> • Distribution infrastructure • Global business trends • Cultural effects <p>Learning Outcome: 5</p>

Related National Occupational Standards (NOS)

<p>Sector Subject Area: 15.3 Business management</p> <p>Related NOS:</p> <p>M&LF16 - Manage the development and marketing of products and services in your area of responsibility</p> <p>M&LF4 - Develop and implement marketing plans for your area of responsibility</p> <p>M&LF9 - Build your organisation's understanding of its market and customers</p> <p>MKT211 – Develop and organisation's marketing strategy</p> <p>MKT213 – Demonstrate the value of marketing to the organisation</p>

Assessments

<p>Assignment (70%)</p> <p>Examination (30%)</p>

See also Section 3 above

5.3 Management, Control and Accountability for Financial Resources

Title:	Management, Control and Accountability for Financial Resources
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RQF code:	K/502/7910	Credits	15	Level	7
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Guided Learning Hours	36 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Critically evaluate the role of accounting in an organisation	1.1 Define key terms in accountancy 1.2 Identify the roles of accounting in an organisation 1.3 Critically evaluate how various types of accounting information may be used to support decision-making in an organisation
2. Critically assess the different ways in which an organisation can be funded	2.1 Identify the sources of finance available to an organisation 2.2 Identify the various forms of organisational ownership 2.3 Evaluate how a particular ownership structure may affect the funding of an organisation
3. Evaluate the methods used to report and assess financial performance	3.1 Create and discuss the use of profit and loss accounts, balance sheets and cashflow statements in reporting financial performance and explain how the components of these reports are calculated 3.2 Calculate financial ratios in order to assess the financial performance of an organisation
4. Assess the role of management in the control of financial resources	4.1 Understand the needs and responsibilities of management in relation to financial data 4.2 Critically assess the balanced scorecard approach to the presentation of organisational information
5. Examine the methods used in calculating costs	5.1 Critically assess the use of break-even analysis 5.2 Critically assess the suitability of costing methods to different types of organisation
6. Evaluate the use of accounting in organisational decision-making and budgeting	6.1 Critically assess the use of sensitivity analysis 6.2 Critically assess the different types and purposes of budgets 6.3 Describe the process of budget setting 6.4 Assess and apply the various techniques for appraising investment opportunities

Syllabus Content	
Topic	Course coverage
Introduction	<ul style="list-style-type: none"> • The nature of accounting • Financial versus management accounting • Basic accounting practices <ul style="list-style-type: none"> ○ Simple book keeping ○ Double entry • Profit versus cash <ul style="list-style-type: none"> ○ Accruals and prepayments <p>Learning Outcome: 1</p>
Sources of Funds	<ul style="list-style-type: none"> • The nature and status of organisations • Sources of funds • The importance of control over cash flow <p>Learning Outcome: 2</p>
Financial Reporting to External Stakeholders	<ul style="list-style-type: none"> • The balance sheet <ul style="list-style-type: none"> ○ Content and format • The profit and loss account <ul style="list-style-type: none"> ○ Content and format • Their interrelationship • Key elements of Balance Sheet and Profit and Loss Account • A cash flow statement • The Board Report • Ethical issues <p>Learning Outcome: 3</p>
Cash Flow	<ul style="list-style-type: none"> • Reporting to stakeholders • Ensuring solvency <p>Learning Outcome: 3</p>
Assessment of Financial Performance	<ul style="list-style-type: none"> • Ratio analysis <ul style="list-style-type: none"> ○ Investor ratios ○ Management ratios • Horizontal and vertical techniques <p>Learning Outcome: 3</p>
Management Control: Theories and Models	<ul style="list-style-type: none"> • Theories and models <ul style="list-style-type: none"> ○ First steps, Arnold et al ○ A cybernetic approach ○ The human factor ○ Informal control systems, culture, etc. <p>Learning Outcome: 4</p>

Strategic Control Issues	<ul style="list-style-type: none"> • The special needs of top management • An example, the Balanced Scorecard • Strategic partnerships, accounting and reporting requirements <p>Learning Outcome: 4</p>
The Nature of Costs	<ul style="list-style-type: none"> • Fixed and variable costs • Direct and indirect costs • Cost-volume-profit analysis, the concept of break even <p>Learning Outcome: 5</p>
Calculation and Use of Full Cost Techniques	<ul style="list-style-type: none"> • Absorption costing <ul style="list-style-type: none"> ◦ Allocation and apportionment ◦ Recovery of overheads ◦ Strengths and weaknesses • Activity Based Costing (ABC) <p>Learning Outcome: 5</p>
Accounting in Support of Decision Making	<ul style="list-style-type: none"> • Marginal costing • Make or buy-in decisions • Discontinue activities <p>Learning Outcome: 6</p>
Budgeting	<ul style="list-style-type: none"> • Budgets <ul style="list-style-type: none"> ◦ Cash or accruals? ◦ Budget setting and revision ◦ Reporting ◦ Variance analysis • Standard costing techniques <p>Learning Outcome: 6</p>
Capital Investment	<ul style="list-style-type: none"> • The importance of capital investment appraisal • Simple cost/benefit analysis • Discounted cash flow (DCF) • Internal Rate of Return (IRR) • Accounting Rate of Return (ARR) <p>Learning Outcome: 6</p>

Related National Occupational Standards (NOS)
Sector Subject Area: 15.3 Business management Related NOS: M&LE1 - Manage a budget M&LE2 - Manage finance for your area of responsibility M&LE3 - Obtain additional finance for the organisation

Assessments
Assignment (70%) Examination (30%)
See also <i>Section 3</i> above

5.4 Managing People in Organisations

Title:	Managing People in Organisations
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RQF code:	M/502/7911	Credits	15	Level	7
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Guided Learning Hours	36 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Critically assess the role of Human Resource Management (HRM) and its link to organisational goals	1.1 Critically assess the relationship between the employee and the organisation 1.2 Critically evaluate approaches taken to the management of people 1.3 Describe the different perspectives of HRM 1.4 Discuss the role of managers within HRM
2. Critically evaluate the processes of recruitment and selection within an organisation	2.1 Identify and explain the stages and legal aspects of recruitment 2.2 Critically assess the types and objectives of interviews 2.3 Critically assess the use of assessment centres and tests during interviews
3. Critically assess the need for flexibility of work	3.1 Critically assess the models of flexible organisations 3.2 Examine the flexible working practices available to an organisation
4. Critically assess the management of employee performance and reward	4.1 Critically assess the methods used to measure employee and organisational performance 4.2 Critically assess the techniques used in performance appraisal and review in organisations 4.3 Evaluate the role and objectives of reward systems in HRM 4.4 Explain the theories of motivation linked to reward
5. Critically assess the importance of managing employee well-being to an organisation	5.1 Examine the factors contributing to an employee's well-being 5.2 Critically assess the causes and effects of stress in the workplace and methods used to manages stress in the workplace
6. Explain the characteristics of a successful team	6.1 Critically assess the reasons for the success or failure of a team 6.2 Examine the individual roles within a team
7. Analyse the challenges posed by ethics and diversity in people management	7.1 Critically assess the role of business ethics and corporate social responsibility in people management policies 7.2 Analyse the dimensions and benefits of workplace

Syllabus Content	
Topic	Course coverage
The Psychological Contract and Life in the Workplace	<ul style="list-style-type: none"> • Conceptualising people, processes and organisations • Assessing the new psychological contract • Employee commitment <p>Learning Outcome: 1</p>
HRM Strategy and its 'Fit' to Organisational Goals	<ul style="list-style-type: none"> • Theoretical building blocks (assumptions) of Human Resource Management (HRM) • The development and spread of HRM - rhetoric or reality • Designing HRM Policies and Interventions <p>Learning Outcome: 1</p>
Recruitment	<ul style="list-style-type: none"> • Strategic significance of Recruitment and Selection • Attracting candidates • Pre-assessment of candidates <p>Learning Outcome: 2</p>
Selection	<ul style="list-style-type: none"> • Reliability and validity in selection • The limitation of interviews • Psychometric assessment • Selection centres <p>Learning Outcome: 2</p>
Flexibility and Fragmentation at Work	<ul style="list-style-type: none"> • Patterns of employment • Flexing the workforce <p>Learning Outcome: 3</p>
Managing Learning at Work	<ul style="list-style-type: none"> • The learning manager • Coaching <p>Learning Outcome: 3</p>
Managing Human Performance	<ul style="list-style-type: none"> • From performance appraisal to performance management • Performance management: objectives, processes and outcomes <p>Learning Outcome: 4</p>
Managing Employee Reward	<ul style="list-style-type: none"> • Theories of motivation and reward • Reward in context • Flexing the benefits package <p>Learning Outcome: 4</p>
Managing Employee Voice	<ul style="list-style-type: none"> • Conflict and Cooperation in Employee Relations • From Industrial Democracy to Employee Involvement <p>Learning Outcome: 4</p>

Affective Well-being	<ul style="list-style-type: none"> Defining and measuring affective well-being Examining the importance of managing the work-home interface <p>Learning Outcome: 5</p>
Managing Teams in Organisations	<ul style="list-style-type: none"> Team processes Team structures Virtual teams <p>Learning Outcome: 6</p>
Ethics and Workplace Diversity	<ul style="list-style-type: none"> The meaning and dimensions of workplace diversity The business benefits of workplace diversity The links between workplace diversity and good people management practice <p>Learning Outcome: 7</p>

Related National Occupational Standards (NOS)
<p>Sector Subject Area: 15.3 Business management</p> <p>Related NOS:</p> <p>M&LD3 - Recruit, select and keep colleagues</p> <p>M&LD8 – Help team members address problems affecting their performance</p> <p>M&LD9 - Build and manage teams</p>

Assessments
<p>Assignment (70%)</p> <p>Examination (30%)</p>
See also Section 3 above

5.5 Research Methods

Title:	Research Methods
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RQF code:	H/502/7906	Credits	15	Level	7
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Guided Learning Hours	36 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1 Evaluate relevant research philosophies and principles	1.1 Illustrate the differences between basic and applied research 1.2 Identify different types of researcher 1.3 Identify the different types of research that can be undertaken
2 Select a research topic	2.1 Develop a given topic into a research question 2.2 Develop appropriate aims for a research project 2.3 Evaluate the suitability of a research question for development into a research proposal
3 Develop the specification of a research project	3.1 Select appropriate methods and plans for carrying out credible research 3.2 Select appropriate goals to be achieved from research 3.3 Undertake different forms of management research 3.4 Develop a viable research proposal for a topic
4 Write and research in a critical manner	4.1 Critically review primary, secondary and tertiary sources of literature for research 4.2 Critique work from different sources 4.3 Carry out a literature review 4.4 Develop and evaluate a conceptual framework
5 Understand the importance of research ethics	5.1 Evaluate the ethical issues that must be addressed in a research proposal
6 Develop a research methodology	6.1 Choose and apply appropriate qualitative and quantitative research methods 6.2 Critically assess a number of sampling techniques, interview techniques and questionnaire types in the context of a research proposal 6.3 Select and evaluate an appropriate order for carrying out research tasks 6.4 Produce a final research proposal
7 Critically analyse different sources of data	7.1 Categorise different types of data 7.2 Produce a number of charts and graphs from data 7.3 Undertake quantitative and qualitative data

Syllabus Content	
Topic	Course coverage
Research Philosophy and Principles	<ul style="list-style-type: none"> • Basic vs. applied research • The goals of research • Different types of research and researcher • Ontology, epistemology and axiology <p>Learning Outcome: 1</p>
Choosing a Research Topic	<ul style="list-style-type: none"> • What makes a good research topic? • Developing a topic into a research question • Developing aims • Selecting a topic <p>Learning Outcome: 2</p>
Research Strategy and Design	<ul style="list-style-type: none"> • Research paradigms • Forms of management research • Research strategy • Method vs. methodology • Research credibility <p>Learning Outcome: 3</p>
Research Proposals	<ul style="list-style-type: none"> • Content of a proposal • Getting the proposal approved <p>Learning Outcome: 3</p>
Searching and Reviewing the Literature	<ul style="list-style-type: none"> • Primary, Secondary and Tertiary resources • Literature searching and mapping • The critical literature review • Structure of the literature review <p>Learning Outcome: 4</p>
Critique and Argument in Research	<ul style="list-style-type: none"> • Comparing theories and theorists • Inductive and deductive writing • Evaluating writing for structure, content and critique <p>Learning Outcome: 4</p>
Developing a Conceptual Framework	<ul style="list-style-type: none"> • Frameworks • Conceptual frameworks • Developing a conceptual model <p>Learning Outcome: 4</p>
Research Ethics	<ul style="list-style-type: none"> • Negotiating access • Dealing with ethical issues • Ethical concerns at each stage of research <p>Learning Outcome: 5</p>

Research Methods I	<ul style="list-style-type: none"> • Research methodology • Action research • Evaluating and using secondary data • Observation as a research method <p>Learning Outcome: 6</p>
Research Methods II	<ul style="list-style-type: none"> • Sampling • Interviews • Questionnaires <p>Learning Outcome: 6</p>
Data Analysis	<ul style="list-style-type: none"> • Quantitative data analysis • Qualitative data analysis <p>Learning Outcome: 7</p>
Writing Up	<ul style="list-style-type: none"> • Sequence of writing the research report • Final chapter layout • Final tips for writing <p>Learning Outcome: 6</p>

Related National Occupational Standards (NOS)
<p>Sector Subject Area: 15.3 Business management</p> <p>Related NOS:</p> <p>BAD323 Research information</p> <p>BAD321 Organise and report data</p>

Assessments
Proposal (100%)
See also Section 3 above

5.6 Strategic Management

Title:	Strategic Management
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RQF code:	T/502/7912	Credits	15	Level	7
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Guided Learning Hours	36 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1 Understand the role of strategic management within an organisation	1.1 Examine the historical origins of strategy 1.2 Critically assess the formulation of strategies in different types of organisation
2 Critically analyse an organisation's competitive environment	2.1 Carry out an environmental audit and analysis of an organisation and draw appropriate conclusions
3 Evaluate the resources, capabilities and core competences of an organisation	3.1 Compare and contrast core competences with general competences 3.2 Examine existing core competences within an organisation 3.3 Discuss the concept of competitive advantage and its importance to an organisation
4 Understand the impact of competition on the strategy of an organisation	4.1 Critically assess the competitive forces acting upon an organisation 4.2 Discuss the competitive strategies available to an organisation
5 Understand the formulation and implementation of organisational strategy	5.1 Explain how strategies are formed effectively 5.2 Critically examine the approaches to strategy evaluation 5.3 Analyse the relationship between the strategy development process and implementation
6 Understand the effect of business ethics and social responsibility on strategy	6.1 Define business ethics and corporate social responsibility (CSR) 6.2 Critically assess the possible returns for an organisation through the use of 'good corporate behaviour'

Syllabus Content	
Topic	Course coverage
1. What is Strategy?	<ul style="list-style-type: none"> • The meaning of strategy • The importance of strategic management • Characteristics of strategic decisions • Strategy in different types of organisation • The “3-Circles” framework <p>Learning Outcome: 1</p>
2. Environmental Analysis	<ul style="list-style-type: none"> • Analysing the macroenvironment • Analysing the competitive environment • Analysing strategic groups • Opportunities and Threats <p>Learning Outcome: 2</p>
3. Strategic Capability	<ul style="list-style-type: none"> • Resources and capabilities • VRIO • Value Chain and Value System • Dynamic capabilities • Strengths and Weaknesses • Learning Outcome: 3
4. Organisational Culture	<ul style="list-style-type: none"> • Organisational history • Cultural frames of reference • Defining organisational culture • Analysing organisational culture • Strategic drift <p>Learning Outcome: 2</p>
5. Stakeholders and Organisational Purpose	<ul style="list-style-type: none"> • Identifying stakeholders • Stakeholder mapping • Vision, mission, values and objectives • Corporate governance <p>Learning Outcome: 2</p>
6. Business-level Strategy	<ul style="list-style-type: none"> • Generic strategies • The “strategy clock” framework • Co-operative strategies • Business models and value propositions • Internationalisation strategies <p>Learning Outcome: 4</p>

7. Corporate-level Strategy	<ul style="list-style-type: none"> • Alternative strategic directions • Vertical integration • Corporate parenting • Portfolio matrices • Learning Outcome: 4
8. International Strategy, and Alternative Methods for Strategic Development	<ul style="list-style-type: none"> • Organic development • Mergers and acquisitions • Strategic alliances • Drivers of international strategy • Alternative strategies for internationalisation • Learning Outcome: 4
9. Innovation & Strategic Evaluation	<ul style="list-style-type: none"> • Organisational performance • Suitability • Acceptability • Feasibility • Innovation strategy • Learning Outcome: 4
10. Strategic Change and Strategic Implementation	<ul style="list-style-type: none"> • Strategic leadership • Change contexts • Types of strategic change • Levers for strategic change • Problems with change programmes • Learning Outcome: 5
11. Alternative Approaches to Strategy Formation	<ul style="list-style-type: none"> • Deliberate strategy formation • Emergent strategy formation • Strategy formation processes in different contexts • Managing strategy formation processes • Appropriate balance of deliberate and emergent processes • Learning outcome: 5
12. Strategy and Ethics & Corporate Social Responsibility	<ul style="list-style-type: none"> • Development of corporate social responsibility over time • Arguments for and against CSR activities by businesses • Four components of CSR • CSR and financial performance • Stances towards CSR • Learning Outcome: 6

Related National Occupational Standards (NOS)

Sector Subject Area: 15.3 Business management

Related NOS:

BAH124 Improve corporate performance

BAH125 Review corporate performance

BAI131 Support corporate decision-making

Assessments

Assignment (70%)

Examination (30%)

See also *Section 3* above

5.7 Strategic Operations Management

Title:	Strategic Operations Management
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RQF code:	A/502/7913	Credits	15	Level	7
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Guided Learning Hours	36 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1 Analyse the strategic role of operations within an organisation and its link to business strategy	1.1 Define operations in an organisational context 1.2 Compare and contrast operations in manufacturing and service industries 1.3 Explain the critical performance objectives for operations and the benefits of meeting these
2 Assess the issues associated with operations design in an organisation	2.1 Explain the process of designing operations 2.2 Discuss the stages of product/service design 2.3 Critically assess the design of supply chain networks 2.4 Critically assess the importance of layout and flow designs in operations 2.5 Critically assess the technologies used in the processing of materials, information and customers 2.6 Analyse the factors affecting job design within an organisation
3 Understand the role of monitoring and improving performance in operations management	3.1 Discuss how Key Performance Indicators (KPI's) and the Balanced Scorecard approach can be used to assess performance of operations over time 3.2 Critically assess different approaches to quality improvement
4 Evaluate the need to plan the use of organisational capacity	4.1 Critically assess how organisations can adapt capacity in response to changes in demand and the importance of doing this 4.2 Apply queuing theory in relation to service operations 4.3 Discuss the use of lean operations
5 Understand the challenges for operations management in the future	5.1 Critically assess the impact of globalisation, Corporate Social Responsibility and technology on operations management

Syllabus Content	
Topic	Course coverage
Introduction to Strategic Operations Management	<ul style="list-style-type: none"> • What is 'Strategic Operations Management'? • Similarities and differences between operations • Operations characteristics • Typology of operations <p>Learning Outcome: 1</p>
Strategic Thinking for Operations	<ul style="list-style-type: none"> • Stages of operations strategy • Operations performance objectives • Manufacturing vs service operations <p>Learning Outcome: 1</p>
Operations Strategy Planning	<ul style="list-style-type: none"> • Perspectives of operations strategy • The five 'P's of operations strategy • Strategic reconciliation <p>Learning Outcome: 1</p>
Product and Process Design	<ul style="list-style-type: none"> • Process design • Types of process • Volume/variety mix • Stages of product/service design • Importance of 'time to market' <p>Learning Outcome: 2</p>
Supply Chain Network Design	<ul style="list-style-type: none"> • Supply chain explained • Global sourcing and eProcurement • Supply chain relationships • Locating Capacity <p>Learning Outcome: 2</p>
Layout and Flow Design	<ul style="list-style-type: none"> • Strategic layout decisions • Layout types • Layout design • Layout relative costs • Layout arrangement <p>Learning Outcome: 2</p>
Process Technology	<ul style="list-style-type: none"> • Process technology explained • Materials processing technology • Information processing technology • Process technology and volume/variety mix • Customer processing technology <p>Learning Outcome: 2</p>

HR Issues and Job Design	<ul style="list-style-type: none"> • Job design and physiological Issues • Division of labour and scientific management • Behavioural job design • Designing for commitment <p>Learning Outcome: 2</p>
Improvement and Quality in Operations	<ul style="list-style-type: none"> • Improving performance over time • The Balanced Scorecard • Improvement priorities • Approaches to improvement • Total Quality Management (TQM) <p>Learning Outcome: 3</p>
Planning and Control I	<ul style="list-style-type: none"> • Planning capacity vs demand • Sequencing • Scheduling • Capacity planning and control • Demand fluctuation and capacity level planning <p>Learning Outcome: 4</p>
Planning and Control II	<ul style="list-style-type: none"> • Inventory • Queues • Leading and lagging strategies • Production scheduling • Traditional and just-in time strategies • Lean operations <p>Learning Outcome: 4</p>
Challenges for the Future	<ul style="list-style-type: none"> • Globalisation issues • Environmental considerations • Corporate Social Responsibility (CSR) • Technology issues • Knowledge management in strategic operations <p>Learning Outcome: 5</p>

Related National Occupational Standards (NOS)

Sector Subject Area: 15.3 Business management

Related NOS:

M&LB1 – Develop and implement operational plans for your area of responsibility

M&LF3 - Manage business processes

BAA1110 Prepare, co-ordinate and monitor operational plans

Assessments

Assignment (70%)

Examination (30%)

See also <i>Section 3</i> above

5.8 Study Skills for Postgraduate Learning

Title:	Study Skills for Postgraduate Learning
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RQF code:	D/502/7905	Credits	15	Level	7
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Guided Learning Hours	36 hours	Total Qualification Time	150 hours
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Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1 Use a range of skills in order to learn effectively at an advanced level	1.1 Compare and contrast the different approaches to learning taken by different types of learner 1.2 Use concept maps to aid learning 1.3 Read efficiently and effectively 1.4 Take notes efficiently and effectively 1.5 Research a given topic efficiently and effectively 1.6 Use the Harvard Referencing System correctly
2 Use a range of skills to support academic study	2.1 Use different types of verbal and non-verbal communications 2.2 Listen effectively 2.3 Work effectively as a member of a group 2.4 Solve problems by thinking creatively 2.5 Manage study time effectively 2.6 Use stress management techniques 2.7 Apply the skills needed to effectively manage a project
3 Use a range of skills in order to complete assessments	3.1 Prepare and deliver a presentation 3.2 Prepare, structure and present essays and reports effectively

Syllabus Content	
Topic	Course coverage
Learning to Learn	<ul style="list-style-type: none"> • What kind of Learner are you? • Concept maps • Organising for learning • Reflection in learning <p>Learning Outcome: 1</p>
Reading and Note-taking	<ul style="list-style-type: none"> • Approaches to reading • Increasing reading speed • Organising notes <p>Learning Outcome: 1</p>

Researching and Avoiding Plagiarism	<ul style="list-style-type: none"> • Introduction to researching • Using different research sources • Researching using libraries and the internet • Avoiding plagiarism • Harvard referencing <p>Learning Outcome: 1</p>
Talking and Listening	<ul style="list-style-type: none"> • Active listening • Giving and receiving feedback • Talking • Assertiveness <p>Learning Outcome: 2</p>
Working in Groups	<ul style="list-style-type: none"> • Different types of group • Functions of a team • Team profiles • Group lifecycles <p>Learning Outcome: 2</p>
Creativity and Problem Solving	<ul style="list-style-type: none"> • Types of problems • Approaches to problem solving • Innovation • Creativity • Metaphors <p>Learning Outcome: 2</p>
Stress and Time Management	<ul style="list-style-type: none"> • What is stress? • Coping with stress • Time as a resource • Organising and managing time <p>Learning Outcome: 2</p>
Project Management	<ul style="list-style-type: none"> • Characteristics and objectives of projects • Project planning • Project control • Tools and techniques for project management <p>Learning Outcome: 2</p>
Presentations	<ul style="list-style-type: none"> • Types of presentation • Slide design • Engaging the audience • Planning a talk <p>Learning Outcome: 3</p>

Effective Essay Writing	<ul style="list-style-type: none"> • Stages of writing an essay • Understanding essay questions • Features and layout of an essay • Structuring an essay <p>Learning Outcome: 3</p>
Writing a Report	<ul style="list-style-type: none"> • Management vs. academic reports • Sections of an academic report <p>Learning Outcome: 3</p>
Examinations	<p>Effective revision</p> <p>Types of examination</p> <p>Techniques for sitting exams</p> <p>Learning Outcome: 3</p>

Related National Occupational Standards (NOS)
<p>Sector Subject Area: 15.3 Business management</p> <p>Related NOS:</p> <p>M&LA1 - Manage your own resources</p> <p>M&LA2 - Manage your own resources and professional development</p> <p>BAA613 Understand how to communicate in a business environment</p> <p>BAA617 Develop a presentation</p> <p>BAA623 Deliver a presentation</p> <p>SAS 5 Plan and manage own workload</p>

Assessments
Assignment (100%)
See also Section 3 above

6. Results and 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 50 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 *failed* in the Unit and may resit (see *Section 5.6* above).

A final Qualification mark will be awarded upon successful completion of all Units. This is calculated by finding the average mark of all 8 Units that make up the qualification.

Grade Descriptors incorporate characteristics intended to provide a general indication of assessment performance in relation to each unit's Learning Outcomes in this specification. 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 Units.

After each assessment cycle results slips are issued (in electronic format) which detail the grades achieved, i.e. Failed, Pass, Merit or Distinction (see *Appendix 2*). Certificates which contain your qualification grade and pass mark are then dispatched to Centres.

7 Further Information

For more information about any of NCC Education's products please contact customer.service@nccedu.com or alternatively please visit www.nccedu.com to find out more about our suite of high quality British qualifications.

Appendix 1 Qualification Documentation

The following NCC Education documentation has been referred to in this specification:

Reasonable Adjustments and Special Considerations Policy

Examination Guidelines

Marking and Moderation Manual

Activity Schedule

Operations Manual

All documentation is available to Centres and (where applicable) candidates who have registered for assessment.

Appendix 2 Grade Descriptors

The grade descriptors Pass, Merit and Distinction are awarded to successful candidates. The following are characteristics intended to provide a general indication of assessment performance in relation to each Learning Outcome in this specification. The final grade awarded will depend on the extent to which a candidate has satisfied the Assessment Criteria overall.

Grade descriptors for Strategic Management

Learning Outcome	Pass	Merit	Distinction
Understand the role of strategic management within an organisation	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Critically analyse an organisation's competitive environment	Demonstrate adequate ability to analyse and some sound critical skills demonstrated	Demonstrate ability to provide detailed and coherent analysis and demonstrate consistently sound critical skills	Demonstrate ability to provide comprehensive, lucid analysis; Demonstrate highly developed critical skills
Evaluate the resources, capabilities and core competences of an organisation	Provide a reasonable assessment of the subject; Ideas are generally coherent	Provide a generally strong assessment with some well-reasoned assumptions; Ideas are consistently coherent	Provide a consistently strong assessment with well-reasoned and original assumptions; All ideas are highly coherent
Understand the impact of competition on the strategy of an organisation	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the formulation and implementation of organisational strategy	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the effect of business ethics and social responsibility on strategy	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding

Grade descriptors for Strategic Operations Management

Learning Outcome	Pass	Merit	Distinction
Analyse the strategic role of operations within an organisation and its link to business strategy	Demonstrate adequate ability to analyse	Demonstrate ability to provide detailed and coherent analysis	Demonstrate ability to provide comprehensive, lucid analysis
Assess the issues associated with operations design in an organisation	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements
Understand the role of monitoring and improving performance in operations management	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Evaluate the need to plan the use of organisational capacity	Provide a reasonable assessment of the subject; Ideas are generally coherent	Provide a generally strong assessment with some well-reasoned assumptions; Ideas are consistently coherent	Provide a consistently strong assessment with well-reasoned and original assumptions; All ideas are highly coherent
Understand the challenges for operations management in the future	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding

Grade descriptors for Study Skills for Postgraduate Learning

Learning Outcome	Pass	Merit	Distinction
Use a range of skills in order to learn effectively at an advanced level	Draw upon and make use of an adequate range of skills	Draw upon a variety of skills and make an appropriate selection	Draw upon a wide range of skills and make a highly appropriate selection
Use a range of skills to support academic study	Draw upon and make use of an adequate range of skills	Draw upon a variety of skills and make an appropriate selection	Draw upon a wide range of skills and make a highly appropriate selection
Use a range of skills in order to complete assessments	Draw upon and make use of an adequate range of skills	Draw upon a variety of skills and make an appropriate selection	Draw upon a wide range of skills and make a highly appropriate selection

Grade descriptors for Research Methods

Learning Outcome	Pass	Merit	Distinction
Evaluate relevant research philosophies and principles	Provide a reasonable assessment of the subject; Ideas are generally coherent	Provide a generally strong assessment with some well-reasoned assumptions; Ideas are consistently coherent	Provide a consistently strong assessment with well-reasoned and original assumptions; All ideas are highly coherent
Select a research topic	Utilise adequate reasoning to inform selection	Utilise sound reasoning to inform appropriate selection	Utilise highly appropriate and original reasoning to inform appropriate selection
Develop the specification of a research project	Show adequate development	Show sound and appropriate development	Show innovative and highly appropriate development
Write and research in a critical manner	Demonstrate adequate standard of academic prose and depth of research	Demonstrate fair standard of academic prose and sound ability to research	Demonstrate high standard of academic prose and consistently strong research skills
Understand the importance of research ethics	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Develop a research methodology	Show adequate development	Show sound and appropriate development	Show innovative and highly appropriate development

Learning Outcome	Pass	Merit	Distinction
Critically analyse different sources of data	Demonstrate adequate ability to analyse and some sound critical skills demonstrated	Demonstrate ability to provide detailed and coherent analysis and demonstrate consistently sound critical skills	Demonstrate ability to provide comprehensive, lucid analysis; Demonstrate highly developed critical skills

Grade descriptors for Managing People in Organisations

Learning Outcome	Pass	Merit	Distinction
Critically assess the role of Human Resource Management (HRM) and its link to organisational goals	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements; Demonstrate some sound critical skills	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements; Demonstrate consistently sound critical skills	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements; Demonstrate highly developed critical skills
Critically evaluate the processes of recruitment and selection within an organisation	Provide a reasonable assessment of the subject; Ideas are generally coherent and demonstrate some sound critical skills	Provide a generally strong assessment with some well-reasoned assumptions; Ideas are consistently coherent; Demonstrate consistently sound critical skills	Provide a consistently strong assessment with well-reasoned and original assumptions; All ideas are highly coherent; Demonstrate highly developed critical skills
Critically assess the need for flexibility of work	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements; Demonstrate some sound critical skills	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements; Demonstrate consistently sound critical skills	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements; Demonstrate highly developed critical skills

Learning Outcome	Pass	Merit	Distinction
Critically assess the management of employee performance and reward	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements; Demonstrate some sound critical skills	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements; Demonstrate consistently sound critical skills	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements; Demonstrate highly developed critical skills
Critically assess the importance of managing employee well-being to an organisation	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements; Demonstrate some sound critical skills	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements; Demonstrate consistently sound critical skills	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements; Demonstrate highly developed critical skills
Explain the characteristics of a successful team	Provide adequate ability to explain the subject matter	Provide detailed and coherent explanation of the subject matter	Provide comprehensive, lucid explanation of the subject matter
Analyse the challenges posed by ethics and diversity in people management	Demonstrate adequate ability to analyse	Demonstrate ability to provide detailed and coherent analysis	Demonstrate ability to provide comprehensive, lucid analysis

Grade descriptors for Management, Control and Accountability for Financial Resources

Learning Outcome	Pass	Merit	Distinction
Critically evaluate the role of accounting in an organisation	Provide a reasonable assessment of the subject; Ideas are generally coherent and demonstrate some sound critical skills	Provide a generally strong assessment with some well-reasoned assumptions; Ideas are consistently coherent; Demonstrate consistently sound critical skills	Provide a consistently strong assessment with well-reasoned and original assumptions; All ideas are highly coherent; Demonstrate highly developed critical skills

Learning Outcome	Pass	Merit	Distinction
Critically assess the different ways in which an organisation can be funded	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements; Demonstrate some sound critical skills	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements; Demonstrate consistently sound critical skills	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements; Demonstrate highly developed critical skills
Evaluate the methods used to report and assess financial performance	Provide a reasonable assessment of the subject; Ideas are generally coherent	Provide a generally strong assessment with some well-reasoned assumptions; Ideas are consistently coherent	Provide a consistently strong assessment with well-reasoned and original assumptions; All ideas are highly coherent
Assess the role of management in the control of financial resources	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements
Examine the methods used in calculating costs	Provide examination of the subject with some suitable examples and references	Provide detailed examination of the subject with adequate use of appropriate references and examples	Provide consistently critical and detailed examination of the subject with innovative use of highly appropriate references
Evaluate the use of accounting in organisational decision-making and budgeting	Provide a reasonable assessment of the subject; Ideas are generally coherent	Provide a generally strong assessment with some well-reasoned assumptions; Ideas are consistently coherent	Provide a consistently strong assessment with well-reasoned and original assumptions; All ideas are highly coherent

Grade descriptors for Information and Knowledge Management

Learning Outcome	Pass	Merit	Distinction
Examine the role of information management within an organisation	Provide examination of the subject with some suitable examples and references	Provide detailed examination of the subject with adequate use of appropriate references and examples	Provide consistently critical and detailed examination of the subject with innovative use of highly appropriate references
Critically assess information systems (IS) strategy and planning	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements; Demonstrate some sound critical skills	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements; Demonstrate consistently sound critical skills	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements; Demonstrate highly developed critical skills
Critically analyse the strategic IS tools available to an organisation and sources of strategic advantage	Demonstrate adequate ability to analyse	Demonstrate ability to provide detailed and coherent analysis	Demonstrate ability to provide comprehensive, lucid analysis
Critically assess the strategies used in managing knowledge	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements; Demonstrate some sound critical skills	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements; Demonstrate consistently sound critical skills	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements; Demonstrate highly developed critical skills
Critically assess the key aspects of contemporary ICT systems and their application to eCommerce and eBusiness	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements; Demonstrate some sound critical skills	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements; Demonstrate consistently sound critical skills	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements; Demonstrate highly developed critical skills

Learning Outcome	Pass	Merit	Distinction
Assess the value of leveraging knowledge	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements

Grade descriptors for International Marketing Strategy

Learning Outcome	Pass	Merit	Distinction
Critically assess cultural diversity and the effect upon international marketing	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements; Demonstrate some sound critical skills	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements; Demonstrate consistently sound critical skills	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements; Demonstrate highly developed critical skills
Critically appraise marketing in local and global markets	Demonstrate a reasonable understanding and assessment of the subject; Demonstrate some sound critical skills	Demonstrate a strong understanding and assessment of the subject; Demonstrate consistently sound critical skills	Demonstrate a consistently strong understanding and assessment of the subject; Demonstrate highly developed critical skills
Examine how market research is conducted internationally	Provide examination of the subject with some suitable examples and references	Provide detailed examination of the subject with adequate use of appropriate references and examples	Provide consistently critical and detailed examination of the subject with innovative use of highly appropriate references
Critically assess buyer behaviour and market targeting in the international context	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements; Demonstrate some sound critical skills	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements; Demonstrate consistently sound critical skills	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements; Demonstrate highly developed critical skills

Learning Outcome	Pass	Merit	Distinction
Critically assess the methods used to enter an international market	Demonstrate an adequate awareness of issues associated with the subject and make some appropriate judgements; Demonstrate some sound critical skills	Demonstrate a sound awareness of issues associated with the subject and make consistently appropriate judgements; Demonstrate consistently sound critical skills	Demonstrate a detailed awareness of the complexity of issues associated with the subject and make highly appropriate judgements; Demonstrate highly developed critical skills