Business and Management

Student Handbook

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Welcome

Congratulations on becoming a student.

The relationship that we have with our students is extremely important to us and we want to make sure that you enjoy the experience of learning with us and that we meet your educational needs in terms of your chosen career and by providing pathways of progression to maximise your learning potential.

We believe that we have developed a series of modules and a way of working that will enthuse and excite you, and develop the skills and knowledge via the flexibility offered by online learning.

As such, if there is anything that is preventing you from experiencing and benefitting from this type of learning, then please let us know, so that we can be assured that we are meeting your needs and expectations…

Academic Director

Introduction

The purpose of this Handbook is to provide you with information about your chosen programme of study and to direct you to other general information about studying with the college.

This Handbook should be read in conjunction with other guidelines available on the college website, including all referenced Annexes to this document and other supporting documentation.

The material in this Handbook is as accurate as possible at the time of production. Please forward any comments or suggestions relating to the content of this Handbook to the college Administration.

Programme Philosophy

Programme Structure

The college have written a series of business related modules, for online delivery. There are currently 5 levels available:

The college Level 3 in Business ➡ 6 modules

The college Level 4/5 in Business ➡ 20 modules

The college Level 6 in Business ➡ 10 modules

The college Level 7 in Business ➡ 30 modules

The modules have been designed to offer a broad range of skills and knowledge for direct application in the workplace, based on contemporary management practices in real world settings. In addition, they are based on sound pedagogical structures to ensure that the learning is engaging, enjoyable and fun to study.

The college qualifications can be taken on their own or in batches as Continuing Professional Development (CPD) Modules. Accessed and studied in this way will not allow you to gain any credit values for Higher Education progressions but it will provide you with skills and knowledge that can be directly applied to the workplace or the enhancement of your career. In addition, you will receive the college Certification to demonstrate that you have completed your chosen CPD modules.

If, however you undertake all the college modules in each series and undertake, and pass, their corresponding assessments will be granted access to apply for University Top-up degree programmes at the relevant level.

Qualifications and Progression

Understanding the qualification structure is important in terms of how ATHE/the college qualifications fit within the UK Regulated Qualifications Framework (RQF). The RQF is the national credit transfer system for education qualifications in England, Northern Ireland and Wales. The RQF provides a process by which qualifications can be given a value, where one Credit represents 10 hours of learning time and is prescribed by a level of difficulty from entry level to level 8 at the top.

University Pathways

To facilitate University progression to University top-up degrees, the college are an Approved ATHE Centre. ATHE are an Ofqual recognised Awarding Body. Ofqual is the regulator of qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland.

ATHE provide RQF qualifications in Management, Business, Tourism and Health & Social Care. Details of the qualifications that ATHE offer can be found at www.atheuk.co.uk/

The college modules have been mapped to the following ATHE course assessments:

The college Level 3 in Business ➡ATHE Level 3 Diploma in Management (120 Credits)

The college Level 4/5 in Business ➡ ATHE Level 4/5 Extended Diploma in Management (240 credits)

The college Level 6 in Business ➡ ATHE Level 6 Programme (120 credits)

The college Level 7 in Business ➡ ATHE Level 7 Diploma in Strategic Management (120 Credits)

Subject to status and completion of all modules and achievement (Pass) of all online summative and formative assessments will allow students to enter University top-up degree programmes at either BA (Level 6) or MBA (Level 7).

For a list of available top-up routes, please go to the college website

Recruitment and Admissions

Recruitment

Details of the available programmes and their structures can be found on the college website.

To achieve the required entry requirements for each given course, students will be expected to complete a declaration that they have the required level of knowledge and/or experience to embark on their chosen course of study.

For those who wish to progress to a relevant University top-up programme will be required to have the relevant level of English Level proficiency as prescribed by each University partner and in accordance with the National Recognition Centre for the UK (www.naric.org.uk)

Application and Registration

Applications for study should be made through the college website. Those students who wish to have further guidance can speak to the college Admissions Team, where appropriate advice and guidance will be given regarding your chosen programme of study.

Induction

Before students can use the online materials, they will be required to undertake an online induction regarding how to use the materials by referring to the college website.

This will also include an orientation module, so that they can familiarise themselves with the processes and procedures that they will encounter. Students will be able to access the induction module, once they have been provided a unique username and password.

Learning, Teaching and Assessment Strategy

Teaching Methodology

Delivery of learning is through online learning pedagogies with underpinning learner support.

Online Pedagogy

Students will be provided with key concepts and theories, which are underpinned by a series of guided interactive and engaging activities. These have been designed using an online pedagogic approach which facilitates synthesis of knowledge, reflection, and practical application to the work-place. In doing so, real world examples and case studies are used to expose students to contemporary issues and settings.

This approach also develops the analytical skills of students, their ability to problem solve and to develop comprehensible and structured arguments. Students are also provided with access to web links, articles and recommended texts to further develop and consolidate their understanding through self-study.

Webinars

The webinars are designed to expand on the core content and provide students with the opportunity to discuss topics, ideas and theories in a collaborative learning environment facilitated by a Subject Matter Expert. This allows for the sharing of ideas and the stimulation of thought to provide a complimentary depth of learning experience.

Discussion Forums

In addition, students are actively encouraged to use Discussion Forums and Bulletin Boards to interact and share information relating to study courses. This is an effective way to develop an appreciation and understanding from differing perspectives, particularly as students will be from a variety of different cultures around the world.

Recommended Reading

The module format is such that if you utilise all the content and interactive activities, you will have appropriate knowledge to undertaken the assessments and meet the Learning Outcomes for each module. However, each module descriptor also contains a list of recommended texts. These are included to enable you to broaden your knowledge of the subject areas presented. These texts are provided as a guide; however, you do not need to not restrict yourselves to the provided texts. Students who wish to embark on University top-up programmes are encouraged to read as widely as possible to demonstrate that they have researched areas from a variety of different perspectives.

When completing assignments remember that all books and resources used must be referenced appropriately, so make a note of all references used.

Student Workload

In accordance with nationally accepted codes of practice in the UK, each credit unit represents a total of approximately 10 hours of learning. In this programme, each module represents 50 Hours of Study, which is split into 30 hours of Guided Study and 20 Hours of additional self-study, revision time and online assessment.

The ATHE assignments will require that you submit assignments of approximately 5,000 words and you will need to allow sufficient time to research, plan, execute and evaluate your assignments before submission. Although this a general guidance students will not be penalised if they exceed the 5,000-word limit if the content is relevant to the subject.

As such, you will need to balance the time against other commitments and adhere to the principles for effective study found in the Interim Module that you will need to undertake prior to studying with the college as part of your orientation activity.

Learning Support

Tutors

Students will be able to contact external tutors through the Student Dashboard. These tutors will be able to provide students with support during their studies. Students can contact a tutor using the 'Find a Tutor' button on the Dashboard and then sending an internal email directly to them with their query, the tutors are able to assist the student via:

- Email
- Skype
- Telephone

Please be aware that the external tutors work with the college, and as such, they will charge students for their time. The college has secured a flat rate for any 'one to one' sessions that students may need of **£15 per hour**.

Any queries that a student may have, which does not require an hour session can be emailed directly to the college, who will contact one of the tutors on their behalf in order to obtain the answer, there will be no charge for this.

Learners with Particular Requirements

Each student identified is assessed, according to requirements, in line with **Annex - Equal Opportunities and Diversity Policy** and **Annex - Reasonable Adjustment and Special Consideration Policy** to ensure that the assessment is fair and ensuring that where practicable all necessary support will be provided.

Building candidate confidence is an essential aspect when undertaking study by distance/flexible learning, particularly when candidates may be studying in remote locations and/or have not been in education for some considerable time.

As a result, the college ensures that candidates have the opportunity to build confidence in the following ways:

- During the advice and guidance stage of the enrolment process
- During their induction and orientation
- Using clear policies, procedures and ways of working as in the Student Handbook
- Using simple unambiguous language in all learning and assessment material
- Feedback on progress via the Tutorial process
- Social networking and peer support networks/forum

Assessment

Students will be assessed in 2 ways:

1. Formative assessment - ongoing feedback to monitor and improve student Learning, including self-tests and self-assessment. These are designed to check and reinforce learning. Note that undertaking the Multiple-Choice assessments are compulsory, students will not be able to progress to the required formal assessment until they have completed and successfully passed each module.

2. Summative assessment – this is used to evaluate student learning and is undertaken having completed the required online modules. This includes a Multiple-Choice activity, containing 30 questions, which have been mapped against the corresponding Learning Outcomes for each module and the completion of assignment, which covers the required awarding body assessment criteria derived from the Learning Outcomes. All summative assessment will be subjected to the Internal Verification procedures of OBS and the External Verification procedures of the Awarding Body.

Once completed, students will be able to register with ATHE to seek University top-up progression by completing ATHE set assignments designed to apply the knowledge and skills acquired by students to a practical work-based setting and to achieve the required credits for each given qualification. In addition to providing a comprehensive knowledge of each of the major business functions, the structure of the courses ensure that students have the widest possible range of career, employment and higher education options open to them on successful completion of their studies.

Note: All aspects of the college assessment are contained in **Annex - Assessment Policy**

Assignment Grading

Unit assignments are assessed as **Pass** or **Fail**. A Pass grade is achieved by meeting all the requirements defined in the assessment criteria for each Module as defined by ATHE. Students who do not meet the requirements defined in the assessment criteria for each module will be deemed to have failed.

Submission of Assignments

Students will be required to submit assignments electronically. To safeguard against academic malpractice, learners will be required to submit their assignments with a Top Sheet that contains a signed declaration that it is the student's own work. This will be counter-signed by a Mentor, who is known to the student and preferably from their place of work. Refer to **Annex - SAF**

All received assignments will be dated upon receipt and will be subject to checks for plagiarism. Any incidents of malpractice will be subject to the conditions and procedures relating to **Annex - Malpractice Policy.**

Submission Format

Word Process, if possible

We expect that, unless previously agreed, students will submit assignments in typewritten or word-processed format

Identify it

All pages must have the learner name, ID number and page number clearly shown.

Space it

We advise that students submit word-processed work at least one-and-a-half spaced, with wide margins. Similarly, hand-written material must be well spaced: often writing on every other line greatly helps clarity.

Assignment Guidelines

1. Read the assignment questions thoroughly and identify key words and points of issue
2. Formulate a draft assignment plan featuring the main headings and sub-headings of the assignment.
3. Ensure you have good paragraphs of introduction and conclusion with a bibliography reflecting research sources.
4. Produce a contents list at the commencement of the assignment
5. The assignment must be in English and preferably typed with each page numbered. Appendices may be included to feature tabulations and other specified relevant data
6. The sequence of points discussed in the assignment should be logical.
7. The text should be a rational and analytical commentary. Assignments full of assertions and opinions will receive poor (even failing) grades. Logical and well-reasoned arguments will receive high grades. Avoid checklists and any slang language. Summary lists should be fully explained in the text. Ideally use shorter sentences rather than longer sentences. Overall the assignments should have a strategic focus. It should be professionally presented and, where appropriate, be illustrated by examples drawn from your own experiences.
8. All research data used should be referenced in the text and the bibliography.
9. The assignment must represent all your own work and not extracts without acknowledgement from research sources or colleagues/students. Assignments, which copy material from the module or textbooks without acknowledgement, will be given a Fail grade. Do **NOT** copy **any** material from a fellow students' assignment. **BOTH** assignments will be given a Fail grade so don't give your assignment to another student.

10 Keep to the terms of the assignment and do not introduce irrelevant information. Answer the question set, not the one you wish had been set.

11 Ensure the assignment is completed by the date specified and has the required number of words. Diagrams are not considered as part of the word count.

Marking of Assignments

Assignments will be first marked by Study Centre staff and the feedback and grades recorded. They will then be Internally Verified (IV) by a member of the college staff. Assessment decision will then be ratified by the college Exam Board. External Verification (EV) will be undertaken by ATHE in accordance with their Policies and Procedures.

Resubmission of Assignments

Referral - Referrals will be given in the event of insufficient content and/or misinterpretation of assignment tasks, where all assignment questions have been answered or attempted to be answered by the student. In these instances, students will be provided with an opportunity to add content to meet the requirements of the assessment criteria following feedback with their Tutor as long as this is not deemed to be substantial or requires excessive coaching. In this instance the student will use the same assignments as the basis for amendment.

Fail - A failed piece of work will be awarded in the following instances:

- Where a piece of work is not deemed to be entirely the students own work. Refer to **Annex - Malpractice Policy**
- Where no attempt has been made to answer assignment questions
- Where an assignment has not been submitted in time (unless there are pre-agreed or extenuating circumstances. Refer to **Annex - Reasonable Adjustments and Special Considerations Policy**)

In the instance of a Fail being recorded, students will be required to undertake a new assignment.

In the event of a Referral or a Fail Students will be able to re-submit on a maximum of 3 separate occasions.

Referred Assignments

Referred assignments may be resubmitted within 21 days of receipt of the Student Assignment Feedback. The first re-assessment is covered in the fees paid. **Any subsequent resubmission will be charged at the rate of £60 each**, payable on application for the re-assessment.

Student Obligations

Academic Honesty (plagiarism)

Plagiarism refers to students who cheat in examinations or present someone else's material as if it where their own

Very few students commit such offences, but the college believes that it is important that all students understand why academic honesty is a matter of such concern and why such severe penalties are imposed.

What Constitutes Plagiarism?

Some examples of plagiarism are:

- Reproducing or paraphrasing published material without acknowledging the source.
- Presenting information from electronic sources without acknowledging the source
- Passing off ideas, designs, inventions or any other creative work as your own.
- Copying the work of another student.
- Undeclared collusion with another student.
- Getting someone else to do the work for you.

There are degrees of plagiarism, particularly where published work is concerned. Minor instances of plagiarism are at the discretion of the Assessor, for example;

- A student fails to reference work properly.
- A student fails to acknowledge the source of a short section of an assignment.

Where an instance of plagiarism has been treated as minor, a warning will be issued about future conduct. The assignment may receive a lower mark than might otherwise have been awarded. More serious infringements, which cannot be treated as minor, will result in a report to the Programme Manager and a record placed on the students' file. The college Assessment Board will penalise students who are found to have presented plagiarised work for assessment.

For full details, go to **Annex - Malpractice Policy**

Guide to Referencing

When you write your assignment, you will refer to statements and ideas of Authors you have read. As such, you need to show the marker whose ideas they are. There are several reasons why you need to reference:

- To acknowledge and give credit to other people's work, word and ideas
- To allow the reader/marker to be able to locate references easily
- To avoid plagiarism
- To show evidence of the breadth and depth of your reading, research and evaluative skills
- To avoid losing marks

The most commonly used referencing system is the **Harvard system**.

Referencing is a two-stage process: you need to reference in the text of the report or assignment and at the end in a reference list.

Referencing in the Text

The Harvard system uses the **author's surname and date of publication** to identify cited documents **in the text of an essay or report**. For example:

Brown (1994) notes that traditionally occupations within museums have been undertaken on perceived gender roles.

Or

Traditionally, occupations within museums have been undertaken on perceived gender roles (Brown, 1994).

When referring generally to the work of several different authors on a topic, put the authors in **alphabetical order**:

Management is the world's fastest growing industry (Jones, 1998; Pearce, 1991; Walcott, 1999)

When there are **two authors**, give both names in the order they appear on the publication:

Smith & Jones (2000) suggest that the concept of appraisal is now widely accepted in management.

When there are **more than two authors**, use the surname of the first author and *'et al'* (Latin for 'and others'):

According to Cooper *et al* (2001), management is a key construct in organisations

For **corporate authors**, for example a company report, use the company or organisation's name:

Over 35,000 volunteers worked for the National Trust in 1997 (The National Trust, 1998).

For publications with **no obvious author**, for example a government publication, give the title:

Employment Gazette (1999).

For **direct, i.e. word-for-word quotes**, put the quotation in inverted commas and give the author's surname, date, and page number from which the quote was taken:

"A sound tourism strategy will therefore seek a balance between large, tourism-orientated events and local and regional events" (Getz, 1991:128).

Or

Markwell *et al* (1997:96) note that the 'typical' historic property is small scale, with "incomes insufficient to warrant full-time professional management".

If you have several references by the **same author**, they should be put in the order of date of publication, the earliest first.

You can use a, b, c, etc., in the text to differentiate between publications by the same author, but be sure to use them in your reference list and make sure they correspond. For example:

Binning this data vector gives the fold of the operator in model-space Claerbout (1998a); and its inverse.

With the development of the helical coordinate system Claerbout (1998b), recursive inverse filtering is now practical in multi-dimensional space.

Quoting from the **Internet**:

The recently published Global Code of Ethics for Tourism state that tourism should contribute to a "mutual understanding and respect between peoples and societies" (WTO, 1999:1).

How the Reference Should Look

The reference list at the end of the work should only include those sources that have been *directly* referred to in your text, i.e. all texts mentioned in the report or essay should be on your reference list, and vice versa: all the text on your reference list should be in your discussion. If you wish to include other sources that might be of interest to the reader but which you have not directly referred to you need to include a separate list called the **Bibliography**. References should be in **alphabetical order** by authors' surnames.

The following sequence ought to be followed when writing a reference for a reference list:

1. **Author**, editor, organisation, artist or corporate author.
2. **Year** of publication.
3. **Edition** as appropriate.
4. **Editor** in addition to author where appropriate.
5. ***Title** – in italics and followed by a full stop.*
6. **Translator** where appropriate.
7. **Place** of publication.
8. **Publisher**.

You MUST be consistent with all your references.

Common Errors

- Check that all the authors/text referred to in the text are in the reference list and vice versa.
- Reference the source of statistics, including dates in tables and figures.
- Insert the page number when using a direct quotation, and put the quote in "inverted commas".
- In your reference list, put page numbers for journal articles and book chapters.
- And remember: be consistent!

How to Reference at the End of the Text

To check that all your references contain the correct information in the appropriate format, we suggest that you use a free online tool or refer to the numerous sites that are devoted to this subject and use those as your guide.

A very good online tool, can be found at:

http://www.harvardgenerator.com/

To make sure that you have all the information available record the references using the generator as you use them. There is nothing worse than having finished an assignment and not being able to locate the appropriate references. Also, you need to allow sufficient time to record your references as often this will take longer than you think.

Complaints/Appeals

The college are committed to providing the highest quality of education possible within the limits imposed by the resources available, to ensure that students benefit from the academic, social and cultural experience. Where students feel that their legitimate expectations are not being met, whether it is an academic or non-academic matter, students have the right of access to **Annex - Complaints Procedure** and **Annex - Academic Appeals Policy** contained in this Handbook

Student Feedback and Questionnaires

As part of the college's quality assurance obligations, students will be required to complete a distance learning questionnaire at the end of each module. These forms need to be administered by the college and, once completed, sent to the Programme Manager at the college for each specific module. Refer to **Annex - Distance Learning Questionnaire.**

In addition, you may be contacted via e-mail 1-2 weeks prior to the quarterly Course Committee Board meetings to give you the opportunity to raise any concerns or to highlight any positive feedback you wish for the Committee to discuss.

Study Guidelines

Introduction

To attain the optimum result and reward from time devoted to study, the following sections may prove a worthwhile aid to planning.

Managing your Study Time

We strongly advise you to 'manage' your study time carefully. You should clarify your aims, identify your strengths and weaknesses, consider the context in which you will be studying and generate a broad strategy for successfully covering the material and completing this course.

You should take a broad overview of the requirements of any module and unit; consider your situation, workload and home responsibilities in the relevant study-period, then develop specific and realistic plans for active study and writing.

You should bear in mind the overall aims that we suggest for each module, but you may also find it useful to formulate more personal and specific objectives for yourself. These will help you to focus your study, assess material and apply ideas.

For example, in relation to the process of studying, you might want to set yourself targets for:

- The amount of time within which you will seek to complete a task
- The quantity of work you aim to do in a particular week
- Progress through the modules and units, bearing in mind your other responsibilities and tasks
- Progress on assignments

You should plan and monitor what you do, and where necessary, act to improve the process, quantity and quality of your work. You should make decisions about the importance you will attach to tasks, the time you choose to allocate to them, and the sequence in which you will do them.

People learn in different ways. We do not expect that all students will approach the business of study in the same way, or in a way we prescribe. We advise and expect you to be able to manage your study and to be disciplined about how you do it.

Preparing to Read and Study

When you are faced with any study-task or reading, it is helpful to spend a couple of minutes making notes on what you currently know about the topic, or think about the question. This will bring your own ideas and experience into focus. It could remind you of previous relevant information from the course. It will prepare you to respond critically to what you read and to integrate whatever you learn into your current knowledge and practice.

Brainstorming is sometimes a useful way to start such notes and to ensure that you generate a comprehensive range of points. By this we mean the rapid gathering of ideas, which seem relevant to a particular topic or problem, within a brief time limit and without judgement. You can then reflect on each idea, develop and analyse the material and make connections. Brainstorming is a technique you can use on your own as well as in groups.

Effective Reading

There are various styles of reading, which are appropriate for different purposes. For studying in depth, learning and remembering, you should not necessarily start at the beginning and finish at the end of something you plan to read.

First, look briefly at the whole item to see what is there. Look at headings and tables. Read any introduction or introductory paragraphs, any summary, and any concluding section. You will already be developing an understanding of what is said, without any detailed reading. Skim read each section to amplify your understanding. Finally, read the text in detail. Using these styles of reading, you gradually build up your understanding.

Evaluating Ideas, Action and Learning

People generally seem to find it easier to focus on weaknesses and negative points when they are evaluating propositions, people and projects. However, evaluation should cover positive points and strengths, too. To counteract this tendency, and to explore a range of factors relevant to analysis, it is useful at the beginning of a period of evaluative thought to brainstorm (say for a minute each) first the positives, then the negatives and then the interesting things about the matter in question. This approach will bring key ideas to the surface before you consider them in more depth. Of course, the same idea may fall under more than one category however, at this stage that does not matter as you are simply examining ideas. This process is a tool and a technique to support a certain type of thinking, which you will find helpful throughout this course.

Note: There is further guidance on Study Skills and additional resources available as part of the Online Induction Module

Consolidate your Learning

It is important to "consolidate" periods of reading and study to gain maximum benefit from them. At stages along the way, summarise key things you have learned, both about the topic under discussion, and the process of thinking and learning. It is easy to forget new ideas. New tools, methods and skills require practice. To aid your memory, you should review your notes regularly to help develop your skills.

Course Structure

Module Descriptors

The following section provides detailed module descriptors for each of the modules to be delivered in support of the Level 3, Level 4/5, Level 6 and Level 7 qualifications in Management.

LEVEL 3 IN MANAGEMENT

Managing Business Operations

1. Module Overview

Effective management of the business operations undertaken within an organisation is the key to its overall success. No organisation will be able to achieve its objectives without effective management of its operations. This module is divided into six sections, each of which deals with one aspect of the management of business operations.

The first section describes the key features of a business environment, looking specifically at the different types and structures of organisations.

The second section discusses the key financial concepts used in all organisations, including details of accounting information, use of information and types of stakeholders.

The third section explains the importance of quality and customer service excellence, identifying ways of satisfying customer needs and making improvements.

The fourth section shows why planning is important and how it is carried out. Key business concepts, such as vision, mission statement and strategy, are described and the process of developing a business plan is discussed.

The fifth section contains details of the process of operational control, explaining the difference between monitoring and controlling, and the types of information which enable managers to take control.

The final section outlines how decisions are made and how important they are to the secure future of any organisation. Examples of business decisions are included to demonstrate the impact made by good and bad decision making.

Learning Outcomes

- Understand the key features of the business environment
- Know key financial concepts used in organisations
- Understand the importance of customer service to business operations
- Understand key aspects of planning to ensure business success
- Understand the importance of operational control
- Understand the decision-making process

2. Module Overview

An organisation that fails to dedicate sufficient attention to its use of resources will prove to be unprofitable over time. By being observant and prudent, any organisation can achieve significant gains from the management of its resources. This module is divided into six sections, each of which deals with one aspect of the management of resources.

The first section examines the key resources that are critical to an organisation and explains how and why these resources must be monitored regularly. The use of suitable monitoring techniques is described, along with the process of recommending appropriate corrective action.

The second section continues to discuss the nature of resource management, demonstrating how to make their best use. Six key factors, which need regular monitoring and control, are identified and linked to the important issue of problem prevention.

An overview of the application of information and communication technology within a business is provided in the third section. This provides a background to the development of modern-day technology and illustrates the essential hardware for today's organisations. Details of software applications, the internet and the rapid increase in mobile technology are discussed.

Project management is the topic of the fourth section, where key skills of project managers and associated techniques are described. Details of the process of project planning and implementation are provided to show the importance of successful operations to organisations. Tools such as Critical Path Analysis, Gantt Charts, SWOT analysis and Fishbone Diagrams are included as essential for all but the simplest projects.

The fifth section deals with the value of best practice and sound policy to facilitate improved performance. Comparison with other organisations and markets is achieved through the use of benchmarking. Legal requirements are described, with particular attention paid to issues regarding discipline and grievance procedures.

The final section analyses the organisational excellence and its importance in the maintenance of quality. Key elements that form Total Quality Management are described and organisational attitudes and approaches are highlighted. Details of a suitable control process are listed for application to a wide range of different organisations.

2. Learning Outcomes

- Understand the importance of resources to business success
- Know how organisations monitor the use of resources
- Know about new technologies used in organisations
- Understand the process of project management and how it contributes to the efficient use of resources
- Understand how organisations work towards ‘best practice’

The Business Environment

1. Module Overview

A sound understanding of the environment in which an organisation operates is a valuable asset in management. In order to make effective decisions, it is important for managers to be aware of the factors that influence the environment and the benefits which can be achieved from using the nature of the environment to good effect. Without such knowledge, it is easy to misjudge the consequence of any actions taken.

The first section of this module discusses the nature of the external environment, itself. It demonstrates how an environmental analysis can be undertaken and discusses the need to be prepared for crises which may arise from an unexpected reaction to a decision or simply from factors unrelated to the organisations activities.

The second section follows on from the earlier discussion by explaining the concept and importance of marketing and the use of marketing analysis. It describes the development of an appropriate marketing mix for the products and services provided by an organisation.

The third section considers the value of data and information to any organisation. The nature of different types of data is discussed, along with details of primary and secondary sources of information. The need for high quality information is a key point stressed throughout the section.

The fourth section deals with the delicate subject of ethics within business environments. This is an area of much discussion within the media and relates to the operating principles of an organisation. In recent years, the value of an ethical business approach has grown considerably and organisations are now expected to follow national (and even international) ethical guidelines. Unethical practices are identified, along with their likely consequences.

The fifth section continues the discussion of ethical practice by examining the need for environmental awareness. The impact of business on the environment is discussed in detail and examples are provided of environmental issues that have had negative effects of organisations' profitability and sustainability. The concepts of conservations and environmental damage are identified as ones that impact on the reputation of an organisation.

The module concludes by describing the nature of an organisation's culture on its activities and its management. In addition, it indicates the need for an understanding of the national and religious culture associated with the countries within which operations occur in order to gain local acceptance and win support when operating globally.

2. Learning Outcomes

- Understand how external factors can impact on an organisation
- Understand why organisations need to be aware of their impact on the environment
- Understand key elements of marketing
- Understand why organisations and individuals need to behave ethically
- Understand the impact of organisational culture

Managing People in Organisations

1. Module Description

Effective management of people within an organisation is essential if the objectives of the organisation are to be achieved. People represent the single most important resource of the organisation and their needs must be understood and respected.

The unit begins by looking at personal effectiveness. It examines the approach adopted by managers, and their ability to instil a confident and positive atmosphere within the organisation. Self-confidence enables this approach to grow and, in turn, allows goals to be set and achieved by individuals, departments and the organisation, as a whole. Skills such as time management also contribute to greater effectiveness.

The next section shows the importance of training and development. It discusses the need to identify skills which need improvement and appropriate actions to be taken to achieve this. It also examines learning styles of individuals and how these need to be catered for. The effective provision of training helps to generate enhanced motivation and encourages career planning and development. Recognition of the concept of a learning organisation helps to support the needs of employees and close the knowledge gap.

Workforce welfare should be treated as an important element demonstrating care as it ensures that everybody employed within the organisation is valued and that there are benefits to be gained from being part of the organisation. Legal responsibilities are defined as a minimum level for health and safety, and are monitored by safety audits and risk assessments.
Methods of recruitment should be chosen with due consideration to those involved and the specific needs of the vacancies to be filled. Commonly used techniques are compared and the importance of avoiding discrimination emphasised.
Performance management provides an organisation with an opportunity to measure the effectiveness of individuals, as well a department. This is a two-way process as it also allows employees to discuss their individual needs and their goals within the organisation. Where necessary, staff appraisals may indicate where additional support, in the form of coaching, mentoring or counselling, may prove beneficial.
The final section examines the effects of change and discusses the importance of change management. The negative effects of resistance to change must be overcome if the overall results of change are to prove positive.

2. Learning Outcomes

- Understand key elements of the recruitment and selection process
- Know how organisations carry out performance management
- Know how organisations develop people
- Know how to ensure employee training is effective
- Review own personal effectiveness
- Know the steps taken by organisations to ensure workplace welfare
- Know how to manage change

Working in Teams

1. Module Overview

Modern organisations use opportunities for team working as much as possible as this is an effective and proven method for getting the best performance from members of the workforce. Teams may be involved in all activities of an organisation – from production right through to financial decision making. This module looks at the role played by teams within organisations and how the human element interacts.

The first section looks at how teams are formed and how they work together. It examines the key qualities of teams and their members and describes how team styles differ. The development of a successful team is the goal of any organisation.

The next section examines the role of the team leader and how leadership skills can be identified and developed. An effective leader will have a wide range of strengths but, above all, will be able to get the best out of his team's members. The ability of leaders to identify their own preferred style as well as those of others is a key skill. In addition, leaders need to understand how to motivate others in order for them to perform at their optimum level and to be able to influence them to work in unison towards the objectives of the organisation.

Further sections discuss the value of effective delegation, not only to help maintain appropriate workloads for managers but also to empower others by giving them responsibilities at work. The development of strong interpersonal relationships is important but inevitably people conflict will arise on occasions where opinions differ or outside stimuli cause issues. Common sources of conflict are identified and methods for handling conflict are described.

2. Learning Objectives

- Understand the key features of an effective team
- Understand the key features of an effective team leader
- Understand theories of motivation
- Know the principles of effective delegation to team members
- Know how to influence others
- Know how to build and maintain interpersonal relationships with colleagues

Effective Business Communication

1. Module Overview

Good communication is essential in any organisation in order to pass information from one person to another. This module explains the need for effective communication and demonstrates how this can be achieved within a work environment.
The module begins by showing the importance of meetings as means of passing and reporting information. It explains how these need to be effective and shows ways in which this can be achieved. In general, meetings follow conventional formats, which are illustrated, and should be designed with specific purposes in mind.
Methods described include written and verbal communication, as well the importance of non-verbal communication. The essential management skills of listening and questioning are show to be of value as part of any two-way communication process. Techniques for making effective presentations as a means of disseminating information were discussed.
The final section looked at the analysis and solution of common problems, including examples of how problems can be handled swiftly before they grow into major issues.

2. Learning Outcomes

- Understand the key principles and methods of verbal communication in business contexts
- Understand the key principles and methods of written communication in business contexts
- Understand the key principles and methods of non-verbal communication in business contexts
- Know how to run an effective business meeting
- Know how to make an effective business presentation
- Know how to deal with problems faced by business organisations

LEVEL 4/5 IN MANAGEMENT

Module: **Developing Personal Skills**

Level: L4

Learning Hours: 80

Aims

- To provide knowledge and understanding of how effective working relationships, with employees and/or their representative bodies, are created, maintained and enhanced.
- To understand organisational pressures associated with these organisational relationships.
- To identify mechanisms for effective communication and the setting of organisational goals and their achievement.

Learning Outcomes

After completing the module the student should be able to:

1. Demonstrate numerical skills, for example when analysing financial reports.
2. Communicate effectively, using both written and spoken communication.
3. Work effectively with other people.
4. Describe the range of work skills that a manager needs.
5. Use a systematic approach to solving problems.

Indicative Content

- Numeracy in business – financial information, stock levels, graphical representation
- The communication cycle and media
- Gathering information - interviews and questionnaires
- Non-verbal behaviour
- Role of managers – Luthan's activities
- Culture and diversity – Hofstede's ideas
- Teams and team roles – Belbin, Tuckman
- Creative thinking

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

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Module: **The Entrepreneurial Manager**

Level: L5

Learning Hours: 80

Aims

- To identify competing perspectives on the nature of management as both a function and process within organisations.
- To understand the process of organisational change and development.

Learning Outcomes

After completing the module, the student should be able to:

1. Explain the importance of entrepreneurship, innovation and creativity in the modern workplace.
2. Describe a range of management styles and approaches, and their effect on creativity and innovation.
3. Assess the benefits and disadvantages of various management styles and approaches, and use the ones that are best suited to particular organisational situations.
4. Assess the benefits, disadvantages and risks of group innovation and decision making.

Indicative Content

- The entrepreneurial approach
- Management style – Blake and Moulton, Likert
- Innovation and change management
- Leadership styles
- Individual and team needs - Mintzberg
- Performance management
- Personal development
- Dealing with conflict

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

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Module: **Managing in Today's World**

Level: L5

Learning Hours: 80

Aims

- To evaluate the usefulness of management theories in understanding the operation of business.
- To understand the development of organisations in their historical, social and cultural contexts, and the choices that this creates for the management of organisations.
- To be able to use a variety of models of organisational effectiveness to suggest changes to an organisation.

Learning Outcomes

After completing the module, the student should be able to:

1. Describe what managers do and the roles that they fill.
2. Assess the use of the various models and theories of management in relation to organisations today.
3. Identify the factors in the wider economy that may affect your organisation's operations.
4. Assess how a manager's power and authority can best be used to achieve the organisation's purpose.

Indicative Content

- Management, administration and leadership
- Principles of management – Fayol, Moorcroft, Hamel
- Tasks – Drucker, Stewart
- Mintzberg's roles
- Theories of management – Scientific Management, bureaucracy, Hawthorne experiment
- Systems theory
- Economic influences
- Purpose, power and authority – Friedman, Handy
- Delegation and empowerment

Bibliography

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References

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Huczynski, A and Buchanan, D (2010), *Organizational Behaviour: An Introductory Text* Financial Times, Prentice Hall.

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Module: **Organisational Structures**

Level: L5

Learning Hours: 80

Aims

- To identify the causal determinants of organisational structures.
- To understand the nature of management in historical and contemporary contexts.
- Put current debates about the nature of organisational control in a historical context.

Learning Outcomes

After completing the module, the student should be able to:

1. Discuss the development of organisations in their historical, social and cultural contexts, and the choices that this creates for the management of organisations.
2. Demonstrate an appreciation for the role of administration, control and human relations in organisations.
3. Critically evaluate the factors that shape the design of organisational structure.
4. Assess how an organisation's business environment and chosen strategy influence its structure.
5. Assess the impact of strategic changes such as growth, downsizing, mergers and acquisitions, on organisational structure.
6. Identify the pros and cons of the international dimension on various organisational structures.

Indicative Content

- Historical development – Scientific Management, Classical Approach, Human Relations Approach, Systems Approach, Contingency Approach
- Organisational structures
- Leadership styles
- Business environment – PESTLE analysis, Porter’s Five Forces
- Influence of business strategy – Porter’s competitive strategies
- Global operations

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

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Module: **Effective Communication**

Level: L4

Learning Hours: 80

Aims

- To relate organisational issues to group dynamics by reflecting on group structures and processes.

Learning Outcomes

After completing the module, the student should be able to:

1. Explain the communication process and how it can affect an organisation's image.
2. Assess ways in which information and communications technology can be used to create the maximum benefits for an organisation.
3. Discuss ways in which communication can be effective in each of the manager's roles and tasks.
4. Describe ways in which differences in organisational and national culture may affect communication.

Indicative Content

- The communication cycle
- Image and communication
- Use of ICT
- Regulation – privacy, preventing loss, Data Protection Act
- Management communication – presentations, bids, tenders, proposals
- Communication failure
- Effects of culture – Hofstede, Trompenaars, Schein

Bibliography

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References

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Mullins, L J (2010), *Management and Organisational Behaviour,* Financial Times Prentice Hall.

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Module: **Business Planning and Goal Setting**

Level: L5

Learning Hours: 80

Aims

- To identify mechanisms for the setting of organisational goals and their achievement
- To understand the complex and dynamic nature of strategic planning and decision making.

Learning Outcomes

After completing the module, the student should be able to:

1. Discuss the stages in the business planning process. Explain the importance of the process being cyclical in the context of changing markets.
2. Describe the structure of a business plan, explaining why the level of detail and analysis needs match the size, scale, sector and strategy of the organisation.
3. Critically assess the key concepts, models and paradigms central to contemporary strategy development and business planning.
4. Demonstrate a critical understanding of the complex and dynamic nature of decision making in business planning.
5. Assess the role of measuring and monitoring business plan implementation and discuss management responses to deviations from plan.

Indicative Content

- Stages in business planning
- Vision and mission, goals and objectives
- Creating a business plan
- Scanning the environment – PESTLE analysis, Porter's Five Forces framework
- Competitive advantage – strategic group analysis
- Market strategy – customer appeals analysis, Ansoff matrix
- Internal strengths – SWOT analysis
- Implementing, monitoring and controlling the plan

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

References

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Module: **The Business Environment**

Level: L4

Learning Hours: 80

Aims

- To understand the main economic theories about the firm and its market.
- To assess the usefulness of these theories in understanding the operation of business.
- To understand the complex and dynamic nature of strategic decision making.

Learning Outcomes

After completing the module, the student should be able to:

1. Demonstrate an understanding of the macro-environment and assess its impact on an organisation.
2. Demonstrate an understanding of the micro-environment and critically assess the industry forces that impact an organisation in the 21st century.
3. Critically evaluate the factors that shape the internal environment of an organisation and discuss how they give competitive advantage to companies.
4. Compare and contrast different approaches adopted by organisations for absorbing change imposed by the external environment.
5. Explore internal strategies for responding to globalization.

Indicative Content

- Influence of macro-environment – PESTLE analysis
- The micro-environment – Porter's Five Forces analysis and expanded version, SWOT analysis
- Organisational structure and culture
- Vision and missions
- Core competencies and skills
- Managing change
- Globalisation – elements, effects, responses

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

References

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Module: **Politics and Business**

Level: L5

Learning Hours: 80

Aims

- To develop an appreciation of the British and European perspectives.
- To understand the relationship between economics and management.
- Identify the legal and ethical issues in a variety of business situations.

Learning Outcomes

After completing the module, the student should be able to:

1. Demonstrate an understanding of the impact of the political factors on the macro environment of business.
2. Demonstrate an understanding of the impact of political factors on the micro environment and the competitive nature of the industry in which the business operates.
3. Critically evaluate the usefulness of international trade theories.
4. Demonstrate knowledge of the relationship between politics, economics and management.
5. Identify the impact of legal issues in a variety of business situations.
6. Demonstrate an appreciation of national and international perspectives in legislation.

Indicative Content

- Political influences on the macro-environment – PESTLE framework
- Political influences on the micro-environment – Porter's Five Forces model,
- Role of stakeholders
- Economic policies and government legislation
- International trade – theories of competitive advantage, Ohame, OLI paradigm
- The European Union

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

References

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Module: **Business Law**

Level: L5

Learning Hours: 80

Aims

- To identify the legal issues in a variety of business situations.
- To understand the law-making process.
- To be familiar with the legal rules to resolve factual problem situations.

Learning Outcomes

After completing the module, the student should be able to:

1. Explain the law-making process and sources of law in the English legal system.
2. Identify legal issues in a variety of business situations.
3. Analyse and apply legal rules to resolve factual problem situations.
4. Demonstrate an appreciation of the British, European and international perspectives.

Indicative Content

- The legal system – structure, civil and criminal law, Court of Appeal
- Commercial law – business contracts, services contracts, tort and trust
- Business law - Companies Act
- Competition law
- Employment law
- Corporate governance – legal obligations
- International law – human rights

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

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Module: **Marketing Mix**

Level: L4

Learning Hours: 80

Aims

- To understand theory and practice of marketing decision making.
- To identify the role of the marketing mix within the context of marketing decision making.

Learning Outcomes

After completing the module, the student should be able to:

1. Explain the role of market segmentation in marketing decision making, generally, and in developing the marketing mix.
2. Assess the role of the marketing mix within the context of marketing decision making.
3. Evaluate each of the marketing mix parameters, and assess the role of the additional mix Parameters in services offerings.
4. Apply the marketing mix in practice, both in private and non-profit sectors.

Indicative Content

- Marketing overview – PESTLE analysis, Porter's Five Forces framework
- Market segmentation
- Portfolio analysis
- Market positioning
- The buying process
- The marketing mix – 4Ps and 7Ps extended mix
- Communication - customer value, branding

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

References

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Drucker, P (2007), *The Practice of Management*, Butterworth-Heinemann.

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Module: **Marketing and Sales Planning**

Level: L4

Learning Hours: 80

Aims

- To understand theory and practice of marketing decision making.
- To assess the marketing environment and the scope of tasks undertaken in marketing in the context of different organisational situations in which marketing is applied.
- To present detailed analysis, supported by examples from organisations, of how effective customer service relates to different types of customers.

Learning Outcomes

After completing the module, the student should be able to:

1. Define markets, comparing contrasting consumer and business markets, as well as internal and external markets.
2. Demonstrate an understanding of the key concepts, models and frameworks available to assess the marketing environment and develop market strategies and plans.
3. Assess alternative marketing strategies used within different organisations and competitive situations.
4. Assess the critical relationship between sales and marketing, highlighting the differences in the functions and the necessity for co-ordination of plans to achieve market objectives and win sales.
5. Demonstrate an understanding of the key functions in sales management.

Indicative Content

- Markets, customers and offerings
- Segmentation
- The marketing mix
- The 7Ms of marketing
- Marketing strategies – internal and external markets, environmental analysis
- Porter's Five Forces framework
- Market positioning and targeting - portfolio analysis, growth and entry strategies
- Marketing plans and sales effectiveness – buying cycle
- Sales management

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

References

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Module: **Strategic HRM**

Level: L4

Learning Hours: 80

Aims

- To communicate succinctly and clearly the ways strategic management can influence the allocation of resources, impact on organisational competence and alter an organisation's direction.
- To develop a plan for the effective resourcing of an organisation's human requirements.
- To assess the effectiveness of human resource policies and practices in their organisational setting.

Learning Outcomes

After completing the module, the student should be able to:

1. To understand the role of HRM in an organisation.
2. To develop the skills to analyse the external and internal factors impacting on the labour market.
3. To develop the skills to write a job description and person specification.
4. To evaluate the different approaches to attracting people to the organisation
5. To evaluate the difference between a fair and unfair dismissal.
6. To analyse the different forms of discrimination.

Indicative Content

- Relationships between business strategy and human resource strategy
- Human resource planning – job analysis, skills
- The labour market – PESTLE, SWOT
- Job description and person specification
- Recruitment
- Selection
- Human resource policies and procedures
- Redundancy
- Discrimination
- Employee representation

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

References

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Module: **Managing Ethically**

Level: L4

Learning Hours: 80

Aims

- To view management as a moral and ethical process.
- To understand how effective working relationships, with employees and/or their representative bodies, are created, maintained and enhanced with an understanding of organisational pressures associated with these organisational relationships.

Learning Outcomes

After completing the module, the student should be able to:

1. Describe ethical issues and use ethical principles in decision making.
2. Identify the organisation's stakeholders and assess their interest and power.
3. Assess the effects of laws and regulations on the organisation.
4. Use the principles of corporate social responsibility to make plans and develop strategy.

Indicative Content

- Importance of ethics and ethical principles – codes of practice
- Ethical organisations
- Role of stakeholders
- Employment legislation
- Recruitment, selection and discrimination
- Corporate Social Responsibility
- Corporate governance

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

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Module: **Performance Management**

Level: L5

Learning Hours: 80

Aims

- To identify and evaluate the ways in which performance management systems contribute to the development of the individual and enhance organisational performance.
- To assess the importance of professional development and training in an organisational setting.

Learning Outcomes

After completing the module, the student should be able to:

1. To analyse the concept of performance management.
2. To evaluate the different approaches to performance appraisal.
3. To explore the skills of carrying out an effective appraisal interview.
4. To evaluate the importance of having clearly defined objectives.
5. To understand different cultures within an organisation.
6. To determine when it is appropriate to use disciplinary procedures.

Indicative Content

- Performance management cycle
- Appraisal process
- Interviewing skills
- Setting objectives - SMART
- Organisational culture
- Addressing poor performance
- Rewarding performance – performance-related, competence-based, skills-based, contribution-based pay
- Motivation – Maslow, Herzberg, Adams, Vroom, Latham and Locke
- Continuous Professional Development

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

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Module: **Culture and the Organisation**

Level: L4

Learning Hours: 80

Aims

- To assess organisational issues related to group dynamics by reflecting on group structures and processes.

Learning Outcomes

After completing the module, the student should be able to:

1. Discuss what is meant by organisational culture and how it can be deciphered.
2. Identify the influence of culture on business performance.
3. Assess the culture of an organisation with the aid of culture theories and models.
4. Discuss organisational issues relating to teams, group dynamics and team culture.
5. Critically assess the effectiveness of culture change initiatives.
6. Identify the key factors necessary for the successful management of culture change.

Indicative Content

- Models of culture – Schein, Johnson & Scholes
- Influence of culture - Schneider
- Organisational structure
- Developing teams – Belbin roles, Tuckman
- Managing and changing culture

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

References

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Module: **Customers and Customer Service**

Level: L4

Learning Hours: 80

Aims

- To evaluate a range of types of customer and how customer service provision meets their needs and different ways of exceeding customer expectations.
- To identify actions that can be taken to support improvements to customer service.
- To understand how effective customer service relates to different types of customer in the organisation.

Learning Outcomes

After completing the module, the student should be able to:

1. Describe the importance of focusing on customer needs and wants when marketing products and Services.
2. Create market segments to categorise customers who may have specific needs and wants.
3. Identify strategies that will create delighted customers.
4. Investigate trends that will create customer delight.

Indicative Content

- Relationship marketing – scope, development, 7Ps of marketing
- Internal and external customers
- Needs and wants
- Consumer behaviour – decision making, buying situations
- Segmentation
- Delighted customers - customer service
- Effectiveness of marketing – brand recognition
- External influences – PESTLE, consumer groups

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

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Module: **Fundamentals of Accounting**

Level: L4

Learning Hours: 80

Aims

- To understand key concepts and techniques used in recording and analysing accounting information.
- To assess the role played by financial accounts and the context within which accounting operates.

Learning Outcomes

After completing the module, the student should be able to:

1. Analyse the different methods commonly used to report financial information.
2. Develop an understanding of the bookkeeping techniques used to gather appropriate financial information for a variety of business types.
3. Investigate the content and use of each of the key financial statements for decision making.
4. Evaluate the financial stability and performance of an organisation using appropriate financial ratio calculations.
5. Understand the need for accurate reporting of financial information.

Indicative Content

- Basic bookkeeping processes
- Essential accounting methods
- Financial statements – preparation, uses, limitations
- Balance sheet
- Profit and loss account
- Cash flow statement

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

References

Atrill, P and McLaney, E (2004), *Accounting and Finance for Non-Specialists,* FT Prentice-Hall.

Collier, P (2012), *Accounting For Managers: Interpreting Accounting Information for Decision-Making*, 4th Edition, Wiley.

Jones, R (2002), *Business Accounting*, Causeway Press.

Module: **Practical Accounting Analysis**

Level: L5

Learning Hours: 80

Aims

- To analyse accounting data and accounting reports using appropriate tools and techniques.
- To understand key concepts and techniques used in recording and analysing accounting information.

Learning Outcomes

After completing the module, the student should be able to:

1. Understand the importance of measuring financial performance.
2. Evaluate the financial position of organisations through the use of financial ratios.
3. Use key groups of financial ratios to assess financial performance.
4. Determine the financial stability of an organisation.
5. Assess the relationship between accounting and other business activities.

Indicative Content

- Measuring financial performance – financial statements
- Financial ratio analysis
- Liquidity
- Solvency
- Profitability
- Financial efficiency
- Depreciation

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

References

Fridson, M S and Alvarez, F (2011), *Financial Statement Analysis: A Practitioner's Guide,* John Wiley & Sons.

Penman, S H (2009), *Financial Statement Analysis and Security Valuation*, McGraw-Hill.

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Module: **Financial Management and Control**

Level: L5

Learning Hours: 80

Aims

- To produce solutions to accounting problems, which make appropriate use of accounting practice and principles.
- To assess the context within which accounting operates and through which it relates to the business environment.

Learning Outcomes

After completing the module, the student should be able to:

1. Understand the importance of cash flow and working capital.
2. Identify key issues in financial management.
3. Evaluate financial performance through the use of key financial ratios.
4. Identify appropriate methods for raising finance.
5. Select appropriate sources of finance for businesses.

Indicative Content

- Cash and working capital
- Stock
- Financial management – use of financial statements
- Sources of finance
- Accounting standards – GAAP, SSAP, FRS, IAS

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

References

Allman-Ward, M and Sagner, J (2003), *Essentials of Managing Cash*, John Wiley & Sons.

Bragg, S M (2012), *Corporate Cash Management*, Accounting Tools.

Sagner, J (2010), *Essentials of Working Capital Management*, John Wiley & Sons.

Tennent, J (2012), *The Economist Guide to Cash Management: How to Avoid a Business Credit Crunch*. Economist Books.

Module: **Quantitative Skills**

Level: L5

Learning Hours: 80

Aims

- To analyse information that is presented in numerical form in an appropriate method and extract all relevant trends, patterns and points of importance.
- To present the results and data in an appropriate way to clients, partners and business colleagues.

Learning Outcomes

After completing the module, the student should be able to:

1. Apply appropriate techniques to solve management problems.
2. Develop short and long term forecasts based on historical data.
3. Assess relationships between statistical variables.
4. Demonstrate simple project management techniques and their application.
5. Develop an understanding of inventory control.

Indicative Content

- Data sources
- Statistical techniques – location and dispersion
- Forecasting - time series analysis, correlation, regression analysis
- Linear programming
- Networks and scheduling – critical path analysis
- Inventory management
- Indexation

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

References

Curwin, J and Slater, R (2007), *Quantitative Methods for Business Decisions,* Cengage Learning.

Oakshott, L (2009), *Quantitative Methods: for business, management and finance,* Palgrave Macmillan.

Swift, L (2005), *Quantitative Methods for Business, Management and Finance*, Palgrave Macmillan.Waters, D (2011), *Quantitative Methods for Business,* Financial Times/ Prentice Hall.

LEVEL 6 IN MANAGEMENT

OBS Level 6 Course in Management

Module: **Information Technology in Business**

Level: L6

Learning Hours: 80

Aims

- To understand the nature of information technology and assess its contribution to an organisation
- To understand how to use information technology to create sustainable, competitive advantage

Learning Outcomes

After completing the module, the student should be able to:

- Trace the development of IT to the present day, explaining common terminology and highlighting IT's crucial role in business today
- Discuss trends in technology today, and especially the Internet, assessing the impact on business of the convergence of digital, communications technologies
- Assess the approaches taken to information systems in organisations, and the role of enterprise models in integrating the entire value chain.
- Highlight the significant factors in e-marketing, especially in relation to segmenting the online market and identifying profitable customers
- Discuss the key areas to focus on when creating a successful company website

Indicative Content

- First principles and definitions
- Programming languages
- Network typology
- Trends in computing – the Internet
- Information systems and value systems
- e-Marketing
- Website standards and objectives

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Chaffey, D et al (2006) *Internet Marketing*, FT Prentice Hall

Chaffey, D and White, G (2010) *Business Information Management: Improving Performance Using Information Systems*, Financial Times/Prentice Hall

Mohammed, R A et al (2006) *Internet Marketing: Building advantage in a networked economy*, 2nd Edition, McGraw-Hill Higher Education

Sterne, J (2001) *World Wide Web Marketing: Integrating the Web into Your Marketing Strategy*, John Wiley & Sons

Module: **Effective Communications**

Level: L6

Learning Hours: 80

Aims

- To develop new communication skills
- To refine and expand existing communication skills

Learning Outcomes

After completing the module, the student should be able to:

- Discuss the role of communication in the workplace and identify what effective communication involves
- Explain how clear instructions and straightforward explanations can be made in the workplace
- Review the role of questioning and listening skills and describe the type of questions appropriate to different situations
- Assess the importance of matching non-verbal and verbal communication, and make the case for using assertive communication in the workplace
- Compare and contrast the types of presentation used in different business contexts

Indicative Content

- Importance of communication
- Skills and techniques of effective communication
- Plain speaking and clear instructions
- Questions
- Non-verbal communication and assertive communication
- Body language
- Presentations

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

BPP Learning Media (2013) *Business Essentials Managing Communications and Achieving Results*, BPP Learning Media

Eggert, M. (2010) *Brilliant Body Language: Impress, Persuade and Succeed with the Power of Body Language* (Brilliant Lifeskills)

Gibson, J. and Walker, F. (2011) *The Art of Active Listening*, Kindle version

Hasson, G. (2011) *Brilliant Communication Skills: What the Best Communicators Know, Do and Say* (Brilliant Business), Pearson

Module: **High Performance Teams**

Level: L6

Learning Hours: 80

Aims

- To develop skills for effective team building

Learning Outcomes

After completing the module, the student should be able to:

- Understand the characteristics of high performance teams
- Explain how teams develop, the stages in their development and how the group dynamics changes at each stage
- Explore the different team roles adopted by people in a team and identify your preferred team role

Indicative Content

- Characteristics of high performance teams
- Team approach and team working
- Dynamics
- Team building
- Roles
- Motivation
- Maintaining performance
- Conflict and conflict resolution
-

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Belbin, R. (1981) *Management Teams: Why They Succeed or Fail*. Butterworth-Heinemann

Herzberg, F. (1966) *Work and the Nature of Man*, IPD

Katzenbach J. and Smith D. (1993) *The Wisdom of Teams*, Harvard Business School Press

Kouzes J. and Posner B. (2007) *Leadership Challenge*, 4th edition, Jossey Bass

Maslow, A. (1943) *A Theory of Motivation*, Psychological Review

Mullins L. (2002) *Management and Organisational Behaviour*, 6th edition, Harlow: Financial Times Prentice Hall

Ritchie S. and Martin P. (1999) *Motivation Management*, Gower Publishing
Tuckman, B. (1965) *Psychological Bulletin*

Module: **Leadership Skills**

Level: L6

Learning Hours: 80

Aims

- To refine and expand existing leadership skills

Learning Outcomes

After completing the module, the student should be able to:

- Define leadership, the leadership role and leadership functions, evaluating your own competence in the leadership functions
- Compare and contrast the various leadership theories, highlighting the merits of adapting one's leadership style to the situational context
- Identify the attributes and personal qualities of effective leaders, and evaluate your own leadership behaviour
- Describe how successful leaders bring about effective change, focusing on the people and task elements of change initiatives
- Compare and contrast heroic, obsessed and flawed leaderships, highlighting lessons you have learnt and identifying leadership traits you can develop

Indicative Content

- Role and function of leadership
- Theories of leadership
- Leadership attributes and behaviours
- Challenges – vision, mission, winning commitment
- Leadership styles

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Adair, J (1984), The Skills of Leadership, Gower

Hersey, P., Blanchard, K and Johnson, D (1996) *Management and Organisational Behaviour*. Prentice Hall

Kouzes J and Posner B (2007), *Leadership Challenge*, 4th edition, Jossey Bass

Nanus, B (1992) *Visionary Leadership*. Jossey Bass

Paul H and Blanchard K (1988), *Management and Organisational Behaviour,* Englewood Cliffs, NJ: Prentice-Hall, 1988

Marquardt, M et al (2009), *Action Learning for Developing Leaders and Organisations: Principles, Strategies and Cases,* American Psychological Association

Schein, E H (2004) *Organisational Culture and Leadership,* Pfeiffer Wiley

Module: **Manager's Toolkit**

Level: L6

Learning Hours: 80

Aims

- To understand a variety of management tools and develop the confidence to use them
- To develop solutions to organisational problems
- To plan, implement and monitor changes

Learning Outcomes

After completing the module, the student should be able to:

- Assess the range of tools used in problem analysis, identifying which tools are suitable for which type of problem
- Use tools and frameworks to assess the macro environment, identify opportunities and threats and respond with appropriate strategies
- Use tools and frameworks to understand the competitive forces in the micro environment
- Highlight the distinguishing features of core competencies and assess what this might be for your organisation
- Identify the tools necessary for successful implementation and assess how a balanced set of measures can be defined for measuring progress in the implementation of strategic initiatives

Indicative Content

- Definition of problems
- Problem solving tools
- Strategic tools for assessment of macro and micro environment
- Strategy development
- Implementation and enacting change

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

De Wit, R and Meyer, R (2004) *Strategy: Process, Content, Context*, West Publishing

Hamel, G and Prahalad, C K (1996) *Competing for the Future*, Harvard Business School Press

Kaplan, R and Norton, D P (1996) *Balanced Scorecard: Translating Strategy into Action*, Harvard Business School Press

Norton, B and Irving, R (1999) *Understanding Strategy in a Week*, Hodder and Stoughton

Prahalad, C K and Hamel, G (1990)*The Core Competence of the Corporation*, Harvard Business School Press

Module: **Managing and Using Finance**

Level: L6

Learning Hours: 80

Aims

- To understand key areas of accounting
- To use accountancy to inform and guide management decisions

Learning Outcomes

After completing the module, the student should be able to:

- Contrast financial and management accounting, and discuss how accounting information is used by managers
- Describe the principal financial statements and the financial terms used within, explaining the interpretation techniques used to analyse these statements
- Explain the differences between the various types of cost and costing methods and assess how they are used by managers in planning and control
- Describe the budgeting process and its benefits to managers, and, in the context of financial control, identify an appropriate working capital model for your organisation
- Assess the strengths and weaknesses of alternative investment appraisal techniques, explaining why it is necessary to appraise investment

Indicative Content

- Accounting and bookkeeping
- Financial statements
- Management accounting and cost accounting
- Financial control
- Budgeting and budgetary control
- Investment appraisal techniques

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Atrill, P. (2012) *Financial Management for Decision Makers*, Financial Times/Prentice Hall

Erickson, A. H. (2014) *Investment Appraisal: A Simple Introduction,* CreateSpace Independent Publishing Platform

Groot, M. (2008) *Managing Financial Information in the Trade Cycle,* Academic Press

Secrett, M. (2010) *The Financial Times Essential Guide to Budgeting and Forecasting: How to Deliver Accurate Numbers, Pearson Business*

Wyatt, N. (2012) *The Financial Times Essential Guide to Budgeting and Forecasting: How to Deliver Accurate Numbers (The FT Guides),* FT Publishing International

Module: **Managing and Using Marketing**

Level: L6

Learning Hours: 80

Aims

- To develop and implement appropriate marketing strategies

Learning Outcomes

After completing the module, the student should be able to:

- Define what marketing is and assess its importance universally across different sectors
- Identify the range of methods and tools used for market segmentation, targeting and market positioning
- Compare and contrast how the marketing mix could be configured to achieve different market positioning strategies, and discuss how organisations arrive at decisions on product portfolio composition
- Explain the marketing planning process and assess the role of internal marketing in achieving successful marketing outcomes
- Discuss the benefits of e-marketing and explain how best you can reach targeted customers using your website

Indicative Content

- Types of markets
- Marketing analysis
- Market segmentation, targeting and positioning
- Marketing strategies
- Planning marketing
- e-Marketing

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Chaffey, D. et al (2006), *Internet Marketing*, FT Prentice Hall

Jobber, D. (2010) *Principles and Practice of Marketing*, 6th edition McGraw Hill

Kotler, P. et al (2013) *Principles of Marketing*, 5th European edition, Prentice Hall

Kotler, P. and Keller, K. L. (2012) *Marketing Management*, International Version, Pearson International

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Palmer, D. (2009) *Introduction to Marketing,* 2nd edition, OUP Oxford

Porter, M. (1998) *Competitive Strategy*, Free Press

Sterne, J. (2001) *World Wide Web marketing: Integrating the Web into Your Marketing Strategy*, John Wiley & Sons

Module: **Managing Organisations**

Level: L6

Learning Hours: 80

Aims

- To understand the nature of organisations in general
- To understand the competitive and social influences affecting organisations

Learning Outcomes

After completing the module, the student should be able to:

- Define a framework to view and assess an organisation, its purpose and strategy
- Assess the role of business processes in achieving an organisation's strategy
- Explain how an organisation's structure and hierarchy influences the motivation of people and impacts performance in relation to its strategic intent
- Assess the role of culture in organisations and discuss how successful change can be brought about
- Identify relevant criteria to measure the effectiveness of the contemporary organisation

Indicative Content

- Organisational purpose – objectives, stakeholders
- Types of business processes
- Structure and hierarchy
- Organisational culture
- Implementing change
- Measuring effectiveness

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Burns T and Stalker G (1961) *The Management of Innovation,* Tavistock

Fayol H (1949) *General and Industrial Management*, Pitman, London

Handy C (1993) *Understanding Organisations*, Penguin

Johnson G and Scholes K (2007) *Exploring Corporate Strategy,* 7th Edition, Financial Times/Prentice Hall

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Schein E H (2004) *Organisational Culture and Leadership,* Pfeiffer Wiley

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Treacy M and Wiersema F (1997) *The Discipline of Market Leaders: Choose your Customers, Narrow your Focus, Dominate your Market*, Perseus Books, U.S

Module: **Personal Effectiveness**

Level: L6

Learning Hours: 80

Aims

- To use key skills to achieve greater productivity and successful results
- To maximise every opportunity and achieve success

Learning Outcomes

After completing the module, the student should be able to:

- Discover your preferred learning style and analyse which learning approaches are most effective for you
- Learn how to plan your time for maximum effectiveness and prioritise your workload
- Develop a range of techniques to set appropriate goals and make effective decisions
- Compare and contrast different decisions styles and assess how different perspectives and decision styles can be used for better decisions
- Be able to distinguish pressure from stress and develop strategies to manage stress

Indicative Content

- Self-awareness and learning style
- Time management
- Goal setting
- Decision making
- Creative problem solving
- Stress management

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Covey, S. (2004), *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change,* Free Press

Buzan, T. and Buzan, B. (2009), *The Mind Map Book: Unlock Your Creativity, Boost Your Memory, Change Your Life*, BBC Active

Buzan, T. (2009), *Use Both Sides of your Brain*, 3rd edition, Atlantic Books

de Bono, E. (2009), *Lateral Thinking: A Textbook of Creativity,* Penguin

de Bono, E. (2009), *Six Thinking Hats*, Penguin

de Bono, E. (1996), *Six Action Shoes,* HarperCollins

Pestonjee, D. and Pandey, S. (2013), *Stress and Work: Perspectives on Understanding and Managing Stress,* SAGE Publications

Module: **Quality and Excellence**

Level: L6

Learning Hours: 80

Aims

- To introduce an awareness of quality and excellence into an organisation
- To develop and expand organisation's commitment to quality and excellence

Learning Outcomes

After completing the module, the student should be able to:

- Trace the development of quality and describe its focus today as a management discipline
- Establish the link between quality and customer satisfaction and assess how your organisation can excel in customer satisfaction
- Compare and contrast the range of techniques to involve everyone in the organisation in quality initiatives and continuous improvement
- Assess which business processes in an organisation add value and which add cost, and make the case for striving towards zero defects in processes
- Explain why a commitment to quality and excellence is a route to competitive advantage

Indicative Content

- Development of quality
- Characteristics of quality
- Customer satisfaction and focus
- Management commitment and workforce involvement
- Competitive advantage
- Cost of poor quality

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Crosby, P. (1992), *Quality is Free: The Art of Making Quality Certain*, Mentor Books, USA

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Hoyle, D. (2007), *Quality Management Essentials*, Routlege

LEVEL 7 IN MANAGEMENT

Module: **Qualities of Effective Leadership**

Level: L7

Learning Hours: 50

Aims

- To evaluate the importance of leadership and distinguish leadership from management
- To evaluate critically the contribution of theory in support of operational management

Learning Outcomes

After completing the module, the student should be able to:

1. Explore established models of leadership practices in the workplace.
2. Examine examples of leadership practice in different fields.
3. Determine the nature of your own leadership style.
4. Identify your own leadership strengths and weaknesses.
5. Develop skills to improve the effectiveness of your leadership.

Indicative Content

- Definition of effective leadership
- Strategy and leadership; managers and leaders
- High performance teams
- Comparisons of theories of leadership –Mintzberg
- Great leaders and leadership models
- Organisational culture and change
- Leadership and vision
- Own leadership style
- Developing leaders and essential leadership skills
- Learning organisations

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Adair, J and Thomas, N (2002), John Adair's 100 Greatest Ideas for Effective Leadership and Management, Capstone.

Hayat, B (2013), The Effective Leadership: Definition, Importance, Practical and Technical Guidelines. LAP Lambert Academic Publishing.

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Marquardt, M et al (2009), *Action Learning for Developing Leaders and Organizations: Principles, Strategies and Cases,* American Psychological Association.

Nanus, B (1992), *Visionary Leadership*, Jossey Bass.

Raelin, J (2008), *Work-Based Learning: Bridging Knowledge and Action in the Workplace*, The Jossey-Bass Business and Management Series, Wiley.

Module: **Developing Interpersonal Skills**

Level: L7

Learning Hours: 50

Aims

- To effectively communicate to a range of user's problem definition and resolution
- To understand behaviours in organisations

Learning Outcomes

After completing the module, the student should be able to:

1. Describe the interpersonal skills that you need in your current and future managerial work.
2. Describe specific professional tasks that involve significant levels of interpersonal skills.
3. Carry out an audit of your current skills levels and plan how you can improve in future.
4. Assess learning approaches and styles and identify those that will best help to achieve your aims.

Indicative Content

- Interpersonal skills and attributes
- Managerial roles – Mintzberg, Luthan, Kotter
- Professional skills – mentoring, coaching, counselling, disciplining
- Time management
- Leading and chairing meetings
- Effective presentations
- Personal development planning
- Skills audit
- Kolb's learning cycle
- Learning stages

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Allen, M and Adair, J (2003), *The Concise Time Management and Personal Development,* Thorogood.

Gold, J, Thorpe, R and Mumford, A (2010), *Leadership and Management Development,* CIPD.

McKenna, E (2010), *Business Psychology and Organisational Behaviour*, Psychology Press.

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Module: **Motivating and Influencing People**

Level: L7

Learning Hours: 50

Aims

- To communicate effectively to a range of people within an organisation
- To examine critically micro and macro levels to understand behaviours in organisations

Learning Outcomes

After completing the module, the student should be able to:

1. Assess which factors might motivate a particular person.
2. Plan ways of motivating people and teams.
3. Plan ways of influencing people and teams.
4. Assess and improve your own performance in motivating and influencing people.

Indicative Content

- Internal and external motivation
- Theories of motivation – Maslow, Herzberg, McClelland
- Expectancy theory
- Goal setting
- Equity theory
- Approaches to work
- Power and influence – use of rewards
- Psychological contracts
- Assessing and improving performance

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Clegg, S R, Kornberger, M and Pitsis, T (2008), *Management and Organizations,* Sage.

Huczynski A and Buchanan, D (2010), *Organizational Behaviour: An Introductory Text*, Financial Times Prentice Hall.

Mullins, L J (2006), *Essentials of Organizational Behaviour,* Financial Times Prentice Hall.

Mullins, L J (2010), *Management and Organizational Behaviour,* Financial Times Prentice Hall.

Module: **Making Decisions**

Level: L7

Learning Hours: 50

Aims

- To analyse the organisational responses to forces of change
- To evaluate concepts and theories applicable to a range of complex operational management decisions
- To evaluate critically secondary research in solutions to complex operational business problems

Learning Outcomes

After completing the module, the student should be able to:

1. Explain the importance of making good decisions.
2. Describe a range of ways of collecting the information needed for decision-making.
3. Describe and compare a range of ways of generating options.
4. Discuss the different techniques that can be used to select the most suitable option.

Indicative Content

- Importance of decision making
- Types of decision – styles and processes
- Barriers to decision making
- Collecting information – primary, secondary, qualitative, quantitative
- Generating ideas
- Goals and priorities
- Techniques – decision trees, matrices

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

De Bono, E (1982), *Lateral Thinking for Management,* Penguin.

Goodman, M (1995), *Creative Management.* Prentice Hall.

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Teale, M, V, Dispenza, Flynn, J and Currie, D (2002), *Management Decision Making: Towards an Integrative Approach* FT Prentice Hall.

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Module: **Creativity and Problem Solving**

Level: L7

Learning Hours: 50

Aims

- To evaluate and apply planning principles for strategy
- To apply learning to strategic problem definition and resolution
- To identify and appraise alternative strategies and their implementation

Learning Outcomes

After completing the module, the student should be able to:

1. Describe theories about creativity and apply them to individuals and teams that you manage.
2. Describe the stages of a systematic creative process, and explain how this process can encourage creativity.
3. Identify and clarify problems and look creatively for possible solutions.
4. Compare possible solutions to problems and identify the solution that will give the required benefits.

Indicative Content

- Attributes of creativity
- Personality types
- Encouraging creativity
- Developing creativity – lateral thinking, 'sticky' wisdom
- Identifying problems
- Options and alternative solutions
- Blocks to creativity

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Armstrong M (2011), *How to be an Even Better Manager,* Kogan Page.

Belbin, M (1993), *Team Roles at Work,* Butterworth Heinemann.

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Knight, S (2010), *NLP at Work,* Brealey.

Module: **Studying and Using Management Theories**

Level: L7

Learning Hours: 50

Aims

- To analyse the organisational responses to forces of change
- To identify and evaluate the range of strategies for change

Learning Outcomes

After completing the module, the student should be able to:

1. Understand the various approaches to research on business, management and organisation.
2. Understand the advantages and disadvantages of the various research methods.
3. Compare, contrast and assess the relevance of the contributions of key management thinkers.

Indicative Content

- Management research
- Sources of information – literature search
- Deduction and induction
- Research methods
- Analysing management theories – criticisms,
- Change management
- Focus of study

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Coolican, H (2009), *Research Methods and Statistics in Psychology,* Hodder.

Gill, J and Johnson, P (2010), *Research Methods for Managers,* Sage.

Maylor, H and Blackmon, K (2005), *Researching Business and Management,* Palgrave Macmillan,

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Saunders, M, Lewis P and Thornhill, A (2009), *Research Methods for Business Students,* Financial Times/Prentice Hall.

Module: **The External Operating Environment of Business**

Level: L7

Learning Hours: 50

Aims

- To apply knowledge of the operating environment to strategic problem definition and resolution

Learning Outcomes

After completing the module, the student should be able to:

1. Analyse the macro environment in which an organization resides.
2. Analyse the competitive forces in the micro environment.
3. Examine the role of scenario planning in envisaging different models of the future and enabling organizations to be better prepared for uncertainty.
4. Explore how internal strategies can be developed to respond to the external environment.
5. Apply learning to strategic problem definition.

Indicative Content

- The macro-environment – PESTLE analysis
- The micro-environment – Porter’s Five Forces
- Scenario planning and uncertainty
- Brainstorming and prioritising
- Contingency planning
- Responding to the external environment
- SWOT analysis
- Strategic ‘fit’ and strategic ‘stretch’

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Capon, C (2003), *Understanding Organisational Context: Inside and Outside Organisations*, Prentice Hall.

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Module: **Impact of Technology on Business**

Level: L7

Learning Hours: 50

Aims

- To evaluate the technological context and choices when preparing for change

Learning Outcomes

After completing the module, the student should be able to:

1. Define the role of technology in product lifecycles.
2. Suggest solutions for technology obsolescence issues.
3. Assess legal issues associated with the use of technology.
4. Evaluate the impact of e-business on various sectors.
5. Investigate the role of the Internet in business.
6. Perform a competitor analysis in e-business.
7. Analyse threats and opportunities involving the use of technology.

Indicative Content

- Technology and product lifecycles
- Product lifecycle strategies
- Obsolescence
- Legal and ethical issues
- Impact of the Internet and e-business
- Competitor analysis

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

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Module: **Governance and Directorships**

Level: L7

Learning Hours: 50

Aims

- To evaluate critically alternative theories to strategic business problems

Learning Outcomes

After completing the module, the student should be able to:

1. Understanding the concept of governance.
2. Identifying issues relating to employment law and legal aspects of governance.
3. Determining roles and responsibilities of directors.
4. Distinguishing business ownership from business control.
5. Assessing governance and directorship for different business structures.

Indicative Content

- Corporate governance controls
- Systems, processes and principles
- Fairness, transparency and accountability
- Employment law
- Directors – roles and responsibilities
- Business ownership and control
- Relevance of business structure

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

References

Dimma, W A (2002), *Excellence in the Boardroom: Best Practice in Corporate Directorship*, John Wiley & Sons.

Garland – McClellan, J (2010), *Dilemmas, Dilemmas: Practical Case Studies for Company Directors*, CreateSpace.

Reif, R and Shapiro, Synder, L (2012), *Answering the Call: Understanding the Duties, Risks and Rewards of Corporate Governance*, 4th Edition, WBC Foundation.

Module: **Analysing the Competition**

Level: L7

Learning Hours: 50

Aims

- To analyse and the macro-environment within which an organisation operates
- To evaluate performance of own organisation and competitors

Learning Outcomes

After completing the module, the student should be able to:

1. Describe the various types of market and explain their affects on companies operating in them.
2. Identify the current strengths and competitiveness of a company.
3. Explain how analysing the competition can help an organisation to select a suitable strategy for the future.
4. Carry out research to investigate your company's and your competitors' performance, products and services.

Indicative Content

- Types of competition
- Porter's Five Forces
- Market types – perfect market, monopoly, oligopoly, duopoly
- Structure, conduct and performance
- State ownership and privatisation
- Competitive advantage
- Competitor analysis – SWOT, Porter's generic strategies
- Quantitative research methods

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Brassington, F and Pettit, S (2009), *Principles of Marketing*, Harlow: Pearson Education.

Drucker, P F (2007), *The Practice of Management,* London: Heinemann.

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Module: **Marketing Strategy**

Level: L7

Learning Hours: 50

Aims

- To evaluate critically the contribution of market segmentation and market research to International marketing
- To research and evaluate marketing information to assess and organisation's international marketing strategy

Learning Outcomes

After completing the module, the student should be able to:

1. Critically evaluate the contribution of market segmentation and market research in international marketing.
2. Assess the role of scanning the market environment in identifying opportunities and threats in the marketplace.
3. Research and evaluate marketing information to assess an organization's marketing strategy.
4. Compare and contrast market entry strategies.
5. Assess how the marketing mix can be configured to achieve market strategy objectives.

Indicative Content

- Types of markets
- Market segmentation and targeting
- Product differentiation
- Analysing the market environment - PESTLE analysis, SWOT analysis, Porter's Five Forces
- Marketing positioning strategies
- Portfolio analysis and growth strategies – Ansoff's matrix
- Market entry
- Marketing mix and marketing plan

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Blick, D (2011). *The Ultimate Small Business Marketing Book*, Filament Publishing.

Kotler et al (2010) *Principles of Marketing*, 5th edition, Financial Times/Prentice Hall.

Walker, O C, Mulins, J and Boyd, H, (2010), *Marketing Strategy: A Decision Focussed Approach*, McGraw Hill Higher Education.

West, D, Ford, J, Ibrahim, E (2010). *Strategic Marketing: Creating Competitive Advantage*; OUP Oxford.

Module: **High Performance Sales**

Level: L7

Learning Hours: 50

Aims

- To research and evaluate information to assess and organisation’s sales and marketing performance

Learning Outcomes

After completing the module, the student should be able to:

1. Distinguishing between sales and marketing.
2. Identifying key aspects of the art of sales.
3. Understanding the role of peripheral sales elements.
4. Assessing the characteristics of different sales types.
5. Measuring sales performance.

Indicative Content

- Relationships between sales and marketing
- The art of sales – marketing funnel, successful sales
- Peripheral sales elements
- Characteristics of sales types and approaches
- Measuring performance – key performance indicators

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Bird, T. & Cassell, J. (2012), *Brilliant Selling: What the Best Sales Do and Say (Brilliant Business)*, Pearson.

Hoffman, S (2013), *The 10 Absolute Laws of Sales, Marketing and Customer Service,* Hard Corp Marketing Press.

Thomas, B (2013), *Watertight Marketing: Delivering Long Term Sales Results*, Anoman Press Ltd.

Module: **e-Marketing Communication**

Level: L7

Learning Hours: 50

Aims

- To research and evaluate marketing information to assess the effectiveness of communication techniques

Learning Outcomes

After completing the module, the student should be able to:

1. Identifying e-marketing communication characteristics.
2. Understanding the use of traditional e-marketing techniques.
3. Assessing the role of emerging e-marketing techniques.
4. Measuring effectiveness of e-marketing communication.
5. Forecasting future developments in e-marketing communication.

Indicative Content

- Communication characteristics and tools
- Developing strategies
- Traditional and emerging techniques
- Role of the Internet
- Social networking
- Measuring effectiveness
- Future developments

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Chaffey, D R and Smith, P R (2012), Emarketing Excellence: Planning and Optimising Your Digital Marketing, Routledge.

Ryan, D and Jones, C (2012), *Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation*, Kogan Page.

Smith, P R (2012), *Emarketing Excellence Planning and Optimising your Digital Marketing*, Taylor and Francis Ltd.

Module: **Customers and Their Needs**

Level: L7

Learning Hours: 50

Aims

- To examine and evaluate the organisation's customers at intra-personal and individual levels
- To evaluate critically the contribution of market segmentation and market research to marketing strategy

Learning Outcomes

After completing the module, the student should be able to:

1. Explain the need to build relationships with customers and to satisfy their needs and wishes.
2. Explain how quality contributes to customers' satisfaction with the organisation's products and services.
3. Group customers into various market segments to aid effective communication.

Indicative Content

- Customer needs – value, satisfaction
- Customer information and relationship marketing
- Internal and external markets - communication
- Importance of quality
- Measuring customer satisfaction
- Customer groups and market segmentation
- Market research

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Brassington, F and Pettit, S (2010), *Principles of Marketing,* FT Prentice Hall.

Fill, C. (2009), *Marketing Communications: Interactivity, Communities and Content* FT, Prentice Hall.

Fill, C (2011), *Essentials of Marketing Communications*, FT Prentice Hall.

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Module: **Strategic HRM**

Level: L7

Learning Hours: 50

Aims

- To evaluate critically human resource characteristics and processes of an organisation

Learning Outcomes

After completing the module, the student should be able to:

1. Understand the legal definition of an employee.
2. Evaluate what types of employment contract an organisation might want to use.
3. Evaluate the obligations on the employer in relation to working time.
4. Analyse the difference between a fair and unfair dismissal.
5. Explore the different forms of discrimination.
6. Gain a full understanding of areas covered by employment legislation.

Indicative Content

- Status of employment
- Employment law and working time legislation
- Termination of employment through dismissal
- Redundancy
- Discrimination
- Employment tribunal

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Armstrong, M (2012), *Armstrong's Handbook of HRM Practice*, 12th edition, Kogan Page.

Bratton, J and Gold, J (2007), *Human Resource Management: Theory and Practice*, 4th edition, Palgrave Macmillan.

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Module: **Recruitment and CPD**

Level: L7

Learning Hours: 50

Aims

- To evaluate critically human resource characteristics and processes of an organisation
- To analyse the processes of recruitment and retention of effective employees

Learning Outcomes

After completing the module, the student should be able to:

1. Develop the skills to analyse the external and internal factors impacting on the labour market.
2. Develop the skills to write a job description and person specification.
3. Evaluate the different approaches to attracting people to the organisation.
4. Analyse the construction of the contract of employment.
5. Understand the importance of personal development.

Indicative Content

- HR planning – supply and demand of skills, job analysis
- Analysis of labour market
- Job descriptions
- Person specifications
- Recruitment and selection
- Contract of employment
- Retention of employees
- Training and development

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Kearns, P (2003), *HR Strategy: Business Focussed Individually Centred*, Butterworth-Heinemann.

Pilbeam, S (2002), *People Resourcing: HRM in Practice*, 2nd edition, FT Prentice Hall.

Taylor, S (2010), *Resourcing and Talent Management*, 5th edition, CIPD Publishing.

Module: **Measuring and Rewarding Performance**

Level: L7

Learning Hours: 50

Aims

- To examine and evaluate visible social aspects of organisational life
- To examine and evaluate the organisation at intra-personal and individual levels

Learning Outcomes

After completing the module, the student should be able to:

1. Understand the concept of performance management.
2. Evaluate the different approaches to performance appraisal.
3. Explore the skill of carrying out an effective interview.
4. Evaluate what makes an effective objective.
5. Determine when it is appropriate to use disciplinary issues.
6. Explore the link between performance and reward.

Indicative Content

- Performance management
- Appraisal techniques – interview, setting SMART objectives,
- Employee discipline
- Motivation
- Rewarding performance

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

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CIPD (2012), *Performance Management: Factsheet.*

Greene, R J (2010), *Rewarding Performance: Guiding Principles; Custom Strategies*. Routledge.

Martin, M, Whiting, F and Jackson, T (2012), *Human Resource Practice*, 5th edition, CIPD Publishing.

Module: **Interpreting Business Accounts**

Level: L7

Learning Hours: 50

Aims

- To analyse and evaluate information contained within financial statements

Learning Outcomes

After completing the module, the student should be able to:

1. Analyse the different methods commonly used to report financial information.
2. Develop an understanding of the techniques used to gather financial information.
3. Investigate the use of each of the key financial statements for decision making.
4. Evaluate the financial stability and performance of an organisation using appropriate financial ratio calculations.
5. Understand the role played by international accounting standards as a means of producing uniform accounting methods.

Indicative Content

- Basic bookkeeping processes and accounting methods
- Financial statements – preparation, uses, limitations
- Balance sheet
- Profit and loss account
- Cash flow statement
- Financial statement analysis
- Accounting standards – GAAP, SSAP, FRS, IAS

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Atrill, P. and McLaney, E. (2006), *Accounting and Finance for Non-Specialists* FT Prentice-Hall.

Collier, P. *(*2012), *Accounting For Managers: Interpreting Accounting Information for Decision-Making*, 4th Edition, Wiley.

Jones, R. (2002), *Business Accounting*, Causeway Press.

Module: **Tools of Financial Analysis**

Level: L7

Learning Hours: 50

Aims

- To analyse and evaluate financial statements
- To evaluate critically the contribution that financial and management accountancy theory provides
- To evaluate critically sources of long-term financing

Learning Outcomes

After completing the module, the student should be able to:

1. Understand the importance of measuring financial performance.
2. Explore the financial position of organisations through the use of financial ratios.
3. Use key groups of financial ratios to assess financial performance.
4. Determine the financial stability of an organisation.

Indicative Content

- Measuring financial performance – financial statements
- Financial ratios
- Liquidity and Working Capital
- Solvency and Gearing
- Profitability
- Repayment capacity
- Financial efficiency

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Fridson, M S and Alvarez, F (2011), *Financial Statement Analysis: A Practitioner's Guide,* 4^{th} ed. John Wiley & Sons.

Penman, S H (2009), *Financial Statement Analysis and Security Valuation*, McGraw-Hill.

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Module: **Managing Cash and Working Capital**

Level: L7

Learning Hours: 50

Aims

- To effectively communicate and critically evaluate solutions to complex financial problems
- To evaluate critically sources of long-term financing

Learning Outcomes

After completing the module, the student should be able to:

1. Understand the importance of cash flow and working capital.
2. Assess the role played by the management of stock.
3. Identify key issues in financial management.
4. Evaluate financial performance through the use of key financial ratios.
5. Understand the use of budgets in financial control.
6. Identify appropriate methods for raising finance.

Indicative Content

- Cash and working capital
- Working capital cycle
- Stock
- Financial management – use of financial statements
- Budgeting
- Raising finance

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Allman-Ward, M and Sagner, J. (2003), *Essentials of Managing Cash*, John Wiley & Sons.

Bragg, S M (2012), *Corporate Cash Management*, Accounting Tools.

Sagner, J (2010), *Essentials of Working Capital Management*, John Wiley & Sons.

Tennent, J (2012), *The Economist Guide to Cash Management: How to Avoid a Business Credit Crunch*, Economist Books.

Module: **Exercises in Quantitative Analysis**

Level: L7

Learning Hours: 50

Aims

- To effectively communicate and critically evaluate solutions to complex financial problems
- To evaluate critically secondary research in solutions to complex operational business problems

Learning Outcomes

After completing the module, the student should be able to:

1. Apply appropriate techniques to solve management problems.
2. Develop short and long term forecasts based on historical data.
3. Assess relationships between variables.
4. Demonstrate simple scheduling techniques and apply them to problems.
5. Develop an understanding of inventory control.
6. Monitor variations over time using appropriate indexes.

Indicative Content

- Data sources
- Statistical techniques – location and dispersion
- Forecasting - time series analysis, correlation, regression analysis
- Linear programming
- Networks and scheduling – critical path analysis
- Inventory management
- Indexation

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

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Oakshott, L (2009), *Quantitative Methods: for Business, Management and Finance (4th ed.),* Palgrave Macmillan.

Swift, L (2005), *Quantitative Methods for Business, Management and Finance*, (2nd ed.), Palgrave Macmillan.

Waters, D (2011), *Quantitative Methods for Business (5th ed.),* Financial Times/ Prentice Hall.

Module: **Culture and Ethics**

Level: L7

Learning Hours: 50

Aims

- To examine critically a range of organisational cultures and determine their characteristics
- To consider constraints placed on organisations due to their structure and their environment

Learning Outcomes

After completing the module, the student should be able to:

1. Describe organisational culture and analyse aspects of it in the workplace.
2. Identify your organisation's stakeholders, and analyse their expectations and influence.
3. Compare different ethical perspectives and discuss how they may all be used when making decisions.
4. Explain the relevance of corporate social responsibility for today's organisations in relation to social, environmental and governance issues.

Indicative Content

- The formal and informal organisation
- Approaches to culture – Schein, Handy, Deal and Kennedy
- Organisational socialization
- Hofstede's research
- Stakeholders – identification, expectations, influence
- Legal controls
- Ethical principles and codes of practice
- Corporate social responsibility and corporate governance

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Crane, A and Matten, D (2010), *Business Ethics and Values: Managing Corporate Citizenship and Sustainability in the Age of Globalisation*, Financial Times/Prentice Hall.

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Fisher, C, Lovell, A and Valero-Silva, N (2012), *Business Ethics and Values*, Person Education Ltd.

Handy, C (1993), *Understanding Organisation,* Penguin.

Schein, E H (2010), *Organisational Culture and Leadership,* Jossey-Bass.

Module: **Innovation and R&D**

Level: L7

Learning Hours: 50

Aims

- To identify and evaluate the range of strategies for change
- To evaluate critically the contribution of theory in support of operational management problem resolution

Learning Outcomes

After completing the module, the student should be able to:

1. Describe and assess the factors that are most likely to drive innovation in your organisation.
2. Develop an innovation process from the original idea to planning implementation.
3. Assess different ways of identifying and evaluating opportunities.
4. Describe ways in which organisations can encourage and facilitate innovation.

Indicative Content

- Definitions of innovation
- Push/pull drivers
- Process of innovation (theory and practice) – classic view, the development funnel, the pentathlon framework
- Identifying and evaluating opportunities – internal and external sources, industry and market changes
- The business plan
- Corporate entrepreneurship and business innovation

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Ahmed, P and Shepherd, C (2010), *Innovation Management: Context, Strategies, Systems and Processes* FT Prentice Hall.

Goffin, K and Mitchell, R (2010), *Innovation Management: Strategy and Implementation using the Pentathlon Framework,* Palgrave MacMillan.

Tidd, J (2009), *Managing Innovation: Integrating Technological, Market and Organizational Change* Wiley.

Trott, P (2008), *Innovation Management and New Product Development,* FT Prentice Hall.

Module: **Strategic and Systems Management**

Level: L7

Learning Hours: 50

Aims

- To consider the factors that influence strategic decision making
- To evaluate the role of a range of different systems within an organisation's overall strategy

Learning Outcomes

After completing the module, the student should be able to:

1. Understand supply chains.
2. Manage logistics and the supply chain.
3. Identify factors affecting supply chain management.
4. Assess and manage risks.
5. Integrate strategic and systems management in a business plan.

Indicative Content

- Supply chain management and typology
- Factors affecting supply chains – Porter's and Drogan's models
- Logistics and logistics management
- Value, price and costs elements
- Risk assessment and management
- Integrating strategic and systems management

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Christopher, M (2011), *Logistics and Supply Chain Management (Financial Times Series),* Prentice Hall.

Chopra, S (2012), *Supply Chain Management*, Pearson.

Hopkin, P (2012), *Fundamentals of Risk Management: Understanding, Evaluating and Implementing Effective Risk Management*, Kogan Page.

Module: **Implementing and Managing Quality Systems**

Level: L7

Learning Hours: 50

Aims

- To apply and evaluate appropriate quality systems
- To evaluate concepts and theories applicable to a range of complex operational management decisions

Learning Outcomes

After completing the module, the student should be able to:

1. Analyse the evolution of quality thinking and the shift from inspection to prevention.
2. Evaluate the business case for quality and the management concept that 'quality is free'.
3. Describe the role of standards and regulations as well as quality processes in the Quality Plan (Quality System).
4. Contrast Quality Assurance with Quality Control.
5. Evaluate Quality Assurance models for change and quality improvement.
6. Critically assess the role of quality control in the modern organization, highlighting the role of statistical process control.

Indicative Content

- Development of quality
- Customer satisfaction
- Quality and organisational structure
- Planning – standards, regulations and compliance
- Assurance – self-assessment and external assessment, models of assurance (Kaizen, TQM, Six Sigma)
- Control – customer complaints, Statistical Quality Control

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Buxton, S (2012), *How to Build a Successful Quality Management System*, Amazon Media.

Galin, D (2003), *Software Quality Assurance: From Theory to Implementation*, Addison Wesley.

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Mouradian, G (2002), *The Quality Revolution: A History of the Quality Movement*, University Press of America.

Module: **Strategic Planning Tools**

Level: L7

Learning Hours: 50

Aims

- To apply and evaluate a model for change
- To evaluate critically the contribution of theory in support of operational management problem resolution
- To evaluate critically and apply strategic management concepts tools and techniques

Learning Outcomes

After completing the module, the student should be able to:

1. Compare and contrast vision, mission, strategy, strategic plans and actions.
2. Identify the strategic planning tools used to assess the macro- and micro-environments of an organization, highlighting any limitations.
3. Discuss the range of tools available for competitor analysis and for the evaluation of alternative market strategies.
4. Critically assess the metrics used by organizations to gauge performance within their internal environments.
5. Discuss how strategic frameworks can be used to determine core competences for sustainable competitive advantage.
6. Demonstrate how the outputs from internal and external analysis can be integrated for purposes of strategy development and strategic planning.

Indicative Content

- Strategy process, vision and mission
- Macro-environment and industry analysis PESTLE, Porter's Extended Five Forces
- Strategic space and strategic group analysis
- Customer appeals
- Core competencies – value chain analysis, balanced scorecard approach, SWOT
- Leadership styles

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Benoussan, B E and Fleisher, C S (2012), *Analysis Without Paralysis: 12 Tools to Make Better Strategic Decisions*, Financial Times/Prentice Hall.

Bruce, B and Langdon, K (2000), *Strategic Thinking*, Dorling Kindersley Publishers Ltd

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Kaplan, R and Norton, D P (1996), *Balanced Scorecard: Translating Strategy into Action*, Harvard Business School Press.

Module: **Strategies for Growth**

Level: L7

Learning Hours: 50

Aims

- To identify and evaluate the range of strategies for change
- To evaluate critically and apply strategic management concepts tools and techniques
- To apply learning to strategic problem definition and resolution
- To identify and appraise alternative strategies and their implementation

Learning Outcomes

After completing the module, the student should be able to:

1. Identify the various influences from the internal and external environment.
2. Use a variety of techniques for assessing the impact of those environmental influences.
3. Identify a range of different strategic options, such as developing new products, outsourcing, mergers etc.
4. Analyse and compare the different options and to select the one that best suits the organisation.

Indicative Content

- Missions and visions – strategy statements, hierarchy of aims
- Key phases of growth – Greiner's Six Turning Points
- Strategic capability – VRIN framework, RBV approach, the value chain
- Environmental analysis – SWOT, PESTLE, scenario planning, Porter's Five Forces
- Strategic options – Porter's generic strategies
- Diversification, integration and outsourcing – mergers and alliances
- Sources of finance
- Evaluating future strategies – Ansoff's matrix, BCG growth-share matrix, Direction Policy matrix

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

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Markides, C and Geroski, P (2005), *Fast Second: How Smart Companies Bypass Radical Innovation to Enter and Dominate New Markets*, Jossey-Bass.

Module: **The Business Plan**

Level: L7

Learning Hours: 50

Aims

- To evaluate critically alternative theories to strategic business problems

Learning Outcomes

After completing the module, the student should be able to:

1. Explore the purpose of a business plan.
2. Define the vision, mission, values and objectives of an organisation.
3. Understand the process for analysing the internal and external environment.
4. Analyse a range of tools that can be used in the analysis process.
5. Evaluate the process of benchmarking.
6. Understand the importance of accountability in relation to the business plan.

Indicative Content

- Components of business plan
- Vision and mission – values and objectives (SMART)
- Internal and external environment – PESTLE, SWOT
- Analytical tools – Fishbone diagrams, PMI analysis, de Bono's Thinking Hats, BCG matrix, Mind mapping, Force Field analysis
- Comparison with competitors - Gap analysis, benchmarking, industry standards
- Key Performance Indicators, Balanced Scorecard
- Accountability and responsibility
- Innovation and creativity

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Barrow, C, Barrow, P, and Brown, R (2012), *The Business Plan Workbook: The Definitive Guide to Researching, Writing Up and Presenting a Winning Plan*, Kogan Page.

De Bono, E (1970), *Lateral thinking: Creativity Step by Step*, New York: Harper Row.

De Bono, E (2000), *New Thinking for the New Millennium*, New York: New Millennium Press.

DeGraff, J and Lawrence, K A (2002), *Creativity at work: Developing the Right Practices to Make innovation Happen*, San Francisco: Jossey-Bass.

Mullins, L J (2010), *Management and Organisational Behaviour*, 9th edition, FT Prentice Hall.

Senge, P (1990), *The Fifth Discipline*, London, Century Business.

Whetton, D A and Cameron, K S (2007), *Developing Management Skills*, seventh edition, Pearson International Edition.

Module: **Developing High Performance Teams**

Level: L7

Learning Hours: 50

Aims

- To examine and evaluate visible social aspects of organisational life
- To examine and evaluate the organisation at intra-personal and individual levels

Learning Outcomes

After completing the module, the student should be able to:

1. Examine and evaluate the organization at intra-personal and individual levels.
2. Analyse the characteristics of teams and evaluate why they are the most effective organizational unit for high performance.
3. Assess the marks of high performance at the organizational, team and individual level.
4. Understand the characteristics of successful teams and assess how teams can be developed for high performance.
5. Explore how a measurable framework can be put in place for individual development in support of individual and team development goals.
6. Examine and evaluate social aspects of team working and the benefits for the well-being of the individual.

Indicative Content

- Organizational high performance – teams and individuals
- Leadership – Hersey-Blanchard
- Psychometrics
- Retaining high flyers
- Types and development of teams – Tuckman, Belbin
- Individual motivation – Maslow, Herzberg, McGregor
- Personal development planning and action plans

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Adair, J (2009), *Effective Team Building, Revised Edition: How to Make a Winning Team*, Pan.

Belbin, R M (2010), *Team Roles at Work*, Butterworth Heinemann.

Herzberg, F (1966), *Work and the Nature of Man*, IPD.

Katzenbach, J and Smith, D (2005), *The Wisdom of Teams*, Harvard Business School Press
Kouzes J and Posner B (2007) *Leadership Challenge*, 4th edition, Jossey-Bass.

Kehoe, D (2008), *Management in Action: Developing High Performance Teams*, McGraw Hill Professional.

Mullins, L J (2002), *Managerial and Organisational Behaviour*, 6th Edition.

Natameyer, W E (2011), *Developing High Performance Teams*, Second Edition, Createspace.

Module: **Managing Projects**

Level: L7

Learning Hours: 50

Aims

- To communicate effectively to a range of users problem definition and resolution

Learning Outcomes

After completing the module, the student should be able to:

1. Explain what is meant by a project, and describe the key components and processes.
2. Describe the stages of a project from identifying a business case through to planning the work breakdown structure.
3. Use a variety of techniques and tools to create an efficient and effective project plan for implementation.
4. Monitor project progress, take action to identify and correct problems, and close the project.

Indicative Content

- Key features of projects
- Project management issues – scale, internal/external
- PRINCE2 – components and processes
- Initiation, definition and planning – presenting the business case, cost/benefit analysis, WBS, SOW
- Implementation, – networks, critical path analysis, linear programming, queuing theory, inventory management, Just-In-Time approach
- Monitoring and control
- Closure and project evaluation

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to the following references:

Baguley, P (2102), *Improve Your Project Management,* Teach Yourself.

Barker, S and Cole, R (2012), *Brilliant Project Management: What the Best Project Managers Know, Do and Say (Brilliant Business*), Pearson.

Graham, N (2010), *Project Management for Dummies,* John Wiley.

Lock, D (2010), *Project Management,* Gower.

Maylor, H (2010) *Project Management,* FT Prentice Hall.

Project Management Institute, (2009), *A Guide to the Project Management Body of Knowledge: PMBOK Guide*, PMI.

Annexes

Equal opportunities and Diversity
Academic Appeals
Assessment Policy
Reasonable Adjustments and Special Considerations Policy
SAF Form
Distance Learning Questionnaire
Malpractice Policy

EQUALITY AND DIVERSITY POLICY

EQUALITY AND DIVERSITY POLICY

1.0 Introduction

Colleges are committed to ensuring the establishment of a culture and environment in which learners, staff and visitors understand and embrace the principles and practices of equality and diversity.

The college seek to ensure that all individuals are able to maximise their potential and do not face any unfair barriers and as such, the college will not tolerate any discriminatory behaviour with respect to any of the following protected characteristics of Equity Law.

- Age
- Race
- Gender reassignment
- Religion or belief
- Marital status
- Sex
- Sexual orientation
- Disability
- Pregnancy and Maternity

2.0 Aims

The college will continually develop strategies and procedures to tackle varying forms of discrimination, unfair treatment and barriers which may occur.

These will broadly fit into the following categories:

1. Direct discrimination – where a person in not treated equally due to any of the categories listed above.
2. Indirect discrimination – where a requirement, situation or condition, which is applied for all groups, has an adverse effect on one or more groups.
3. Harassment – where someone is subjected to unwanted conduct, i.e. unwelcome sexual attention or racial harassment.
4. Victimisation – where someone is treated less favourable due to action taken against others.
5. Segregation – where someone is segregated due to his or her beliefs, attitudes or opinions.

3.0 Roles and responsibilities

It is the duty of all individuals and groups associated with the college to avoid discriminatory practices themselves to condone and discourage discriminatory practices from others.

The college will encourage those who wish to report instances of discrimination and provide a confidential process by which all discriminatory matters can be dealt with by means of the **formal Grievance Procedures.**

A designated the college senior manager who will be responsible for Equality and Diversity monitoring and the point of contact for those who may wish to discuss any discriminatory practice informally in the first instance.

The college will communicate Equality and Diversity in a variety of forms to all staff, learners, potential applicants (staff and learners), contractors and collaborative partners.

The college will take action against anyone who is in breach of the Equality and Diversity Policy.

4.0 Learners

The college will offer equity for access to all its courses and will encourage the recruitment of students from the widest possible audience both nationally and internationally. The college will also offer flexibility of access to the curriculum by enabling students to enrol for both units of programmes and full awards. This will be reinforced by:

- Marketing literature which is produced for all courses
- An admissions process which is sensitive and supportive to the needs of all students which includes
- An enrolment process, which provides for assessment of learning support for those students who may have special needs.

Regarding the curriculum, student progress and achievement will be monitored by the course review process to ensure that equality of opportunity has taken place.

All students will be made aware of the Equality and Diversity Policy via the induction process and its inclusion in the **Student Handbook**, which will be produced for each course.

All materials used for distance learning study and assessment will be subject to evaluation prior to issue to make sure that they do not contain anything which could be considered discriminatory or offensive to individual students or groups.

5.0 Statistical Analysis

Equal opportunities statistical information will be provided to focus primarily on equal opportunities statistics of those who register for the college courses.

6.0 Documentation relevant to Equality and Diversity

- Admissions Procedures
- Induction Procedures
- Assessment Policy
- Grievance Procedure
- Complaints Procedure
- Assessment Policy
- Staff Development Policy
- Accreditation to Prior Learning (APL) Procedures
- Unit Evaluation Forms
- Academic Appeals Policy

Reasonable Adjustments and Special Considerations Policy

REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS POLICY

1.0 Introduction

This Policy sets out the steps to be followed to implement reasonable adjustments and special considerations. The college recognise that:

- Reasonable adjustments may be required, particularly in assessment situations, so that assessments are a fair test of a learner's knowledge and what they capable of.

- The usual format of assessment may not be suitable.

- Our assessments are fair without being prejudicial or advantageous to those who require reasonable adjustments and special considerations to be made.

- All Study Centres should have a Reasonable Adjustment and Special Considerations Policy

2.0 Reasonable Adjustments

This refers to any activity that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation, such as:

- Allowing learners extra time to complete the assessment activity
- Adapting assessment materials
- Providing facilitators
- Changes to the learning environment

1.0 Special Considerations

Special considerations can be applied after an assessment if there is a substantive reason (supported by documented evidence) to believe that the learner has been disadvantaged by the assessment. Reasons for special considerations may include:

- Temporary illness
- Injury
- Bereavement
- Family issues
- Personal issues

Learners cannot enter a plea for special considerations for assessments based solely the grounds of disability. Learners must declare any grounds for special consideration prior to the assessment in time allow the college to make reasonable adjustments.

Where an assessment required that a criterion is met it may not be appropriate to apply special consideration, in which case an opportunity to re-take the assessment may be allowed.

2.0 Making Reasonable Adjustments

When making decisions regarding reasonable adjustments, the college will take into consideration the following:

- That learners must be able to cope with the level and content of assessment
- That set standards of competence (as laid down by the Awarding Body cannot be altered.
- That learners will not gain an advantage or disadvantage from any adjustment
- Any adjustment will be based on the individual needs of the learner.
- Each adjustment and the circumstances thereof will be considered on an individual basis.
- That any adjustment will not affect the learners' normal way of working, providing that this does not affect what is being assessed in any way.

3.0 Recruitment of Learners

The college will ensure that:

- Learners are given the appropriate advice and guidance at the outset of their programme of study and that their needs will be met.

- Each learner will be assessed on their potential to achieve any qualifications. In doing, support, where appropriate will be identified and made know to the learner.

- In the event that a learner is identified as not being able to meet the requirements for attainment of a particular assessment or parts thereof, this will be communicated to the learner, so that appropriate study decisions can be made.

- All learners will be made aware of study options available and adjustments that may be necessary and any restrictions on progression routes from learners not achieving certain outcomes.

4.0 External Verification

The college will ensure that all details relating to any reasonable adjustments given will be made available to the External Verifier during any relevant centre visit pertaining to the following:

- Services for learners with learning difficulties
- Services for learners with hearing impairments
- Services for learners with visual impairment
- Services for learners who have a permanent physical impairment
- Services for learners who have a medical condition or temporary injury
- Services for learners whose first language is not English

In the event that the college needs additional advice and guidance they will contact the Awarding Body to seek clarification before making any decision in accordance with their rules for application.

ASSESSMENT POLICY

ASSESSMENT POLICY

1.0 Underpinning Values of Assessment

- All assessments will be designed to ensure both equity and consistency for students and will be monitored as part of the quality assurance and monitoring process.

- The culture of assessment will be communicated and embraced by all staff and students who are involved with academic/vocational programmes of study.

- All assessments will be fair test of the learners' knowledge and what they are able to do. However, for some students, the college recognise that the usual assessment format may not be suitable. As such, we ensure that our assessments do not disadvantage anyone and ensure that we have steps in place to ensure equity of access.

- The requirements of all awarding bodies will be adhered within the Assessment Policy.

- All assessment is based upon the achievement of the Learning Outcomes at standards stated by the Assessment Criteria.

- Study Centres will be required to have their own Assessment Policy that is fair and does not disadvantage learners in any way.

- Assessment will be carried out taking into account the **Conflicts of Interest Policy**

2.0 Student Focused Principles of Assessment

- The Assessment Policy and procedures relating to specific programmes will be made available to all students prior to the commencement of their course and reinforced throughout their programmes of study to ensure that:

  - They understand the reason for assessment as a means to confirm that learning and understanding has taken place matched against the learning outcomes/assessment objectives laid down by the Awarding Body.

- Assessment opportunities will be based on good practice and will comprise the following elements:

- Assessment planning (Refer to **Curriculum Plan**)
- Common and agreed assessment procedures amongst course teams
- Interesting, challenging and realistic assessments
- Comprehensive feedback mechanisms
- Clear and accurate recording of grades
- Quality assurance via internal verification and moderation
- Continual monitoring of candidate performance

- Students will be assessed in 2 ways:

2. Formative assessment - ongoing feedback to monitor and improve student learning. Typically, these will be facilitated via the college online learning modules and the associated activities, therein, including self-tests and self-assessment.

3. Summative assessment – this is used to evaluate student learning and is undertaken having completed the required the college online modules. This includes a Multiple Choice activity and the completion of assignment, which covers the required awarding body assessment criteria derived from the Learning Outcomes. All summative assessment will be subjected to the Internal Verification procedures of the college and the External Verification procedures of the Awarding Body.

- Support mechanisms will give student's equality of opportunity for assessment. This will be enabled by:

  - Provision of appropriate resources to enhance learning.
  - Appropriately qualified staff to carry out and monitor assessment.
  - Provision of appropriate resources for students with special learning needs
  - Provision of appropriate resources to take into account differing cultural and linguistic needs.
  - Provision of appropriate quality assurance measures related to the assessment process (Refer to **Reasonable Adjustments and Special Considerations Policy**)

- All students will be entitled to the following:

  - Advice and guidance on assessment given by specialist tutors appropriate to their programme of study.
  - Access to the Assessment Policy as part of their induction process
  - where appropriate student's will be encouraged to self-assess their own work
  - All assessments will be planned by subject tutors to avoid bunching of assessments. This will be given to students prior to the commencement of the programme.
  - The opportunity to have prior knowledge and experience assessed by **Accreditation to Prior Learning (RPL) Policy**.
  - Written and where appropriate oral feedback will be given on the outcome of all assignments.
  - A copy of the **Academic Appeals Procedure** which is given to all Student's as part of the induction process.

- All documents relating to assessment will be contained within the **Student Handbook**.

3.0 Assessment Decisions

- Students will receive a Pass or Fail for all summative assessments. In the event of a summative assessment being deemed as a referral or a fail, the following will apply:

Referrals will be given in the event of insufficient content and/or misinterpretation of assignment tasks, where all assignment questions have been answered or attempted to be answered by the student. In these instances, students will be provided with an opportunity to add content to meet the requirements of the assessment criteria following feedback with their Tutor as long as this is not deemed to be substantial or requires excessive coaching. In this instance the student will use the same assignments as the basis for amendment.

A failed piece of work will be awarded in the following instances:

- Where a piece of work is not deemed to be entirely the students own work. Refer to **Annex - Malpractice Policy**
- Where no attempt has been made to answer assignment questions
- Where an assignment has not been submitted in time (unless there are pre-agreed or extenuating circumstances. Refer to **Annex - Reasonable Adjustments and Special Considerations Policy**)

In the instance of a Fail being recorded, students will be required to undertake a new assignment.

In the event of a Referral or a Fail Students will be able to re-submit on a maximum of 3 separate occasions and will have up to 21 days from each receipt of summative feedback (following marking) to make a re-submission.

- Assessment decisions will be recorded on the Student database, which will be used for the tracking and monitoring of grades.

- Assessment decisions and feedback will be recorded using Annex - Form SAF

4.0 Review of Assessment

- In addition to being able to communicate assessment issues with subject tutors, students will also have the opportunity to make comment via the course review questionnaires.

- Course team and Examination Boards will also provide further evidence of the quality of assessment.

5.0 Evaluation of Assessment

- Assessment quality will be monitored by analysing:

  - Grades across subject areas
  - Grades across programme areas
  - Entry level qualifications and final achievements

- This will be carried out by subject tutors and course teams as part of the annual review process.

- The findings of the above will be presented to the Programme Manager for comment and if necessary assessment strategies will be changed and/or adapted to meet student needs.

Associated Policies and Procedures:

Reasonable Adjustment and Special Consideration Policy
RPL Policy
Academic Appeals Policy
Curriculum Plan
Malpractice Policy
Complaints Policy
Conflicts of Interests Policy
Internal Verification Policy

Form SAF

Student Submission and Feedback Form

1. PROGRAMME DETAILS

Name:		ID No.		Enrolment date:	
Programme Title:		Subject tutor:			
Course Title:		Assignment No.		Due date:	

Student Declaration:
I declare that the work submitted is my own work:

Signed:

Mentor Declaration:
I declare that the above student is known to me in my capacity as Mentor and that this is the work of that student:

Signed:

Designation:

2. ASSESSMENT FEEDBACK (Reference must be made to the suggested evidence provided for each assignment)

Activity Title	
LO	**Feedback/evidence**
AC	
LO	**Feedback/evidence**
AC	
LO	**Feedback/evidence**
AC	
LO	**Feedback/evidence**
AC	
LO	**Feedback/evidence**
AC	

Grade Awarded: Pass/Fail/Referral (please circle)

General Comments:

Hand in date:		**Date returned:**		**Signed tutor:**	

MALPRACTICE POLICY

Contents

Part A - Policy

1 Scope of the policy

This policy is aimed at all the college learners and key stakeholders namely Study Centres, (termed 'Centres'), their staff and learners and the college associates and staff, within and outside the UK, who are using any the college products and services and who are involved in suspected or actual malpractice or maladministration.

The policy sets out how centres, learners or other personnel should work with us to deal with such cases and the steps which must be followed when reporting suspected or actual cases of malpractice and maladministration. It also identifies the college's responsibilities in dealing with such cases and the steps that will be followed when reviewing such cases.

2 Definitions of Malpractice

For the purposes of this policy 'Malpractice' is defined as
"Any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process and/or the validity of certificates"

For the purposes of this policy it also includes some forms of misconduct and forms of unnecessary discrimination or bias towards certain groups or groups of learners.

Malpractice may include a range of issues from failure to maintain appropriate records or systems to the deliberate falsification of records in order to claim certificates

3. Examples of actions that may constitute malpractice

Examples of centre and learner malpractice are provided below. Please note that these examples are not exhaustive.

Examples of centre malpractice

- Failure to meet the college centre recognition and qualification approval requirements as stated in the centre contract and the college policies. Examples of this would include:
  - failure to continually meet the college centre recognition and qualification approval requirements e.g. failure to advise the college of centre changes related to the delivery of the college qualifications; external verifier action plans repeatedly not implemented within agreed timescales;
  - repeated short-notice cancellation of External Verifier visits by a centre
  - continued failure to meet the college requirements for assessment, internal verification
  - failure to keep learners' portfolios of evidence secure
  - providing deliberate erroneous advice to learners

- Failure by the centre to implement the agreed internal Malpractice policy relating to staff and learners

- Examples of this would include
  - improper assistance to learners over and beyond normal levels of supervision such as to put in doubt learner ownership of work
  - inventing or changing judgements for internally assessed work (coursework or portfolio evidence) without following agreed internal policies and processes
  - repeated incidences of insufficient evidence of the learners' achievements to justify the marks given or assessment decisions made (fraudulent claims for certificates)
  - inappropriate retention of certificates
  - fraudulent use of the college logo and/or claiming to offer the college qualifications without formal recognition as a college centre.
  - Failure to deal appropriately with learner malpractice such as:
    - plagiarism of any nature
    - collusion with others
    - copying (including the use of ICT to aid copying)
    - deliberate destruction of another's work
    - false declaration of authenticity in relation to the contents of a portfolio or coursework
    - impersonation

- Failure to meet the requirements of the regulations for the conduct of timed assessments or other forms of assessment under controlled conditions including:
  - non-adherence to any arrangements agreed with the college for such assessments
  - amendments to assessment materials without permission
  - failure to provide access arrangements for assessment in accordance with the college requirements.

4. Definition of Maladministration

For the purposes of this policy this is defined as:

'any activity, neglect, default or other practice that results in the centre or candidate not complying with the specified requirements for delivery of the qualifications as set out in the relevant regulatory and awarding organisation requirements'.

For the purposes of this policy it also includes persistent mistakes or poor administration within a centre

5. Examples of Maladministration

Examples of actions that may constitute maladministration are listed below. These are exemplars and the college reserves the right to consider as maladministration other actions not listed but falling under the general definition of maladministration.

- Delay in issuing certificates
- Unreasonable delay in responding to requests for information or other communications from the college
- Inaccurate claims for certificates

- Incorrect action or failure to take any action when requested to by the college
- Failure to provide information when reasonably requested to do so
- Inadequate record-keeping for example in relation to assessment of learners
- Failure to investigate
- Misleading or inaccurate statements

6. Dealing with Malpractice or Maladministration

In accordance with the requirements of the regulatory authority, all allegations of malpractice or maladministration must be investigated. The nature of the investigation, and of the actions taken if malpractice or maladministration is proven, will be commensurate with the nature and the gravity of the malpractice or maladministration. The college regards all allegations and suspicions of malpractice or maladministration as potentially serious issues, and as such all must be investigated and recorded formally, no matter how trivial they may at first appear.

7. Academic Malpractice

This section identifies the steps that the college will take in detecting and dealing with academic malpractice. As such it is applicable to its own operations and those of its Centres.

Definition:

Academic malpractice is any activity – intentional or otherwise - that is likely to undermine the integrity essential to scholarship and research. It includes;

- plagiarism,
- collusion,
- fabrication or falsification of results,
- anything else that could result in unearned or undeserved credit for those committing it.

Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously by the college

Safeguards:

- Wherever practicable assessment tasks and topics will vary from year to year.

- Assessment will focus on demonstration of the understanding of knowledge rather than the relatively straightforward repetition of such knowledge.

- Students will be asked to submit a draft or outline of major pieces of work; this allows useful formative feedback, affords you the opportunity to spot possible plagiarism, and helps to combat plagiarism from the Web.

- All assignments issued to Distance Learning students will require that they sign a declaration that it is the student's own work. This will be countersigned by a designated Mentor using **Form SAF.**

- Wherever practicable assignments will be submitted for electronic scrutiny using the plagiarism detection systems (usually 'Turnitin') to check for passages found elsewhere on the web, in books and journals or in work submitted previously. The college will inform students of this procedure as required.

- The college will give students clear guidance on the appropriate styles of referencing, the need for bibliographies and their layout, etc.

- Students working in groups or teams will be given specific guidance on how assignments arising from their legitimate collaboration are to be assessed and to what extent 'shared' material may be appropriate in individual assignments submitted for assessment.

- A single instance of the copying or close paraphrasing of two or three sentences of perhaps no more than 50 words in total of someone else's material, without direct acknowledgement, or the reproduction of a single unacknowledged diagram should not necessarily be regarded as plagiarism. These might better be described as 'poor academic practice', rather than malpractice. In such cases, students should be informed why they fall below the standards required, and should then be penalized accordingly through appropriate assessment criteria, which explicitly mention the need for the use of quotation marks, referencing and the provision of a full bibliography.

- Before reporting suspected instances of collusion, the college will check with the students concerned, at the earliest opportunity, that they have properly understood what is required of them in terms of the submission or presentation of assignments. In cases where misunderstandings have apparently occurred, a request for resubmission or re-presentation would probably be the most appropriate form of action.

- The college appreciate that international students, who come from different academic cultures that may have different practices and expectations, should be treated with special consideration. Appropriate induction arrangements will be put in place for in order to clarify the conventions that are considered important within the UK system of HE, but once these conventions have been shared with these groups of students, they will be enforced in the same way as with all other students.

8. Copies of the policy

Copies of the policy can be downloaded from our website.

9. Responsibility of Study Centres

It is important that all personnel involved in the management, assessment and quality assurance of the college qualifications are fully aware of the contents of this policy. Staff in the college centres and learners studying for the college qualifications must be clear that the college will take action in all cases of alleged malpractice. When a centre is seeking recognition, it will need to confirm that they have read and understood the college Malpractice and Maladministration Policy. In addition, the centre must have robust internal policies in place to combat malpractice and maladministration and this will be checked by the college. Centres must ensure these policies are fully implemented and that staff and learners strictly adhere to the procedures stated in this documentation.

A failure by a centre to report suspected or actual cases of malpractice or maladministration, or a failure to have in place effective arrangements to prevent such cases, may lead to sanctions being imposed on the centre. Details of sanctions that may be imposed are set out below.

A centre that requires guidance or advice on how to prevent, investigate and deal with malpractice and maladministration should contact the college which will provide such advice and/or guidance.

A centre's compliance with this policy and how it takes reasonable steps to prevent and/or investigate instances of malpractice and maladministration in the institution will be reviewed by the college periodically through the centre monitoring arrangements On their centre visits, External Verifiers will check not only that centres have received this policy but have also prepared internal malpractice policies which are being implemented and that all relevant colleagues and learners are aware of the contents and purposes of both documents.

10. Monitoring and Review

An annual report on any cases of malpractice or maladministration including those found not proven will be made to the college Management Board.

The college will review this policy annually as part of its annual self- evaluation arrangements, the college will take into account the operation of the policy in the previous time period, feedback from stakeholders, or changes brought about by external agencies and regulatory authorities. The review will ensure that procedures continue to be consistent with the Ofqual Conditions of Recognition and are applied properly and fairly in arriving at judgements.

Part B

Procedures to be followed in cases of alleged or suspected malpractice or maladministration

2. Terminology

In all cases, to avoid prejudicial language, until an investigation has been completed and the allegation or suspicion proved, centres and the college will use the terms 'alleged malpractice or maladministration' or 'suspected malpractice or maladministration', as appropriate to the circumstances, in relation to the case in question.

2. Allegations of malpractice or maladministration

Allegations may be made by any person having knowledge of the assessment process, including learners, assessors, centre employees, the college employees or associates and members of the public. Allegations should normally be made in writing. Where an allegation is made orally, the receiver of the allegation should attempt to obtain written confirmation from the person making the allegation, but if this is not possible he/she should make a written record. In such cases, care will need to be taken in noting accurately the details of the allegation.

Allegations may be made to centres, centre employees, or the college staff or associates. Allegations may also be made indirectly via a third party (for example, the police or the regulatory authority).

Cases of alleged malpractice in centres will initially be dealt with by applying the centre malpractice policy. There will however be cases where suspected cases of alleged malpractice or maladministration are notified directly to the college. In such cases allegations, should normally be put in writing (which may include email) and enclose appropriate supporting evidence. Such allegations should normally be reported to the college within 5 working days of the discovery of the alleged malpractice.

All allegations should include (where possible):

- centre's name, address and number
- learner's name and the college registration number (where relevant)
- centre or the college person's details (name, job role) if they are involved in the case
- details of the college course or qualification affected or nature of the Service affected
- nature of the suspected or actual malpractice and associated dates
- details and outcome of any initial investigation carried out by the centre or anybody else involved in the case, including any mitigating circumstances

In all cases of suspected malpractice and maladministration reported to the college it will protect the identity of the ‘informant’ in accordance with its duty of confidentiality and/or any other legal duty.

3. Anonymous allegations

An anonymous allegation should normally only be acted upon if there is sufficient supporting evidence, but may require investigation without such evidence depending on the nature of the allegation. While the college is prepared to investigate issues which are reported anonymously and/or by whistle-blowers it will always try to confirm an allegation by means of a separate investigation before taking up the matter with those persons about whom the complaint or allegation relates.

Sometimes a person making an allegation of malpractice or maladministration may wish to remain anonymous. Although it is always preferable for 'informants' to reveal their identity and contact details to the college, the person may be concerned about possible adverse consequences and request the college not to divulge their identity to third parties. If it helps to reassure the 'informant' on this point, the college should confirm that it is not obliged (as recommended by Ofqual) to disclose information if to do so would be a breach of confidentiality and/or any other legal duty.

4. Suspected malpractice or maladministration

Suspicion of malpractice or maladministration may arise when assessing a learner's work, but may also arise under other circumstances, for example, when analysing assessment records.

5. Application of these procedures

These procedures are designed to cover a wide range of circumstances in relation to: the subject of the allegation or suspicion; the person making the allegation or developing the suspicion; the person or organisation receiving the allegation; the nature and gravity of the alleged malpractice or maladministration. Examples of malpractice or maladministration may arise where these procedures are not wholly appropriate and they may therefore need to be adapted in some cases to suit the actual circumstances. In cases where there is an allegation or suspicion of centre malpractice, the college will immediately inform the regulatory authority irrespective of whether the investigation has been completed.

6. Sanctions and Penalties

The college reserves the right in suspected cases of malpractice and maladministration, both during the period of the investigation and when the outcome is known, to apply sanctions. Sanctions/penalties may only be imposed based on the evidence presented and must be justifiable and reasonable and consistent in their application. Examples of sanctions include:

- Suspending individual learner or group registrations
- Withholding results
- Withdrawing approval for any assessor/internal verifier implicated in Malpractice

- De-registering the centre, recognising a duty of care to learners

7. Alleged or suspected malpractice by learners

7.1 Initial response

Where a centre discovers any irregularity in internally assessed work, they do not need to report this to the college. Centres will be expected to have robust policies in place and reference the actions they will take should malpractice in learner work be identified for example a refusal to accept learner work for assessment purposes.

The college external verifiers who discover or suspect malpractice in assessments when visiting centres, or when sampling learner evidence record their findings, including supporting evidence in full in their report. The centre is given initial oral feedback on the findings and the contents of the report. The centre is also informed that the report will be sent to the Head of Quality and Assessment at the college for final checking and approval. In such cases the college will formally write to the Head of Centre and request information so that an investigation into the malpractice and appropriate action can be undertaken.

7.2 Centre investigation

The regulatory authority explicitly requires the college as the awarding organisation to conduct a full investigation or instigate a centre led investigation of all instances of alleged or suspected malpractice.

The college reserves the right to issue advice to the centre on the conduct of any preliminary investigation, or to require the involvement of the college staff in the investigation, or to conduct the investigation itself should the circumstances appear to it to warrant such a course of action, for example, where the alleged malpractice has been brought to its attention by an external verifier, where the suspected or alleged offence is serious, or has potentially wider consequences, (for example, implicates a group or groups of learners).

7.3 Procedures

If a centre conducts a preliminary investigation prior to formally notifying the college, the centre should ensure that staff involved in the initial investigation are competent and have no personal interest in the outcome of the investigation. However, it is important to note that in all instances the centre must immediately notify the college if it suspects that learner malpractice has occurred as the college has a responsibility to the regulatory authorities to ensure that all investigations are carried out rigorously and effectively.

In conducting any preliminary investigation the centre must follow the procedures stated in their internal policy. This will normally include the following actions:

- Inform the learner in writing at the earliest opportunity of the nature of the alleged or suspected malpractice, of the procedures that will be followed, and the possible penalties if malpractice is proved
- Undertake an investigation of the allegation or suspicion

- Provide the learner with an opportunity to contest or refute the allegation or suspicion, either in writing, or at a hearing, or both
- Allow the learner to be accompanied by a friend at any hearing
- Make a decision based on the investigation and hearing
- Ensure that the person or persons conducting the investigation, any hearing, and making any decision:
    - are not the same as the person making the allegation or raising the suspicion
    - have sufficient professional standing and authority, and, if necessary have appropriate subject knowledge.
- Inform the college if it is unable to meet either of the above requirements (for example, if it has a small number of employees), which will advise the centre on how to meet the requirements, if necessary by the involvement of persons external to the centre
- Inform the learner of the outcome in writing
- Where malpractice is proved, immediately inform the college in writing
- Keep a full case record (see below) and make available such a record to the college on request
- Ensure that the assessed work is included in any sample of work considered by the Internal Verifier
- Ensure that the work is included in any sample of work provided to the college authorised person (External Verifier) so that he/she can view the evidence and report the findings to the college.

7.4 The college action

Once the centre has gathered all the information, completed their investigation and forwarded all the documentation to the college, the college will confirm the outcome and recommend the appropriate penalty. The recommendation will be considered and confirmed by the college Director of Operations. Where the nature or gravity of the malpractice appears to warrant it, and the proposed penalty is severe, the case may be referred to Chair of the Quality and Standards Committee as appropriate for independent advice. The outcome of the investigation will be sent to the centre within 10 working days of receipt of all the relevant documentation relating to the investigation.

7.5 Penalties: learner malpractice

The following penalties may be imposed, depending on the nature and gravity of the malpractice:

- A written warning
- Loss of credit in the unit concerned
- Loss of credit in all units in the qualification concerned
- Disqualification from the qualification concerned
- Learner is barred from registering for qualifications for a set period of time
- A combination of two or more of the above
- Other actions

Where the malpractice appears to involve a criminal offence, it may, after advice from the college, be appropriate to report the case to the police

7.6 Case records: learner malpractice

Case records for learner malpractice should include:

- A statement of facts
- A detailed account of the circumstances
- Names of all persons involved and their roles in the case
- Copies of any written statements by learners and staff
- Details of the investigation carried out by the centre
- A record of any hearing
- Copies of any learner's work that is the subject of the allegation or suspicion of malpractice
- A record of the decision
- Copies of the centre's procedures for informing learners of assessment regulations including those relating to malpractice
- A record of the proposed penalty imposed if the allegation or suspicion is upheld (and a record of the confirmed penalty once this is agreed)

7.7 Appeals

Where a learner wishes to appeal against the decision, he/she should use the procedures as described in the colleges Academic Appeals policy and procedures.

8. Alleged or suspected malpractice or maladministration by centre employees

8.1 Initial response

Where a centre employee is suspected of malpractice, or maladministration or is alleged (whether by another employee of the centre, a learner or a member of the public) to have committed malpractice or maladministration, the centre must immediately inform the college in writing. Where a member of staff of a centre is suspected by the college of malpractice or maladministration, or the college receives an allegation of malpractice or maladministration by an employee of a centre, the college Director of Operations will immediately inform the centre (normally the Principal or some other senior member of staff nominated by the centre) in writing.

8.2 Centre investigation

Upon receipt of an allegation or suspicion, it is the responsibility of the centre as the employer of the employee concerned:

- to conduct an investigation;
- to determine the outcome;
- to determine the appropriate penalty;
- to comply with the centre's own employment and disciplinary procedures;
- to comply with appropriate employment legislation.

In conducting the investigation, the centre should seek the advice of the college, and should consider any evidence that the college may provide. Subject to agreement between the centre and the college it may be considered appropriate for a college member of staff to give evidence at any hearing called as part of the investigation.

Where the malpractice or maladministration appears to involve a criminal offence, the centre and the college should consult about whether it is appropriate for the centre to report the case to the police.

Notwithstanding the outcome of the investigation by the centre into the actions of its employee, the college reserves the right to undertake an investigation of the centre, as the employer of the person concerned, in order fully to discharge its responsibilities to the regulatory authorities. This investigation will be undertaken following the procedures in section 9 below.

9. Alleged or suspected malpractice or Maladministration by Centres

9.1 Initial response

Where a centre is suspected by the college of malpractice or maladministration, or the college receives an allegation from a learner, an employee or a member of the public of malpractice or maladministration by a centre, or where the investigation by the centre into alleged malpractice or maladministration by one of its employees is not considered sufficient, the college will initiate an investigation, All notifications of suspected cases of malpractice and maladministration received by the college will be passed to the Programmes Manager who will acknowledge receipt, as appropriate, to external parties within three working days.

9.2 Responsibility

The college Programme Director will be responsible for ensuring the investigation is carried out in a prompt and effective manner and in accordance with the procedures in this policy and will allocate a relevant member of staff to lead the investigation and establish whether or not the malpractice or maladministration has occurred, and review any supporting evidence received or gathered by the college. Throughout the investigation the college Programme Director will be responsible for overseeing the work of the investigation staff to ensure that due process is being followed, appropriate evidence has been gathered and reviewed and for liaising with and keeping informed relevant external parties.

At all times the college will ensure that personnel assigned to the investigation have the appropriate level of training and competence and they have had no previous involvement or personal interest in the matter.

9.4 Notification

In all cases of suspected or actual malpractice, the college will notify the centre (normally the Head of the Centre) involved in the allegation that the college will be investigating the matter – in doing so it may withhold details of the person making the allegation if to do so would breach a duty of confidentiality or any other legal duty.

Where applicable, the college will inform the appropriate regulatory authorities if there is reason to believe that there has been an incident of malpractice or maladministration which could either invalidate the award of a qualification or if it could affect another awarding organisation, and may be required to act on any advice received.

Where the allegation may affect another awarding organisation and their provision the college will also inform them in accordance with the regulatory requirements and obligations imposed on the college by Ofqual.

9.5 Investigation timescales and procedures

The college aims normally to complete all stages of the investigation within 10 working days of receipt of the allegation and no more than 20 working days. In some cases the investigation may take longer; for example, if a centre visit is required. In such instances, the college will advise all parties concerned of the likely revised timescale.

The fundamental principle of all investigations is to conduct them in a fair, reasonable and lawful manner, ensuring that all relevant evidence is considered without bias. In doing so investigations will be based around the following broad objectives:

- To establish the facts relating to the allegation, suspicion or complaint in order to determine whether any irregularities have occurred
- To identify the cause of the irregularities and those involved.
- To establish the scale of the irregularities
- To evaluate any action already taken by the centre
- To determine whether remedial action is required to reduce the risk to current registered learners and to preserve the integrity of the qualification
- To ascertain whether any action is required in respect of certificates already issued
- To obtain clear evidence to support any sanctions to be applied to the centre, and/or to members of staff, in accordance with the college Sanctions Policy
- To identify any adverse patterns or trends.

The investigation may involve a request for further information from relevant parties and/or interviews with personnel involved in the investigation. Therefore, the college will:

- Ensure all material collected as part of an investigation is be kept secure. All records and original documentation concerning a completed investigation that ultimately leads to sanctions against a centre will be retained for a period of not less than five years. If an investigation leads to invalidation of certificates, or criminal or civil prosecution, all records and original documentation relating to the case will be retained until the case and any appeals have been heard and for five years thereafter.

- Expect all parties, who are either directly or indirectly involved in the investigation, to fully co-operate with us.

Either at the time of notification of a suspected or actual case of malpractice or maladministration and/or at any time during the investigation, the college reserves the right to impose sanctions on the centre in accordance with its Sanctions Policy in order to protect the interests of learners and the integrity of the qualifications.

The college also reserves the right to withhold a learner's, and/or cohort of learners' results for all the college course/qualifications and/or units they are studying at the time of the notification or investigation of suspected or actual malpractice or maladministration.

Where the college finds that the complexity of a case or a lack of cooperation from a centre means that it is unable to complete an investigation, it will consult the relevant regulatory authority in order to determine how best to progress the matter.

9.6 Investigation report

After an investigation, the college will produce a draft report for the parties concerned to check the factual accuracy. Any subsequent amendments will be agreed between the parties concerned and the college. The college will make the final report available to the parties concerned and to the regulatory authorities and other external agencies as required. In cases where the original notification of the suspected or actual case of malpractice came from a person or organisation external to the college (or its centres and learners) it will also inform them of the outcome – normally within 10 working days of making the decision - in doing so it may withhold some details if to disclose such information would breach a duty of confidentiality or any other legal duty. In cases where the investigation is internal into a member of the college staff the report will be agreed by the CEO with the relevant the college manager and appropriate internal disciplinary procedures will be implemented.

9.7 Investigation outcomes

If the investigation confirms that malpractice or maladministration has taken place the college will:

- impose appropriate actions in relation to the centre with specified deadlines in order to address the instance of malpractice or maladministration and to prevent it from recurring
- impose appropriate sanctions on the centre – if so these will be communicated to the centre in accordance with the Sanctions identified above along with the rationale for the sanction(s) selected.
- in cases where certificates are deemed to be invalid:

- inform the centre concerned and the regulatory authorities of the reasons why they are invalid and any action to be taken for reassessment and/or for the withdrawal of the certificates
- ask the centre to inform the affected learners of the action the college is taking and that their original certificates are invalid and ask the centre – where possible – to return the invalid certificates to the college
- amend its database so that duplicates of the invalid certificates cannot be issued
- expect the centre to amend its records to show that the original awards are invalid.
- amend as appropriate aspects of its qualification development, delivery and awarding arrangements and assessment and/or monitoring arrangements and associated guidance to prevent the issue from recurring.
- inform relevant third parties of its findings in case they need to take relevant action in relation to the centre
- inform the appropriate regulatory authority(s)

In proven cases of malpractice and/or maladministration by a centre the college reserves the right to charge the centre for any reissuing of certificates and/or additional external verifier visits. The fees for these will be the college prices current for such activities at the time of the investigation.

In addition, to the above the Director of Operations will record any lessons learnt from the investigation and pass these onto relevant colleagues within the college to help prevent the same instance of maladministration or malpractice from recurring.

If the relevant party (ies) wish to appeal against the decision to impose sanctions, the college Appeals Policy and Procedures should be used.

10. Alleged or suspected malpractice or maladministration by the college employees

10.1 The college investigation

Where an employee of the college is suspected of malpractice or maladministration, or is alleged (whether by another employee of the college, a learner or a member of the public) to have committed malpractice or maladministration, it is the responsibility of the college as the employer of the member of staff concerned:

- to conduct an investigation;
- to determine the outcome;
- to determine the appropriate penalty;
- to comply with the college’s own employment and disciplinary procedures;
- to comply with appropriate employment legislation.

In conducting the investigation, the college may seek the advice of the Regulatory Authority. Where the malpractice or maladministration appears to involve a criminal offence, it may be appropriate to report the case to the police.

During the investigation the employee may be suspended or moved to other duties until the investigation is complete.

10.2 Investigation outcomes

If the investigation confirms that malpractice or maladministration has taken place the college will take such actions as are necessary and relevant to the case in order

- to safeguard the integrity, validity or reliability of any assessment process and/or the validity of any certificates
- to protect the interests of learners
- to maintain public confidence in the college
- to maintain the college’s status as a awarding organisation

These actions may include:

- in cases where certificates issued are deemed to be invalid:
- inform the centre(s) concerned and the regulatory authorities of the reasons why they are invalid and any action to be taken for reassessment and/or for the withdrawal of the certificates
- ask the centre(s) to inform the affected learners of the action the college is taking and that their original certificates are invalid and ask the centre – where possible – to return the invalid certificates to the college
- amend its database so that duplicates of the invalid certificates cannot be issued
- amend as appropriate aspects of its qualification development, delivery and awarding arrangements, assessment and/or monitoring arrangements and associated guidance, internal operational procedures, staff recruitment and training, to prevent the issue from recurring.
- inform relevant third parties of its findings in case they need to take relevant action
- inform the relevant regulatory authority(s)

In addition, to the above the Programme Manager will record any lessons learnt from the investigation and pass these onto relevant colleagues within the college to help prevent the same instance of maladministration or malpractice from recurring.

Summary of the college time lines when reviewing reports of suspected or actual cases of malpractice

Report from centre alleging malpractice or maladministration	Acknowledge within 3 working days of receipt
The college investigation into malpractice or maladministration	Action and resolve all investigations normally within 10 working days and no more than 20 working days unless a centre visit is required in which case the investigation will be completed as soon as possible
The college decision on sanctions/penalties following centre investigation into alleged malpractice	Inform centre of decision within 5 working days from completion of the investigation

COMPLAINTS POLICY AND PROCEDURE

COMPLAINTS POLICY

1.0 Overview

The college seeks to always provide the highest possible levels of service but also recognises that in doing so, there may be times when this falls short of student's expectations. In these instances, the focus is on finding an acceptable outcome. All complaints are taken seriously and will be investigated according to the procedures laid down.

Any student who makes a complaint shall not be disadvantaged in any way and the complaint will be undertaken by the college impartially and without bias. Privacy and confidentiality will be maintained throughout the process and each case will be considered on its own merits and taking into account:

- The seriousness of the issue raised
- The credibility of the concern
- The likelihood of confirming the issue from attributable sources.

2.0 Aims

The college are committed to the following in terms of the complaints procedure for learners:

- Making the process open and transparent
- Placing the emphasis on prompt resolution
- Not apportioning blame
- Taking forward all reasonable complaints made
- Ensuring that complaints are quickly rectified
- Ensuring that learners are supported during the complaints procedure
- To collect equality data on complaints for monitoring purposes (through confidential means)

3.0 COMPLAINTS PROCEDURE (using Form SCP)

PROCESS | **TIME-SCALE**

INFORMAL PROCESS

- Discuss complaint with person involved.

- If the matter is not resolved, proceed to Stage One of the Formal Process

FORMAL PROCESS

STAGE ONE

- Put complaint into writing to Programme Leader/Line Manager
- Meeting arranged

Within 5 working days

- If no resolution, the complaint should be copied to the Managing Director
- A meeting will convened

Within 5 working days

- If no resolution, go to Stage Two

STAGE TWO

- Issue raised with ATHE through the Quality Standards Manager for Adult Learning and Employment

Within 5 working days

- Meeting convened with Managing Director, student/employee
- Resolution sought

Within 10 working days

Notes:

1. Student has the right to be accompanied by other.
2. This Policy relates to specific issues not covered by the Appeals Procedure

STUDENT COMPLAINT PROCEDURE

Student Name: ______________________________________

Enrolment No: ____________

Course of Study: ______________________________________

Year of Course: ______________

Course Tutor: ______________________________________

Programme Leader: ______________________________________

COMPLAINT PROCEDURES – STAGE 1

Reason for Complaint:

Response:

Agreed:

Signed Programme Leader :_____________________

Signed Student: ________________________

Date: ________________

===

COMPLAINTS PROCEDURE – STAGE 2

Response:

Agreed:

Managing Director:__________________ Signed Student ________________

Date: ___________

ACADEMIC APPEALS POLICY

1.0 Role of the college

As a provider of learning for students, the college is duty bound to provide a means by which students are able to appeal against assessment decisions. The aim of this document is therefore to detail the mechanism by which appeals against assessments can be made.

2.0 Right to Appeal

The Appeals Process is available to all the college students. Students have the right to appeal in the following circumstances:

- Any grade awarded for any piece of work that contributes to the final grade
- Any grade awarded which may affect a student's transfer/progression opportunities between courses or years of courses
- A final year/course grade

3.0 Mechanism for Appeal

3.1 Grounds for Appeal

As part of the quality monitoring of the college courses, students can appeal against any aspect of an assessment decision outlined in 2.0 above. However, it is expected that student's would normally appeal against the following:

- That parts of the documented procedures have not been applied and in doing so has disadvantaged the student to a degree which has materially affected the decision/recommendation made, rendering it unsound. (Refer to **Annex - Assessment Policy)**
- The lack of opportunity to show examples of competency against the assessment criteria/and or national academic standards.
- That the decision-making body took a **decision which no reasonable person would find comprehensible**. Disagreement with the decision does not make it manifestly unreasonable. To apply this ground, students must provide substantive argumentation as to why no reasonable person could have arrived at the decision that was made.
- The prejudice or bias of an assessor, which can be proven.

1.2 Invalid Grounds for Appeal

The following circumstances will not be considered grounds for appeal:

- Perceived past shortcomings in tuition, supervision or support not previously raised with the college cannot be considered as grounds for appeal. Concerns relating to the quality of teaching or supervision, or other circumstances that relate to the delivery of a programme of study before the point of assessment should be raised under the Student Complaints Policy as they arise.

- An Appeal may not be made to question the academic judgment of the Assessment Board. The student's feeling that the result unfairly reflects the merit of their work or their ability is not a ground of appeal.

- An Appeal may not be made against the actual mark awarded for a piece of assessed work, which is a matter of academic judgement, except where the case rests on a claim of procedural irregularity.

- Errors in calculating or recording marks on the basis of which the original decision was made cannot be submitted as grounds for appeal, unless these errors have been identified by the student and brought to the attention of the college.

3.3 Submission of Appeals

- Appeals will only be accepted if submitted within one calendar month of the student receiving notification of the decision they wish to appeal against (or publication of results in the case of classification appeals).

- Only written cases, made using the Appeal form and presented clearly and comprehensibly, in accordance with the requirements set out in the Appeals Procedure, will be accepted.

- There may be times when a student submits an appeal, the subject of which is actually a complaint, or vice versa. In these cases, the college may decide to reclassify the appeal or complaint, at whatever stage of the procedure that has been reached, and the college will inform the student of this.

3.2 Academic Appeals Procedure

- The procedure for Academic Appeals is shown on **Form AAP**

- The Academic Appeals procedure is split into 3 stages, which represent the process of acceleration, the internal and external personnel and the time scales involved.

- The mechanism for recording the process is shown by **Form AAP**

Stage 1

Stage 1	Time-scale
• Student to discuss grade/mark awarded with the assessor and record using Stage 1 of the Form AAP	Immediately following the assessment or within 5 working days.
• Assessor to compile written response based on competence needed to gain grade and send to student.	Within 5 working days
• If no resolution, candidate to complete the 'reason for appeal' section on Stage 2 of the Form AAP and forward to Internal Verifier.	

Stage 2

Stage 2	Time-scale
• Internal Verifier reviews all evidence and assessment records • Candidate informed orally and in writing using the response section of the Stage 2 appeal on Form AAP.	Within 5 working days.
• If no resolution, Appeal go to Stage 3. • Copy of Form AAP sent to Appeals Panel	Within 5 working days

Stage 3

Stage 3	Time-scale
• Appeals panel convened consisting of the Programme Leader, a different assessor and an independent assessor/Internal Verifier	Within 5 working days
• Candidate and assessor invited to make appeal to panel	
• <u>Final</u> decision made and recorded in the 'response' section of the Stage 3 appeal on Form AAP • Details sent to External Verifier	Within 5 working days

ACADEMIC APPEAL – STAGE 1

Student Name:

Course of Study:

Assessor:

Reason for Appeal:

Response:

Agreed:

Signed Assessor:__________________ Signed Student: ________________

Date: ________________

ACADEMIC APPEAL – STAGE 2

Reason for Appeal:

Response:

Agreed:

Signed Internal Verifier:____________________ __________

Signed Student: ____

Signed Assessor:_______________________________________

Date: __________________

Response:

Signed Chair of Appeals Panel:____________________________________

Date: ________________

Distance Learning Questionnaire

As part of our quality monitoring process we would like to know what you thought about the Module that you have just completed. This will help us to make any changes which will enhance the quality of your course.

Please circle the number which best corresponds to the statements given below:

(4) if you strongly agree with the statement
(3) If you agree with the statement
(2) If you disagree with the statement
(1) If you strongly disagree with the statement

Course Name: ………………………………………………………………..

Module Title:………………………………………………………………………

(Please circle)

Course Content				
I found this module valuable in terms of its application to my role in the workplace	**4**	**3**	**2**	**1**
The module content met my expectations	**4**	**3**	**2**	**1**
There were opportunities during this module to utilise my experience of work	**4**	**3**	**2**	**1**
Activities presented were relevant and challenging	**4**	**3**	**2**	**1**
The materials provided for the module are of a good quality	**4**	**3**	**2**	**1**
Course Support Mechanisms				
I received the appropriate level of support from the college	**4**	**3**	**2**	**1**
My subject tutor responded to my enquiries within the agreed time scale	**4**	**3**	**2**	**1**
I found my subject tutor to be approachable and helpful	**4**	**3**	**2**	**1**
I found the webinars useful in helping me to complete the module	**4**	**3**	**2**	**1**
Learning				
I was not subjected to any discrimination whilst on the course	**4**	**3**	**2**	**1**
This module was enjoyable and interesting and extended my skills and knowledge	**4**	**3**	**2**	**1**
There were opportunities for me to utilise the student forum	**4**	**3**	**2**	**1**

Please add any further comments:

Thank you for your co-operation. Please return this form to the college.