NCC education

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**Awarding
Great British
Qualifications**

PRE-MASTER'S
IN
BUSINESS

NCC Education
Qualification Unit Specification
2019-2020

Modification History

Version	Revision Description
V1.0	For release

Contents

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1. About NCC Education

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

With Centres in over forty countries, four international offices and academic managers worldwide, NCC Education strives to employ the latest technologies for learning, assessment and support. NCC Education is regulated and quality assured by Ofqual (the Office of Qualifications and Examinations Regulation, see www.ofqual.gov.uk), the English qualifications, examinations and assessments regulator.

1.1 Why choose this qualification?

NCC Education's Pre-Master's in Business is designed to enable candidates to efficiently bridge the gap between their existing qualifications and a Master's qualification. It allows candidates to upgrade their English language ability to a level suitable for Master's entrance, while also being introduced to studying a range of business related subjects through the medium of English. The programme aims to raise the academic and English Language skills of the learner whilst preparing them for a variety of Masters related subjects through choosing a choice of elective units, supporting the appropriate subject choice.

2. Structure of the Pre-Master's in Business Qualification

Qualification Title, Credits, Units

NCC Education Pre-Master's in Business, 120 credits.
Total Qualification Time: 1,200 hours

Candidates must pass all core Units and any two elective units from the options below to be awarded the Pre-Master's in Business

Core Units

Developing English Language Skills (TQT: 300 hours/ 30 credits)	Advanced English Language Skills (TQT: 200 hours / 20 credits)	English for Academic Purposes (TQT: 100 hours / 10 credits)	Study and Communication Skills (TQT: 200 hours/ 20 credits)

Elective Units

Any TWO from the following:

Digital Marketing and Communications (TQT: 200 hours / 20 credits)	Leadership, People and Change (TQT: 200 hours / 20 credits)	Entrepreneurship and Innovation (TQT: 200 hours / 20 credits)
Information Systems and Knowledge Management (TQT: 200 hours / 20 credits)	Project Management (TQT: 200 hours / 20 credits)	International Marketing Strategy (TQT: 200 hours / 20 credits)

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3. Assessment for the qualification

3.1 Assessment objectives

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

3.2 Overview of Qualification Unit Assessment

Unit	Assessment Methods		
	Local Examination	Global Assignment	Global Examination
Developing English Language Skills	100%		
Advanced English Language Skills			100%
English for Academic Purposes		100%	
Study and Communication Skills		100%	
Digital Marketing and Communications		100%	
Leadership, People and Change		100%	
Information Systems and Knowledge Management		100%	
Project Management		100%	
International Marketing Strategy		100%	
Entrepreneurship and Innovation		100%	

An examination is a time-constrained 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.

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

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

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

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4. Administration

4.1 Assessment Cycles

Four assessment cycles are offered throughout the year during Spring, Summer, Autumn and Winter for the following units: Developing English Language Skills; Advanced English Language Skills; English for Academic Purposes and; Study and Communication Skills. Two assessment cycles are offered during Summer and Winter for the elective units.

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

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

4.2 Language of Assessment

All assessment is conducted in English.

4.3 Candidates

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

4.4 Qualification and Unit Entry Requirements

Entry Requirements
A non-honours degree (1) or Chinese Da Zhuan (or equivalent) (2). For students who do not hold a degree-level qualification wholly taught and examined in English, an IELTS score of 4.5 or above or equivalent (for example, the NCC Education Standard English Placement Test (SEPT).

4.5 Eligibility Period

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

4.6 Resits

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

Candidates may only seek reassessment in a previously failed Unit.

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5. Syllabus

5.1 Developing English Language Skills

Title	Developing English Language Skills
Unit reference number	L/615/0156
Credits	30
Level	1

Guided Learning Hours	180 hours	Total Qualification Time	300 hours

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Be able to communicate confidently, speaking on a range of familiar topics, using appropriate tenses, vocabulary and register	1.1 Demonstrate confident and accurate use of a range of past, present and future tenses 1.2 Participate in discussion of familiar issues, giving relevant and meaningful contributions appropriate to the conversation and participants 1.3 Demonstrate use of natural stress and intonnation 1.4 Demonstrate, when participating in discussion, being understood without any recurring or major difficulty on the part of the listener 1.5 Prepare and present simple information to others confidently and clearly
2. Be able to comprehend the main content and overall meaning of a range of general texts in English	2.1 Review and predict the content or focus of a range of general English texts 2.2 Skim texts in order to pick out specific details or key information 2.3 Demonstrate the ability to understand the inferences made in a range of general English texts 2.4 Complete clearly defined language and comprehension tasks on a range of general, authentic texts which deal with familliar topics
3. Be able to write factual, descriptive and explanatory texts, utilising a range of linguistic structures and vocabulary, to complete clearly defined tasks	3.1 Demonstrate the ability to write a summary of information given or researched 3.2 Demonstrate the ability to write in a range of different styles appropriate to tasks

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	3.3 Demonstrate the ability to utilise different linguistic structures to complete written tasks on a range of familiar topics
	3.4 Demonstrate the ability to organise, develop and link points together for a range of clearly defined writing tasks
4. Be able to apply a range of listening strategies in order to understand predictable discussions and basic factual presentations	4.1 Demonstrate the ability to pick out key information when listening to a range of speakers
	4.2 Recognise, when listening for gist, the main linguistic structures used in general conversation
	4.3 Demonstrate the ability to predict the content of a conversation or speech on a general topic, based on listening to a brief introduction or extract
	4.4 Demonstrate the ability to utilise their listening skills in order to participate meaningfully in discussion of familliar issues

Syllabus Content	
Intermediate Level	
Topic	**Course coverage**
All about you	- Present continuous and present simple - Forming questions - Everyday activities - Letter writing
Memory	- Past simple and past continuous tenses *Used to* - Writing about a memorable event - Discussing past events
Around the world	- Comparatives and superlatives - Character adjectives - Presentations - Writing about changes in a city - Designing a tour
Life stories	- Present perfect simple and continuous - Discussing past experiences - Skills and characteristics - Writing about a person
Review 1	- Review the language learned in Topics 1 – 4 - Formative progress test

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Success	• Words related to success
	• Future clauses
	• Careers and related vocabulary
	• Job interviews
	• Planning a future event
The Media and Reading Focus 1	• TV programme vocabulary
	• Active and passive voice
	• -ed and –ing adjective endings
	• Film reviews
	• Newspaper articles
Socialising and Reading Focus 2	• Social activities
	• Polite requests
	• Social behaviour and customs
	• Generalisations
	• Scanning for key words
	• Finding the meaning of key words
Things you can't live without	• Vocabulary for inventions and technology
	• Relative clauses
	• Important everyday items
	• Presentations
	• Shopping
Review 2	• Review the language learned in Topics 5 – 8
	• Formative progress test
Future society and Reading Focus 3	• Predictions
	• *Will*
	• Changes in society
	• Hypothetical sentences with *if*
	• Comprehension questions
	• Large numbers
An amazing story and Reading Focus 4	• Film vocabulary
	• Past perfect
	• Crime
	• Reported Speech
	• Say + tell
	• Expressing an opinion
	• Agreeing and disagreeing with an argument.

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Rules and freedom and Reading Focus 5	• Modal verbs for obligation • Rules • For and against arguments • Linking words • Planning, organising and writing an essay • Analyse a writer's opinion • Summarise a text
Dilemmas	• Modal verbs in the past • Newspaper interviews • Hypothetical situations • Conditional sentences • Problems and solutions
Review 3	• Review the language learned in Topics 9 – 12 • Intermediate level summative assessment
Upper Intermediate Level	
Past and Present	• Past tenses • Auxiliary verbs • Time phrases • Biography writing
Feelings and Emotions	• Function of expressing feelings and opinions • Word formation • Prefixes and suffixes • Structuring a text • Use of dictionaries
Narration	• Narrative tenses • Crime vocabulary • Using monolingual dictionaries • Writing about an exciting event in the past • Continuous and simple aspect
The Mind	• Vocabulary relating to the brain and intelligence • Interviews • Listening for specific details • Using common collocations • The passive voice • Formal writing
Review 4	• Review the language learned in Topics 1–4

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Experiences and Achievements	• Vocabulary for discussing achievements and success
	• Note taking
	• Present perfect tenses
	• Common verb-noun collocations
	• Presentations
	• Question tags
Giving Advice	• Function of giving advice
	• Using articles
	• Sentence stress
	• Note taking
Rich Descriptions	• Vocabulary for events and celebrations
	• Extreme adjectives
	• Relative clauses
	• Vocabulary in context
	• Quantifiers
Fame and Fortune	• Role plays
	• Creating balanced arguments
	• Listening to a song
	• Infinitives and gerunds
	• Summarising
Review 5	• Review the language learned in Topics 5 –8
Making Deductions	• Vocabulary for strange and unusual events
	• Making predictions
	• Using modal verbs of deduction and possibility
	• Making decisions
	• Letters of complaint
Getting Together	• Social situations
	• Word formation
	• Meeting new people
	• Future tenses
	• Arranging an appointment
Regrets and Hypothetical Situations	• Critical reading
	• Making hypotheses
	• Wishes
	• Listening for gist and for details
	• Problems and regrets
The Media	• Media vocabulary
	• Reported speech
	• Skimming and scanning
	• Preparing and performing interviews
	• Film reviews

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Review 6	• Review the language learned in Topics 9–12

Assessment Type
Local Examination (100%)
See also Section 3 above

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5.2 English for Academic Purposes

Title	English for Academic Purposes
Unit reference number	Y/615/0158
Credits	10
Level	2

Guided Learning Hours	60 hours	**Total Qualification Time**	100 hours

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Be able to utilise different 'pre', 'while' and 'post' reading strategies to understand academic texts	1.1 Predict the content of various academic texts prior to reading them fully 1.2 Identify the overall function of an academic text 1.3 Identify the specific function of sentences, paragraphs and sections in academic texts 1.4 Demonstrate comprehension of a range of academic texts
2. Be able to demonstrate an appropriate academic vocabulary	2.1 Identify subject specific vocabulary in a range of academic texts 2.2 Demonstrate active use of a range of subject specific vocabulary 2.3 Use subject specific vocabulary accurately
3. Be able to structure sentences, paragraphs and full texts to suit academic requirements	3.1 Demonstrate an understanding of what is required in a range of academic writing tasks at this level 3.2 Demonstrate the ability to use the structure and linguistic conventions of well written academic sentences 3.3 Demonstrate the ability to use the structure and linguistic conventions of well written academic paragraphs 3.4 Demonstrate the ability to link sentences, paragraphs and sections together to produce overall cohesion in academic writing 3.5 Follow a step by step process to produce a final draft piece of academic writing
4. Be able to utilise 'pre', 'while' and post listening strategies to understand different speakers and academic topic information	4.1 Demonstrate the ability to recognise linguistic signposts and reference markers when listening to different speakers and to different delivery styles 4.2 Demonstrate the ability to utilise notes made whilst listening to a range of different speakers 4.3 Identify key information when listening to a range of speakers and delivery styles

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Syllabus Coverage	
Topic	**Course coverage**
Entertainment	Students focus on the initial processes and strategies involved when approaching academic writing, reading and listening tasks: • Examining structures of academic written texts • Considering simple, compound and complex sentences • Considering the basic elements of a paragraph • Using the passive voice in academic writing • Considering pre-listening strategies • Listening for gist and for specific information • Understanding academic word lists • Understanding the process of reading • Using prediction strategies as a pre-reading technique
The Environment	Students focus on detailed processes and strategies for beginning to tackle academic writing, reading and listening tasks: • Using word transformations in academic writing • Using signposting in academic writing • Practising cohesion within paragraphs • Considering the use of punctuation in academic writing • Recognising signposts in a lecture • Examining solutions to spelling difficulties • Examining strategies for exploiting handouts in a lecture • Exploiting the use of visual aids in lectures • Considering the use of dictionaries • Understanding how affixes and roots show word meanings • Practising skimming skills to extract the main idea from a text • Practising scanning skills to search for specific information in a text
Travel and Transport	Students focus on some of the methods involved in exploiting academic writing, reading and listening materials: • Examining paraphrasing and summarising other writers' work • Understanding the issue of plagiarism and how to reference a source • Considering thesis statements • Considering how to respond to questions and instructions in academic writing • Understanding the paralinguistic features of a lecture • Examining the use of inference in lectures • Understanding attitude and opinion in lectures • Understanding how to deal with less-frequent vocabulary • Understanding how to use the contents and index pages of a text • Making inferences from written work

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Achievements	Students focus on polishing their skills in academic writing, reading and listening: • Organising details and examples in a written text • Providing feedback on a piece of writing • Considering paragraph divisions within a text • Examining how referencing is used by lecturers • Considering the structure of academic lectures • Working out the meaning of unknown vocabulary • Practising intensive reading • Considering the use of linking words in a text • Practising note-taking techniques
Technology	Students focus on techniques for enhancing their skills in academic writing, reading and listening: • Examining techniques for adding and hiding opinion in writing • Considering the importance of proof reading • Correcting written work based on criteria • Developing a system of abbreviations for note-taking • Discovering how best to record new vocabulary • Finding further reading material on a subject • Examining connotations and opinions in writing

Assessment Type
Global Assignment (100%)
See also Section 3 above

5.3   Advanced English Language Skills

Title	Advanced English Language Skills
Unit reference number	R/615/0157
Credits	20
Level	2

Guided Learning Hours	120 hours	**Total Qualification Time**	200 hours

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Be able to communicate confidently, speaking on a range of familiar and unfamiliar topics, using appropriate tenses, vocabulary and register	1.1 Demonstrate confident and accurate use of the full range of past, present and future tenses 1.2 Participate in discussion of a broad range issues, giving relevant and meaningful contributions appropriate to the conversation and participants 1.3 Demonstrate good use of natural stress and intonnation 1.4 Participate in discussion and be understood without difficulty on the part of the listener 1.5 Prepare and present detailed information to others confidently and clearly
2. Be able to comprehend the main content and overall meaning of both general and more unfamiliar English texts	2.1 Review and predict the content or focus of a range of general English texts 2.2 Review and predict the content or focus of a range of more complex texts within their area of study 2.3 Skim texts in order to pick out specific details and key information 2.4 Demonstrate the ability to understand the inferences made in a range of general and more unfamiliar English texts

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3. Be able to write structured, factual, descriptive and explanatory texts, utilising complex linguistic structures and vocabulary	3.1 Demonstrate the ability to write a clear and concise summary of information given or researched
	3.2 Demonstrate the ability to write in a range of different styles appropriate to tasks
	3.3 Demonstrate the ability to utilise a wide range of linguistic structures to produce pieces of writing on a range of familiar and some unfamilliar topics
	3.4 Demonstrate the ability to organise, develop and link points effectively in a range of written pieces of work
4. Be able to apply a range of listening strategies in order to understand lengthy predictable discussions, factual presentations and more abstract conversations	4.1 Demonstrate the ability to pick out specific details and key information when listening to a range of speakers
	4.2 Recognise, when listening for gist, the main linguistic structures used in general conversation
	4.3 Demonstrate the ability to predict the content of a conversation or speech, based on listening to a brief introduction or extract
	4.4 Demonstrate the ability to utilise their listening skills in order to participate meaningfully in discussion of a broad range of issues

Syllabus Content	
Topic	**Course coverage**
Globalisation	• Note taking • Vocabulary related to globalisation and the environment • Posters and leaflets • Continuous verb forms • Giving and understanding opinions
Feelings and Emotions	• Vocabulary related to happiness and humour • Perfect verb forms • Cleft sentences • Book reviews • Word stress
Best Behaviour	• Language related to cultural taboos and manners • Modal verbs • Relative clauses • Emails • Idioms • IELTS reading

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Mind, Body and Spirit	• Debating
	• Health vocabulary
	• Adjectives and adverbs
	• Reading for detail
	• Interviews and questionnaires
Learning for Life	• Education vocabulary
	• The passive voice
	• Search engines
	• Writing reports
	• Particles with verbs
Money, Money, Money	• Money vocabulary
	• Hypothetical situations
	• Future plans
	• Time and tense
	• Presenting statistical information
	• Writing for a target audience
Living Together	• Relationships
	• Character adjectives
	• Infinitives and gerunds
	• Giving a speech
	• Reading for comprehension
	• Editing a report
Style and Tastes	• Style and trends
	• Adding emphasis
	• Language related to the fashion industry
	• A letter of complaint
	• Tactful language
	• IELTS writing

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21st Century Lifestyles	• Future changes and technology
	• Biographies
	• Vocabulary in context
	• The workplace
	• IELTS speaking
Truth and Lies	• Crime and the law
	• Writing questions
	• Listening for humour
	• Ellipsis and substitution
	• Body language

Assessment Type
Local Examination (100%)
See also Section 3 above

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5.4 Study and Communication Skills

Title	Study and Communication Skills
Unit reference number	A/504/1424
Credits	20
Level	3

Guided Learning Hours	75 hours	**Total Qualification Time**	200 hours

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Be able to take effective notes from a variety of sources	1.1 Identify key information from a range of different texts 1.2 Record key points when listening to information being given 1.3 Critically review their own notes 1.4 Use their own notes to accurately summarise information given 1.5 Use their own notes to present a summary to others 1.6 Demonstrate using a range of sources to gather information
2. Understand how to work out the meaning of unfamiliar content	2.1 Identify unfamiliar content 2.2 Identify a number of different strategies for working out the meaning of unfamiliar content 2.3 Demonstrate the ability to find the meaning of unfamiliar content 2.4 Demonstrate the application of own understanding to an unfamiliar content
3. Understand common steps in producing academic work	3.1 Describe the common steps in producing academic work 3.2 Define plagiarism 3.3 Explain correct referencing in an academic essay

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4. Be able to produce a piece of academic work suitable for this level, following a drafting process	4.1	Create a timetabled plan to meet the requirements of an academic assignment
	4.2	Check own work for errors
	4.3	Evaluate own work against criteria/requirements given
	4.4	Develop sections of an assignment towards a final draft
	4.5	Demonstrate the correct use of academic referencing
	4.6	Present a completed piece of academic work to others
5. Understand different learning styles	5.1	Explain the idea of multiple intelligences
	5.2	Describe a range of learning styles
	5.3	Identify own preferred learning style
	5.4	Identify own study strengthes and weaknesses

Syllabus Content	
Topic	**Course coverage**
Learning to Learn	• Learner styles and multiple intelligences • Self study methodology • Time management • Goal setting • Self analysis and critical reflection • Keeping a learner diary
Reading Textbooks and Note Taking	• Reading a textbook & note taking skills • Using notes to write summaries • Public Speaking skills & Peer assessment • Learner diaries and study skills self-assessment
Note Taking in Lectures	• Note taking in lectures • Recognising key points • Guessing meaning • Editing and reviewing notes • Planning a speech • Public speaking practice and assessment
Library Research and Writing an Essay	• Accessing the library and reading strategies • Note taking from books • Essay planning and organising notes • Public speaking practice and assessment

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Journal-based Research for Essay Writing	• Journals and articles • Critical reading and analyzing data • Describing data in an essay • Academic Style • Editing and proof reading • Public speaking practice and assessment
Internet Research for Essay Writing	• Using the internet for research • Bibliographies and referencing • Plagiarism and paraphrasing • Editing and checking work against criteria • Including sufficient detail • Public speaking practice and assessment
Writing a Research Report	• Approaching a task and making an assignment strategy • Understanding requirements and using criteria • Integrating evidence into a report • Editing and proofreading • Public speaking practice and assessment
Examinations and Assessment	• Writing summaries and reviewing notes • Preparing for exams • Time Management • Stress and anxiety management

Assessment Type
Global Assignment (100%) The assignment is broken into three sections: • Learner Portfolio • Note-taking and summary writing assignment • Research project
See also Section 3 above

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5.5   Digital Marketing and Communications

Title:	Digital Marketing and Communications

RQF code:	TBC	Credits	20	Level	7

Lectures:	Tutorial:	Seminar:	Private Study:	Assessment:	Total:
24	24	18	94	40	200

Guided Learning hours	66

Aims of the Unit:

Students will develop a critical understanding of the impact of digital transformation on the formation of an organisation's marketing strategy and communications in order to effectively implement powerful digital marketing campaigns that engage and convert the contemporary customer.

- Apply a range of digital marketing concepts and models to your organisational contexts and geographical locations
- Evaluate the appropriateness of digital marketing strategies operating in different business and marketing settings
- Master the objectives of digital marketing and communication
- Design innovative and integrated digital marketing campaigns

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Critically assess the opportunities and challenges for digital marketing and communication presented by disruptive technology and digital transformation.	1.1 Critically evaluate the scope, innovation and opportunity for digital marketing and communication that are available as a result of new technology 1.2 Determine the benefits and impact of the dynamic digital environment on digital marketing and communication strategy 1.3 Analyse the principles of integrating online and offline marketing concepts as part of a digital marketing strategy 1.4 Describe the evolving digital marketing mindset and approaches to effective customer communication
2. Explain the changing nature of digital customers	2.1 Explain the reasons for and the rise of online consumer power 2.2 Assess changes in customer buying behaviour in different business and marketing setting 2.3 Critically assess how the internet can be used as a vehicle for revenue generation through the

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		adoption of a methodology for gathering customer insights
3. Analyse different tools and techniques to develop a digital marketing strategy.	3.1	Assess the elements of the extended marketing mix and its application to digital marketing and communication
	3.2	Critically evaluate the use of big data to inform marketing strategies
	3.3	Explain how digital communications tools can be coordinated to enhance customer experience and marketing effectiveness
	3.4	Critically review the relevance of digital platforms and channels in context
4. Develop digital activities to support and enhance multichannel marketing	4.1	Discuss examples of digital marketing campaigns which can be used to support and enhance multichannel marketing
	4.2	Critically analyse the advantages and disadvantages of multichannel marketing
	4.3	Assess the principles agile marketing as an approach to deliver online campaigns which are creative, flexible and responsive to digital marketing opportunities
	4.4	Critically review how to apply digital marketing and communication principles to develop a structured approach to the creation of a digital marketing strategy
5. Justify the application of digital marketing innovation to monitor, measure and manage the digital marketing strategy for a chosen organisation.	5.1	Discuss the purpose of measurement of digital campaigns
	5.2	Critically analyse the methods by which organisations measure digital campaigns
	5.3	Recommend key performance measures and relevant online metrics for a chosen organisation

Syllabus Content	
Topic	**Course coverage**
The Context of Digital Marketing and Communication	• The influence of technology development on marketing • Benefits and risks of digital transformation • Opportunities for driving innovation • Concepts of social, inbound and content marketing *Learning Outcomes: 1*
Digital Marketing Strategy	• Process and stages of the development of the Digital Marketing Strategy • Strategic analysis, choice, implementation, and monitoring and control • The role of marketing in the organisation *Learning Outcomes: 1*

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Integrated Marketing Communications	• Impact of technology and digital communication • The transformation of consumer interaction with each other and organisations • How different forms of communication work together • New mediums by which organisations can communicate ***Learning Outcomes: 1***
Understanding Customer Behaviour	• The implications of online and offline customer buying behaviour • Critical components of marketing analysis • Customers as active participants and co-creators of the communications mix • How stakeholder and influencer groups affect business and society ***Learning Outcomes: 2***
Big Data, Marketing Analysis and Research	• Informing the digital marketing strategy through customer insights • Methods of generating customer insights • The emergence of big data and it's impact on digital marketing and communication • Local and global legislation, codes of practice and regulations ***Learning Outcomes: 3***
The Extended Marketing Mix	• The purpose of the strategic marketing mix • 8P Frame work (Smith, 2011) • SOSTAC® planning system (Smith, 2011) ***Learning Outcomes: 3***
Digital Marketing Campaigns	• Tools to optimise consumer engagement, retention • Digital communications channels and technology platforms • Creative approaches to digital marketing campaigns • Personalisation at scale ***Learning Outcomes: 4***
Agile Marketing	• Concept of Agile marketing • The process and principles of agile marketing management • Benefits and risks of the Agile marketing as a digital marketing tactic ***Learning Outcomes: 4***
Customer Relationship Management	• Managing the marketing message throughout the customer lifecycle • The diffusion of innovations • Models of the customer decision journey ***Learning Outcomes: 3 and 4***
Managing Digital Marketing	• Reviewing digital marketing opportunities • Managing always-on digital marketing and communication • Automation and optimization of digital marketing and communication ***Learning Outcomes: 5***

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Monitoring and Measure the Effectiveness of Digital Marketing Strategy for Your Chosen Organisation	• Setting key performance indicators to monitor and measure the digital marketing strategy • Methods to monitor and measure digital marketing strategy effectiveness • Methods of reporting digital marketing performance ***Learning Outcomes: 5***
Emerging Trends in Digital Marketing and Communication	• The future of ecommerce • The erosion of historic brand relationships • New digital marketing techniques ***Learning Outcomes: 3***

Related National Occupational Standards (NOS)
Sector Subject Area: TBC **Related NOS**: TBC

Assessments
Assignment (100%)
See also *Section 3* above

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5.6   Leadership, People and Change

Title:	Leadership, People and Change

RQF code:	TBC	Credits	20	Level	7

Lectures:	Tutorial:	Seminar:	Private Study:	Assessment:	Total qualification time:
24	12	24	100	40	200

Guided Learning hours	60

Aims of the Unit:

Students will develop a keen understanding of the modern complexities of and new thinking about how to lead successful organisations in the turmoil of today's business environment.

- Learn to capitalise on the three pillars of a successful business; leadership, people and change management
- Build knowledge of strategic HRM
- Understand drivers of change, change strategies and how to successfully navigate change
- Gain a horizon scanning perspective of 21st Century leadership

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Critically apply the concept and theories of leadership to organisational settings	1.1 Understand major perspectives on the nature and role of organisational leadership 1.2 Critically appraise a range of leadership models and theories 1.3 Understand the notion of 'followership' and how this develops the concept of leadership 1.4 Evaluate the capabilities associated with effective leadership

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2. Critically evaluate approaches to leading strategy and shaping culture	2.1	Understand the nature of organisational strategy and its relationship to organisational culture
	2.2	Analyse the external and internal environments of organisations and use the information to support strategy development
	2.3	Understand how leaders shape an organisation's purpose
	2.4	Evaluate the significance of ethics and corporate responsibility when creating a strategy
	2.5	Analyse the importance of organisational governance and accountability
	2.6	Evaluate different types of strategy at corporate and business unit level
3. Evaluate the range of policies and practices that support to leading and manging people	3.1	Explain the relationship between leadership, organisational strategy, HRM strategy, and performance
	3.2	Critically evaluate strategic models of Human Resource Management (HRM)
	3.3	Apply models and theories of HRM in the areas of organisational behaviour; recruitment; talent management; organisational development; performance and reward.
	3.4	Analyse the relationship between employee engagement and performance
4. Critically evaluate approaches to leading organisational change	4.1	Understand the nature of organisational change and the role of leadership
	4.2	Assess the external and internal drivers of change affecting contemporary organisations
	4.3	Critically review a range of organisational change strategies
	4.4	Evaluate a range of analytical approaches to support decisions in leading change
	4.5	Assess the challenges posed by resistance to change for the organisation

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Syllabus Content	
Topic	**Course coverage**
Introduction to Leadership	- Definitions of leadership - Leadership v management - Significance of leadership to organisational success (short cases/examples) ***Learning Objectives: 1***
Theories of leadership	- Early theories of leadership (born/made; trait theory) - Situational leadership and contingency theory - Autocratic, democratic and laissez-faire styles - Transformational/transactional - Distributed leadership - Authentic; Shared; Servant leadership - Psychodynamic leadership ***Learning Objectives: 1***
Followership and leadership capabilities	- Leader-member Exchange (LMX) - Notions of follower choice - Attracting and retaining followers - Distinguishing capability, competency and skill - Exploration of contemporary view of skills and competencies for effective leadership ***Learning Objectives: 1***
Leading strategy and culture	- Definitions of strategy and culture - Strategic drift - Nature of the business environment - PESTLE, Porter's 5 Forces, Scenario Planning, - Resource-based View and Capabilities ***Learning Objectives: 2***
Organisational purpose and ethics	- Shaping organisational vision and values - Where does culture come from? - Can culture be changed (Alvesson)? - Ethics and values-based leadership - Ethical stances - Corporate responsibility - Stakeholder view - Governance models and managerial accountability ***Learning Objectives: 2***
Pursuing strategies	- Business unit strategy (Porter, Strategy Clock) - Corporate strategies - Pursuing strategies via organic growth, mergers and acquisitions, and strategic alliances - The relationship between structure and strategy ***Learning Objectives: 2***

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Leadership and Human Resource Management	Link back to notion of followership (as introduced in session 3 - Introduce the nature of HRM and link to strategy - Align the role of leadership to HRM - The role of line managers - Critical view of HRM - Introduce and critique strategic models of HRM - Harvard etc. - High Performance Working (Purcell et al.) - the concept of high performance working, and setting goals and accountabilities for teams and individuals ***Learning Objectives: 3***
HRM in practice	Introduce key aspects of strategic HRM with key theories to include: - Workforce/HR Planning - Recruitment; - Talent management - Performance management - Reward - Learning and development – emphasising the importance of 'soft skills' and 'emotional labour'. ***Learning Objectives: 3***
Employee Engagement	- Explain the relationship between employee engagement. Performance and performance management - Introducing strategies to develop employee engagement - Factors that support engagement: strong communication, encouraging diversity and difference, importance of feedback at all levels, building confidence, and developing trust ***Learning Objectives: 3***
The nature of organisational change	- Introduce the concept of organisational change - Type of change (surface to transformational; strategic) - Why change fails - The drivers of change - Innovation, creativity and change - The impact of disruptive technologies ***Learning Objectives: 4***

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Change strategies and approaches	• How leaders work with change • Change models and frameworks (Lewin, Kotter etc. action research, engagement models) • Change and chaos and complexity theories • Overview of decision-making tools and models • Using metrics to implement and lead change (Big data, analytics etc.) ***Learning Objectives: 4***
Leading people through change	• Introduce some of the challenges of leading people through change • The implications of the concepts of readiness and resistance to change ***Learning Objectives: 4***

Assessments
Assignment (100%)
See also *Section 3* above

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5.7   Information Systems and Knowledge Management

Title:	Information Systems and Knowledge Management

RQF code:	TBC	Credits	20	Level	7

Lectures:	Tutorial:	Private Study:	Assessment:	Total qualification time:
24	56	80	40	200
Guided Learning hours	80			

Aims of the Unit:

Students will develop a critical understanding of the strategic roles of information and knowledge management systems in contemporary organisations together with a critical appreciation of tools, implementation approaches and appraisal methods that contribute to their successful use.

- Explore definitions of and relationships between information and knowledge and appraise approaches to managing them in an organisational context
- Master tools, theories and models relevant to strategic analysis related to information management and knowledge management challenges
- Address important implementation issues in information and knowledge exploitation for organisational strategic advantage
- Critically examine the relationships between information and knowledge capture, transformation and management

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Examine the strategic role of information and knowledge management within an organisation	1.1 Critically analyse the use of information and knowledge within an organisation 1.2 Critically assess different types of information management and knowledge management systems (IMS and KMS)
2. Critically assess how information and knowledge management strategies serve business strategy within an organisation	2.1 Critically evaluate IMS and KMS strategy in an organisation motivated by relevant literature 2.2 Critically evaluate IMS or KMS plans within an organisation motivated by relevant literature 2.3 Critically analyse the impact of the organisations internal and external environment on IMS and KMS strategies

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3. Critically assess tools and techniques available to organisations to support development of IMS and KMS strategies and plans	3.1 Critically evaluate the contribution of IMS and KMS to business strategy within a given organisation
	3.2 Critically evaluate the relationship between IM and KM as it impacts upon business strategy
	3.3 Critically evaluate possible performance measures for IM and KM strategic success
	3.4 Critically appraise the contribution of new and emerging IMS and KMS technologies and applications to an organisation's competitive position
	3.5 Critically evaluate how knowledge can be successfully managed within an organisation
4. Be able to develop an appropriate resource investment and management strategy for a given organisational situation	4.1 Identify and explain the key aspects of an effective IM or KM resource investment and management strategy
	4.2 Identify the IM or KM resource and investment requirements for a given situation
	4.3 Create an IM or KM resource investment and strategic plan in response to a given organisational situation
	4.4 Justify the investment in an IMS or KMS based upon the organisational benefits to be realised
	4.5 Critically evaluate an IMS or KMS resource investment and management strategy against the requirements of an organisational situation
5. Be able to critically evaluate governance and strategic planning frameworks for IM and KM in an organisation	5.1 Critically discuss how the alignment and maturity of governance and strategic planning frameworks can be evaluated
	5.2 Evaluate the alignment and maturity of strategic planning frameworks for IM or KM in a given organisation
	5.3 Critically discuss the relevance of relevant alignment and maturity models applied to a given organisational situation

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Syllabus Content	
Topic	**Course coverage**
Introduction to information and knowledge in organisational context	Relevance of information and knowledge management, information and knowledge use in organisations. *Learning Outcomes: 1*
The role of IMS and KMS in serving organisational strategy	Introduction to how IMS and KMS serve organisational strategy *Learning Outcomes: 1, 2*
Strategic analysis	How strategy is characterised and how IMS and KMS can be related to strategy *Learning Outcomes: 2, 3*
Strategic response	How organisations respond to changing strategic requirements and technological possibilities *Learning Outcomes: 1, 2, 3*
IMS and KMS	Relationship and definitions of IMS and KMS. KM strategies and fit to organisations, knowledge transformation and management *Learning Outcomes: 3, 4*
SIKMS Investment and Benefits	Planning and investment appraisal approaches, qualitative evaluation, benefits management *Learning Outcomes: 4, 5*
IM and KM governance, strategic alignment and strategic posture	Governance and maturity models, strategic alignment models, strategic posture *Learning Outcomes: 1, 5*
A closer look at Knowledge Strategy	Knowledge and organisational communities of practice, links with explicit knowledge *Learning Outcomes: 1, 3, 4*

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SIKM and organisational characteristics – enterprise systems examples	Examination of some example IMS and KMS approaches for contemporary organisation types based upon different process characteristics *Learning Outcomes: 1, 2, 4*
Implementation of IM and KM systems	Managing and implementing strategic plans for IMS and KMS . Organisational change and risk management. *Learning Outcomes: 2, 4*
IMS and KMS futures	Current trends and possible futures. Integrated IMS and KMS *Learning Outcomes 1, 3*
Approaching the assessment	Revision *Learning Outcomes: 1, 2, 3, 4, 5*

Assessments
Assignment (100%)
See also *Section 3* above

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5.8 Project Management

Title:	Project Management

RQF code:	TBC	Credits	20	Level	7

Lectures:	Tutorial:	Seminar:	Private Study:	Assessment:	Total qualification time:
24	24	36	76	40	200

Guided Learning hours	84

Aims of the Unit:

Students will be introduced to the discipline and profession of project management and learn transferable skills that help them succeed in a project environment.

- Apply concepts, tools and techniques for proposing, planning, resourcing, budgeting, monitoring, controlling and quality-assuring projects
- Discuss and evaluate the project manager's role in ethical leadership, relationship management, communications, networking and the management of cultural issues
- Critically assess strategies for managing risk, uncertainty and ambiguity

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Discuss and evaluate the role of projects in the organisational context.	1.1 Understand and apply theories of organisations. 1.2 Critically evaluate why organisations change. 1.3 Determine how projects can facilitate organisational change. 1.4 Evaluate the role of stakeholders in creating requirements for projects.
2. Critically evaluate several project types and execution models.	2.1 Demonstrate critical understanding of project types and execution models. 2.2 Critically evaluate linear, agile and novel methodologies. 2.3 Explain and assess the role of standards in project management. 2.4 Demonstrate sound knowledge of how to apply new technologies to project management.

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3. Apply concepts, tools and techniques for proposing, planning, resourcing, budgeting, monitoring, controlling and quality-assuring projects.	3.1 Produce a project proposal. 3.2 Review methods and tools for planning projects. 3.3 Select and apply appropriate tools and methods for project resourcing and estimation. 3.4 Select and apply appropriate tools and methods for project monitoring and control. 3.5 Review and select appropriate principles and standards to quality assure a project.
4. Discuss and evaluate the project manager's role in ethical leadership, relationship management, communications, networking and the management of cultural issues.	4.1 Critically explain the role of a project manager. 4.2 Evaluate the role of the leader, and how it is different to that of the manager. 4.3 Understand and ensure ethical delivery of a project. 4.4 Plan relationship management and project communications. 4.5 Assess the impact of culture on projects, and critically review how cultural issues in a project can be managed.
5. Critically assess strategies for managing risk, uncertainty and ambiguity.	5.1 Select and apply an appropriate framework for managing risk. 5.2 Critically review uncertainty and ambiguity in a project and their potential impact.
6. Evaluate the outcomes of projects.	6.1 Explain the closure phase and discuss why it can be problematic. 6.2 Plan the closure of a project. 6.3 Develop a framework to evaluate the success of a project.

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Syllabus Content

Topic	Course coverage
Organisations, Projects and Change	- Overview of organisations in society: structure and behaviour. - Why organisations change. - The role of projects in implementing change in organisations. ***Learning outcomes: 1,5,6***
Stakeholders and Requirements	- Stakeholders and how to understand them. - The sources, collection and analysis of project requirements. - The management, development and validation of requirements. ***Learning outcomes: 1,2,4,5,6***
Types and Categories of Project	- Frameworks for understanding different types of projects. - The implications of project typology for the management approach. ***Learning outcomes: 1,2.3***
Before the Project Starts: Concept, Business Case and Proposal	- Project conception. - Business case. - Proposal. - Initiation. ***Learning outcomes: 1,2,3,4,5,6***
Project Execution Standards and Methodologies	- Linear methodologies. - Agile methodologies. - Novel methodologies - The role of standards and frameworks in project management - IT and project management ***Learning outcomes: 2,3,4,5***
Planning, Resourcing and Financing Projects	- Planning. - Resourcing and estimating. - Budgeting and value analysis. - Analytical tools for projects. - Software for planning and resourcing. ***Learning outcomes: 3***
Monitoring, Control and Quality Assurance	- Monitoring the project. - Controlling the project during execution. - Quality: concept, principles and practical approaches. ***Learning outcomes: 3,6***
Leadership	- Management and leadership. - Theories of leadership.

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	• Characteristics of good leaders.
	• Ethical leadership.
	• Motivation: getting your co-workers to do what you want them to do.
	Learning outcomes: 4
Communication and Relationships	• Theories and models of communication.
	• Negotiation.
	• Conflict resolution.
	• Relationship management.
	• Networking and social media.
	Learning outcomes: 4,5
Culture and the International Context	• What is culture and why does it matter?
	• International projects.
	• The impact of cultural differences on projects.
	• Management of cultural issues.
	Learning outcomes: 1,4
Managing Risk, Uncertainty and Ambiguity	• Risk identification and analysis.
	• Management of risk.
	• Risk mitigation.
	• Uncertainty and ambiguity.
	Learning outcomes: 5,6
The Meaning of Project Success	• Understanding project closure.
	• Evaluation of outcomes.
	• Perceptions of success and failure.
	Learning outcomes: 1,6
Organisations, Projects and Change	• Overview of organisations in society: structure and behaviour.
	• Why organisations change.
	• The role of projects in implementing change in organisations.
	Learning outcomes: 1,5,6

Assessments
Assignment (100%)
See also *Section 3* above

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5.9   International Marketing Strategy

Title:	International Marketing Strategy

RQF code:	TBC	Credits	20	Level	7

Lectures:	Tutorial:	Seminar:	Private Study:	Assessment:	Total qualification time:
24	24	12	100	40	200

Guided Learning hours	60

Aims of the Unit:

Students will develop a critical understanding of international marketing strategy in the context of global operations. Students will learn to effectively satisfy the strategic objectives of organisations in domestic markets and across national borders.

- Understand a range of theoretical and conceptual principles that can be applied to the development of a robust international marketing strategy
- Evaluate the implementation and management of international marketing strategies and tactics in a global context
- Develop and manage strategic marketing initiatives as a marketing specialist

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Critically assess the strategic importance of international marketing	1.1 Critically evaluate the elements of the international marketing environment 1.2 Critically appraise the differences between international and domestic marketing 1.3 Discuss the world trading environment and barriers to world trade.
2. Critically appraise the social and cultural considerations in international marketing	2.1 Critically appraise culture and consumer behaviour 2.2 Critically analyse social and cultural influences and the implications for international marketing
3. Examine how market research is conducted internationally	3.1 Understand the purposes of market, product, service and promotion research 3.2 Critically assess the issues associated with conducting international research 3.3 Critically assess international market segmentation

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4. Critically assess the methods used to enter an international market	4.1 Critically assess the available market entry strategies 4.2 Critically assess the influences on image, brand and positioning 4.3 critically assess the influences on the final choice of distribution channel
5. Critically appraise the implementation of an international marketing strategy	5.1 Critically assess challenges for international marketing communications 5.2 Critically appraise the tools used to develop an international marketing strategy 5.3 Apply the tools used to develop an international marketing strategy

Syllabus Content	
Topic	**Course coverage**
The International Marketing Environment	• The strategic importance of international marketing • The international marketing environment • Differences between international and domestic marketing *Learning Outcome: 1*
The Macro Environment and Global Markets	• Globalisation and the reasons why countries trade • Barriers to world trade • The development of world trading groups *Learning Outcome: 1*
Social And Cultural Factors	• Social and cultural factors that influence international marketing • Culture and consumer behaviour • Cross cultural analysis *Learning Outcome: 2*
International Marketing Research And Opportunity Analysis	• The role of marketing research • Opportunity identification and analysis • International marketing segmentation *Learning Outcome: 3*
Market Profile Analysis And Primary Research In International Markets	• Market Profile Analysis • Market research methods • Cultural effects on research *Learning Outcome: 3*
Drivers of International Marketing Strategy Development	• Drivers of international expansion • International marketing strategies • Factors impacting internationalization • International vs Global *Learning Outcome: 3*

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Market Entry Strategies	• Market entry methods • Criteria for market entry selection • Risk and Control ***Learning Outcome: 4***
The International Marketing of Products And Services	• Managing products and services across borders • International image, brand and positioning • Company orientation in global strategy development ***Learning Outcome: 4***
International Distribution Strategies	• Channel selection and challenges • Relationship building across borders • Managing intermediaries • Trends in international markets ***Learning Outcome: 4***
The Management of International Communications	• The role of marketing communications • Developing an integrated international marketing communications strategy • Standardisation and adaption • Effective tools for marketing communications ***Learning Outcome: 5***
International Marketing Strategy Development – The Marketing Plan	• Elements of Marketing Planning (SOSTAC framework) Part 1 • Situation Analysis • Objectives • Strategies ***Learning Outcome: 5***
International Marketing Strategy Development – The Marketing Plan	• Elements of Marketing Planning (SOSTAC framework) Part 2 • Tactics • Actions • Control ***Learning Outcome: 5***

Related National Occupational Standards (NOS)
TBC

Assessments
Assignment (100%)
See also *Section 3* above

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5.10 Entrepreneurship and Innovation

Title:	Entrepreneurship and Innovation

RQF code:	TBC	Credits	20	Level	7

Lectures:	Tutorial:	Seminar:	Private Study:	Assessment:	Total qualification time:
24	24	12	100	40	200

Guided Learning hours	60

Aims of the Unit:

Students will understand that entrepreneurship is a key area of businesses. It applies to small sole traders and large corporations. The link with innovation is symbiotic and the focus of this unit on both areas highlights how enterprises grow and the benefits and risks to innovation. Students completing this unit will:

- Be equipped with the skills necessary for entrepreneurship
- Understand the academic theory and practical steps for successful disruptive entrepreneurship
- Learn how to launch and manage an enterprise
- Learn how to pitch to investors and create a persuasive business plan

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Critically evaluate Enterprise, Entrepreneurship and the characteristics of the entrepreneur.	1.1 Critically evaluate the personal characteristics and motivations of an entrepreneur. 1.2 Critically assess the business and delivery models of enterprises.
2. Critically evaluate the requirements for the early development of an enterprise.	2.1 Critically evaluate funding options for an enterprise. 2.2 Appraise the business information required for an enterprise. 2.3 Assess the research methods available to an entrepreneur. 2.4 Explain the methods of environmental scanning. 2.5 Examine the stages of development of an enterprise
3. Analyse the role of idea generation within an enterprise	3.1 Critically understand and apply theories of creativity & of idea generation. 3.2 Apply the 4 Ps of innovation to develop an enterprise.

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4. Critically assess success factors for entrepreneurship	4.1 Examine the development of competitive advantage.
	4.2 Appraise methods of managing an enterprise.
	4.3 Assess the use of technology within an enterprise.
	4.4 Assess sources of risk for an enterprise.
	4.5 Critically assess the reasons for the failure of an enterprise within the start-up phase
	4.6 Understand and appraise the benefits of creating an enterprising culture.
5. Examine the key theories of innovation, disruptive entrepreneurship and patterns of adoption innovation and disruptors	5.1 Examine key theories of innovation; creative destruction, open innovation, and disruptors.
	5.2 Assess the adoption profile and diffusion of innovation.
	5.3 Assess innovation success through performance measurement.
6. Justify the need for and content of a business plan and pitch	6.1 Develop a structured business plan containing an assessment of the product, requirements, risk, funding and detailed operational processes.
	6.2 Develop a pitch that delivers key information to potential investors and stakeholders.

Syllabus Content	
Topic	**Course coverage**
Understanding Enterprise and Entrepreneurship	• The mindset of entrepreneurs • Characteristics of an entrepreneur • Motivations for starting an enterprise; trait theory, push-pull motives, 'born or made' • Models of Enterprises • B2B, B2C, C2C Strategies • Models of business (eg auction, freemium, bait, and hook) • Social Enterprises • Local and international examples *Learning Objectives: 1*
Creativity and Idea Generation	• Creatively (Wallas) • Idea generation (Schumpeter and Drucker) • Understanding the 4 Ps of innovation *Learning Objectives: 3*

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External Influences	- The Global Entrepreneurship Monitor - Funding for Enterprises: - Direct and indirect sources - Personal commercial and public finance - Crowdfunding - Cryptocurrencies - Environmental scanning - The stages of development of an enterprise - The importance and control of cash during the start-up period *Learning Objectives: 2, 4*
Research methods	- Accessing and analysing research required for a developing. - Research and sampling techniques *Learning Objectives: 2*
The Entrepreneurial Business plan	- The contents of a plan - The role and relevance of a plan - Examples of successful plans - Understanding how to develop a plan - Local and international examples *Learning Objectives: 6*
Innovation and Disruptors	- Understanding innovation - Key theories of innovation: - - Creative disruption – Schumpeter (1942) - Chesbrough – Open Innovation (2003) - Diffusion of Innovation (EM Rogers 1962) *Learning Objectives: 5*
The Innovation Lifecycle and adoption of innovation for an enterprise	- Fluid, Transitional and Specific Phases of innovation - Adoption Profile of Innovation - Examples of adoption by the marketplace - Local and international examples *Learning Objectives: 5*
Enterprise, innovation and measuring innovation performance	- Innovation Value Chain (Birkinshall 2007) - Supporting innovation within the business - Incremental or radical innovation - Measuring innovation performance *Learning Objectives: 4, 5*
Managing an enterprise	- Growth - Funding growth - Exit Strategy - Performance Management - Redeveloping strategy at each stage of the entrepreneurial business cycle *Learning Objectives: 2, 4*

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Success Factors for entrepreneurship	- Emotional intelligence - Competitive advantage: - Innovation process model - Porter's Generic Strategy - Bowman's Strategy clock - IPR and value to entrepreneurship - Advancing technology within entrepreneurship - Local and international examples ***Learning Objectives: 1, 4***
The Business Pitch	- Writing and presenting business pitches - Examples and practice ***Learning Objectives: 6***
Enterprising Cultures – Intrapreneurship and innovation	- Creating an enterprising culture - Sources of risk for an enterprise - Causes of failure - Local and international examples ***Learning Objectives: 4***

Assessments
Assignment (100%)
See also *Section 3* above

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6. Results and Certificates

The grade descriptors Pass, Merit and Distinction are awarded by Unit to successful candidates.

Pass	Merit	Distinction
40-59	60-69	70+

Candidates who obtain an overall Unit mark of below 40 are classed as *failed* in the Unit and may resit.

A final Qualification mark for the Pre-Master's in Business will be awarded on successful completion of all 6 chosen Units. This is calculated by multiplying the candidate's unit mark with the unit's number of credits. The total of this is then divided by the total qualification points

Grade Descriptors incorporate characteristics intended to provide a general indication of assessment performance in relation to each Unit's Learning Outcomes in this specification. The final Unit grade awarded will depend on the extent to which a candidate has satisfied the Assessment Criteria. A qualification is awarded when the candidate has achieved at least a pass in all Units.

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

7.   Further Information

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Appendix 1 Grade Descriptors

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

Grade descriptors for Developing English Language Skills

Learning Outcome	Pass	Merit	Distinction
Be able to communicate confidently, speaking on a range of familiar topics, using appropriate tenses, vocabulary and register	Demonstrate adequate level of communication	Demonstrate robust level of communication	Demonstrate highly comprehensive level of communication
Be able to comprehend the main content and overall meaning of a range of general texts in English	Demonstrate adequate level of comprehension	Demonstrate robust level of comprehension	Demonstrate high level of comprehension
Be able to write factual, descriptive and explanatory texts, utilising a range of linguistic structures and vocabulary, to complete clearly defined tasks	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Be able to apply a range of listening strategies in order to understand predictable discussions and basic factual presentations	Demonstrate adequate and appropriate application	Demonstrate sound and consistently appropriate application	Demonstrate detailed and highly appropriate application

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Grade descriptors for English for Academic Purposes

Learning Outcome	Pass	Merit	Distinction
Be able to utilise different 'pre', 'while' and post reading strategies to understand academic texts	Demonstrate adequate and appropriate use	Demonstrate appropriate and effective use	Demonstrate highly appropriate and effective use
Be able to demonstrate an appropriate academic vocabulary	Demonstrate an adequate vocabulary	Demonstrate a robust vocabulary	Demonstrate a comprehensive vocabulary
Be able to structure sentences, paragraphs and full texts to suit academic requirements	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Be able to utilise 'pre', 'while' and post listening strategies to understand different speakers and academic topic information	Demonstrate adequate and appropriate use	Demonstrate appropriate and effective use	Demonstrate highly appropriate and effective use

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Grade descriptors for Advanced English Language Skills

Learning Outcome	Pass	Merit	Distinction
Be able to communicate confidently, speaking on a range of familiar and unfamiliar topics, using appropriate tenses, vocabulary and register	Demonstrate adequate level of communication	Demonstrate robust level of communication	Demonstrate highly comprehensive level of communication
Be able to comprehend the main content and overall meaning of both general and more unfamiliar English texts	Demonstrate adequate level of comprehension	Demonstrate robust level of comprehension	Demonstrate high level of comprehension
Be able to write structured, factual, descriptive and explanatory texts, utilising complex linguistic structures and vocabulary	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Be able to apply a range of listening strategies in order to understand lengthy predictable discussions, factual presentations and more abstract conversations	Demonstrate adequate and appropriate application	Demonstrate sound and consistently appropriate application	Demonstrate detailed and highly appropriate application

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Grade descriptors for Study and Communication Skills

Learning Outcome	Pass	Merit	Distinction
Be able to take effective notes from a variety of sources	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Understand how to work out the meaning of unfamiliar content	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand common steps in producing academic work	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to produce a piece of academic work suitable for this level, following a drafting process	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Understand different learning styles	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding

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Grade Descriptors for Information Systems and Knowledge Management

Learning Outcomes	Pass	Merit	Distinction
Examine the strategic role of information and knowledge management within an organisation	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors.
Critically assess how information and knowledge management strategies serve business strategy within an organisation	Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications.	Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long-term implications.	Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long-term implications.
Critically assess tools and techniques available to organisations to support development of IMS and KMS strategies and plans	Undertake application of appropriate methodologies to complex problems to offer justified solutions.	Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions.	Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions.
Be able to develop an appropriate resource investment and management strategy for a given organisational situation	Demonstrate adequate understanding of the wider context of the field.	Demonstrate sound understanding of the wider context of the field.	Demonstrate comprehensive understanding of the wider context of the field.
Be able to critically evaluate governance and strategic planning frameworks for IM and KM in an organisation	Design and undertake appropriate research or development activities leading to acceptable conclusions.	Design and undertake detailed research or development activities leading to well supported and appropriate conclusions.	Design and undertake thorough and detailed research or development activities leading to well supported and convincing conclusions.

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Grade Descriptors for Project Management

Learning Outcomes	Pass	Merit	Distinction
Discuss and evaluate the role of projects in the organisational context.	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors.
Critically evaluate several project types and execution models.	Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications.	Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long term implications.	Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long term implications.
Apply concepts, tools and techniques for proposing, planning, resourcing, budgeting, monitoring, controlling and quality-assuring projects.	Undertake application of appropriate methodologies to complex problems to offer justified solutions.	Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions.	Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions.
Discuss and evaluate the project manager's role in ethical leadership, relationship management, communications, networking and the management of cultural issues.	Demonstrate adequate understanding of the wider context of the field.	Demonstrate sound understanding of the wider context of the field.	Demonstrate comprehensive understanding of the wider context of the field.
Critically assess strategies for managing risk, uncertainty and ambiguity.	Deliver key information in a structured manner that demonstrates adequate communication skills	Deliver key information in a clear and understandable manner that demonstrates sound communication skills	Deliver key information in convincing and comprehensive manner that demonstrates excellent communication skills
Evaluate the outcomes of projects.			

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Grade Descriptors for International Marketing Strategy

Learning Outcomes	Pass	Merit	Distinction
Critically assess the strategic importance of international marketing	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors.
Critically appraise the social and cultural considerations in international marketing	Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications.	Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long-term implications.	Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long-term implications.
Examine how market research is conducted internationally	Undertake application of appropriate methodologies to complex problems to offer justified solutions.	Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions.	Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions.
Critically assess the methods used to enter an international market	Demonstrate adequate understanding of the wider context of the field.	Demonstrate sound understanding of the wider context of the field.	Demonstrate comprehensive understanding of the wider context of the field.
Critically appraise the implementation of an international marketing strategy	Design and undertake appropriate research or development activities leading to acceptable conclusions.	Design and undertake detailed research or development activities leading to well supported and appropriate conclusions.	Design and undertake thorough and detailed research or development activities leading to well supported and convincing conclusions.

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Grade Descriptors for Entrepreneurship and Innovation

Learning Outcomes	Pass	Merit	Distinction
Critically evaluate Enterprise, Entrepreneurship and the characteristics of the entrepreneur	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors.
Critically evaluate the requirements for the early development of an enterprise.	Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications.	Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long-term implications.	Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long-term implications.
Analyse the role of idea generation within an enterprise			
Critically assess success factors for entrepreneurship	Undertake application of appropriate methodologies to complex problems to offer justified solutions.	Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions.	Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions.
Examine the key theories of innovation, disruptive entrepreneurship and patterns of adoption, innovation and disruption	Demonstrate adequate understanding of the wider context of the field.	Demonstrate sound understanding of the wider context of the field.	Demonstrate comprehensive understanding of the wider context of the field.
Justify the need for and content of a business plan and pitch	Design and undertake appropriate research or development activities leading to acceptable conclusions.	Design and undertake detailed research or development activities leading to well supported and appropriate conclusions.	Design and undertake thorough and detailed research or development activities leading to well supported and convincing conclusions.
	Deliver key information in a structured manner that demonstrates adequate	Deliver key information in a	Deliver key information in

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	communication skills	clear and understandable manner that demonstrates sound communication skills	convincing and comprehensive manner that demonstrates excellent communication

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Grade Descriptors for Leadership, People and Change Unit

Learning Outcomes	Pass	Merit	Distinction
Critically apply the concept and theories of leadership to organisational settings Critically evaluate approaches to leading strategy and shaping culture Evaluate the range of policies and practices that give support to leading and manging people Critically evaluate approaches to leading organisational change	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors. Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications. Undertake application of appropriate methodologies to complex problems to offer justified solutions.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors. Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long-term implications. Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors. Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long-term implications. Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions.

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Grade Descriptors for Digital Marketing and Communication

Learning Outcomes	Pass	Merit	Distinction
Critically assess the opportunities and challenges for digital marketing and communication presented by disruptive technology and digital transformation. Explain the changing nature of digital customers Analyse different tools and techniques to develop a digital marketing strategy. Develop digital activities to support and enhance multichannel marketing Justify the application of digital marketing innovation to monitor, measure and manage the digital marketing strategy for a chosen organisation	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors. Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications. Undertake application of appropriate methodologies to complex problems to offer justified solutions. Demonstrate adequate understanding of the wider context of the field. Design and undertake appropriate research or development activities leading to acceptable conclusions.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors. Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long-term implications. Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions. Demonstrate sound understanding of the wider context of the field. Design and undertake detailed research or development activities leading to well supported and appropriate conclusions.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors. Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long-term implications. Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions. Demonstrate comprehensive understanding of the wider context of the field. Design and undertake thorough and detailed research or development activities leading to well supported and convincing conclusions.

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