Level 2
Business Qualifications
Suite
Specifications

Level 2 Award in Business Specifications

Contents

About NCC Education

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

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

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

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

1. **Why choose this qualification?**

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

The program is ideal for:

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

NCC Education's Level 2 Business qualifications are:

- **Regulated** by Ofqual and Qualification Wales (QiW) under the Regulated Qualifications Framework (RQF).

- **Quality assured** and well-established in the UK and worldwide.

- **A valuable suite of qualifications in Business** which prepares students to foster a leadership and entrepreneurial mindset. By completing of the level 2 Business qualification, students will develop the skills to thrive in a professional environment and explore their career ambitions. This course introduces students to sample business specialisms and further their education by progressing onto the Level 3 Business qualification suite.

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

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

Structure of the Level 2 Business Qualifications

Qualification Titles, Credits, Units

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

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

In the business sector these qualifications are:

NCC Education Level 2 Award in Business (96 GLH)

NCC Education Level 2 Certificate in Business (168 GLH)

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

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

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

*Values may vary dependent on unit combination selected.

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

M	Mandatory
O	Optional
-	Not Applicable (-)

Level 2 Award in Business- 12 credits

To gain the award, learners <u>MUST</u> achieve the following 2 units.

Basics in Business (TQT: 60 hours/ 6 credits)	Leadership in Business (TQT: 60 hours/ 6 credits)

Level 2 Certificate in Business- 32 credits

To gain the certificate, learners <u>MUST</u> achieve the following 3 units.

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

Level 2 Diploma in Business- 72* Credits

Core Units

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

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

Elective Units

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

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

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

Assessment for the Qualification

1. Assessment Objectives

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

2. Overview of Qualification Unit Assessment

Unit	Assessment Method	
	Global Exam	Global Assignment
Basics in Business	-	100%
Introduction to Business Mathematics	100%	-

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

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

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

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

Administration

1. Assessment Cycles

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

2. Language of Assessment

All assessment is conducted in English.

3. Candidates

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

4. Qualification Entry Requirements

Students must meet the following entry requirements:

- Be working towards their GCSE/IGCSE 'O' Levels or an equivalent qualification in their own country and be predicted 4 subjects with minimum grades of 'C', '4' or equivalent* in each. These should include Mathematics and English.

- The NCC Education Level 2 Business suite syllabus and assessment is suitable for candidates aged 14 and above (at Key Stage 4 of the English national curriculum) as well as older (including adult) learners.

- It is expected that candidates who are non-native English speakers are able to cope with the demands of preparing for and taking the NCC Education Level 2 Business suite qualification assessment in English.

5. Eligibility Period

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

6. Resits

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

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

Syllabus

1. Basics in Business (BB 1.0)

Module overview

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

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

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

Title	Basics in Business
Credits	6
Level	2
Type	Core

Guided Learning Hours	48 hours	Total Qualification Time	60 hours

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

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

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

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

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- Designing jobs and working patterns
- Ensuring equality.

What is work? Explore the word 'work' and it can also be applied to non-paid activities

Explore employees' behaviour at work by understanding their motivations.

- What motivates them to work?
- Do they feel they are being assessed and rewarded fairly?
- Do they have opportunities to develop themselves in their work and are they properly trained for the tasks set for them?
- Do they feel they are being treated equally?
- Are they being given the opportunity to do work that is meaningful to them?

Factors influencing their motivation to work.

- Money
- Satisfaction of a job well done
- Chance to make a difference
- Chance to interact with others (customers, colleagues, etc.)
- Good annual leave entitlement
- Opportunities for growth, in terms of both their professional knowledge and skills and your personal development.

Discuss motivational strategies that organisations can provide:

- Financial incentives for some
- Time off work for others
- They might ensure that people feel that they are contributing to organisational objectives.

Discuss various concepts relating to motivation for work.

- Relationships between work motivation and various types of needs, ranging from the purely physiological to the need for personal growth and self-actualisation
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15				• The role of achievement, responsibility and career advancement compared to characteristics of the work content (e.g. salary, company policies and relations with other employees) • The nature of rewards and other outputs that people expect from work in exchange for the inputs in the form of education, skills and work hours • The limitations of motivation theories. Explore intrinsic and extrinsic motivation of students to study this course Intrinsic: • The desire to learn new things • A personal interest in a particular subject • The need to challenge yourself and get some sense of achievement. Extrinsic: • The need for a qualification to get a particular job or a promotion • The status attached to obtaining a qualification • Social pressures to gain a qualification. Both extrinsic and intrinsic gain a qualification to have better promotion opportunities. Consider what organisations can do to keep staff motivated using motivation theories: • Maslow's hierarchy of needs • Herzberg's two factor theory • Vroom's expectancy theory Map possible actions to the correct level of need on Maslow's hierarchy: • Attractive salary • Challenging job assignments • Company sports or social clubs • Discretion over main activities • Encouraging creativity • Encouraging open communication

			• Free or subsidised catering • Good pension provisions • 'No redundancy' policy • Office parties and outings • Private health insurance • Promotion • Public recognition of achievement • Regular positive feedback ***Learning Outcome: 2***
3	Recruitment and reward	3/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Discuss ways in which people are managed in organisations 1. Identify key stages of the recruitment and selection process and the challenges of recruitment 2. Identify the main elements of job design 3. Explain why job design is important for employee motivation, recruitment and selection Examine key aspects of the process of recruitment and selection, and the issues these raise for both candidates and organisations. Use ICT to research and critically analyse a variety of online job adverts and job descriptions. • What sort of information about the job and the person they are looking for is included in the advert and job description document? What other information is included? • If you were considering applying for this position, is there any information that you would like to have about the job or the organisation that isn't provided? Why do you think it's not provided? • Looking at the job details and application form, what sort of person (e.g. experience, skills, personal characteristics) do you think the organisation is looking for?

17				• What experience does the job require? • Is the job specification clearly apparent? • What tasks does the job entail? • What responsibilities does the job entail? Discuss key information provided in the job description and person specification: • Job title • Job purpose • Organisational unit, i.e. where the job is located • Key responsibilities • Engagement with other functions or units in the organisation • Professional skills (from technical to interpersonal and problem solving) • Personal attributes (such as accuracy and ability to pass information on quickly) • Previous work experience of the candidate. Communicate what is not included in job descriptions and why: • What it is like to work for the organisation • Whether they are likely to get on with the other people working in that department. These things are quite difficult to describe objectively. • Not in the interest of the organisation, e.g. if there is a problem culture • Details about pay Examine selection methods: • Psychometric tests • Interview • Written test • Assessment centre • References • Previous placement

			- A day spent at the company - A tour of the workplace and time with colleagues Explore Job design - key perspectives on job design - how job design affects employee motivation and helps employers achieve their business goals? - Taylorism theory Understand ways to assess people at work - Performance management - Appraisals - Rewarding people for work - Executive pay - Performance-related pay in practice Explain methods for training and development at work - Developing people at work - Training and development in organisations - Skills audit ***Learning Outcome: 2***
4	Financial information for business	4/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Financial information for business - Different legal forms of business - The purpose of accounting and finance - Information that businesses need to provide to their stakeholders. - Assessing a business's financial health. - The importance of goals and business plans Financial statements – - Income and expenditure - Performance statement

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

| 6 | Consumer behaviour | 6/12

Lectures: 1 hr
Tutorials: 1 hr
Seminars: 2 hrs
Private study: 1 hr | Understand consumers and their environment to achieve a marketing orientation:

• What motivates consumers and how they behave
• Different types of customers, with particular emphasis on the distinction between consumers and business customers
• A few models of buyer behaviour
• Why consumption is a significant social and cultural activity that marketers need to understand to be successful.

Explore models of consumer behaviour and their importance in creating a marketing plan

• A simple model of consumer behaviour
• Different types of consumer behaviour
• The buyer decision process

Social and cultural aspects of consumption

• Consumer society
• Consumption as pleasure
• Consumption and identity

Learning Outcome: 2 |
| 7 | Economic context of business | 7/12

Lectures: 1 hr
Tutorials: 1 hr
Seminars: 2 hrs
Private study: 1 hr | Describe key concepts of economics:

• Describe what is meant by the term 'economics'
• Explain the nature and elements of an economic system
• Describe what is meant by the term 'market equilibrium' and the impact of changes in the determinants of demand and supply on equilibrium price and output
• Describe the concept of market structure and the various types of market structure

Identify the difference between microeconomics and macroeconomics and the |

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

			• Elkington's Triple Bottom Line (TBL) – business sustainability measured by three pillars – economic, environmental and social. Use ICT to research, identify and present information on a business that is valued and visit the corporate website to see CSR activities. • Discuss business gains and activity expectations. • What might be the purely business advantages of exceeding social expectations of CSR? Understand the criticisms of CSR • It is the role of elected government not CSR. • It is outside of the remit of businesses. ***Learning Outcome: 5***

9	Global context of business	9/12
		
		Lectures: 1 hr
		
		Tutorials: 1 hr
		
		Seminars: 2 hrs
		
		Private study: 1 hr
			Global context of business
			
			• Demonstrate knowledge of how global value chains impact all businesses and how they function within a wider global context
			• Discuss the role of theories of globalisation, transnational practices and international business ethics
			• Explain what is meant by economic globalisation and use quantitative data to discuss its development
			• Identify the main drivers towards globalisation and their impact on business
			  o Cost drivers
			  o Government drivers
			  o Technological drivers
			  o Market drivers
			• Discuss the continuing role of the state in the context of economic globalisation
			• Apply concepts relating to economic globalisation to a variety of case studies

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

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

Assessment Type
• 100% Written assessment

References / Reading list
• Carroll, A. (1991) 'The pyramid of corporate social responsibility: Toward the moral management of organizational stakeholders', Business Horizons, vol. 34, issue 4, pp. 39–48. • Crane, A., Matten, D., Glozer, S. and Spence, L. (2019). Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization. 5th edn. Oxford: Oxford University Press. • Eden, C. and Ackermann, F. (2012) Making Strategy: Mapping out Strategic Success. London: Sage. • Elkington, J. (1994) "Towards the Sustainable Corporation: Win-Win-Win Business Strategies for Sustainable Development," *California Management Review 36*, no. 2, pp. 90–100 • Friedman, M. (1970) 'The Social Responsibility of Business is to Increase its Profits', The New York Times Magazine, 13 September. • Lawton, A., Rayner, J. and Lasthuizen, K. (2013) Ethics and Management in the Public Sector, London: Routledge.

Mapping of ILOs

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

2. Leadership in Business (LB 1.0)

<u>Module overview</u>

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

Title	Leadership in Business
Credits	6
Level	2
Type	Core

Guided Learning Hours	48	Total Qualification Time	60

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

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

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

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

	situation approach to leadership	Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	• Behaviour approach to leadership • Situation approach to leadership • Problem-solving and leadership examining the Three stage problem-solving model by Henry and Martin (1993) Explore leadership skills • Communication skills – in writing and orally, making presentations and giving speeches • Numeracy skills – particularly in being able to budget and understand budgets • Influencing skills – the ability to sway the opinion and action of people inside and outside the organisation • Delegating skills – to be able to allocate work to others in a way that ensures they know what is expected of them • Motivation skills – to encourage people who carry out the work to be enthusiastic about the tasks assigned to them • Problem-solving skills – to tackle day-to-day and longer-term issues. ***Learning Outcome: 1, 2***

4	Collective Leadership	4/12
		
		Lectures: 1 hr
		
		Tutorials: 1 hr
		
		Seminars: 2 hrs
		
		Private study: 1 hr
			Collective leadership
			
			• Define collective leadership
			• Advantages and disadvantages of collective leadership
			• Explore reasons why collective leadership might be beneficial
			  o for individuals
			  o for workers
			  o for organisations
			  o or for society more widely?
			
			Examine features of contemporary society that are enabling a move towards collective leadership
			
			• Social context

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

33				• Using a theory – analysing past situations (how the leader previously behaved in a particular way), to help us deal with future situations. • The theory is not always based on good evidence. Examine identity theories 1. Identity theories see people (leaders) in ways that are less *determined* (set forever) by their birth, childhood, DNA or any other characteristics. 2. Identity theories view people (leaders) as inherently social and always in relationships with each other (for good or ill) and tend to disregard the view that they are just lots of isolated individuals with their own private thoughts and actions. Identity acknowledges the social nature of people, thinking about ourselves and each other in a more collective way through shared understandings. Identity (and leadership) is always considered as *relational*, meaning that we always act in relation to, or with, someone else. One theory of identity is the idea that we are all social actors, constantly *performing*, as though putting on a show for different audiences at different times 3. Because explanations of identity usually acknowledge its political nature, they are attentive to its hierarchical character. This means that power is distributed unequally, so that some identities are more dominant and powerful, while others are marginalised. For example, by paying attention to the political nature of labelling, much has been written about the problems of ethnicity, gender, sexuality and age in the workplace

			and the ways these are constructed. One of the downsides of identity theory is that if people are constantly changing it becomes impossible to make any predictions about how they might act. ***Learning Outcome: 3***
6	Ethics and leadership	6/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Explore traits and behaviours of different leaders • Explore and discuss the idea of a 'good' leader • Explore and discuss the idea of an 'ethically good' leader • Explore and discuss the idea of a 'bad' leader Explore four types of ethical leaders (Treviño et al, 2000) • Hypocritical leader • Ethical leader • Inconsistent leader • Unethical leader Examine Kant's approach to principles and apply to a sportswear company or another company of choice. • Intention • Reason • Freedom ***Learning Outcome: 4***
7	Inclusiveness and diversity	7/12 Lectures: 1 hr Tutorials: 1 hr	Define inclusiveness and diversity and the benefits for a workforce to be inclusive and diverse. Explore how to harness diversity and foster an inclusive culture

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

| | | | | situations of practice. This can be contrasted with idealised models of leadership, including those based on competencies.
• Leadership is an embodied, emotional practice. One of the consequences of this is that it cannot easily be measured or separated from the situations and relationships of its practice.

Explore the concept of mindful leadership (Sinclaire, 2016) and associated benefits

• The importance of being, listening and valuing the present
• Practising mindfulness can be valuable to leaders, both in helping them to manage their relationships with others and in enabling them to care for themselves.
• Leading mindfully involves seeking to 'be' more and 'do' less and deciding where to concentrate attention and energy in your leadership practice.
• A practice involving self-acceptance as well as acceptance of others
• An awareness of the interconnectedness of things, as a basis for care and compassion.
• Stepping back from the situation at hand for personal benefits e.g. feeling less rushed or overwhelmed and finding more time and energy for family, friends and relaxation.
• Moving away from leading as continually doing means that when you do act, it is likely to be more impactful and resonant with others.

Learning Outcome: 1,2 |

9	The relational, situated nature of leadership	9/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Examine Relational leadership • Definition • Benefits • The use of storytelling in leadership to change conversations ***Learning Outcome: 1, 2***
10	Coping with conflict and change	10/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Coping with conflict and change • Change leadership and conflict • Leading Change • Causes and Leadership responses to conflict • Constructive dissent • Analyse conflict and change in organisations using Grint's model • Explore reasons why constructive dissent is a challenging idea ***Learning Outcome: 2***
11	Leading in uncertain times	11/12 Lectures: 1 hr Tutorials: 1 hr Seminars: 2 hrs Private study: 1 hr	Examine the challenges of leading during VUCA (volatility, uncertainty, complexity, and ambiguity) times. Using the VUCA model look up organisations and discuss how they have changed in VUCA world and what implications this has for leaders in business. • Some employers are predicting a long-term shift to remote working • There has also been a trend for people to move out of the city and property companies are researching the long-term impact of this on property values. • Some industries, particularly in travel, retail, and hospitality, have had to re-think their business models. Others, particularly in digital technology, have boomed and are likely to continue to prosper.

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

		Private study: 1 hr (includes time for final assessment)	which you must conduct. Make sure that your structure is efficient and flexible; make changes as required. • Build partnerships and choose your partners wisely; be sure that you share a common purpose. • Release the corporate spirit (sense of belonging to an organisation); elicit a shared, positive group cohesiveness. You can't impose it, you have to co-create. • Develop today's and tomorrow's leaders: leaders are made, not born. Successful organisations select and develop their leaders in a planned and sustained way. Don't assume leadership is the exclusive preserve of a few; everyone is a leader. Explore functions of a leader (Adair, 1984) • Defining the task: individuals and teams need to have the task with a clear objective that is SMART (specific, measurable, achievable, realistic and time-constrained). • Planning: this requires the generation of alternatives, and this is best done with others in an open-minded, positive and creative way. Contingencies should be planned for, and plans should be tested. • Briefing: a basic leadership function is team briefing and this is essential in order to create the right ambience to promote teamwork, and motivate each individual. • Controlling: Adair wrote in *The Skills of Leadership* that excellent leaders get maximum results with the minimum of resources. To do this leaders need self-control, effective control systems in place and delegation and monitoring skills. • Evaluating: leaders need to be good at assessing consequences, evaluating team performance, appraising and training individuals, and judging people.

				- Motivating: Adair distinguishes six principles for motivating others in his book *Effective motivation* (1996): be motivated yourself; select people who are highly motivated; set realistic and challenging targets; remember that progress motivates; provide fair rewards; and give recognition. - Organising: good leaders need to be able to organise themselves, their team and the organisation (including structures and processes). Leading change requires a clear purpose and effective organisation to achieve results. - Setting an example: leaders need to set an example both to individuals and to the team. Setting a good example is something we must constantly strive for. Define Authentic leadership Students to identify specific capabilities to develop in themselves. - Improved communication skills: consider whether you wish to focus on your written or oral skills (or both). Identify a trusted colleague who would be willing to provide feedback and suggestions for improvement. Ask your HR team for advice on suitable training modules, and conduct an internet search to find any free training that might be helpful. - Better understanding of your organisation's strategy: look on your organisation's website and highlight material that will help you understand more detail. Be sure to join any briefing sessions offered by your organisation. Ask your manager to spend some time with you to discuss the strategy, or to suggest who else you could speak with. Explore opportunities to be assigned to project teams so that you

				can continue your own personal development. • Managing conflict in a constructive way: improve your understanding of conflict in organisational settings (an internet search will identify helpful reading on this subject) and consider what gives rise to conflict in your own role. Talk to a trusted colleague to seek advice; experiment with different approaches to managing disagreements, reviewing the outcomes with a trusted colleague or friend. • Seeing the bigger picture: consider the value of shadowing a colleague in another team; perhaps this could be someone on whom you rely, or who relies on you, in terms of work flow. Spend some time seeing the world through their eyes, and use that opportunity to find ways to improve your working relationship and the quality of your respective delivery. Identify desirable leadership characteristics Identifying shared characteristics Identify leaders you admire and list key leadership characteristics and assess what skills you would like to develop or build upon. Create a leadership development plan. Identify how you experience Adair's seven roles of strategic leadership. A skill: a learned ability to do something well. A behaviour: how a person conducts themselves towards other people. A value: principles or standards of behaviour, judgements about what is important. Knowledge: acquired information.

			Experience: practical contact with and observation of facts or events by doing, seeing or feeling something. ***Learning Outcome: 1, 2, 3, 4, 5.***

Assessment Type
• 100% Written assessment

References / Reading list

- Adair, J.E. (1984) *The skills of leadership.* Aldershot: Gower.
- Barak, M. E. M. (2017) *Managing Diversity: Toward a Globally Inclusive Workplace*, USA, Sage Publications.
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- Cunliffe, A.L. and Eriksen, M. (2011) 'Relational leadership', *Human Relations*, 64(11), pp. 1425–49.
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- Sinclair, A. (2016) *Leading Mindfully: How to Focus on What Matters, Influence for Good, and Enjoy Leadership More*. Crows Nest, NSW, Australia: Allen Unwin.
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Mapping of ILO's

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

Results & Certificates

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

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

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

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

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

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