



Awarding  
Great British  
Qualifications

**EDUCATE.**  
**INSPIRE.**  
**GROW.**

# **Level 3 Business Qualifications Suite Specifications**

# Level 3 Diploma in Business Specification

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**Published by:** NCC Education Limited, Second Floor, Adamson House,  
Towers Business Park, Wilmslow Road, Didsbury, Manchester M20 2YY UK  
Tel: +44 (0) 161 438 6200 Fax: +44 (0) 161 438 6240  
Email: [info@nccedu.com](mailto:info@nccedu.com) Website: [www.nccedu.com](http://www.nccedu.com)

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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](http://www.ofqual.gov.uk)) in England.

## 1. Why choose this qualification?

NCC Education's Level 3 Business qualifications are designed for learners aged **16 and above**, catering to both post-16 students and adult learners.

The programme 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 3 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 develops students by expanding their leadership and entrepreneurial mindset. By completing the level 3 Business qualification, students will develop the skills to thrive in a professional environment and explore their career ambitions. This course introduces students to important business specialisms and further their education by progressing onto the Level 4 Business qualification suite.

The Level 3 Business qualifications syllabus and assessment are suitable for students aged 16 - 18 as well as adult learners.

- **A pathway** to NCC Education's Level 4 Diploma qualifications and greater employment opportunities.

# Structure of the Level 3 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 courses. The qualification titles are given below.

These qualifications are for learners aged 16 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 3 Award in Business (96 GLH)

NCC Education Level 3 Certificate in Business (168 GLH)

NCC Education Level 3 Diploma in Business (422\* GLH)

NCC Education Level 3 Extended Diploma in Business (590 GLH)

Achieving the Level 3 Diploma in Business and Extended Diploma in Business, with a minimum grade of pass, provides progression onto NCC Education's Level 4 Business courses. NCC Education's Level 3 Award or Certificate can provide progression alongside other qualifications at the same level.

	<b>Award in Business</b>	<b>Certificate in Business</b>	<b>Diploma in Business</b>	<b>Extended Diploma in Business</b>
<b>Total Qualification Time (TQT)</b>	120	320	670*	1,220
<b>Total Guided Learning Hours (GLH)</b>	96	168	360*	590
<b>Total Core Guided Learning Hours</b>	96	168	266	590
<b>Credit Value</b>	12	32	67*	122

\*Values may vary dependent on unit combination selected.

	Advanced Basics in Business	Developing Financial Forecasting and Accounting in Business	Developing Organisation Structure	Developing Entrepreneurship	Marketing Principles	Communication in Business	Developing eBusiness
L3 Award in Business	M	-	-	-	-	-	-
L3 Certificate in Business	M	M	-	-	-	-	-
L3 Diploma in Business	M	M	M	O	O	O	O
L3 Extended Diploma in Business	M	M	M	M	M	M	M

<b>M</b>	Mandatory
<b>O</b>	Optional
<b>-</b>	Not Applicable (-)

### Level 3 Award in Business- 12 credits

To gain the award, learners MUST achieve the following unit.

Advanced Basics in Business (TQT: 120 hours/ 12 credits)
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### Level 3 Certificate in Business- 32 credits

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

Advanced Basics in Business (TQT: 120 hours/ 12 credits)	Developing Financial Forecasting and Accounting in Business (TQT: 200 hours/ 20 credits)
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### Level 3 Diploma in Business- 67-72 Credits

#### Core Units

To gain the Diploma, learners MUST achieve the following 3 core units with at least any additional one elective unit equal to the at least a total of 67 credits.

Advanced Basics in Business  (TQT: 120 hours/ 12 credits)	Developing Financial Forecasting and Accounting in Business  (TQT: 200 hours/ 20 credits)	Developing Organisation Structure  (TQT: 200 hours/ 20 credits)
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#### Elective Units

Developing Entrepreneurship Skills (TQT: 200 hours / 20 credits)	Marketing Principles (TQT: 150 hours / 15 credits)	Communication in Business (TQT: 150 hours / 15 credits)	Developing eBusiness (TQT: 200 hours / 20 credits)
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### Level 3 Extended Diploma in Business- 122 Credits

#### Core Units

To gain the Extended Diploma, learners MUST achieve the following all 7 core units, equal to the total value of 122 credits.

Advanced Basics in Business  (TQT: 120 hours/ 12 credits)	Developing Financial Forecasting and Accounting in Business  (TQT: 200 hours/ 20 credits)	Developing Organisation Structure  (TQT: 200 hours/ 20 credits)
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Developing Entrepreneurship Skills (TQT: 200 hours / 20 credits)	Marketing Principles (TQT: 150 hours / 15 credits)	Communication in Business (TQT: 150 hours / 15 credits)	Developing eBusiness (TQT: 200 hours / 20 credits)
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**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)	Tot GLHs	TQT (hrs)
Core	1	Advanced Basics in Business (ABB 1.0)	12	12	24	24	48	24	96	120
	2	Developing Financial Forecasting and Accounting in Business (FAB 1.0)	20	12	36	38	-	126	74	200
	3	Developing Organisation Structure (DOS 1.0)	20	12	24	24	48	104	96	200
Elective	1	Developing Entrepreneurship Skills (DES 1.0)	20	12	24	24	48	104	96	200
	2	Marketing Principles (MP 1.0)	15	12	45	-	49	56	94	150
	3	Communication in Business (CB 1.0)	15	12	20	42	-	88	62	150
	4	Developing eBusiness (DEB 1.0)	20	12	36	36	-	128	72	200

# 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
Advanced Basics in Business	-	100%
Developing Financial Forecasting & Accounting in Business	100%	-
Developing Organisation Structure	-	100%
Developing Entrepreneurship Skills	-	100%
Marketing Practices	-	100%
Communication in Business	-	100%
Developing eBusiness	-	100%

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:

- Completed their GCSE/IGCSE 'O' Levels or an equivalent\* qualification in their own country and passed 4 subjects with minimum grades of 'C', '4' or equivalent\* in each. These should include Mathematics and English.
- The NCC Education Level 3 Business suite syllabus and assessment is suitable for candidates aged 16 and above (at Key Stage 4 of the English national curriculum) as well as older (including adult) learners.
- Have a valid score of 5.5 or above in the International English Language Testing System (IELTS) examination or equivalent for students whose first language is not English. Alternatively, students can take the free NCC Education Higher English Placement Test which is administered by our Accredited Partner Centres.

## Eligibility Period

The maximum period of time that NCC Education allows for the completion of the programme is three years. Students are advised to please contact their Accredited Partner Centre if they have any queries relating to this.

## 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. Advanced Basics for Business (ABB 1.0)

### Module overview

Welcome to Advanced Basics for Business. This module takes an integrative approach to business, demonstrating the relationships between many academic perspectives, rather than restricting it to any one disciplinary or functional viewpoint. This will increase candidates understanding of the contemporary issues facing organisations, their management, the economy and the business environment.

Studying this module will help students develop some very important skills that are highly valued by employers. This module provides conceptual and practical learning about the world of business and how it operates. It makes as few assumptions as possible about the students experience of business or of formal academic study. However, this is a Level 3 module and if students have no previous experience of studying business, it will be highly desirable for them to first study the Level 2 module called Basics in Business.

Advanced Basics for Business will provide candidates with a broad grounding in business practice. They will further their learning about how business and other organisations work, from exploring their operations issues, their customers and marketing (collectively, the internal functions). Students will also learn about the external environment and how this helps shape how businesses respond to global challenges. This encompasses the economic and political context in which businesses operate, as well their ethical and legal responsibilities.

<b>Title</b>	Advanced Basics for Business
<b>Credits</b>	12
<b>Level</b>	3
<b>Type</b>	Core

<b>Guided Learning Hours</b>	96 hours	<b>Total Qualification Time</b>	120 hours
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<b>Learning Outcomes:</b> The Learner will:	<b>Assessment Criteria:</b> The Learner can:
1. Examine the concept of innovation within a business context.	1.1 Examine business structures that support creating an innovative business. 1.2 Develop and analyse change management 1.3 Critically determine how to foster a sustainable transformation culture. 1.4 Define what innovation is, consider its importance and explore how it can be achieved 1.5 Determine the significance and the influence of the external (macro- and micro-) business environment for the organisation 1.6 Explain why businesses use outsourcing in their day-to-day operations 1.7 Define quality control and quality assurance activities
2. Develop a critical understanding of the marketing concept	2.1 Develop a critical understanding of the marketing concept 2.2 Recognise that marketing can encourage and support innovation in a range of ways 2.3 Explore the importance of having a clearly articulated purpose expressed in a mission statement 2.4 Explore the external environment and competitors 2.5 Determine how to conduct market research 2.6 Analyse the process of segmentation 2.7 Define the concept of the marketing mix
3. Define what operations management and supply chain management is, consider its importance and challenges faced by operations and supply chain managers	3.1 Explain the role of operations management and the roles and responsibilities of operations managers and the challenges they face. 3.2 Analyse the content of an operations strategy and the decisions involved. 3.3 Determine the general benefits of supply chain management 3.4 Examine the benefits of outsourcing and when it is best used 3.5 Assess the advantages and disadvantages of offshoring supply. 3.6 Examine the market reconciliation model of operations strategy formulation 3.7 Interpret the concepts of operations performance objectives, and order-winning and order-qualifying criteria
4. Identify the importance of design, evaluate the	4.1 Examine the types of innovation that are used to bring new products and services to market

<p>design and the development process of a product and service design.</p>	<p>4.2 Analyse the processes involved in bringing new products and services to market  4.3 Analyse the concept of 'design thinking' and be able to critique the processes involved  4.4 Reflect on the design of services as an experience as much as a process  4.5 Use the Quality Function Deployment (QFD) tool to help identify the key characteristics of a new product or service.  4.6 Define the concept of process choice applied to both manufacturing and service processes  4.7 Analyse the role that volume and variety play in determining process choice</p>
<p>5. Analyse the importance of the role of International Human Resource Management within global initiatives</p>	<p>5.1 Explore six key historical themes in the development of HRM.  5.2 Define, classify and articulate various aspects of the relationship between stakeholders and globalisation  5.3 Assess how IHRM can reinforce or challenge globalisation's 'race to the bottom'.  5.4 Analyse the opportunities and challenges of competing in a global 'free-market' context.  5.5 Examine how HRM activities differ according to context.  5.6 Interpret and classify the various elements of the international labour market.  5.7 Summarise the transition from the traditional approach to relationships with employees to HRM and IHRM.</p>
<p>6. Examine the strategies that organisations adopt to finance themselves</p>	<p>6.1 Analyse the importance of cash flow for businesses.  6.2 Explain how bank finance can be accessed and how it is priced.  6.3 Identify the risks for a business associated with new forms of finance  6.4 Discuss the ways in which smaller businesses may seek to raise finance  6.5 Examine how technology has provided new methods for financing businesses  6.6 Explain how finance can be provided through leasing contracts  6.7 Examine the roles played by venture capital and private equity in financing organisations</p>

Syllabus Content			
Topic No.	Topic title	Proportion	Course coverage
1	Innovation	1/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 2 hrs	<ul style="list-style-type: none"> <li>• What is innovation?</li> <li>• Creating an innovative business</li> <li>• Business structures that support innovation</li> <li>• Fostering an innovative business culture</li> <li>• Opportunities and challenges for fostering twenty-first-century innovation.</li> </ul> <p><b>Learning Outcome: 1</b></p>
2	Marketing	2/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 2 hrs	<ul style="list-style-type: none"> <li>• What marketing involves</li> <li>• The marketing concept</li> <li>• Mission and vision</li> <li>• The six tests of a successful mission statement</li> <li>• Mission and values</li> <li>• The marketing environment, competitive forces</li> <li>• The Ansoff product market matrix</li> <li>• The history of marketing research</li> <li>• Ethics and marketing research</li> <li>• Customer data</li> <li>• Segmentation</li> <li>• Marketing mix</li> </ul> <p><b>Learning Outcome: 2</b></p>
3	Segmentation and the marketing mix	3/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 2 hrs	<ul style="list-style-type: none"> <li>• Segmentation and targeting</li> <li>• Positioning</li> <li>• The marketing mix</li> </ul> <p><b>Learning Outcome: 2</b></p>
4	Operations Management	4/12	<ul style="list-style-type: none"> <li>• What is the role of operations management?</li> <li>• The input-process-output model</li> </ul>

		<p>Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 2 hrs</p>	<ul style="list-style-type: none"> <li>• What do operations managers really do?</li> <li>• Why is operations management important?</li> <li>• Are you an operations manager?</li> </ul> <p><b>Learning Outcome: 3</b></p>
5	Operations Strategy	<p>5/12</p> <p>Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 2 hrs</p>	<ul style="list-style-type: none"> <li>• What is an operations strategy?</li> <li>• Operations strategy as a reconciliation process</li> <li>• Performance objectives</li> <li>• Focused operations</li> </ul> <p><b>Learning Outcome: 3</b></p>
6	Product and Service Design	<p>6/12</p> <p>Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 2 hrs</p>	<ul style="list-style-type: none"> <li>• The importance of new product development</li> <li>• Successful design process</li> <li>• Design thinking</li> <li>• Product and service design</li> <li>• Quality function deployment</li> </ul> <p><b>Learning Outcome: 4</b></p>
7	Process Design	<p>7/12</p> <p>Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 2 hrs</p>	<ul style="list-style-type: none"> <li>• Introducing process design</li> <li>• A step-based approach to process design</li> <li>• The concept of process choice</li> <li>• Process choice and performance</li> <li>• Mass customisation</li> <li>• Layout and flow</li> <li>• Detailed process design</li> </ul> <p><b>Learning Outcome: 4</b></p>
8	Economic Stability and Analysing Growth Potential	<p>8/12</p> <p>Lectures: 2 hrs Tutorials: 2 hrs</p>	<ul style="list-style-type: none"> <li>• The business environment</li> <li>• The economy and business activity</li> <li>• Making the best of your business environment</li> <li>• Raising finances</li> <li>• The importance of cash flow</li> <li>• The financing needs of SMEs</li> </ul>

		<p>Seminars: 4 hrs</p> <p>Private study: 2 hrs</p>	<ul style="list-style-type: none"> <li>• Labour shortages and immigration policy</li> <li>• The ease of doing business</li> <li>• Outsourcing: onshore versus offshore</li> <li>• Trade and restriction of trade</li> <li>• The role of trade tariffs and intellectual property</li> </ul> <p><b>Learning Outcome: 6</b></p>
9	Supply Chain Management	<p>9/12</p> <p>Lectures: 2 hrs</p> <p>Tutorials: 2 hrs</p> <p>Seminars: 4 hrs</p> <p>Private study: 2 hrs</p>	<ul style="list-style-type: none"> <li>• Defining supply chain management</li> <li>• Supply chain efficiency</li> <li>• Vertically integrated supply chains</li> <li>• Outsourcing</li> <li>• Supplier relationships</li> </ul> <p><b>Learning Outcome: 3</b></p>
10	HRM in a Global Context	<p>10/12</p> <p>Lectures: 2 hrs</p> <p>Tutorials: 2 hrs</p> <p>Seminars: 4 hrs</p> <p>Private study: 2 hrs</p>	<ul style="list-style-type: none"> <li>• Stakeholders and globalisation</li> <li>• The role of HRM in globalisation</li> <li>• Progress or 'race to the bottom'</li> </ul> <p><b>Learning Outcome: 5</b></p>
11	Change Management	<p>11/12</p> <p>Lectures: 2 hrs</p> <p>Tutorials: 2 hrs</p> <p>Seminars: 4 hrs</p> <p>Private study: 2 hrs</p>	<ul style="list-style-type: none"> <li>• The need for change</li> <li>• What is change management</li> <li>• Constructively engaging with resistance to change</li> <li>• Creating sustainable information.</li> </ul> <p><b>Learning Outcome: 1</b></p>
12	Quality and Improvement	<p>12/12</p>	<ul style="list-style-type: none"> <li>• Why is quality important?</li> <li>• How can quality be managed?</li> <li>• Perceptions-based quality models</li> <li>• The evolution of continuous improvement</li> </ul>

		Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 2 hrs (includes time for the final assessment)	<ul style="list-style-type: none"> <li>• Strategic improvement</li> </ul> <p><b>Learning Outcome: 1</b></p>
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### Assessment Type

- 100% assignment

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## Mapping of ILOs

Topic / ILO	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
1. Innovation	x					
2. Marketing		x				
3. Segmentation and the marketing mix		x				
4. Operations Management			x			
5. Operations Strategy			x			
6. Product and service design				x		
7. Process design				x		
8. Economic stability and analysing growth potential						x
9. Supply chain management			x			
10. HRM in a global context					x	
11. Change management	x					
12. Quality and improvement	x			x		

<b>Topic PPTs</b>	<b>AC addressed</b>
1 Innovation	1.1 1.3 1.4 1.5 1.6
2 Marketing	2.1 2.2 2.3 2.4 2.5
3 Segmentation and the marketing mix	2.6 2.7
4 Operations Management	3.1 3.2 3.4 3.5
5 Operations Strategy	3.6 3.7
6 Product and service design	4.1 4.2 4.4 4.5
7 Process design	4.3 4.6 4.7
8. Economic stability and analysing growth potential	6.1 6.2 6.3 6.4 6.5 6.6 6.7
9 Supply chain management	3.3 3.4 3.5
10 HRM in a global context	5.1 5.2 5.3 5.4 5.5 5.6 5.7
11 Change management	1.2
12 Quality and improvement	1.7

## 2. Developing Financial Forecasting and Accounting in Business (FAB 1.0)

### Module overview

In this unit, learners will be introduced to the types of costs that different businesses will incur. This will include the management of costs and revenue to generate a profit. Understanding break even analysis and financial forecasting within a business, and how a business prepares and manages the accounting process. This unit will equip a student with a breadth of knowledge and skills to allow a basis of financial skills and forecasting techniques.

A full breadth and depth of financial skills are applied and adopted to allow a student to progress to further study.

<b>Title</b>	Developing Financial Forecasting and Accounting in Business
<b>Credits</b>	20
<b>Level</b>	3
<b>Type</b>	Core

<b>Guided Learning Hours</b>	74 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes:</b> The Learner will:	<b>Assessment Criteria:</b> The Learner can:
1. Analyse the types of costs of a business	1.1 Explain the main types of costs in a business 1.2 Analyse why understanding costs is an important part of business management
2. Describe the various revenues of a business	2.1 Explain the main forms of revenue to a business 2.2 Analyse why understanding revenue is important to business management
3. Determine the accounting principles to support account preparation	3.1 Explain the main accounting principles to support account preparation 3.2 Assess the importance of application of accounting principles

4. Explain cash flow forecasting	4.1 Explain the concept of cash flow forecasting 4.2 Assess how to prepare a cash flow forecast
5. Describe the concept break even analysis	5.1 Explain the concept of break-even analysis 5.2 Assess how to calculate break-even analysis
6. Explain the purpose of the main accounting statements	6.1 Explain the main accounting statements
7. Explain how to prepare basic financial statements	7.1 Examine the main requirements for the preparation of accounting statements 7.2 Assess how to prepare these key statements
8. Interpret financial statements using ratio analysis	8.1 Explain the concept of ratio analysis

Syllabus Content			
Topic No.	Topic title	Proportion	Course coverage
1	The costs of a business	1/12  Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	Detail the main costs in a business <ul style="list-style-type: none"> <li>• Start up costs</li> <li>• Operating costs</li> <li>• Fixed costs</li> <li>• Variable costs</li> <li>• Direct costs</li> <li>• Variable costs</li> <li>• Sunk costs</li> <li>• Controllable costs</li> <li>• Opportunity costs</li> </ul> <p><b>Learning Outcome 1</b></p>
2	The revenue of a business	2/12  Lectures: 3 hrs Tutorials: 3 hrs	The main forms of revenue in a business <ul style="list-style-type: none"> <li>• Income from sale of goods or services</li> <li>• Sale of an asset</li> <li>• Interest from bank accounts</li> </ul>

		Private study: 10 hrs	<ul style="list-style-type: none"> <li>Government grants</li> </ul> <p><b>Learning Outcome 2</b></p>
3	Accounting principles to support account preparation	5/12  Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	The main accounting principles to support account preparation <ul style="list-style-type: none"> <li>Accrual principle</li> <li>Consistency principle</li> <li>Going concern principle</li> <li>Materiality</li> <li>Matching principle</li> <li>Historic cost</li> <li>Objectivity</li> <li>Full disclosure</li> <li>Conservatism</li> <li>Entity Concept</li> </ul> <p><b>Learning Outcome: 3</b></p>
4	Break-even analysis	3/12  Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	The concept of break-even analysis <ul style="list-style-type: none"> <li>What is break-even</li> <li>Why is break-even important</li> <li>Understanding costs, revenue and potential profit</li> <li>Calculation of break-even point</li> <li>Effect of break-even on costs and pricing</li> </ul> <p><b>Learning Outcome: 4</b></p>
5	Cash flow forecasting	4/12  Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	The concept of cash flow forecasting <ul style="list-style-type: none"> <li>Definition of cash flow forecast</li> <li>Movement of money in and out of a business over time</li> <li>Importance of cash flow forecasting</li> <li>Need to identify risks to a business</li> </ul> <p><b>Learning Outcome: 5</b></p>
6	The main accounting statements	6/12  Lectures: 3 hrs Tutorials: 3 hrs	The accounting statements <ul style="list-style-type: none"> <li>Statement of financial position (Balance Sheet)</li> <li>Statement of income and expense (Profit and Loss Account)</li> <li>Statement of cash flows</li> </ul>

		Private study: 10 hrs	<ul style="list-style-type: none"> <li>• Statement of Changes in Equity</li> <li>• Notes to financial statements</li> </ul> <p><b>Learning Outcome: 6</b></p>
7	Preparation of financial statements I	7/12  Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	<p>Preparation of financial statements</p> <ul style="list-style-type: none"> <li>• Components of Statement of income and expense</li> <li>• Constructing a Statement of Income and Expense</li> <li>• Interpreting a Statement of Income and Expense</li> <li>• Components of statement of Financial Position</li> <li>• Constructing a Statement of Financial Position</li> <li>• Interpreting a Statement of Financial Position</li> </ul> <p><b>Learning Outcome: 7</b></p>
8	Preparation of financial statements II	8/12  Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	<p>Preparation of financial statements</p> <ul style="list-style-type: none"> <li>• Components of Cash Flow Forecast</li> <li>• Constructing a Cash Flow forecast</li> <li>• Interpreting a Cash Flow Forecast</li> <li>• Stakeholders of Accounting Statements</li> <li>• The Statement of Changes in Equity</li> <li>• Notes to financial statements</li> </ul> <p><b>Learning Outcome: 7</b></p>
9	Using Ratio Analysis I	9/12  Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	<p>Ratio Analysis</p> <ul style="list-style-type: none"> <li>• What is ratio analysis</li> <li>• Why is ratio analysis important</li> <li>• Areas covered by ratio analysis</li> <li>• Purpose of ratio analysis</li> <li>• Limitations of ratio analysis</li> </ul> <p><b>Learning Outcome: 8</b></p>
10	Using Ratio Analysis II	10/12  Lectures: 3 hrs Tutorials: 3 hrs	<p>Ratio Analysis</p> <ul style="list-style-type: none"> <li>• Profitability ratios</li> <li>• Liquidity ratios</li> <li>• Efficiency ratios</li> </ul>

		Private study: 12 hrs	<b>Learning Outcome: 8</b>
11	Student Preparation to consider how to develop an eBusiness	11/12 Lectures: 3 hrs Tutorials: 4 hrs Private study: 12 hrs	Self-directed student time either individually or in groups to consider application of financial forecasting and accounts preparation, must include <ul style="list-style-type: none"> <li>• Why business need to apply financial forecasting</li> <li>• Application of financial forecasting</li> <li>• Why businesses need to prepare accounting statements</li> <li>• Preparation of the main accounting statements</li> </ul> <b>Learning Outcome: 1-8</b>
12	Assessment preparation	12/12 Lectures: 3 hrs Tutorials: 4 hrs Private study: 12 hrs	Review of course content to prepare students for assessment  <b>Learning Outcome: 1-8</b>

#### Assessment Type

- 100% Examination

#### References / Reading list

- Maynard, J. (2017). *Financial Accounting, Reporting, and Analysis*, Oxford University Press.
- Elliott, J. and Elliott, B. (2024). *Financial Accounting & Reporting* .20th ed. Pearson.

## 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 – The costs of a business	X								
2 – The revenue of a business		X							
3 – Accounting principles to support account preparation			X						
4 – Cash flow forecasting				X					
5 – Break-even analysis					X				
6 – The main accounting statements						X			
7 – Preparation of financial statements							X		
8 – Preparation of financial statements							X		
9 – Using Ratio Analysis								X	
10 – Using Ratio Analysis								X	
11 – Student Preparation to consider how to develop a Financial Forecast and Prepare Accounts	X	X	X	X	X	X	X	X	X

12 – Assessment preparation	X	X	X	X	X	X	X	X	X
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Topic PPTs	AC addressed
1 – The costs of a business	AC 1.1, 1.2
2 – The revenue of a business	AC 2.1, 2.2
3 – Break-even analysis	AC 3.1, 3.2
4 – Cash flow forecasting	AC 4.1, 4.2
5 – Accounting principles to support account preparation	AC 5.1, 5.2
6 – The main accounting statements	AC 6.1
7 – Preparation of financial statements	AC 7.1
8 – Preparation of financial statements	AC 7.2
9 – Using Ratio Analysis	AC 8.1
10 – Using Ratio Analysis	AC 8.1
11 – Student Preparation to consider how to Prepare a Financial Forecast and Prepare Accounts	AC 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 7.1, 7.2, 8.1,
12 Assessment preparation	AC 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 7.1, 7.2, 8.1,

### 3. Developing Organisational Structure (DOS 1.0)

#### Module overview

Welcome to Developing Organisational Structure. In this course, this module will look to define organisational structure. Students will consider how structural decisions help exert control in the different environments that organisations need to operate in. The meaning of organisational structures and strategic control systems, and their important role in strategy implementation will be discussed.

Students will encounter examples of centralised and decentralised organisational structures in business and the public sector. Distinguishing between entrepreneurial, functional, divisional, network, matrix and project-based structures, students will consider the advantages and limitations of different kinds of organisational structure and identify different types of strategic control systems. Students will be asked to examine their own organisation or one they are familiar with and will reflect on the extent to which the strategy is assisted by organisational structure, management control systems and specific performance measures.

Students will be introduced to the balanced scorecard as one specific tool for management control, as well as theories, on organisations including classic organisational behaviour theory and the organisational life cycle.

Any discussion on organisational structure would not be complete without a corresponding conversation on organisational cultures as the two often work in symbiosis. While the purpose of organisational structure is the division of work in the pursuit of organisational goals and strategies, the organisational culture reflects the way those activities are carried out. Some people find it helpful to think about structure as the tangible framework an organisation works by, and culture as its intangible elements.

By the end of this course, students will have a comprehensive understanding of how organisational structure influences a wider range of factors including strategy, culture, decision-making and communication.

<b>Title</b>	Developing Organisational Structure
<b>Credits</b>	20
<b>Level</b>	3
<b>Type</b>	Core

<b>Guided Learning Hours</b>	96 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes:</b>	<b>Assessment Criteria:</b>
The Learner will:	The Learner can:
1. Describe and define the importance of organisational structure and how organisational structure develops	1.1 Define organisational structure 1.2 Communicate why organisational structure is important 1.3 Analyse key words and structures in organisations, noting how word choices are important signals of attitudes and choice in how organisations strategically plan, and how these plans determine activities and the structural arrangements that facilitate these activities. 1.4 Identify how structures can shape practices 1.5 Explain how practices can shape structures 1.6 Review organisation charts to manage and make sense of structure 1.7 Explain the span of control 1.8 Investigate how structures develop as part of purposeful organisational control
2. Determine and define the importance and influences of organisational culture and control	2.1 Define organisational culture 2.2 Define distinctive features of your organisation's culture using the cultural web 2.3 Explore an organisation's culture 2.4 Evaluate the influence of organisational culture and management systems on organisational strategy 2.5 Identify eight types of cultural style and analyse their suitability for different organisations. 2.6 Explore the difference between organisational culture and organisational structure 2.7 Establish the challenges of organisational culture
3. Explore different types of organisational	3.1 Distinguish between centralised and decentralised organisation structures

structure, analysing key characteristics, advantage and limitations	<p>3.2 Consider the contrasting examples of two environmental not-for-profit organisations: CDP and Friends of the Earth International.</p> <p>3.3 Identify and discuss the main structural configurations</p> <p>3.4 Analyse advantages and limitations of various organisational structure</p>
4. Define the importance of management control systems in strategic implementation	<p>4.1 Learn the meaning of strategic control systems</p> <p>4.2 Determine the importance of control systems in strategic implementation</p> <p>4.3 Evaluate the appropriateness of an organisational structure for an organisation's strategy</p> <p>4.4 Through a case study using Google, describe how organisations can change their structure</p>
5. Recognise how bureaucratic systems are managed in practice	<p>5.1 Describe the meaning of bureaucracy in relation to organisation and management</p> <p>5.2 Recognise how the five functions of management are a way to make sense of the core activities of a manager within a bureaucratic logic.</p> <p>5.3 Identify problems associated with bureaucracy</p> <p>5.4 List bureaucratic pitfalls</p> <p>5.5 Reflect on the key challenges of managing within a bureaucratic organisation</p>
6. Apply theories, frameworks and management tools to describe organisational structure	<p>6.1 Critique the management theory of Taylorism</p> <p>6.2 Examine human-centred approaches and systems frameworks</p> <p>6.3 Develop a balanced scorecard</p>

Syllabus Content			
Topic No.	Topic title	Proportion	Course coverage
1	Defining organisational structure	<p>1/12</p> <p>Lectures: 2 hrs</p> <p>Tutorials: 2 hrs</p> <p>Seminars: 4 hrs</p> <p>Private study: 8 hrs</p>	<p>Define organisational structure</p> <ul style="list-style-type: none"> <li>• definitions of organisational structure</li> <li>• characteristics of organisational structure</li> <li>• Explore the meaning of organisational structure in a relevant case study.</li> </ul> <p>Communicate why organisational structure is important</p>

			<p>Analyse organisational word choices to consider structural choices of organisations</p> <ul style="list-style-type: none"> <li>• Key words and structures in organisations</li> <li>• Analyse organisational word choices – words to consider: <ul style="list-style-type: none"> <li>- Structural choices</li> <li>- Processes and routines</li> <li>- Leadership</li> <li>- Organisational goals and objectives</li> <li>- Resource allocations</li> <li>- HR policies</li> </ul> </li> <li>• Identify how structures can shape practices</li> <li>• Explain how practices can shape structures</li> <li>• Vertical and horizontal structures</li> <li>• Review organisation charts to manage and make sense of structure</li> <li>• Explain the span of control</li> <li>• Consider how structures develop as part of purposeful organisational control</li> <li>• Reflect on the organisational structure of your own organisation and others</li> </ul> <p><b>Learning Outcome: 1</b></p>
2	Types of organisational structures	<p>2/12</p> <p>Lectures: 2 hrs</p> <p>Tutorials: 2 hrs</p> <p>Seminars: 4 hrs</p> <p>Private study: 8 hrs</p>	<p>Distinguish between centralised and decentralised organisation structures</p> <ul style="list-style-type: none"> <li>• Centralised structures</li> <li>• Decentralised structures</li> </ul> <p>Strategy in practice</p> <ul style="list-style-type: none"> <li>• Case study –structure of environmental groups</li> </ul> <p>Identify and discuss the main structural configurations</p>

			<ul style="list-style-type: none"> <li>• Entrepreneurial structure is a simple structure that revolves around the founder of the organisation.</li> <li>• Functional structure divides responsibilities according to an organisation's primary roles.</li> <li>• Multidivisional ('M-form') structure is a structure built up by multiple divisions.</li> <li>• Matrix structure combines different structural dimensions such as products and geographic markets simultaneously into a complex hybrid structure.</li> <li>• Network ('N-form') structure is a flexible, non-hierarchical organisational configuration that groups independent organisations or strategic business units (SBUs).</li> <li>• Project-based structures exist where teams are created to undertake work for a finite period of time, and then dissolve.</li> </ul> <p><b>Learning Outcome: 1 &amp; 3</b></p>
3	The functional structure	3/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs	<p>Define the functional structure</p> <p>Advantages and disadvantages</p> <p>Delivering projects within a functional department</p> <p>Advantages and disadvantages</p> <p><b>Learning Outcome: 1 &amp; 3</b></p>
4	The matrix structure	4/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs	<p>Define the matrix structure</p> <p>Strengths and weaknesses</p> <p>Advantages and challenges</p> <p><b>Learning Outcome: 1 &amp; 3</b></p>

5	Management control systems	5/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs	5 types of control systems (Johnson et al, 2011) <ul style="list-style-type: none"> <li>• Direct supervision</li> <li>• Planning system</li> <li>• Performance targeting system</li> <li>• Market system</li> <li>• Cultural system</li> </ul> Key characteristics of control systems <ul style="list-style-type: none"> <li>• Direct control</li> <li>• Indirect control</li> <li>• Strategy in practice</li> <li>• Case study – IKEA</li> </ul> <b>Learning Outcome: 4</b>
6	Classical organisational behaviour theory	6/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs	Hierarchies within organisations <ul style="list-style-type: none"> <li>• Staff</li> <li>• Management</li> <li>• Organisational leadership</li> </ul> Systems approaches <ul style="list-style-type: none"> <li>• Taylorism</li> </ul> Human resources approaches <ul style="list-style-type: none"> <li>• Maslow</li> <li>• McGregor</li> <li>• Arygris</li> </ul> <b>Learning Outcome: 6</b>
7	Defining organisational culture	7/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs	Define organisational culture Organisational culture and strategy Challenges of organisational culture <ul style="list-style-type: none"> <li>• Recognising underlying culture and sub-cultures</li> </ul> Developing organisational culture Cultural web Structures of culture (Schein and Schein, 2016)

			<ul style="list-style-type: none"> <li>• Observed behavioural regularities when people interact</li> <li>• Climate</li> <li>• Formal rituals and celebrations</li> <li>• Espoused values</li> <li>• Formal philosophy</li> <li>• Group norms</li> <li>• Rules of the game</li> <li>• Identity and images of self</li> <li>• Embedded skills</li> <li>• Habits of thinking, mental models, and linguistic paradigms</li> <li>• Shared meanings</li> <li>• Root metaphors</li> </ul> <p><b>Learning Outcome: 2</b></p>
8	Managing within a bureaucratic organisational structure	8/12 Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs	<p>Understanding bureaucracy</p> <p>Defining bureaucracy</p> <p>Fayol's five functions of management</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organising</li> <li>• Coordinating</li> <li>• Commanding</li> <li>• Controlling</li> </ul> <p>Problems with bureaucratic organisations</p> <p>Bureaucratic pitfalls</p> <p><b>Learning Outcome: 5</b></p>
9	Managing within a post-bureaucratic organisational structure	9/12	<p>Changes affecting organisations</p> <ul style="list-style-type: none"> <li>• Trends affecting organisations</li> </ul> <p>Post-bureaucratic change</p> <ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Technology</li> <li>• Longevity</li> <li>• Equality</li> <li>• Climate change</li> </ul> <p>Post-bureaucratic structures</p> <ul style="list-style-type: none"> <li>• Matrix organisations</li> <li>• Structureless organisations</li> </ul> <p>Bureaucracy vs matrix organisations</p>

			<b>Learning Outcome: 5</b>
10	Strategy and structure	10/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs	Strategy and structure <ul style="list-style-type: none"> <li>• be aligned with its strategy, and</li> <li>• fit the prevailing conditions in its external environment.</li> </ul> Strategy in practice <ul style="list-style-type: none"> <li>• Case study – how Google changes its organisational structure</li> </ul> <b>Learning Outcome: 1 &amp; 4</b>
11	Balanced Scorecard	11/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs	Balanced scorecard – 4 perspectives <ul style="list-style-type: none"> <li>• financial perspective, which includes financial performance indicators, such as profit margins or cash flow</li> <li>• customer perspective, which sets targets important to customers, such as delivery times or service levels</li> <li>• internal processes perspective, which sets targets relating to operational effectiveness, such as the development of IT systems or reduction in waste</li> <li>• future-oriented innovation and learning perspective, which sets targets that are relevant to the long-term performance of the organisation, for example investment in training or research.</li> </ul> Strategy in practice <ul style="list-style-type: none"> <li>• Complete a balanced scorecard</li> </ul> <b>Learning Outcome: 6</b>
12	Cultural disintegration, remote working and control	12/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs	Cultural disintegration 3 types of cultural disintegration (Meyer, 2015) <ul style="list-style-type: none"> <li>• Avoiding cultural disintegration</li> <li>• Remote working</li> <li>• The dark side of organisational culture</li> </ul> <b>Learning Outcome: 2 &amp; 3</b>

		Private study: 16 hrs (includes time for the final assessment)	
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Assessment Type
<ul style="list-style-type: none"> <li>100 % Written assignment</li> </ul>

References / Reading list
<ul style="list-style-type: none"> <li>D'Onfro, J. (2018) 'Google has thrived under Alphabet for the last three years, but the other businesses have seen mixed results', <i>CNBC</i>, 10 August. Available at: <a href="http://www.cnbc.com/2018/08/10/google-alphabet-restructuring-third-anniversary.html">www.cnbc.com/2018/08/10/google-alphabet-restructuring-third-anniversary.html</a> (Accessed 30 October 2024).</li> <li>Fayol, H. (2013 [1949]) <i>General and Industrial Management</i>. Eastford, CT: Martino Fine Books.</li> <li>Frynas, J.G. and Mellahi, K. (2014) <i>Global strategic management</i>. 3rd edn. Oxford: Oxford University Press.</li> <li>Johnson, G., Whittington, R. and Scholes, K. (2011) <i>Exploring strategy</i>. 9th edn. Harlow: Pearson Education Limited.</li> <li>Kaplan, R.S. and Norton, D.P. (2007) 'Using the balanced scorecard as a strategic management system', <i>Harvard Business Review</i>, 85(7/8), pp. 150–161.</li> <li>Kerzner, H. (2009) <i>Project Management: A Systems Approach to Planning, Scheduling, and Controlling</i>, 10th edn. Hoboken, NJ: John Wiley &amp; Sons.</li> <li>Meyer, E. (2015) 'When culture doesn't translate', <i>Harvard Business Review</i>, 93(10), pp. 66–72.</li> <li>Schein, E.H. with Schein, P.A. (2016) <i>Organisational culture and leadership</i>. 5th edn. Hoboken, NJ: Wiley and Sons.</li> </ul>

## Mapping of ILO's

Topic / ILO	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
1 – Defining organisational structure	X					
2 – Types of organisational structures	X		X			
3 – The functional structure	X		X			
4 – The matrix structure	X		X			
5 – Management control systems				X		
6 – Classical organisational behaviour theory						X
7 – Defining organisational culture		X				
8 – Managing within a bureaucratic organisational structure					X	
9 – Managing within a post-bureaucratic organisational structure					X	
10 – Strategy and structure	X			X		
11 – Balanced scorecard						X
12 – Cultural disintegration, remote working and control		X	X			

<b>Topic PPTs</b>	<b>AC addressed</b>
1 – Defining organisational structure	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8
2 – Types of organisational structures	1.1 1.2 1.4 1.5 3.1 3.2 3.3 3.4
3 – The functional structure	1.1 1.2 1.4 1.5 3.1 3.3 3.4
4 – The matrix structure	1.1 1.2 1.4 1.5 3.1 3.3 3.4
5 – Management control systems	4.1 4.2 4.3
6 – Classical organisational behaviour theory	6.1 6.2
7 – Defining organisational culture	2.1 2.2 2.3 2.4 2.5 2.6 2.7
8 – Managing within a bureaucratic organisational structure	5.1 5.2 5.3 5.4 5.5
9 – Managing within a post-bureaucratic organisational structure	5.1 5.2 5.4 5.5
10 – Strategy and structure	1.1 1.2 4.1 4.2 4.3 4.4
11 – Balanced scorecard	6.3
12 – Cultural disintegration, remote working and control	2.3 2.7 3.4

## 4. Developing Entrepreneurship Skills (DES 1.0)

### Module overview

Welcome to Developing Entrepreneurship. This module aims to enhance candidate understanding of what entrepreneurship means and how forms of entrepreneurship can make a positive impact on economy and society. Students will have the chance to put knowledge and skills in entrepreneurship into practice. Developing entrepreneurship makes as few assumptions as possible about the candidate's experience of entrepreneurship or of formal academic study. However, this is a Level 3 module and if students have no previous experience of studying business, it will be highly desirable for them to first study the Level 2 module called Introduction to Entrepreneurship.

This module provides students with conceptual and practical learning in entrepreneurship in different contexts. It aims to equip students with an entrepreneurial mindset that helps them make better career decisions – either in the 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 own venture to study this module, but will benefit from studying Developing Entrepreneurship because the skills that they will develop and the concepts and frameworks that they will explore can be applied in their workplace.

<b>Title</b>	Developing Entrepreneurship		
<b>Credits</b>	20		
<b>Level</b>	3		
<b>Type</b>	Elective		

<b>Guided Learning Hours</b>	96 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes:</b> The Learner will:	<b>Assessment Criteria:</b> The Learner can:
1. Describe different forms of entrepreneurial practice around the world	1.1 Analyse approaches to entrepreneurial learning, including learning from successful and failed enterprises 1.2 Determine the challenges facing entrepreneurs 1.3 Define entrepreneurship 1.4 Identify and describe different types of entrepreneurships. 1.5 Reflect on their own entrepreneurial preparedness 1.6 Evaluate an entrepreneur's individual strengths and weaknesses in discovering entrepreneurial opportunities and turning them into business ideas 1.7 Discuss the role of stakeholders in new venture creation
2. Identify and describe entrepreneurial opportunities and risk	2.1 Distinguish between risk and uncertainty in relation to entrepreneurial ventures 2.2 Select appropriate strategies and actions to manage risk and uncertainty 2.3 Identify the main factors that help to promote trust and legitimacy 2.4 Apply management tools to analyse practices and outcomes of entrepreneurship 2.5 Exercise initiative, creativity and responsibility for managing their own small-scale research project 2.6 Improve their capacity to respond practically and creatively to entrepreneurial problems and initiatives.
3. Analyse contexts and perspectives of entrepreneurship using theories, concepts and frameworks, with a particular focus on the implications for practice	3.1 Describe contrasting research perspectives on entrepreneurship, recognising that the subject can be studied at multiple levels of analysis 3.2 Display a sound knowledge of selected entrepreneurship theories, concepts and frameworks, with a particular focus on the implications for practice 3.3 Explain how entrepreneurs address key challenges 3.4 Compare entrepreneurial activities taking place in different contexts 3.5 Comment on the ethical implications of different ways of acting entrepreneurially 3.6 Apply selected concepts, frameworks and research evidence to analyse an example of entrepreneurship
4. Evaluate the benefits and risks of entrepreneurial teams and networks	4.1 Identify the main roles in a typical entrepreneurial team 4.2 Examine individual and team-based ventures 4.3 Recognise the potential trade-offs in achieving the most effective team composition

	<p>4.4 Identify the main types of entrepreneurial network and their distinctive features</p> <p>4.5 Evaluate the benefits and risks of network-based approaches</p> <p>4.6 Develop and refine your own skills in building teams and networks</p>
5. Demonstrate a sound understanding of concepts and theories explaining enterprise behaviours and the leadership of entrepreneurial and intrapreneurial initiatives	<p>5.1 Critically collect and use valuable information and data, and evaluate them in the context of their application</p> <p>5.2 Conduct professional inquiries in problem identification, and use and manage knowledge and evidence critically to solve problems and develop actionable solutions</p> <p>5.3 Apply evidence-based approaches to entrepreneurial and intrapreneurial initiatives.</p> <p>5.4 Communicate effectively the insights generated based on evidence and discuss their implications.</p>

Syllabus Content			
Topic No.	Topic title	Proportion	Course coverage
1	Thinking about entrepreneurship	1/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs	<ul style="list-style-type: none"> <li>Describe different forms of entrepreneurial practice around the world, including the activities of social and commercial enterprises as well as public and private organisations</li> </ul> Defining entrepreneurship <ul style="list-style-type: none"> <li>The application of enterprise behaviours</li> <li>The importance of entrepreneurship</li> <li>Entrepreneurship and intrapreneurship</li> <li>The entrepreneurial mindset</li> </ul> <p><b>Learning Outcome: 1</b></p>
2	Introducing entrepreneurship	2/12  Lectures: 2 hrs	<ul style="list-style-type: none"> <li>Understand the challenges facing entrepreneurs, such as the impact of emotions on the entrepreneurial journey and the risks associated with being an entrepreneur</li> </ul>

		<p>Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs</p>	<ul style="list-style-type: none"> <li>• Display a sound knowledge of approaches to entrepreneurial learning, including learning from successful and failed enterprises</li> </ul> <p>Types of entrepreneurships</p> <ul style="list-style-type: none"> <li>• The context entrepreneurship</li> <li>• The organisation of entrepreneurship</li> <li>• The goals of entrepreneurship</li> <li>• Creating value</li> </ul> <p><b>Learning Outcome: 1</b></p>
3	Entrepreneurship and me	<p>3/12</p> <p>Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs</p>	<ul style="list-style-type: none"> <li>• Reflect on your own entrepreneurial preparedness</li> <li>• Collect and synthesise evidence on an example of entrepreneurship of your choice.</li> </ul> <p>Entrepreneurial opportunities</p> <ul style="list-style-type: none"> <li>• The nature and sources of opportunity</li> <li>• The role of creativity in the discovery of entrepreneurial opportunities</li> <li>• Innovation as a driver of entrepreneurial opportunity recognition</li> <li>• Opportunity recognition</li> </ul> <p>Entrepreneurial risk</p> <ul style="list-style-type: none"> <li>• Dealing with risk</li> </ul> <p>Learning as part of the entrepreneurial experience</p> <ul style="list-style-type: none"> <li>• The role of experience</li> <li>• Turning experience into entrepreneurial knowledge</li> </ul> <p>Successful and failed enterprises</p> <ul style="list-style-type: none"> <li>• Learning from success</li> <li>• Learning from failure</li> </ul> <p>Explain the role of new technologies and digitisation in the application of enterprise behaviours</p> <p>Discuss the advantages and disadvantages of novel forms of entrepreneurship.</p>

			<p>Entrepreneurial career options</p> <ul style="list-style-type: none"> <li>• Being your own boss</li> <li>• Digital technologies</li> </ul> <p>Entrepreneurial individuals</p> <ul style="list-style-type: none"> <li>• Myths of entrepreneurship</li> </ul> <p><b>Learning Outcome: 1 &amp; 2</b></p>
4	Understanding entrepreneurship, contexts and perspectives	<p>4/12</p> <p>Lectures: 2 hrs</p> <p>Tutorials: 2 hrs</p> <p>Seminars: 4 hrs</p> <p>Private study: 8 hrs</p>	<ul style="list-style-type: none"> <li>• Describe how entrepreneurial activity can be influenced by the different contexts in which it takes place</li> <li>• Discuss the implications of context in relation to your own experiences of entrepreneurship</li> <li>• Identify different ways of researching entrepreneurship and how they can inform policy and practice</li> <li>• Reflect on how entrepreneurship research findings may be used to inform policy and practice.</li> </ul> <p><b>Learning Outcome: 3</b></p>
5	Planning and improvising	<p>5/12</p> <p>Lectures: 2 hrs</p> <p>Tutorials: 2 hrs</p> <p>Seminars: 4 hrs</p> <p>Private study: 8 hrs</p>	<p>Contrasting approaches to entrepreneurship</p> <ul style="list-style-type: none"> <li>• The rise and fall of planning</li> <li>• Rediscovering improvisation</li> </ul> <p>Improvisation in practice</p> <ul style="list-style-type: none"> <li>• Exploring effectuation</li> <li>• Exploring bricolage</li> </ul> <p><b>Learning Outcome: 3</b></p>
6	Creativity, opportunity and innovation	<p>6/12</p> <p>Lectures: 2 hrs</p> <p>Tutorials: 2 hrs</p> <p>Seminars: 4 hrs</p> <p>Private study: 8 hrs</p>	<ul style="list-style-type: none"> <li>• Identify the distinctive features of entrepreneurial creativity, and how it can be distinguished from other creative activities</li> <li>• Recognise how entrepreneurial creativity can be harnessed to pursue entrepreneurial opportunities and how each of these is related to the innovation process</li> <li>• Discuss how entrepreneurial creativity, opportunities and</li> </ul>

			<p>innovation can be applied to your own experiences of entrepreneurship.</p> <ul style="list-style-type: none"> <li>• Linking creativity opportunity and innovation</li> <li>• Locating entrepreneurial creativity</li> <li>• Entrepreneurial opportunity and innovation in practice</li> </ul> <p><b>Learning Outcome: 2</b></p>
7	Risk, uncertainty, trust and legitimacy	<p>7/12</p> <p>Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs</p>	<p>Risk and uncertainty</p> <ul style="list-style-type: none"> <li>• Managing risk and coping with uncertainty</li> <li>• Trust and legitimacy</li> <li>• Entrepreneurship and trust: a relational view</li> </ul> <p><b>Learning Outcome: 2</b></p>
8	Teams and networks	<p>8/12</p> <p>Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs</p>	<p>Entrepreneurial teams</p> <ul style="list-style-type: none"> <li>• Beyond the heroic entrepreneur</li> </ul> <p>Entrepreneurial networks in practice</p> <ul style="list-style-type: none"> <li>• Introducing entrepreneurial networks</li> </ul> <p><b>Learning Outcome: 4</b></p>
9	Industries, clusters and accelerators	<p>9/12</p> <p>Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs</p>	<p>Entrepreneurship in different industries</p> <ul style="list-style-type: none"> <li>• How do industries develop over time</li> </ul> <p>Clusters, incubators and accelerators</p> <ul style="list-style-type: none"> <li>• Beyond the 'industrial district'</li> <li>• Locating in a cluster: the research evidence</li> <li>• Enterprise incubators and accelerators</li> </ul> <p><b>Learning Outcome: 2</b></p>
10	Different types of entrepreneurs	<p>10/12</p>	<ul style="list-style-type: none"> <li>• Corporate entrepreneurship</li> <li>• Social entrepreneurship</li> <li>• Family entrepreneurship</li> <li>• Choosing a type of entrepreneurship</li> </ul>

		Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs	Management tools <ul style="list-style-type: none"> <li>• The market opportunity navigator</li> <li>• The business sustainability booster</li> <li>• Horizon scanning</li> <li>• Choosing a management tool</li> </ul> <b>Learning Outcome: 1</b>
11	Analysing entrepreneurial initiatives	11/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 8 hrs	<ul style="list-style-type: none"> <li>• Apply management tools to analyse practices and outcomes of entrepreneurship</li> <li>• Exercise initiative, creativity and responsibility for managing your own small-scale research project</li> <li>• Improve your capacity to respond practically and creatively to entrepreneurial problems and initiatives.</li> </ul> <b>Learning Outcome: 2</b>
12	Spotting opportunities for innovation and change	12/12  Lectures: 2 hrs Tutorials: 2 hrs Seminars: 4 hrs Private study: 16 hrs (includes time for the final assessment)	Collecting evidence and analysing entrepreneurial initiatives <ul style="list-style-type: none"> <li>• integrate feedback from others in your own professional practice</li> <li>• apply module concepts and theories to interpret data and information, and draw conclusions.</li> </ul> <b>Learning Outcome: 2</b>

#### Assessment Type

- 100 % Assignment

## References / Reading list

- Blundel, R., Lockett, N., Wang, C. and Mawson, S. (2021) *Exploring entrepreneurship*. 3rd edn. London: SAGE.
- Brown, R., Mawson, S. and Rowe, A. (2019) 'Start-ups, entrepreneurial networks and equity crowdfunding: a processual perspective', *Industrial Marketing Management*, 80, pp. 115–125.
- Harris, E. (2020) *9 Amazing Examples of Disruptive Technology (Inspired by the WTIA)*. Available at: <https://www.resultist.com/blog/9-amazing-examples-of-disruptive-technology-inspired-by-the-wtia> (Accessed: 31 October 2024).
- Henard, D. H. and Szymanski, D. M. (2001) 'Why some new products are more successful than others', *Journal of Marketing Research*, 38(3), pp. 362-375.
- Markard, J. (2020) 'The life cycle of technological innovation systems', *Technological Forecasting and Social Change*, 153.
- Sargent, J. (2020) 'Tackling the UK construction skills shortage', *Construction Europe*, Available at: <https://www.khl.com/construction-europe/tackling-the-uk-construction-skills-shortage/142170.article> (Accessed: 31 October 2024).
- Zaheer, H. Breyer, Y. and Dumay, J. (2019) 'Digital entrepreneurship: An interdisciplinary structured literature review and research agenda', *Technological Forecasting and Social Change*, 148, DOI: 10.1016/j.techfore.2019.119735.

## Mapping of ILO's

Topic / ILO	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1 Thinking about entrepreneurship	X				
2 Introducing entrepreneurship	X				
3 Entrepreneurship and me	X	X			
4 Understanding entrepreneurship, contexts and perspectives			X		
5 Planning and improvising			X		
6 Creativity, opportunity and innovation		X			
7 Risk, uncertainty, trust and legitimacy		X			
8 Teams and networks				X	
9 Industries, clusters and accelerators		X	X		
10 Different types of entrepreneurship	X	X			
11 Analysing entrepreneurial initiatives		X			X
12 Spotting opportunities for innovation and change		X			X

Topic PPTs	AC addressed
1 Thinking about entrepreneurship	1.1 1.2 1.3 1.4 1.5
2 Introducing entrepreneurship	1.6 1.7

3 Entrepreneurship and me	1.5 2.1 2.2 2.3 2.4 2.5 2.6
4 Understanding entrepreneurship, contexts and perspectives	3.1 3.2 3.3 3.4 3.5 3.6
5 Planning and improvising	3.1 3.2 3.3 3.4 3.5 3.6
6 Creativity, opportunity and innovation	2.1 2.2 2.3 2.4 2.5 2.6
7 Risk, uncertainty, trust and legitimacy	2.1 2.2 2.3
8 Teams and networks	4.1 4.2 4.3 4.4
9 Industries, clusters and accelerators	2.1 2.3 3.3
10 Different types of entrepreneurships	1.4 1.5 2.4 2.5 2.6
11 Analysing entrepreneurial initiatives	2.4 2.5 2.6 5.1 5.2 5.3 5.4
12 Spotting opportunities for innovation and change	2.4 2.5 2.6 5.1 5.2 5.3 5.4

## 5. Marketing Practices (MP 1.0)

### Module overview

The *Marketing Practices* module introduces students to the core concepts, tools, and frameworks used in the field of marketing. Through a blend of theoretical knowledge and practical applications, students will explore the fundamental principles that drive marketing decisions within organisations. This module also emphasises the importance of understanding consumer behaviour, providing insights into how marketers analyse and respond to consumer needs, motivations, and purchasing patterns. Student will create a marketing plan that addresses product, price, place, and promotion in line with specific market needs.

Additionally, the module covers essential marketing metrics, guiding students on how to measure and assess the effectiveness of marketing activities. By the end of this module, students will be able to apply marketing principles to real-world scenarios, understand the role of marketing in organisational success, and develop foundational skills necessary for further study or a career in marketing. The module is designed for students with little to no prior experience in marketing, making it suitable for individuals aiming to gain a solid grounding in the subject.

<b>Title</b>	Marketing Practices
<b>Credits</b>	15
<b>Level</b>	3
<b>Type</b>	Elective

<b>Guided Learning Hours</b>	94 hours	<b>Total Qualification Time</b>	150 hours
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<b>Learning Outcomes:</b> The Learner will:	<b>Assessment Criteria:</b> The Learner can:
1. Determine core marketing concepts and apply these concepts in practical scenarios.	1.1 Define and explain fundamental marketing principles including segmentation, targeting, positioning, and the marketing mix. 1.2 Effectively explain how these principles are applied by organisations in different industries to meet customer needs and achieve business objectives. 1.3 Use appropriate marketing terminology accurately and effectively, showing a thorough understanding of key concepts.
2. Analyse consumer behaviour and evaluate its impact on marketing decisions.	2.1 Demonstrate the ability to identify key factors influencing consumer behaviour, such as psychological, social, cultural, and personal factors. 2.2 Provide a clear and accurate analysis of how these factors impact consumer decision-making processes.

	<p>2.3 Apply insight from consumer behaviour to analyse marketing strategies or decisions, showing an understanding of how consumer insights inform targeted marketing efforts.</p> <p>2.4 Evaluate theories and models of consumer behaviour, such as the Buyer Decision Process, Maslow's Hierarchy of Needs, and social influences on buying behaviour.</p>
3. Develop a basic marketing strategy, addressing product, price, place, and promotion in line with target market requirements.	<p>3.1 Demonstrate the ability to design a clear marketing strategy that aligns with specified business goals and target market needs.</p> <p>3.2 Effectively integrates elements of the marketing mix (product, price, place, and promotion) in a way that reflects a thorough understanding of strategic planning</p> <p>3.3 Develop a tailored marketing strategy elements to meet the preferences, behaviours, and needs of the target audience, showing an understanding of market alignment.</p>
4. Evaluate marketing metrics and effectiveness in meeting organisational objectives	<p>4.1 Demonstrate knowledge of key marketing metrics and Key Performance Indicators (KPIs), such as customer acquisition cost, conversion rate, customer lifetime value, and return on investment (ROI).</p> <p>4.2 Accurately explain how these metrics are used to assess the effectiveness of marketing activities.</p> <p>4.3 Apply relevant metrics to evaluate the performance of a marketing strategy or campaign, showing an ability to interpret data and assess outcomes.</p>

Syllabus Content			
Topic No.	Topic title	Proportion	Course coverage
1	Core marketing concepts and definitions	<p>1/12</p> <p>Lectures: 4 hrs Seminars: 4 hrs Private study: 4.5 hrs</p>	<p><b>Core Marketing Concepts and Definitions</b></p> <ul style="list-style-type: none"> <li>• Introduction to the marketing discipline, including the evolution of marketing and its role in business strategy.</li> <li>• Overview of essential marketing concepts, such as needs, wants, and demands, as well as value, satisfaction, and customer loyalty.</li> <li>• Definitions and practical understanding of segmentation, targeting, and positioning (STP),</li> </ul>

			<p>and how these elements are foundational to marketing strategy.</p> <ul style="list-style-type: none"> <li>• Perceptual positioning maps</li> </ul> <p><b>Learning Outcome: 1</b></p>
2	The Marketing Mix	<p>2/12</p> <p>Lectures: 4 hrs Seminars: 4 hrs Private study: 4.5 hrs</p>	<p><b>The Marketing Mix (4Ps)</b></p> <ul style="list-style-type: none"> <li>• Detailed breakdown of the marketing mix components: Product, Price, Place, and Promotion, and how they are used to develop a cohesive strategy.</li> <li>• Overview of Features &amp; Benefits relating to Products</li> <li>• Case studies and practical examples from various industries to illustrate how businesses use this core marketing concepts in practice.</li> <li>• In-class activities or simulations where students apply these concepts to hypothetical scenarios, allowing them to see how these principles influence real marketing decisions</li> </ul> <p><b>Learning Outcome: 1</b></p>
3	The Extended Marketing Mix (7Ps)	<p>3/12</p> <p>Lectures: 4 hrs Seminars: 4 hrs Private study: 4.5 hrs</p>	<p><b>The Extended Marketing Mix (7Ps)</b></p> <ul style="list-style-type: none"> <li>• Detailed breakdown of the extended 7Ps for service marketing (People, Process, and Physical Evidence) and their relevance in service-based industries.</li> <li>• Case studies and practical examples from various industries to illustrate how businesses use this core marketing concepts in practice.</li> <li>• In-class activities or simulations where students apply these concepts to hypothetical scenarios, allowing them to see how these principles influence real marketing decisions.</li> </ul> <p><b>Learning Outcome: 1</b></p>
4	Introduction to Consumer Behaviour and theories	<p>4/12</p> <p>Lectures: 4 hrs Seminars: 4 hrs Private study: 4.5 hrs</p>	<p><b>Introduction to Consumer Behaviour</b></p> <ul style="list-style-type: none"> <li>• Overview of consumer behaviour as a field of study and its significance in marketing decision-making.</li> <li>• Exploration of the consumer decision-making process, including</li> </ul>

			<p>stages such as need recognition, information search, evaluation of alternatives, purchase, and post-purchase behaviour.</p> <ul style="list-style-type: none"> <li>• The importance of understanding consumer behaviour in developing effective marketing strategies.</li> <li>• Introduction to consumer behaviour theories and models, such as Maslow's Hierarchy of Needs, the Theory of Planned Behaviour, and the Buyer Decision Process.</li> <li>• Discussion of how these models provide a framework for understanding consumer motivations and decision-making.</li> </ul> <p><b>Learning Outcome: 2</b></p>
5	Factors Influencing Consumer Behaviour	<p>5/12</p> <p>Lectures: 4 hrs Seminars: 4 hrs Private study: 4.5 hrs</p>	<p><b>Factors Influencing Consumer Behaviour</b></p> <ul style="list-style-type: none"> <li>• Examination of key factors that influence consumer behaviour, categorised into psychological, personal, social, and cultural factors. <ul style="list-style-type: none"> <li>○ <i>Psychological factors:</i> Motivation, perception, learning, beliefs, and attitudes.</li> <li>○ <i>Personal factors:</i> Age, lifestyle, occupation, and economic situation.</li> <li>○ <i>Social factors:</i> Family, reference groups, and social roles/status.</li> <li>○ <i>Cultural factors:</i> Culture, subculture, and social class.</li> </ul> </li> <li>• Application of these factors to real-life marketing examples to illustrate how companies tailor their strategies based on consumer behaviour insights.</li> </ul> <p><b>Learning Outcome: 2</b></p>
6	Developing a Marketing Strategy	<p>6/12</p> <p>Lectures: 4 hrs Seminars: 4 hrs</p>	<p><b>Developing a Marketing Strategy</b></p> <ul style="list-style-type: none"> <li>• Overview of the strategic planning process, including the role of marketing strategies in achieving business goals.</li> </ul>

		Private study: 4.5 hrs	<ul style="list-style-type: none"> <li>The steps involved in developing a marketing strategy, from setting objectives to execution.</li> <li>Importance of aligning marketing strategies with broader organisational goals and brand identity.</li> </ul> <p><b>Learning Outcome: 3</b></p>
7	Developing a Marketing Strategy	7/12 Lectures: 4 hrs Seminars: 4 hrs Private study: 4.5 hrs	<p><b>Segmentation, Targeting, and Positioning (STP) in Strategy Development</b></p> <ul style="list-style-type: none"> <li>Detailed exploration of segmentation methods (e.g., demographic, psychographic, geographic, behavioural) and how to segment markets effectively.</li> <li>Criteria for evaluating and selecting target markets and how to tailor marketing strategies for specific audiences.</li> <li>Techniques for positioning a product or brand within a market, including creating a unique value proposition and crafting positioning statements.</li> </ul> <p><b>Learning Outcome: 3</b></p>
8	Developing a Marketing Strategy	8/12 Lectures: 4 hrs Seminars: 4 hrs Private study: 4.5 hrs	<p><b>Marketing Mix Strategy (4Ps/7Ps)</b></p> <ul style="list-style-type: none"> <li>In-depth look at each element of the marketing mix and how they work together to form a cohesive strategy.</li> <li>Customising the product, price, place, and promotion components to align with the needs of the target market.</li> <li>For service marketing, additional focus on the extended 7Ps (People, Process, and Physical Evidence) and their application in service industries.</li> <li>Understanding the role of branding, storytelling, and emotional appeal in creating memorable marketing strategies.</li> </ul> <p><b>Learning Outcome: 3</b></p>

9	Introduction to Marketing Metrics and Key Performance Indicators (KPIs)	9/12  Lectures: 4 hrs Seminars: 4 hrs Private study: 4.5 hrs	<p><b>Introduction to Marketing Metrics and Key Performance Indicators (KPIs)</b></p> <ul style="list-style-type: none"> <li>• Overview of marketing metrics, their importance, and how they are used to measure and track the effectiveness of marketing strategies.</li> <li>• Explanation of essential KPIs such as customer acquisition cost (CAC), customer lifetime value (CLV), return on marketing investment (ROMI), conversion rates, and engagement metrics.</li> <li>• Discussion on how KPIs vary across several types of marketing activities, such as digital marketing, content marketing, and traditional advertising.</li> <li>• Methods for collecting data relevant to marketing performance, including digital analytics tools</li> </ul> <p><b>Learning Outcome: 4</b></p>
10	Applying Metrics to Evaluate Marketing Performance	10/12  Lectures: 4 hrs Seminars: 4 hrs Private study: 4.5 hrs	<p><b>Applying Metrics to Evaluate Marketing Performance</b></p> <ul style="list-style-type: none"> <li>• Introduction to basic data analysis skills, focusing on interpreting data to assess marketing outcomes.</li> <li>• Real-world examples and case studies illustrating how businesses use metrics to gauge the success of campaigns, measure customer engagement, and assess ROI.</li> <li>• Exercises on applying specific metrics to evaluate a given marketing scenario, guiding students to link data insights to marketing objectives.</li> <li>• Discussion of how to adapt marketing strategies based on performance results.</li> </ul> <p><b>Learning Outcome: 4</b></p>
11	How to Write a Marketing Report	11/12  Lectures: 4 hrs Seminars: 4 hrs Private study: 4.5 hrs	<p><b>How to Write a Marketing Report</b></p> <ul style="list-style-type: none"> <li>• Introduction into what a report is</li> <li>• Introduction into the audience and purpose of reports</li> <li>• Introduction into the structure of a report</li> </ul>

			<ul style="list-style-type: none"> <li>• Introduction into the formatting and presentation of a report</li> <li>• Practice and application of report writing</li> </ul> <p><b>Learning Outcome: 1 - 4</b></p>
12	Revision Session or Final Assessment Feedback	1/12  Lectures: 1 hr Seminars: 5 hrs Private study: 6.5 hrs	<ul style="list-style-type: none"> <li>• Recap on weeks 1-10 to fit with the assessment or feedback on draft assessment work</li> </ul> <p><b>Learning Outcome: 1 - 4</b></p>

### Assessment Type

- 100% Assignment

### References / Reading list

- Armstrong, G., Kotler, P., Harker, M., & Brennan, R. (2020). *Marketing: An Introduction* (15th ed.). Pearson Education.
- Andrews, J. Shimp, T. (2017) *Advertising, Promotion, and other Aspects of Integrated Marketing Communications* (10th edition), Southwest
- Baker, M. J. (2016). *Marketing Strategy and Management* (5th ed.). Macmillan International Higher Education.
- Chaffey, D. and Ellis-Chadwick, F. (2019) *Digital marketing: strategy, implementation, and practice*. Seventh edition. Harlow: Pearson Education.
- Jobber, D., & Ellis-Chadwick, F. (2019). *Principles and Practice of Marketing* (9th ed.). McGraw-Hill Education.
- Kotabe, M. and Helsen, K. (2022) *Global Marketing Management* (9th edition). Hoboken: John Wiley & Sons, Inc.
- Kotler, P., Keller. K.L., Chernev, A. (2022) *Marketing Management Global Edition* (16th edition), Harlow Essex: Pearson.
- Solomon, M. R. (2019). *Consumer Behaviour: Buying, Having, and Being* (13th ed.). Pearson Education.

## Mapping of ILOs to Topics

Topic / ILO	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1 – Core marketing concepts and definitions	X			
2 – The Marketing Mix	X			
3 – Application of core marketing concepts	X			
4 – Introduction to Consumer Behaviour and theories		X		
5 – Factors Influencing Consumer Behaviour		X		
6 – Developing a Marketing Strategy			X	
7 – Developing a Marketing Strategy			X	
8 – Introduction to Marketing Metrics and Key Performance Indicators (KPIs)			X	
9 – Applying Metrics to Evaluate Marketing Performance				X
10 – Analysis of Marketing success				X
11 – Revision Session	X	X	X	X
12 – Feedback/Final Assessment	X	X	X	X

Topic PPTs	AC addressed
1 –	AC 1.1, 1.3
2 –	AC 1.1, 1.2
3 –	AC 1.1, 1.3
4 –	AC 2.1, 2.4

5 –	AC 2.2, 2.3
6 –	AC 3.1, 3.2, 3.3
7 –	AC 3.1, 3.2, 3.3
8 –	AC 3.1, 3.2, 3.3
9 –	AC 4.1, 4.2
10 –	AC 4.3
11 –	AC 1.1 - 4.3
12	AC 1.1 – 4.3

## 6. Communication in Business (CB 1.0)

### Module overview

Communication in business is critical to organisational success. Each member of staff needs to be able to communicate effectively with colleagues and in certain roles with external stakeholders to secure business, encourage customer spending or to improve operations.

In an increasing global business world, it is important that companies can reach their target audience through a range of communication methods, using appropriate technology when needed. Professionally crafted messages, in an acceptable recognised format, delivered orally or written (including online) are often the key to improved organisational performance, securing business and growing trade.

<b>Title:</b>	Communication in business
<b>Credits:</b>	15
<b>Level:</b>	3
<b>Type:</b>	Elective

<b>Guided Learning Hours</b>	62 hours	<b>Total Qualification Time</b>	150 hours
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<b>Learning Outcomes:</b> The Learner will:	<b>Assessment Criteria:</b> The Learner can:
1. Be able to gather information and make effective	1.1 Identify key information from a range of different sources 1.2 Record key points when listening to information being given

notes in different situations	<p>1.3 Determine the importance of reviewing own notes</p> <p>1.4 Use their own notes to recall data, accurately summarise information and professionally compose business messages/documents</p> <p>1.5 Analyse a topic or theme by using gathered information from a range of sources including primary and secondary data</p>
2. Be able to compose suitable content that can be featured on a social media platform or company website	<p>2.1 Identify a suitable target audience for an organisation to communicate with</p> <p>2.2 Explain the advantages and disadvantages of using different social media platforms</p> <p>2.3 Select an appropriate social media platform to reach their chosen audience</p> <p>2.4 Develop a suitable business message for your target audience</p>
3. Determine the common steps in producing written work	<p>3.1 Describe the common steps in producing business and academic work</p> <p>3.2 Demonstrate an understanding of the layout, typical content and writing style found across different documents</p> <p>3.3 Outline best practices in business and academic writing</p>
4. Be able to produce written work suitable for business and purposes, following a drafting process	<p>4.1 Create a timetabling plan to meet the requirements of a business brief</p> <p>4.2 Carry out proof reading on any work produced</p> <p>4.3 Evaluate own work against criteria/requirements given</p> <p>4.4 Develop sections of a document towards a final draft</p> <p>4.5 Present a completed piece of work for business audiences</p> <p>4.6 Present a completed piece of work for academic audiences</p>
5. Be able to hold virtual meetings using appropriate technology when needed (e.g. online)	<p>5.1 Demonstrate an understanding of the advantages and disadvantages of using virtual meetings</p> <p>5.2 Arrange a virtual meeting using suitable online software</p> <p>5.3 Conduct a virtual meeting using a suitable software application</p>
6. Describe the importance of information and data security in business	<p>6.1 Analyse the importance of information/data security in business</p> <p>6.2 Analyse the different types of legislation that govern information security and storage</p>

	6.3 Outline the steps that a business can take to protect its information
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Syllabus Content			
Topic No.	Topic title	Proportion	Course coverage
1	Gathering information and taking effective notes	1/12  Lectures: 2 hrs Tutorials: 3 hrs Private study:7 hrs	Gathering information and taking notes:  Definition of information: Knowledge obtained from: <ul style="list-style-type: none"> <li>• Investigation</li> <li>• Study</li> <li>• Instruction used for business purposes.</li> <li>• Consider the range of primary and secondary sources available – their advantages and disadvantages</li> <li>• Internet</li> <li>• Social Media</li> <li>• Textbooks</li> <li>• Journals</li> <li>• Reports</li> <li>• Surveys</li> <li>• Presentations</li> <li>• Meetings</li> <li>• Conversations (including telephone)</li> </ul> <p><b>In a business context:</b></p> <ul style="list-style-type: none"> <li>• Meetings with colleagues</li> <li>• with potential customers in business development meetings</li> <li>• Using notes to write</li> </ul>

			<p>summarise and/or business proposals</p> <p><b>Sourcing information for a presentation for a client in an academic context</b></p> <ul style="list-style-type: none"> <li>• Reading a textbook</li> <li>• Searching the Internet</li> <li>• Attending a lecture</li> <li>• making and using notes</li> </ul> <p><b>Learning Outcome: 1</b></p>
2	Developing appropriate business messages and documentation	<p>1/12</p> <p>Lectures: 2 hrs</p> <p>Tutorials: 3 hrs</p> <p>Private study: 7 hrs</p>	<p>Business messages and documentation which includes:</p> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Emails</li> <li>• Telephone conversations</li> <li>• Meeting agenda</li> <li>• Minutes</li> <li>• Business proposals</li> <li>• Articles, reports</li> <li>• Presentations</li> </ul> <p>Categorising an audience to target with business communication using different parameters:</p> <ul style="list-style-type: none"> <li>• Demographics</li> <li>• Power</li> <li>• Interest</li> <li>• Consumer behaviour</li> <li>• Product_buying</li> <li>• Motivations</li> <li>• Environment</li> <li>• Expectations</li> </ul> <p>Choosing an appropriate communication method</p>

			<ul style="list-style-type: none"> <li>• Social media</li> <li>• Meeting</li> <li>• Letter</li> <li>• Email</li> <li>• Internet</li> <li>• Report</li> <li>• Presentation</li> </ul> <p>Best practices for communicating in business:</p> <ul style="list-style-type: none"> <li>• Telephone conversations</li> <li>• Constructing emails</li> <li>• Writing business letters</li> <li>• Proposals</li> <li>• Articles</li> <li>• Developing a presentation</li> </ul> <p>Advantages and disadvantages of different social media platforms against criteria of:</p> <ul style="list-style-type: none"> <li>• Number of users</li> <li>• Free advertising</li> <li>• Fees</li> <li>• Frequency of message</li> <li>• Type of message</li> <li>• Impact on company reputation</li> <li>• Sales and company performance</li> </ul> <p>Common steps in business and academic writing</p> <p><b>Learning Outcome: 2, 3</b></p>
3	Practising communication in business – part 1	<p>Lectures: 2 hrs</p> <p>Tutorials: 3 hrs</p> <p>Private study: 7 hrs</p>	<p>The draft writing process for business and academic purposes:</p> <ul style="list-style-type: none"> <li>• Timetabling plan for business and academic work</li> <li>• Proof reading and checking for errors</li> </ul>

			<ul style="list-style-type: none"> <li>• Continuous checking of document that it meets brief</li> <li>• Editing and developing sections of work towards final draft</li> <li>• Presenting the final version to business and academia audiences</li> </ul> <p>Developing different business messages and documents to meet workplace situations:</p> <ul style="list-style-type: none"> <li>• Inviting staff and stakeholders to a meeting</li> <li>• Dealing with a customer complaint</li> <li>• Compiling a business proposal and report</li> </ul> <p><b>Learning Outcome 3, 4</b></p>
4	Practising communication in business – part 2	<p>Lectures: 2 hrs</p> <p>Tutorials: 3 hrs</p> <p>Private study: 7 hrs</p>	<p>Types of business communication that may be explored:</p> <ul style="list-style-type: none"> <li>• Business letter</li> <li>• Email response</li> <li>• Meeting agenda</li> <li>• minute taking</li> <li>• Telephone conversation</li> <li>• Proposal</li> <li>• Presentation</li> </ul> <p><b>Learning Outcome 3</b></p>
5	Producing social media and business content	<p>1/12</p> <p>Lectures: 2 hrs</p> <p>Tutorials: 3 hrs</p> <p>Private study: 7 hrs</p>	<p>Developing social media content for business via:</p> <ul style="list-style-type: none"> <li>• Facebook page</li> <li>• LinkedIn article</li> <li>• a YouTube video</li> </ul> <p>Responding to different situations at work with</p>

			<p>appropriate business communication</p> <p><b>Learning Outcome: 3 and 4</b></p>
6	Best practice in academic writing	<p>1/12</p> <p>Lectures: 2 hrs</p> <p>Tutorials: 3 hrs</p> <p>Private study: 7 hrs</p>	<p>Types of academic writing:</p> <ul style="list-style-type: none"> <li>• Short answers</li> <li>• Long answers</li> <li>• Essays</li> <li>• Report writing</li> </ul> <p>Considerations:</p> <ul style="list-style-type: none"> <li>• Academic brief</li> <li>• Word limit</li> <li>• Command word use</li> <li>• Answer layout or structure required</li> <li>• Writing style</li> <li>• Headings</li> </ul> <p><b>Learning Outcome: 3</b></p>
7	Planning a virtual meeting	<p>1/12</p> <p>Lectures: 2 hrs</p> <p>Tutorials: 3 hrs</p> <p>Private study: 7 hrs</p>	<p>Advantages and disadvantages of virtual meetings,</p> <p>Planning a virtual meeting:</p> <ul style="list-style-type: none"> <li>• Arranging a MS Teams meeting</li> <li>• Propose a meeting agenda</li> <li>• Functions available in MS Teams:</li> <li>• Recording</li> <li>• Hands up to speak</li> <li>• Mute</li> <li>• Notes section</li> <li>• Presenting information</li> <li>• Sharing the screen</li> <li>• Record of attendees</li> <li>• Professional conduct when holding a MS teams meeting</li> </ul> <p><b>Learning Outcome: 5</b></p>

8	Holding a virtual meeting	1/12 Lectures: 2 hrs Tutorials: 3 hrs Private study: 7 hrs	<ul style="list-style-type: none"> <li>• Conducting a MS Teams meeting with classmates</li> <li>• Reflecting on performance – what went well and what could be improved?</li> </ul> <p><b>Learning Outcome: 5</b></p>
9	Protecting information and data in business – Part 1	1/12  Lectures: 2 hrs Tutorials: 3 hrs Private study: 8 hrs	<p>Importance of information and data security in business</p> <ul style="list-style-type: none"> <li>• Protecting sensitive information and customer details</li> <li>• Reducing the risk of cyber security attacks</li> <li>• Ensuring trade secrets, intellectual property (IP), company brands and specifications are protected</li> </ul> <p>Types of data breaches:</p> <ul style="list-style-type: none"> <li>• Phishing</li> <li>• Malware</li> <li>• Password attacks</li> <li>• Hacking</li> <li>• Data Harvesting</li> </ul> <p>Recent business cases showing the dangers of not having sufficient data/information security measures in place</p> <p><b>Learning Outcome: 6</b></p>
10	Protecting information and data in business – Part 2	1/12  Lectures: 2 hrs Tutorials: 3 hrs Private study: 8 hrs	<p>Types of legislation currently in place in your own country to protect data and information security and its impact on business:</p> <ul style="list-style-type: none"> <li>• Data Protection Act</li> <li>• General Data Protection regulations (GDPR)</li> <li>• Network and Information Systems Regulations</li> </ul>

			<ul style="list-style-type: none"> <li>• Electronic identification and Trust Services for Electronic Transactions Regulations</li> <li>• Computer Misuse Act Steps businesses can take to protect information:</li> <li>• Password protection</li> <li>• Cloud or third party storage</li> <li>• Tighter contract terms with contractors</li> <li>• Authentication of information and protection by use of codes</li> <li>• Use of secure online platforms</li> </ul> <p>Case studies/scenarios – for candidates to demonstrate a practical understanding</p> <p><b>Learning Outcome: 6</b></p>
11	Assignment Workshop 1	1/12  Tutorials: 6 hrs Private study: 8 hrs	<p>Support for students to revise/review unit content to be able to complete their unit assignment:</p> <p>First draft of business document in assessment</p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Style of writing</li> <li>• Indentation</li> <li>• Content</li> <li>• Salutation</li> <li>• Professional sign off</li> </ul> <p>Compile a first draft</p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Contact details</li> <li>• Content</li> <li>• Headings</li> <li>• Format options</li> <li>• Style of writing</li> <li>• Planning a MS Teams meeting</li> </ul>

			<b>Learning Outcome: 3, 5</b>
12	Assignment Workshop 2	1/12  Tutorials: 6 hrs  Private study: 8 hrs	<ul style="list-style-type: none"> <li>• Finalising final drafts of business documents for assessment purposes</li> <li>• Conducting and recording a MS Teams meeting</li> <li>• Provide evidence of the MS Teams meeting</li> <li>• Developing content for social media or a company website</li> </ul> <p><b>Learning Outcome: 2, 5</b></p>

**Assessment Type**

- 100% Assignment

**References / Reading list**

- Becker, E. F. & Wortman, J. (2021). Mastering Communication at Work, Second Edition: How to Lead, Manage, and Influence, McGraw Hill publishing
- Donahue. W. E. (2022) Creating Co-operative and Collaborative work relationships. A Competency-Based Approach to Boosting Employee Engagement, Satisfaction and Productivity. Independently published
- Donahue., W. E. (2022). Fostering Effective Communication in the Workplace. A Competency-Based Approach that Boosts your Ability to Get and Give Information. Independently published
- Goleston, M. (2018). Just Listen: Discover the Secret to Getting Through to Absolutely Anyone, AMACOM publishing
- Williams, J.W. (2020). How to read people like a book. A Guide to Speed-Reading People, Understand Body Language and Emotions, Decode Intentions, and Connect Effortlessly. Independently published.

### Mapping of ILOs

Topic / ILO	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
1 - Gathering information and taking effective notes	X					
2 - Developing appropriate business messages and documentation		X	X			
3 - Practising communication in business – part 1				X		
4 - Practising communication in business – part 2			X			
5 - Producing social media and business content		X				
6 - Best practice in academic writing			X	X		
7 - Planning a virtual meeting					X	
8 - Holding a virtual meeting					X	
9 - Protecting information and data in business – Part 1						X
10 - Protecting information and data in business – Part 2						X
11 - Assignment Workshop 1	ALL					

12 - Assignment Workshop 2	ALL					
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Topic PPTs	AC addressed
1 - Gathering information and taking effective notes	AC 1.1, 1.2, 1.3, 1.4, 1.5
2 - Developing appropriate business messages and documentation	AC 2.1, 2.2, 2.3, 2.4, 3.1, 3.3
3 - Practising communication in business – part 1	AC 4.1, 4.2, 4.3, 4.4, 4.5
4 - Practising communication in business – part 2	AC 3.3, 4.5
5 - Producing social media and business content	AC 2.1, 2.2, 2.3, 2.4,
6 - Best practice in academic writing	AC 3.2, 4.1, 4.2, 4.3, 4.4, 4.5
7 - Planning a virtual meeting	AC 5.1, 5.2
8 - Holding a virtual meeting	AC 5.3
9 - Protecting information and data in business – Part 1	AC 6.1
10 - Protecting information and data in business – Part 2	AC 6.2, 6.3

11 - Assignment Workshop 1	AC <b>ALL</b>
12 - Assignment Workshop 2	AC <b>ALL</b>

## 7. Developing an eBusiness (DEB 1.0)

### Module overview

This module is designed to explain the needs of an eBusiness model, and the relevance and future of this business. It also provides an understanding of the current challenges and opportunities that this model can provide. Students will be provided with an understanding of how eBusiness may develop further in the future.

<b>Title</b>	Developing an eBusiness
<b>Credits</b>	20
<b>Level</b>	3
<b>Type</b>	Elective

<b>Guided Learning Hours</b>	72 hours	<b>Total Qualification Time</b>	200 hours
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<b>Learning Outcomes:</b> The Learner will:	<b>Assessment Criteria:</b> The Learner can:
1. Determine the need for eBusiness model in the economy	1.1 Assess the need for the eBusiness model in the economy 1.2 Explain how this business model benefits the economy
2. Be able to explain the objectives of eBusiness models	2.1 Explain the main objectives of the eBusiness model 2.2 Analyse the objectives of the model to the economy
3. Describe the requirements of an eBusiness model	3.1 Explain the main requirements of the eBusiness model 3.2 Evaluate these requirements of the business model

4. Be able to explain the types of eBusiness models	4.1 Explain the main eBusiness models 4.2 Assess the main types of eBusiness models
5. Be able to assess the eBusiness model	5.1 Assess the main benefits of the model 5.2 Analyse the relevance of the model within the economy
6. Define the security and privacy issues of eBusiness	6.1 Assess the range of security and privacy issues to the eBusiness model 6.2 Examine the need for security and privacy to the eBusiness model
7. Be able to explain the rules and regulations of eBusiness	7.1 Evaluate the range of rules and regulations that govern the eBusiness model 7.2 Assess the need for rules and regulations
8. Be able to assess the future of eBusinesses	8.1 Assess the background and evolution of the model 8.2 Examine the future of this business model

Syllabus Content			
Topic No.	Topic title	Proportion	Course coverage
1	The need for eBusinesses	1/12  Lectures: 3 hrs Tutorials: 3 hrs Private study: 10hrs	The need for the eBusiness model in the economy <ul style="list-style-type: none"> <li>• Ease of access for global customers</li> <li>• Orders can be placed at any time</li> <li>• Worldwide market opportunities</li> <li>• Need for market expansion</li> <li>• Lower marketing costs</li> <li>• Increase business reach</li> <li>• Market preferences towards online opportunities</li> <li>• Business survival</li> <li>• Often survival</li> </ul>

			<b>Learning Outcome: 1</b>
2	Primary objectives of the eBusiness model	2/12  Lectures: 3 hrs  Tutorials: 3 hrs  Private study: 10 hrs	The primary objectives of the eBusiness model  <ul style="list-style-type: none"> <li>• Growth</li> <li>• Improved customer experience</li> <li>• Increase revenue</li> <li>• Building the brand</li> <li>• Strengthening loyalty</li> <li>• Increased website traffic</li> <li>• Driving sales</li> <li>• Boosting conversion rates</li> </ul> <b>Learning Outcome: 2</b>
3	Main requirements of an eBusiness model	3/12  Lectures: 3 hrs  Tutorials: 3 hrs  Private study: 10 hrs	The requirements of an eBusiness model  <ul style="list-style-type: none"> <li>• Information</li> <li>• Communication and transaction</li> <li>• Using innovative technology</li> <li>• Payment gateways</li> <li>• Relationship between the business and economy</li> <li>• Business partners</li> <li>• Online communities</li> </ul> <b>Learning Outcome: 3</b>
4	The main types of eBusiness models	4/12  Lectures: 3 hrs  Tutorials: 3 hrs  Private study: 10 hrs	The main types of eBusiness models  <ul style="list-style-type: none"> <li>• Business to consumer</li> <li>• Business to business</li> <li>• Consumer to business</li> <li>• Consumer to consumer</li> <li>• Consumer to government</li> <li>• Business to government</li> </ul> <b>Learning Outcome: 4</b>
5	The relevance of	5/12	The relevance of the eBusiness model

	the eBusiness model	Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	<ul style="list-style-type: none"> <li>• Benefits of this business model versus traditional business models</li> <li>• Progress of this model in the economy</li> <li>• Obstacles faced in the economy</li> <li>• The prospects of this model</li> </ul> <p><b>Learning Outcome: 5</b></p>
6	The security and privacy issues that eBusinesses face I	6/12  Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	<p>The security and privacy issues faced by eBusinesses</p> <ul style="list-style-type: none"> <li>• Why a business needs to ensure privacy and security</li> <li>• What needs to be protected</li> <li>• Measures to ensure privacy and security</li> <li>• Laws to protect data and security</li> </ul> <p><b>Learning Outcome: 6</b></p>
7	The security and privacy issues that eBusinesses face II	7/12  Lectures: 3 hrs Tutorials: 3 hrs Private study: 10 hrs	<p>The security and privacy issues faced by eBusinesses</p> <ul style="list-style-type: none"> <li>• Measures to ensure data privacy and security</li> <li>• Privacy concerns</li> <li>• Threats to security</li> <li>• Effects of data and privacy security breaches</li> </ul> <p><b>Learning Outcome: 6</b></p>
8	The rules and regulations that governs the	8/12  Lectures: 3 hrs	<p>The rules and regulations governing the eBusiness model</p> <ul style="list-style-type: none"> <li>• Website requirements</li> <li>• Online selling regulations</li> <li>• Consumer Rights</li> <li>• Compliance with any Data Protection</li> </ul>

	eBusiness model	Tutorials: 3 hrs Private study: 10 hrs	<ul style="list-style-type: none"> <li>• Privacy Rules</li> </ul> <p><b>Learning Outcome: 7</b></p>
9	The rules and regulations that governs the eBusiness model	9/12  Lectures: 3 hrs Tutorials: 3 hrs Private study: 12 hrs	<p>The rules and regulations governing the eBusiness model</p> <ul style="list-style-type: none"> <li>• Cookie Policy</li> <li>• Refund and return policy</li> <li>• PCI Compliance</li> <li>• Customer Authentication</li> </ul> <p><b>Learning Outcome: 7</b></p>
10	The future of eBusinesses	10/12  Lectures: 3 hrs Tutorials: 3 hrs Private study: 12 hrs	<p>The future of eBusinesses</p> <ul style="list-style-type: none"> <li>• Inception of the model</li> <li>• Evolution of the model</li> <li>• Growth and progress</li> <li>• Current trends in eBusiness, including AI</li> <li>• Emerging technologies</li> </ul> <p><b>Learning Outcome: 8</b></p>
11	Student Preparation to consider how to develop an eBusiness	11/12  Lectures: 3 hrs Tutorials: 3 hrs	<p>Self-directed student time either individually or in groups to consider how an eBusiness model would be developed in current global markets and with threats</p> <ul style="list-style-type: none"> <li>• Areas to consider in enhancing and developing the model in current climate</li> </ul>

		Private study: 12 hrs	<ul style="list-style-type: none"> <li>• Current threats and challenges alongside opportunities</li> <li>• Write up the proposal</li> </ul> <p><b>Learning Outcome: 1-8</b></p>
12	Assessment preparation	12/12  Lectures: 3 hrs  Tutorials: 3 hrs  Private study: 12 hrs	Review of course content to prepare students for assessment          <p><b>Learning Outcome: 1-8</b></p>

#### Assessment Type

- 100% Assignment

#### References / Reading list

- Chaffey, D., Hemphill, T. and Edmundson-Bird, D. (2019). *Digital Business and E-Commerce Management*. [online] *Google Books*. Pearson Education
- Eckersley, P., Jackson, P. and Harris, L. (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 – The need for eBusinesses	X							
2 – Primary objectives of the eBusiness model		X						
3 – The main requirements of an eBusiness model			X					
4 – The main types of eBusiness models				X				
5 – Relevance of the eBusiness model					X			
6 – The security and privacy issues that eBusinesses face						X		
7 – The security and privacy issues that eBusinesses face						X		
8 – The rules and regulations that governs the eBusiness model							X	
9 – The rules and regulations that							X	

governs the eBusiness model								
10 – Future of eBusinesses								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

Topic PPTs	AC addressed
1 – The need for eBusinesses	AC 1.1, 1.2
2 – Primary objectives of the eBusiness model	AC 2.1, 2.2
3 – The main requirements of an eBusiness model	AC 3.1, 3.2
4 – The main types of eBusiness models	AC 4.1, 4.2
5 – Relevance of the eBusiness model	AC 5.1, 5.2
6 – The security and privacy issues that eBusinesses face	AC 6.1

7 – The security and privacy issues that eBusinesses face	AC 6.2
8 – The rules and regulations that governs the eBusiness model	AC 7.1
9 – The rules and regulations that governs the eBusiness model	AC 7.2
10 – Future of eBusinesses	AC 8.1, 8.2
11 – Student Preparation to consider how to develop an eBusiness	AC 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2
12 - Assessment preparation	AC 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2

## 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. An example of a student taking the Diploma in Business is given below:

Unit	Unit Points	Candidate Mark	Unit Points* Candidate Mark
Advanced Basics in Business	20	72	1440
Developing Financial Forecasting and Accounting in Business	20	83	1660
Developing Organisational Structure	20	91	1820
Developing Entrepreneurship	20	92	1840
	<b>80</b>	<b>338</b>	<b>6760</b>
		<b>6760/potential 8000= 85</b>	

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.

## Further Information

For more information about any of NCC Education's products, please contact [customer.service@nccedu.com](mailto:customer.service@nccedu.com) or, alternatively, please visit [www.nccedu.com](http://www.nccedu.com) to find out more about our suite of high-quality British qualifications and programmes.