



**BRITANNIA**  
COLLEGE

## STUDENT GUIDE



**2021 – 2022**

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# Contents

## Contents

About us.....	4
Our faculty .....	5
Our Vision .....	7
Our courses .....	8
Entry Requirements .....	10
Progression routes .....	13
Key Terminology .....	17
Assessment and Grading .....	20
Malpractice Policy .....	22
Financial Policy.....	25
Diploma in Applied Statistics, University Foundation Program / A Level (Level 3 – 60 credits) .....	28
Diploma in Information and Digital Technologies, University Foundation Program / A Level (Level 3 – 60 credits) .....	31
Diploma in Business & management, university foundation program / A Level (Level 3 – 120 credits).....	35
Extended Diploma in Business and Management (Level 4) .....	39
Extended Diploma in Business and Management (Level 5) .....	44
Diploma in IT & computing, university 1st (Level 4) .....	50
Diploma in IT & computing, university 1st (Level 4) .....	54
Extended Diploma in Management ( Level 6 postgraduate MBA entry) .....	59
Extended Diploma in Business Strategic Management, MBA advance entry (level 7) .....	63
Level 6 Certificate in Project Management.....	67
Level 7 certificate in AI for Real World Applications .....	71
Extended Diploma in Strategic Management (Marketing), MBA advance entry (level 7) .....	76
Extended Diploma in Strategic Management (International), MBA advance entry (level 7).....	80
Extended Diploma in Strategic Management (Finances), MBA advance entry (level 7).....	84
Extended Diploma in Strategic Management (Managing People), MBA advance entry (level 7).....	89
Extended Diploma in Management (Finances) (Level 6 postgraduate MBA entry).....	93
Extended Diploma in Management (Managing People) (Level 6 postgraduate MBA entry).....	97
Extended Diploma in Management (Operations Management) (Level 6 postgraduate MBA entry) .....	101
Extended Diploma in Management (Sales and Marketing) (Level 6 postgraduate MBA entry) .....	105
Diploma in Business University Foundation Program / A Level (Level 3 – 60 credits).....	109
Diploma in Small Business and Social Enterprise Start-up University Foundation Program / A Level (Level 3 – 60 credits).....	112

Level 4 Certificate in Entrepreneurship..... 115

Level 5 Certificate in Small Business Enterprise ..... 118

Level 5 Certificate in Planning a New Business Venture..... 121

Level 6 Certificate in Managing Quality and Service Delivery..... 124

Level 6 Certificate in Leadership and Management .....127

Level 4 Certificate in Managing a Work-Based Team Project ..... 130

Level 6 Certificate in Personal Leadership and Management Development ..... 133

Level 7 Certificate in Personal Development for Leadership and Strategic Management..... 135

Level 5 Certificate in Cyber Security ..... 138

Level 6 Certificate in Research Project..... 140

Level 6 Certificate in Preparing Funding Proposals..... 143

Level 6 Certificate in Managing Change (Managing People / Operations Management pathway units) ..... 146

# ABOUT US

## ABOUT US

Britannia College is a distance learning and training courses provider that was founded by a team of experienced academics and professionals with the goal to support students from around the globe access higher education services and train in disciplines with high demand in the work market.

As part of our program, we offer several innovative distance learning programs at Foundation, Bachelor and Master levels and deliver CPD training courses in business management and modern technologies. In order to achieve our goals, we exploit the most up-to-date pedagogical theories and state-of-the-art e-learning technologies.

In Britannia College we are committed to support our students acquire hands on experience in their discipline, explore the needs and insights of their industry, and gain problem solving, critical analysis and reflection skills.

- Our services are specifically designed to:
- Support distant learning through technology.
- Overcome geographical constraints and financial issues.
- Be flexible and enable students to study when they see fit given their jobs and family commitments.
- Provide an all-inclusive learning experience to students by giving access to high-quality materials, real time and offline support from academic and industry experts.
- Promote research skills and social interaction through webinars, participation in online conferences, study groups and course blogs.

Britannia provides a wide range of courses and training that is mainly focused on business management and computer science. Our services are recognized by Ofqual. Ofqual is the Office of Qualifications and Examinations Regulation, a non-ministerial government department that regulates qualifications, exams and tests in England and, until May 2016, vocational qualifications in Northern Ireland. Our programs lead to Master and Bachelor degrees from high profile UK universities

# OUR FACULTY

## OUR FACULTY

A team of world-renowned academics and lead industry experts to provide students with high quality learning and hands-on experience in modern knowledge subjects and technologies.



**Professor Dr  
Rahat Iqbal  
(Chair, Board  
of Governors)**

Senior Academic, Director, Inventor, Data Scientist, Keynote Speaker, Entrepreneur and External Examiner with 20 years' experience in industrial and academic roles. He has supervised to completion 20 PhD students. He serves on programme committee and advisory committee of many international conferences, journals, quality assurance, course approval / accreditation and technology boards. He has published more than 140 papers and several patents.



**Professor Dr  
Anne James  
(College Dean)**

Professor, Head of School and Innovations with 30 years' experience in various senior academic roles. She has supervised to completion 29 PhD, 5 MPhil and 5 MSc by Research students. She has published more than 210 papers. She has participate in and led several accreditation panels for degree approval and has been external examiners for many universities both nationally and internationally.



**Dr  
Charalampos  
Karyotis  
(Associate  
Dean  
Academic)**

Big Data Analytics and Machine Learning Expert with over 5 years' experience. Expert in Data collection, preprocessing, and analysis with the use of statistical tools. He has published several conference and journal articles and delivered talks, seminar and workshops to wider international audience.



**Dr Brian More  
(Associate  
Dean  
Enterprise and  
Commercial)**

An experienced Intellectual Property Director, technology transfer and business growth consultant. An enthusiastic professional skilled in Negotiation, Business Planning, Innovation Management, Analytical Skills, and Coaching. He was awarded the 2009 Lord Strafford Technology Transfer Champion Award for work in Europe, the USA, Canada, Australia, and Japan. He has taught over 600 business advisors and company executives and works closely with the banking sector on recognising the true value of intangible assets as security backing for loan or investment deals.



**Dr Shahid Mahmud  
(Associate Dean International)**

Distinguished Eisenhower Fellow (2016), Senior Fellow for the Global Think Tank Network and Co Chair for ICT on the Corporate Advisory Council of the National University of Science and Technology with more than 35 years of experience. He has been the founder director and shareholder of several companies, including Paktel Limited, Indus Vision and Pak Globalstar Ltd. He has also served as a Director of Askari Bank for over six years.



**Dr Tomasz Maniak  
(Associate Dean, Operations)**

Big Data Analytics and AI Expert with over 15 years of commercial experience in applied research, machine learning, software development, IoT and automation. His wide expertise ranges from programming embedded systems, IoT, process automation to state of the art artificial intelligence based systems. He has published a number of papers in peer reviewed international journals, and participated in high impact conferences and workshops.



**Dr Saadia Mahmud  
(Associate Dean for Teaching and Learning)**

Dr Mahmud is Associate Dean for Teaching and Learning at Britannia College. She has demonstrated academic and practitioner skills in management. She has over two decades of work in higher education with a solid reputation for pursuit of excellence with academic integrity. She has worked as a tutor for the University of South Australia, an Online facilitator for the Australian Institute of Business, and as an academic developer, academic integrity services and research fellow for UniSA. She was also a lecturer for Business Management, Lecole for Advanced Studies, Banking and Finance, SZABIST, Institute of Business Administration, University of Karachi.

# OUR VISION

## OUR VISION

1. Capacity building interventions targeted at training youth and displaced workers in the digital skills needed to advance in new, innovative, and growing fields.
2. Provide excellence in remote learning.
3. Provide world wide access to high-quality education services.
4. Deliver customised online courses tailored to the modern market and industry needs by world-renowned academics and lead industry experts.
5. Provide students with the skills, knowledge and insights to meet their career goals and self-development needs.
6. Adopt innovative technologies in delivering online education, and student-centered learning methods to support distant and lifelong learning.
7. Create a multicultural and multinational student and research community.

# WHAT DO WE OFFER

## OUR COURSES

Britannia College offers a number of level 3, 4, 5, 6 and 7 courses leading onto foundation year, undergraduate and MBA / Master degree approved by Ofqual.Gov.UK

### Level 3 – A level university entry

University undergraduate entry

- Diploma in Applied Statistics, University Foundation Program (Level 3 – 60 credits)
- Diploma in Information and Digital Technologies, University Foundation Program (Level 3 – 60 credits)
- Diploma in Business Management, University Foundation Program (Level 3 – 120 credits)
- University Undergraduate Entry - Diploma in Business- A Level (Level 3 – 60 credits)
- University Undergraduate Entry - Diploma in Small Business and Social Enterprise Start-up A Level (Level 3 – 60 credits)

### Level 4 & 5 – university 1st & 2nd year (leading onto undergraduate degree)

Progress onto university final year

- Extended Diploma in Business and Management, university 1st year (Level 4)
- Extended Diploma in Business and Management, university 2nd year (Level 5)
- Diploma in IT & computing, university 1st year (Level 4)
- Diploma in IT & computing, university 2nd year (Level 5)

### Level 6 and level 7 (Masters/MBA)

Progress onto university MBA

- Progress onto University MBA - Extended Diploma in Management (Postgraduate MBA Entry) – (Level 6 – 120 Credits)
- Progress onto University MBA - Extended Diploma in Management (Finance) - (Postgraduate MBA Entry) – (Level 6 – 120 Credits)
- Progress onto University MBA - Extended Diploma in Management (Managing People) - (Postgraduate MBA Entry) – (Level 6 – 120 Credits)
- Progress onto University MBA - Extended Diploma in Management (Operations Management) - (Postgraduate MBA Entry) – (Level 6 – 120 Credits)
- Progress onto University MBA - Extended Diploma in Management (Sales and Marketing) - (Postgraduate MBA Entry) – (Level 6 – 120 Credits)
- University MBA Completion - Extended Diploma in Business Strategic Management - (University Level 7 (MBA Advance Entry) – 120 Credits)

University MBA completion

- Extended Diploma in Business Strategic Management, MBA advance entry (level 7)



- University MBA Completion - Extended Diploma in Business Strategic Management (Finances) - (University Level 7 (MBA Advance Entry) – 120 Credits)
- University MBA Completion- Extended Diploma in Business Strategic Management (Managing People) - (University Level 7 (MBA Advance Entry) – 120 Credits)
- University MBA Completion - Extended Diploma in Business Strategic Management (International) - (University Level 7 (MBA Advance Entry) – 120 Credits)
- University MBA Completion - Extended Diploma in Business Strategic Management (Marketing) - (University Level 7 (MBA Advance Entry) – 120 Credits)

## CPD COURSES

- Certificate in Entrepreneurship (Level 4 – 15 Credits)
- Certificate in Small Business Enterprise (Level 5 – 15 Credits)
- Certificate in Planning a New Business Venture (Level 5 – 15 Credits)
- Certificate in Project Management (Level 6 – 15 Credits)
- Certificate in Managing Quality and Service Delivery (Level 6 – 15 Credits)
- Certificate in Leadership and Management (Level 6 – 15 Credits)
- Certificate in Managing a Work-Based Team Project (Level 4 – 15 Credits)
- Certificate in Personal Leadership and Management Development (Level 6 – 15 Credits)
- Certificate in Personal Development for Leadership and Strategic Management (Level 7 – 15 Credits)
- Certificate in Preparing Funding Proposals (Level 6 – 10 Credits)
- Certificate in Managing Change (Level 6 – 15 Credits)
- Certificate in Cyber Security (Level 5 – 12 Credits)
- Certificate in Research Project (Level 6 – 15 Credits)
- Certificate in Data Science (Level 7 – 20 Credits)

# ENTRY REQUIREMENTS

## ENTRY REQUIREMENTS



### English Language Ability

Learners should have an appropriate standard of English to enable them to access relevant resources and complete the unit assignments.

For those whom English is not their first language we will follow the following proficiency in English language skills or an approved equivalent for this qualification:

- IELTS 5.5
- Common European Framework of Reference (CEFR) B2
- Cambridge English Advanced (CAE) 162 or above
- Pearson Test of English (PTE) Academic 42-49
- Prior Learning (RPL) Policy

Mature learners may present a more varied profile of achievement that is likely to include relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of relevant professional qualifications. This may be used for recognition of prior learning (RPL).

Britannia College will also consider other evidence not necessarily derived from other qualifications, such as work, volunteering, other non-accredited courses. The process must include that evidence of prior learning must be provided by the learner and an assessor at the centre will assess it against the relevant units, learning outcomes and assessment criteria. The assessor will decide whether the work provides all or part evidence for the unit.

### Level 3

For learners who have recently been in education or training the entry profile for level 3 qualifications is likely to include one of the following:

- 5 or more GCSEs at grades C and above or Grade 4 and above
- Other related level 2 subjects
- Other equivalent international qualifications

### Level 4

For learners who have recently been in education or training the entry profile for level 4 qualifications is likely to include one of following:

- A GCE Advanced level profile with achievement in 2 or more subjects supported by 5 or more GCSEs at grades C and above
- Other related level 3 subjects
- An Access to Higher Education Certificate delivered by an approved further education institute and validated by an Access Validating Agency
- Other equivalent international qualifications

### Level 5

For learners who have recently been in education or training the entry profile for level 5 qualifications is likely to include one of following:

- Prior study in related subjects at level 4 or above a level 4 qualification
- Other equivalent international qualifications

## Level 6

For learners who have recently been in education or training the entry profile for level 6 qualifications is likely to include one of following:

- One- or two-years' study of related qualifications at a Higher Education Institution or a college or university offering higher education qualifications
- A level 5 qualification in related subjects
- Other equivalent international qualifications.

## Level 7

For learners who have recently been in education or training the entry profile for level 7 qualifications is likely to include one of following:

- A first degree in related subjects or a level 6 qualification for example
- other equivalent international qualifications.

A senior lecturer under the supervision of the Associate Dean (Academic) will review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at the corresponding level. For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. Learners have the opportunity to build their achievements from a single unit into a full Diploma. There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and accredited.

# PROGRESSION ROUTES

## PROGRESSION ROUTES



The degrees and training offered by Britannia College are all Ofqual approved and certified. Britannia College have established partnership with several UK universities and the students will be able to directly continue their studies to our partner institutions. However, the majority of UK universities will generally accept the credits awarded to students through this program.

Upon successful completion of a program, Britannia College will provide students with the requisite Ofqual documentation and transcript. Students also have the option to confirm the qualification from Ofqual directly <https://register.ofqual.gov.uk/>.

Based on the completed program Britannia College graduates are able to progress onto a university program. Level 3 programs lead to undergraduate entry, Level 4 to university first year, Level 5 to university second year, Level 6 to Bachelor level and level 7 to Masters' level.

Students are able to:

- Study in distance learning programs from UK universities or study up-close in UK universities' overseas campuses.

- Study in foreign higher education institutions (e.g., USA, Australian and Canadian universities offer distance learning programs and recognize equivalent UK qualifications).
- Study at their preferred university in the UK.

In order to top up and receive their degree from a UK university our graduates will usually need to submit a final project/assignment in one of our partner universities or in a university of their choosing.

**Complete a 120-credits Level 3 qualification, or 90-credits on any Level 3 qualification and 3 GCSEs and:**

- Continue to study with us for a Level 4 Diploma in Britannia College.
- Study for a Bachelor Degree from a selection of UK universities. Your options include but are not limited to: University of Bolton, Birmingham City University, University of Portsmouth, Southampton Solent University, Coventry University, University of Gloucestershire, Arden University, London School of Business and Management, and many others.

Useful Links:

<https://arden.ac.uk/our-courses/undergraduate/business-degree/ba-hons-business>

<https://www.bcu.ac.uk/courses/business-studies-ba-hons-2021-22>

**Complete a Level 4 Diploma with Britannia College and:**

- Continue to study with us for a Level 5 Diploma in Britannia College.
- Study for a Bachelor Degree from a selection of UK universities by gaining direct entry to second year of university. Your options include but are not limited to: University of Bolton, Birmingham City University, University of Portsmouth, Southampton Solent University, Coventry University, University of Gloucestershire, Arden University, London School of Business and Management, and many others.

Useful Links:

<https://arden.ac.uk/our-courses/undergraduate/degree-top-ups/ba-hons-business-top-up>

<https://arden.ac.uk/our-courses/undergraduate/degree-top-ups/bsc-computing-top-up>

<https://www.easyuni.com/united-kingdom/london-school-of-business-and-management-10047/ba-hons-business-and-management-top-up-256668/>

<https://www.port.ac.uk/study/courses/bsc-hons-applied-computing-learning-at-work>

<https://www.glyndwr.ac.uk/en/Undergraduatecourses/Business/>

<https://www.glyndwr.ac.uk/en/Undergraduatecourses/ComputerScience/>

<https://www.port.ac.uk/study/courses/bsc-hons-creative-technologies-and-enterprise-learning-at-work>

### Complete a Level 5 Diploma with Britannia College:

- Continue to study with us for a Level 6 Diploma in Britannia College.
- Study for a Bachelor Degree from a selection of UK universities by gaining direct entry to third year of university. Your options include but are not limited to: University of Bolton, Birmingham City University, University of Portsmouth, Southampton Solent University, Coventry University, University of Gloucestershire, Arden University, London School of Business and Management, and many others.

### Useful Links:

<https://arden.ac.uk/our-courses/undergraduate/degree-top-ups/bsc-computing-top-up>

<https://www.oncampus.global/europe/campuses/oncampus-lund-sweden/foundation-programmes/pmppp.htm>

<https://www.easyuni.com/united-kingdom/london-school-of-business-and-management-10047/ba-hons-business-and-management-top-up-256668/>

<https://www.port.ac.uk/study/courses/bsc-hons-applied-computing-learning-at-work>

<https://www.glyndwr.ac.uk/en/Undergraduatecourses/Business/>

<https://www.port.ac.uk/study/courses/bsc-hons-creative-technologies-and-enterprise-learning-at-work>

<https://www.bolton.ac.uk/course/COM021-F-UOB-TX>

### Complete a Level 6 Diploma with Britannia College and:

- Continue to study with us for a Level 7 Diploma in Britannia College.
- Top up your Bachelor Degree from a selection of UK universities or continue to achieve your Master degree. Your options include but are not limited to: University of Bolton, Birmingham City University, University of Portsmouth, Southampton Solent University, Coventry University, University of Gloucestershire, Arden University, London School of Business and Management, and many others.

Useful Links:

<https://www.bcu.ac.uk/courses/management-and-entrepreneurship-msc-2021-22>

<https://www.bcu.ac.uk/courses/management-and-finance-msc-2021-22>

[Complete a Level 7 Diploma with Britannia College and:](#)

Top up your Master Degree from a selection of UK universities. Your options include but are not limited to: University of Bolton, Birmingham City University, University of Portsmouth, Southampton Solent University, Coventry University, University of Gloucestershire, Arden University, London School of Business and Management, and many others.

Useful Links:

<https://www.port.ac.uk/study/courses/ma-business-management-learning-at-work>

<https://www.bolton.ac.uk/course/BAM054-F-UOB-UX>

Dedicated Britannia College advisors will work closely with you during your studies, to help you identify the best option for achieving your academic and career goals.



# KEY TERMINOLOGY

## KEY TERMINOLOGY

### Definition of Total Qualification Time (TQT), Guided Learning Hours (GLH) and Credit

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a Learner would typically complete to demonstrate achievement of the learning outcomes of a qualification.

The needs of individual learners and the differing teaching styles used mean there will be variation in the actual time taken to complete a qualification.

Values for Total Qualification Time, Guided Learning Hours and Credit are estimates.

### Guided Learning Hours (GLH)

The term Guided Learning Hours (GLH) is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners. GLH are made up of activities completed by the learner under direct instruction or supervision of a tutor/teacher, lecturer, supervisor, trainer etc. whether through actual attendance or via electronic means, the activity must be in real time.

Some examples of activities that can contribute to Guided Learning Hours include:

- Supervised induction sessions
- Learner feedback with a teacher in real time
- Supervised independent learning
- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time

- E-learning supervised by a teacher in real time
- All forms of assessment that take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

### Total Qualification Time (TQT)

Total Qualification Time (TQT) is a guide to the amount of time a learner would take, on average, to complete the different activities to demonstrate achievement of the learning outcomes of a whole qualification.

TQT includes all the activities described under guided learning hours (GLH) plus all the additional learning.

Additional learning will take place away from the classroom and this will not be under direct supervision of a tutor/teacher, lecturer, supervisor, trainer etc. The activities will vary depending on the qualifications, their level and the nature of the learning.

Some examples of activities that can contribute to Total Qualification Time, include:

- Preparation for classes
- Independent and unsupervised research/learning
- Unsupervised work on assignments
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e- assessment
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- Any other form of learning, education or training, not under the direct supervision of a tutor/teacher, lecturer, supervisor, trainer.

## Credit

The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit at the specified standard.

Each credit represents 10 hours of learning time and equates to 10 hours of total qualification time. Therefore, one 15 credit unit represents 150 hours of total qualification time. Learning time is a notional measure which indicates the amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

Learning time includes all the activities described under guided learning hours and additional learning. The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

# ASSESSMENT AND GRADING

## ASSESSMENT AND GRADING

### Assessment Policy

Assessors are required to record assessment judgements for each student by unit. Britannia College will use the template provided by ATHE to record their judgements. The form enables the centre to record any adjustments due to special considerations or reasonable adjustments. These records will be retained to be checked at external verification visits. All learner work will be retained for a minimum of 4 years after certification has taken place.

Britannia College utilises the standard ATHE assessment which comply with the following guidelines:

- Devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet.
- That the command verbs used in the assignment are appropriate for the level of the qualification, e.g., analyse, evaluate.
- That the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The RQF level descriptors will be helpful to you in determining the level of content of the assessment).
- Students are well-briefed on the requirements of the unit and what they have to do to meet them.
- Assessors are well trained and familiar with the content of the unit/s they are assessing.
- There is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification.
- Assessment decisions are clearly explained and justified through the provision of feedback to the learner.
- That work submitted can be authenticated as the learner's own work and that there is clear guidance on the centre's Malpractice Policy.
- That there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed.

- Sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

## Grading system

- Britannia College will strictly follow the ATHE grading system where a qualification result can be either Pass or Fail and we plan to maintain this system for the foreseeable future:
- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Fail for the unit
- Learner achieves a Pass for all the required units in the rules of combination > learner achieves a Pass for the qualification
- Learner does not achieve a Pass for all the required units in the rules of combination > learner achieves a Fail for the qualification but may receive unit credit certification for those units achieving a Pass

## Qualification Grading Structure

### Determining the Overall Qualification Grade

- Each unit is graded pass or fail. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. Each unit is equally weighted.
- To achieve a Pass grade for the qualification the learner must achieve a Pass for all the required units in the rules of the combination.

# MALPRACTICE POLICY

## MALPRACTICE POLICY

1. Britannia College is committed to ensuring the standard and integrity of its awards. Consequently, any allegation of academic misconduct is a serious matter and will be fully investigated.
2. It is an offence for any student to commit academic misconduct in any form of assessment.
3. Britannia College has in place rigorous processes for handling allegations of student academic misconduct to ensure that students receive a fair and impartial hearing.

### What is academic misconduct?

The practices listed below will automatically constitute academic misconduct. The list of practices is not exhaustive and does not preclude the College from taking action where other forms of academic misconduct are identified.

- i. plagiarism – “where a student incorporates another person's or body's work by unacknowledged quotation, paraphrase, imitation or other device in any work submitted for assessment in a way which suggests that it is the student's original work”;
- ii. collusion – “Where the student/s in the same cohort knowingly allows their work to be viewed by another student, in any form, and this work is subsequently incorporated in, or represented as, the work of another student; or, the collaboration without official approval between two or more students in the presentation of work, which is submitted as the work of a single student”.
- iii. falsification – “where the content of any assessed work has been invented or falsely presented by the student as their own work”;
- iv. replication – “where a student submits the same or similar piece of work, or substantial sections of the same work, which has already been submitted for any assessment within the College or elsewhere. Students repeating an assessment, unit or level are expected to produce new coursework for all assessments except where the referral brief allows students to re-work a failed assessment”. Students will, therefore, be required to attempt a new piece of work where they are referred in an assessment or taking repeat units;
- v. taking unauthorised notes or devices into an examination;

- vi. obtaining an unauthorised copy of an examination paper;
- vii. communicating, or trying to communicate, with another student or individual during an examination, or attempting to observe or copy another student's written and/or electronic examination script;
- viii. providing assessments for the purpose of academic misconduct – “where a student sells to, writes or provides assessments for another student”.
- ix. being a party to impersonation in relation to an examination;
- x. failure to obtain, or breach of ethical approval, where this is a requirement of the assessment;
- xi. purchasing of essays from a third party;
- xii. submitting a fraudulent Extenuating Circumstances claim.

### Academic misconduct process

Where a tutor determines that there is academic misconduct in a piece of assessment submitted by a student or where academic misconduct is detected during an examination, the piece of assessment, assignment brief and supporting evidence together with a completed Academic Misconduct pro-forma, should be submitted to the Associate Dean Academic and Quality who will determine whether the offence is minor or major.

- i. A Minor offence is defined as any first offence at all levels except for where the academic misconduct allegation meets the criteria for a Major Offence.
- ii. A Major offence is defined as:
  - a. any second or subsequent offence at any level;
  - b any multiple offence (three or more assessments) at any level where the academic misconduct is deliberate, calculated and extensive.

### Panel

The panel will comprise the Associate Dean Academic and Quality and one member of academic staff independent from the course.

## **PENALTY**

Where an offence has been identified the student shall be written to, outlining the allegation and the penalty.

## **APPEAL**

An appeal must be lodged within 10 working days of the student receiving the formal notification of the outcome, or the student will be deemed to have accepted the conclusion.

## **Turnitin**

We will provide “Turnitin” access for all student to check their report before submission.



# FINANCIAL POLICY

## FINANCIAL POLICY

Britannia College strives to support its students overcome any issues which may arise and help them afford their higher education programs. Britannia College provides several options for payment of fees. Student fees are always kept at reasonable levels, and the Britannia College provides scholarships to further support the students' efforts. In cases of withdrawal/deferral/expulsion of a student there are different refund policies in place as described in the following sections.

### Payment Methods

Britannia College offers the following payment options for its existing and future students:

#### Direct Bank Transfer

Students are able to pay by direct bank transfer to the provided address

Students must reference their student ID number and course they are enrolled on, when making the bank transfer. After the transfer is complete the student must send the bank deposit document receipt via email to [finances@btncollege.com](mailto:finances@btncollege.com)

#### Online payment

Online payments on the Britannia College website via the dedicated link in the student portal (existing students).

Future students will be provided with a link to different payment methods immediately after their enrollment.

### Refund Policies

#### Student withdrawal

A student is able to withdraw at any time, and receive a partial or full refund of their tuition fees. In order to withdraw, a student has to fill in a "Withdrawal" form (provided by Britannia

College) and email the form to [admin@btncollege.com](mailto:admin@btncollege.com). The date of receipt of the form by Britannia College is considered the official date of withdrawal. Tuition fees are refundable based on the following schedule:

#### Degree Courses (Foundation, Bachelor, MBA)

- 30 days before start date of the course 100% refund\*
- 15 days before start date of the course 75% refund
- During the 1st week of the course 60% refund
- During the 2nd week of the course 50% refund
- During the 3rd week of the course 40% refund
- During the 4th week of the course 30% refund
- After the 4th week of classes 0% refund

#### CPD courses

- 30 days before start date of the course 100% refund\*
- 15 days before start date of the course 50% refund
- During the 1st week of the course 25% refund
- After the 1st week of classes 0% refund

#### Student deferral

A student is able to defer from their course at any time. In order to defer from their course a student has to fill in a "Deferral" form (provided by Britannia College) and email the form to [admin@btncollege.com](mailto:admin@btncollege.com). Deferral from any course is permitted for a maximum of 24 months from the date that it is granted. In this case:

- If the student defers prior to commencement of the program, all pre-paid fees can be transferred to a later start date (within 24 months).

- In case of fees increasing during the deferral period the student will be required to pay the difference.
- If the student subsequently withdraws, the refund will be calculated on the basis that the date of receipt of the “Deferral” form is considered the date of withdrawal from the course, and the rules/schedule described in the withdrawal section apply.

### Student expulsion

A student can be expelled from Britannia College courses due to unfair practices, academic misconduct, continuous unsatisfactory progress and other reasons as described in Britannia College policies. In cases of student expulsion:

- 0% refund irrespective of the expulsion date.

### Exceptional circumstances

A student whose course withdrawal or deferral was due to exceptional circumstances (medical emergencies, natural disaster, war and others) is able to claim a change to the refund policies described in this document. All refund claims related to exceptional circumstances must be submitted in writing to [admin@btncollege.com](mailto:admin@btncollege.com) within 1 month of the date of the withdrawal/deferral, referencing “exceptional circumstances withdrawal or deferral” respectively, describing the circumstances resulting to the student deferral or withdrawal, and the claim must be supported by the necessary documentation (e.g., translated medical records).

### Scholarships

Britannia College has secured 56 scholarships for the academic year 2021 -2022. Students, in their first year at Britannia College for any of the Degree Courses (Foundation, Bachelor and Masters) offered by Britannia College are eligible to receive a £1,000 scholarship/ year on the basis of their previous academic performance or professional qualifications. Scholarships are given as a direct reduction on tuition fees and are valid for every year the student remains in their course. The scholarship application is included in the submission application, and is solely determined by Britannia College on the basis of the academic and professional transcripts provided by the student.

\*subject to 20% administrative cost that is not refundable.

# APPLIED STATISTICS - UNIVERSITY FOUNDATION PROGRAM

DIPLOMA IN APPLIED STATISTICS, UNIVERSITY FOUNDATION PROGRAM / A LEVEL (LEVEL 3 – 60 CREDITS)



The Level 3 Diploma in Applied Statistics is a 60-credit Ofqual regulated qualification and is the equivalent level to an A Level or Access to HE qualification. It has been designed for learners who wish to progress to a business or management degree and may not have the traditional entry qualifications usually required.

The course is designed to equip you with the underpinning knowledge and understanding of a range of topics within the Applied Statistics environment. These topics will allow learners to develop practical and theoretical approaches to solving problems and finding solutions using Applied Statistics. While completing the course, students will have access to a variety of support services, including tutor support and webinars, a social learning forum, and additional materials to help in the completion of their diploma course.

Learners must achieve 60 credits by completing all four mandatory units

Total Qualification Time: 600 Hours

Total Guided Learning Hours: 360

**Total Credit Value: 60**

<b>Unit Codes</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLA</b>
L/618/4159	Introduction to Statistics	3	10	60
F/618/4160	Hypothesis Testing	3	20	100
T/506/7682	Statistics in Industry and Commerce	3	20	110
A/506/7683	ICT in Statistics	3	10	90

## **Introduction to Statistics**

This unit aims to provide an introduction to statistics and their use and to develop a knowledge and understanding of the basic principles of statistics. The learner will:

- Understand how data and statistics are used to support conclusions and decision-making
- Understand how to use basic numerical and graphical techniques
- Understand how to use probability
- Understand the use of sampling in statistics
- Understand the use of probability distributions
- Understand the use of correlation and regression

## **Hypothesis Testing**

This unit aims to develop knowledge, understanding and skills in hypothesis testing which is used in a range of organisations and in fields such as psychology or medicine. The learner will:

- Understand the use of statistical hypothesis testing
- Understand how to develop a hypothesis
- Understand methods used to gather data for testing
- Know how to analyse data and complete hypothesis testing

## **Statistics in Industry and Commerce**

This unit aims to develop knowledge and understanding of the importance and use of statistics in business contexts. The learner will:

- Understand the importance and use of statistics in business contexts
- Understand the use of experimental design in business contexts
- Understand the use of ANOVA (analysis of variance) tests in a business context

- Understand the use of time series analysis in business contexts
- Understand the use of estimations and confidence intervals in business contexts
- Understand the use of statistics in quality control

## ICT in Statistics

This unit aims to develop skills in the application of information technology to collect and interpret statistical data. The learner will:

- Understand how to manage statistical data
- Know how to use spreadsheets for statistics
- Know how to use database management software for statistical data
- Know how to use third party statistical databases
- Know how to use specialist statistical software

# INFORMATION AND DIGITAL TECHNOLOGIES - UNIVERSITY FOUNDATION PROGRAM

**DIPLOMA IN INFORMATION AND DIGITAL TECHNOLOGIES, UNIVERSITY FOUNDATION  
PROGRAM / A LEVEL (LEVEL 3 – 60 CREDITS)**



The level 3 modules and assignments of this course are equivalent to the foundation year of a university degree.

The Level 3 Diploma in Information and Digital Technologies is a 60-credit Ofqual regulated qualification and is the equivalent level to an A Level or Access to HE qualification. It has been designed for learners who wish to progress to a Bachelor's degree and may not have the traditional entry qualifications usually required.

The course includes 7 modules and written assignments at level 3 modules. The course aims to provide learners with the underpinning knowledge and understanding of a range of topics within the

Information and Digital Technology environment. These topics will allow learners to develop practical and theoretical approaches to solving problems and finding solutions using Information and Digital Technologies. While completing the course, students will have access to a variety of support services, including tutor support and webinars, a social learning forum, and additional materials to help in the completion of their diploma course.

Learners must achieve 60 credits by completing all four mandatory units

Total Qualification Time: 600 Hours

Total Guided Learning Hours: 360

Total Credit Value: 60

Unit Codes	Unit Title	Level	Credit	GLA
A/618/4173	Introduction to Computer Programming	3	10	60
F/618/4174	Introduction to Computing Mathematics	3	10	60
J/618/4175	Introduction to Cyber Security	3	10	60
L/618/4176	Introduction to Digital Technologies	3	5	30
R/618/4177	Introduction to Emerging Technologies	3	5	30
Y/618/4178	Introduction to Mobile Application Development	3	10	60
D/618/4179	Introduction to Web Development	3	10	60

## Introduction to Computer Programming

This unit aims to provide learners with fundamentals of computer programming. Learners will develop their knowledge and understanding by investigating the range of languages available, example uses and the similarities across different languages. The learner will:

- Understand how computer programming languages are used
- Understand the basics of programming languages
- Understand programming languages
- Understand the use of Object Oriented Programming (OOP)
- Be able to write a basic computer programme

## Introduction to Computing Mathematics

This unit aims to provide an overview of the mathematical skills required for computer programming. Learners will develop knowledge and understanding in the areas of mathematics that are used when working with a computing programming language. The learner will:

- Understand the relevance of mathematics in computing
- Understand problem solving techniques using computing mathematics



- Understand basic mathematical formulas for computing mathematics
- Understand mathematical logic
- Understand probability in mathematics
- Understand binary mathematics

## Introduction to Cyber Security

This unit aims to provide an overview of cyber security and the importance of keeping yourself and systems safe when online. Learners will develop an understanding of the basics of security and the appropriate measures to take to reduce security risks. The learner will:

- Understand the use of cyber security
- Understand how to keep yourself and others safe when working online
- Understand appropriate security measures to implement
- Understand how to manage cyber security risks
- Be able to Implement security measures on a range of devices

## Introduction to Digital Technologies

This units aims to provide an overview of the range of digital technologies available across different business sectors and environments. Learners will investigate the different areas and develop knowledge and understanding about the importance of digital technologies in today's world. The learner will:

- Understand the evolution of computing and technology
- Understand the components of a digital environment
- Understand cloud based (internet) technologies
- Understand the importance of technology in society
- Understand the implementation of new digital solutions

## Introduction to Emerging Technologies

This unit aims to provide learners with the necessary knowledge and understanding in order to investigate emerging technologies that are available and those that could be available in the future. Learners will also develop essential academic and research skills and to be able to formally present academic research findings, written and orally. The learner will:

- Understand current and future emerging technologies in the digital world
- Understand the use of artificial intelligence in society
- Understand the implications of change in technology

- Be able to research and present information on emerging technologies
- Understand the future of computing

## Introduction to Mobile Application Development

This unit aims to provide an overview on the basics of mobile application development. Learners will gain knowledge and understanding on how to plan, develop, test and launch a mobile application to solve a solution to a problem. The learner will:

- Understand the purpose of a mobile application
- Be able to plan for a mobile application development
- Be able to develop a mobile application
- Be able to test a mobile application
- Understand how to launch a mobile application to the marketplace

## Introduction to Web Development

This unit aims to provide an overview of web development. Learners will gain knowledge and understanding on how to plan, develop, test and launch a website. Learners will develop an understanding of engaging users and the inclusion of databases within websites. The learner will:

- Understand website development planning
- Be able to produce interactive webpages
- Be able to test webpages
- Be able to publish websites online

# BUSINESS & MANAGEMENT - UNIVERSITY FOUNDATION PROGRAM

**DIPLOMA IN BUSINESS & MANAGEMENT, UNIVERSITY FOUNDATION PROGRAM / A LEVEL  
(LEVEL 3 - 120 CREDITS)**



The Level 3 Diploma in Business and Management is a 120-credit Ofqual regulated qualification and is the equivalent level to two A Level's or Access to HE qualification. It has been designed for learners who wish to progress to a business or management degree and may not have the traditional entry qualifications usually required.

The level 3 diploma business management is made up of 6 modules and 6 written assignments, each module consists of approximately 120 guided learning hours. While completing the diploma, students will have access to various study resources, such as tutor support and webinars, a social learning forum, and additional materials to help in the completion of their graduate business course.

Upon completion of this course, students receive a level 3 business management qualification which is fully regulated by Ofqual. Students will then have the opportunity to apply for admission onto a full undergraduate degree programs from a range of UK universities. Alternatively students can opt to study our level 4/5 extended diploma in management and then go on to complete a undergraduate top-up at a range of UK universities.

Learners must achieve 120 credits by completing all six mandatory units

**Total Qualification Time: 1200 Hours**

**Total Guided Learning Hours: 720**

**Total Credit Value: 120**

<b>Unit Codes</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLA</b>
K/508/3605	Managing Business Operations	3	20	120
M/508/3606	Maximising Resources to Achieve Business Success	3	20	120
T/508/3607	The Business Environment	3	20	120
H/508/3604	Managing People in Organisations	3	20	120
A/508/3608	Working in Teams	3	20	120
F/508/3609	Effective Business Communication	3	20	120

## **Managing Business Operations**

This unit aims to introduce learners to key aspects of all businesses and how they operate within the wider business environment, as well as internally. Learners will explore the important business areas of finance, customer service, planning, decision making and operational control. The learner will:

- Understand the key features of a 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

## **Maximising Resources to Achieve Business Success**

Effective use of resources can be business critical. This unit aims to ensure learners understand the range of resources businesses need, why this must be monitored and how this can be achieved through technology and other project management tools. The learner will:

- 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

All businesses operate within a wider business environment – of which they must be constantly aware. This unit aims to introduce learners to all aspects of that external environment and how an organisation may choose to ‘position itself’ through marketing or its ethical image. The unit also considers the impact of culture on organisations. The learner will:

- Understand how external factors can impact on organisations
- 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

People are often considered to be the most important resource in any organisation. This unit aims to give learners the knowledge and understanding about recruitment, performance management and development. The learner will:

- 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

Good teamwork creates synergy within an organisation. This unit introduces the learner to the skills of teamwork. Learners will explore the features of an effective team, motivation and leadership and the importance of delegating, influencing and developing excellent interpersonal skills. The learner will:

- 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

Good communication skills are critical to all those working in business. This unit explores the written and oral skills that are needed in a variety of business contexts. The learner will:

- Understand key principles and methods of verbal communication in business contexts
- Understand key principles and methods of written communication in a business context
- Understand key principles and methods of non-verbal communication in a business context
- 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 – university 1st (leading onto undergraduate degree)

Progress onto university 2nd year

EXTENDED DIPLOMA IN BUSINESS AND MANAGEMENT (LEVEL 4)



The Level 4 Extended Diploma in Business and Management is 120-credit Ofqual regulated qualifications that is the equivalent level to the first year of a bachelor's degree. The Level 4 Extended Diploma in Business and Management has been designed for learners who wish to develop the skills and knowledge required for roles in junior management. The course has also been developed with progression in mind and enable learners to continue on to a range of Bachelor's degrees. After completing the Diploma, the learners can progress to the 2nd year of a bachelor degree, or alternatively you can progress to our qualification at level 5.

To obtain the Extended Diploma in Business and Management, learners must achieve the four Mandatory Units PLUS four Optional Units.

Total Qualification Time: 1200 Hours

Total Guided Learning Hours: 480

**Total Credit Value: 120**

<b>Unit Codes</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLA</b>
<b>Mandatory Units</b>				
M/617/1145	The Business Environment	4	15	60
L/617/1153	People in Organisations	4	15	60
H/617/1143	Financial and Management Accounting Techniques for Managers	4	15	60
J/617/1149	Communication Skills for Business	4	15	60
<b>Optional Units</b>				
D/617/1156	Managing a Work-Based Team Project	4	15	60
H/617/1157	Entrepreneurship	4	15	60
J/617/1152	Resource Management	4	15	60
F/617/1151	Customer Relationship Management	4	15	60
Y/617/1155	Managing Quality	4	15	60
R/617/1218	Managing Operations	4	15	60
R/617/1249	The Marketing Mix	4	15	60
A/617/1228	Managing Information and Knowledge	4	15	60
A/617/1147	Administrative Services	4	15	60
L/617/1248	Corporate Social Responsibility	4	15	60

## **The Business Environment**

This unit will develop learners' understanding of the national and global business environment and the internal and external circumstances in which different organisations operate. The learner will:

- Understand types of organisations and their purposes
- Understand the structure of organisations
- Understand the impact of the market environment on organisations
- Understand the nature of the national environment in which organisations operate

## **People in Organisations**

This unit aims to develop knowledge and understanding of those aspects of organisations that concern and support people. This includes communication practices, teamwork, remote working and other organisational structures. Using this knowledge and understanding, learners will be able to review the impact of workplace practices on people. The learner will:

- Understand communication practices within organisations
- Understand effective teamwork
- Understand the issues associated with remote working



- Understand how organisations monitor and support people in the workplace

## Financial and Management Accounting Techniques for Managers

To develop knowledge and understanding of fundamental financial and management accounting techniques used by managers in organisations and to enable learners to apply these techniques. The learner will:

- Understand financial and management accounting systems
- Be able to assess business organisation performance
- Be able to apply management accounting techniques

## Communication Skills for Business

This unit aims to develop knowledge and understanding of the communication practices within organisations and learners are introduced to the different modes and channels of communication used in organisations. In addition, learners will be able to develop their communication skills. Learners will also apply their own communication skills to typical organisational requirements. The learner will:

- Understand how internal communication takes place within organisations
- Understand how organisations communicate with customers
- Understand the factors that impact on the effectiveness of communications in business
- Be able to present oral information effectively
- Be able to communicate effectively in writing

## Managing a Work-Based Team Project

This unit aims to develop project management skills for a work-based team project by implementing the different stages of project development, implementation and review. The learner will:

- Be able to develop a proposal for a work-based team project
- Be able to plan the work-based team project
- Be able to implement the plan for a work-based team project
- Be able to evaluate the process and outcomes of the project

## Entrepreneurship

To provide the learner with an understanding of entrepreneurship in business, the skills and qualities needed by a successful entrepreneur and the roles an entrepreneur plays in starting and developing businesses. The learner will develop skills in evaluating possible new business ventures and will be able to prepare for a new business venture. The learner will:

- Understand entrepreneurship in business
- Understand the skills and qualities of a successful entrepreneur
- Be able to evaluate the viability of a new entrepreneurial idea.
- Be able to prepare for a new business venture.

## Resource Management

The aim of this unit is to provide an overview of the human and physical resources needed in a range of organisations, including those in the primary, service and manufacturing sectors. The unit develops an understanding of the impact of efficiency on organisations. Learners will use this knowledge and understanding to review the effective use of resources within an organisation. The learner will:

- Understand the key features of resource management
- Understand the importance of the effective use of physical resources
- Understand how to use human resources effectively
- Understand how to review the effective use of resources

## Customer Relationship Management

Learners will be able to develop knowledge and understanding of the scope and importance of Customer Relationship Management (CRM) and to explore how effective CRM is achieved. The learner will:

- Understand the importance of customer relationship management to business
- Understand how good customer relationship management is achieved
- Understand the use of loyalty schemes in customer relationship management
- Be able to plan improvements to customer relationship management in a chosen organisation

## Managing Quality

Learners will gain an understanding of the concepts of quality, quality control, quality assurance and quality management. They will review this in the context of an organisation considering how to apply principles of quality management. The learner will:

- Understand approaches to quality management in organisations
- Investigate the importance of quality control and quality assurance systems to organisations
- Understand the impact of organisational performance and culture on quality management

## Managing Operations

Learners will have the opportunity to gain an understanding of the role and importance of operations management in organisations. They will assess the importance of an efficient and effective production process for goods and services. The learner will:

- Understand operations management
- Understand the relationship between operations and performance
- Understand techniques to make operational management decisions

# Business & Management - UNIVERSITY 2<sup>nd</sup> Year

Level 5 – university 2nd (leading onto undergraduate degree)

Progress onto university final year

EXTENDED DIPLOMA IN BUSINESS AND MANAGEMENT (LEVEL 5)



The Level 5 Extended Diploma in Business and Management is 120-credit Ofqual regulated qualifications that is the equivalent level to the second year of a bachelor's degree. The Level 5 Extended Diploma in Business and Management has been designed for learners who wish to develop the skills and knowledge required for roles in management roles. The course has also been developed with progression in mind and enable learners to continue on to a range of Bachelor's degrees. After completing the Diploma, the learners can progress to the final year of a bachelor degree.

To obtain the Extended Diploma in Business and Management learners must achieve the four Mandatory Units PLUS four Optional Units.

**Total Qualification Time: 1200 Hours**

**Total Guided Learning Hours: 480**

**Total Credit Value: 120**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
K/617/1175	Business Organisations in a Global Context	5	15	60
M/617/1176	Research Project	5	15	60
H/617/1174	People Management	5	15	60
T/617/1213	Finance for Managers	5	15	60
<b>Optional Units</b>				
J/617/1250	Small Business Enterprise	5	15	60
T/617/1244	Planning a New Business Venture	5	15	60
A/617/1245	Operations Management	5	15	60
D/617/1223	Business Ethics	5	15	60
F/617/1246	Information for Strategic Decision Making	5	15	60
F/617/1215	Financial Systems and Auditing	5	15	60

## **Business Organisations in a Global Context**

This unit develops learners understanding of the issues organisations face operating within a global context. This understanding will allow learners to review the issues currently impacting on business organisations. The learner will:

- Understand differences in global business operations
- Understand the impact of external factors on global business organisations
- Understand the impact of globalisation on the internal operations of business organisations
- Be able to review current issues that impact on business activities of a specified country

## **Research Project**

The aim of this unit is to develop the skills required for the learner to formulate an appropriate research question and to design and undertake a research project to answer that research question. The learner will also need to interpret the outcomes of their research and present them to an audience. The learner will:

- Be able to design a research project

### *Selecting a research question*

Identifying the objectives of the research -what is the researcher, or their organisation, interested in finding out and why.

Project resourcing - how much time and resource is needed to undertake the research and is this available.

Skills and knowledge - does the researcher have access to appropriate skills and knowledge, including individual expertise and literature, necessary for them to undertake the research

### *Formulating a research question*

Stating the research question in terms of the research objectives

Identifying what is to be included in the scope of the research and what is to be excluded

### *Identifying a suitable research methodology*

Use of primary and secondary data –accessing relevant information

Data Collection –surveys, interviews, observation, Focus Groups, literature review etc.

Ethical issues

Data analysis –qualitative, quantitative, statistical

Gathering information –company documentation, outcomes of similar research, reading about how to implement research methodologies, theoretical concepts and ideas etc.

### *Project Planning*

Project tasks –primary and secondary data collection, data analysis, write-up, presentation

Project timelines –sequence, task duration, start and end dates

Project monitoring –risk factors and mitigation, key milestones, review dates

Use of project resources –human, financial, technical, physical.

- Be able to undertake a research project in line with a research project plan

### *Undertaking research*

Application and implementation of the research project plan, including data collection, data analysis, write-up and presentation

Retaining focus on the intended purposes and outcomes of the research

Systematic recording of data and information

Taking account of bias, validity and reliability of information and control of variables

Consideration of the sufficiency of the data and information collected

Analysing data –qualitative, quantitative, trend analysis, statistical analysis

Presentation of data –graphs, tables, bar charts, pie charts, case studies, quotes etc  
Monitoring progress

Monitoring the project including paying attention to resource and time allocation

Modifying the plan in relation to monitoring information

Adhering to the scope of the research  
Evaluating the research project

Review the successes and difficulties encountered in the project e.g. delivering the purposes and outcomes of the project, effectiveness of the project plan and research methods used, volume, validity and value of the data

- Be able to evaluate research outcomes

Understand to what extent the research outcomes answer the research question

Understand the limitations of the research and what improvements could be made  
Developing recommendations including possible areas for future research or changes to the research methodology

Reach conclusions

Understand the significance, application, and possible impact of the research outcomes

- Be able to present the research outcomes

Consider the prior knowledge and information needs of the audience

Consider business expectations and norms for presentation

Consider the advantages and disadvantages of different communication methods e.g. written and spoken presentation, visual representation etc.

Select an appropriate presentation media

Be able to deliver a professional written or spoken presentation

Present research projects and research outcomes accurately

Reporting conclusions. Depending on the nature of the research recommendations based on the research outcomes could also be produced.

## People Management

This unit will enable learners to understand how to manage individuals and teams. They will study organisational factors and how these impact on and influence individual and team behaviour, as well as learning management tools and techniques to help them effectively manage individuals and teams. The learner will:

- Understand how structure, culture and other factors impact on people in organisations
- Understand how to manage individuals and teams in order to achieve sustainable business performance
- Understand how to develop individuals and teams in order to achieve sustainable business performance
- Be able to review people management strategies in an organisation

## Finance for Managers

The unit aims to equip learners with the knowledge and understanding of the sources and use of finance in organisations and how to evaluate and interpret financial data. The learner will:

- Understand the sources of finance available to organisations
- Be able to assess an organisation's financial performance
- Be able to use costing methods to make informed organisational decisions

## Planning a New Business Venture

This unit will develop knowledge and understanding of new business ventures and skills associated with planning a venture. By studying this unit, learners will develop an understanding of business types and the factors that determine the success or otherwise of a new business venture. They will also learn how to determine the market potential of a new business and develop an associated business plan.

- Understand how to determine the market potential of a new business venture
  - Market conditions: PEST (Political, Economic, Social/Ethical, Technical); Competitor analysis e.g. characteristics and strategies of the competition; Estimating the market size;
  - Market need: PEST (political, economic, social, technological); Gap analysis; Market conditions; Specifying a product to meet the need e.g. details, dimensions, purpose, longevity, target market, international or national market, pricing, distribution, and marketing; New products or services; Emerging trends e.g. due to aging population, because of new technology; Changing requirements
  - Target markets: Socioeconomic; Age; Gender; Occupation; Sources of finance; Special factors; Personality indicators; Geographical
  - Potential benefits, limitations and risks for the proposed new business venture: Potential benefits - ownership, control, managing risk Potential limitations - growth, image, operations, finance
  - Potential risks - unlimited liability, loss of control e.g. to shareholders, closure, bankruptcy/insolvency
  - Understand the legal forms of new business ventures: Legal and regulatory considerations; Health and safety; Environmental; Employment and redundancy; Contract; Insurance; Data protection; Equality
- Be able to develop a business plan
  - Vision and mission; Market conditions; Target market; Market gaps Skills/experience; Project Management; Business Planning; Marketing; Accountancy/book-keeping; Leadership; Communication skills both oral and written; Delegation; Organisation; Sales; Customer relations; People Management Other resources; Human (fully committed and capable personnel); Financial (financially secure, access to funding); Physical (suitable premises, equipment); Mentoring (support, guidance) and training; Information (in-depth knowledge of industry, stakeholders etc.) Financial requirements; Financial forecasts Physical forecasts; Sales forecasts; Short and longer term Business structures and systems; Organisational structure; Resource management systems; Supply chain management; Technology requirements/systems Strengths, weaknesses, risks and mitigations; SWOT analysis; Risk identification and register; Use of contingency funds; Closure; Insolvency and bankruptcy; New markets; Risk mitigation
- Understand how to secure funding for a new business venture



Sources of finance: Savings; Loans; Profit; Investors; Share capital; Crowd funding; Private equity; Pitching for funding; Application forms; Meetings with funding providers

*Benefits and risk associated with different sources of funding*

Savings

Benefit –No interest to pay back

Risk –Could lose savings if business is not successful

Loans

Benefit –A range of funding amounts and payback options. Retain equity in the business. Enables personal money to be used for operational purposes and savings are protected if business is not successful

Risk –Interest rates and payments must be paid back and on time whether the business succeeds or not

Investors

Benefit - Extends financial risk over more than one person

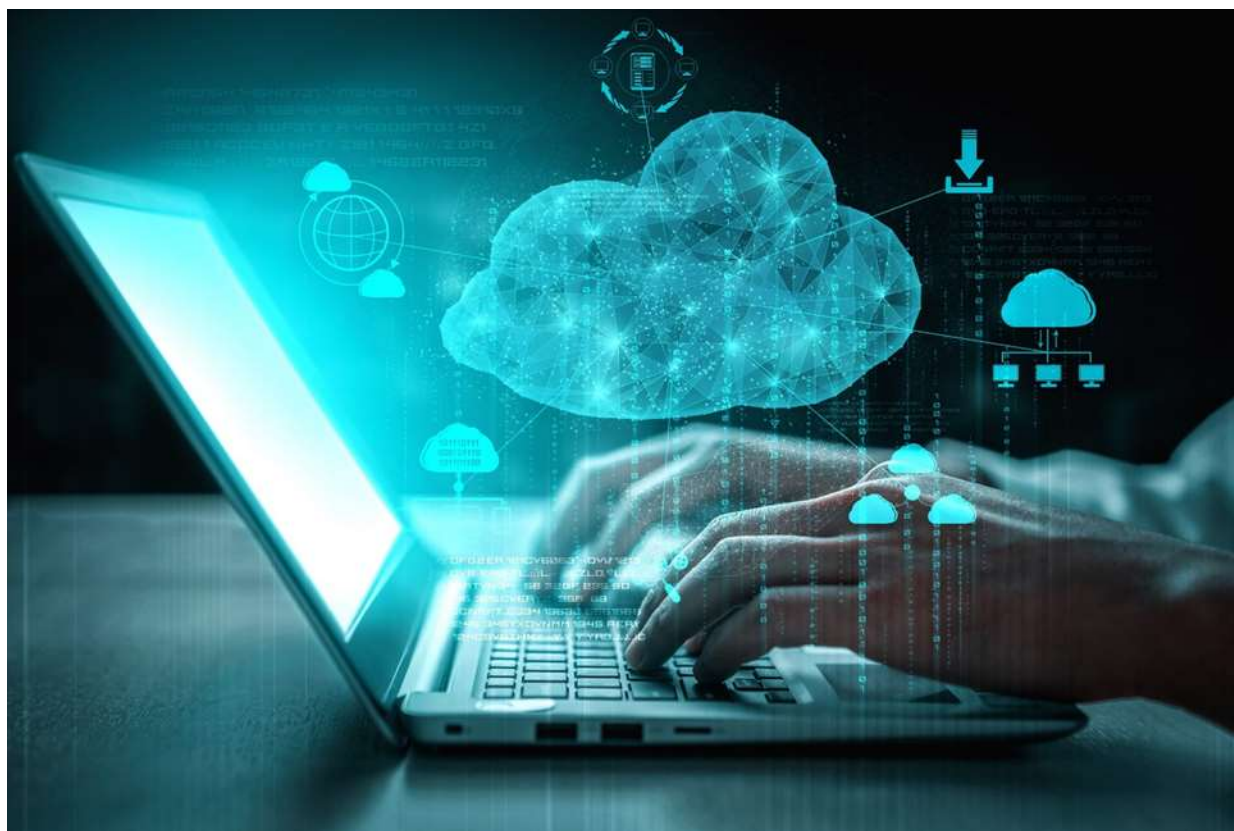
Risk - Potentially give up a certain element of control over the business

# IT & Computing - UNIVERSITY 1<sup>st</sup> Year

Level 4 – university 1st (leading onto undergraduate degree)

Progress onto university second year

DIPLOMA IN IT & COMPUTING, UNIVERSITY 1ST (LEVEL 4)



The Level 4 Diploma in Computing is a 120 credit Ofqual regulated qualification. It provides the core knowledge, understanding and skills to support learners planning to further their studies in computing. The level 4 modules and assignments of this course are equivalent to the first year of a university degree in computing.

Our online level 4 IT computing diploma includes 10 modules and written assignments. The course is designed to equip you with the skills you need to top-up to a full undergraduate degree and go on to become an IT professional. While completing the course, students will have access to a variety of support services, including tutor support and webinars, a social learning forum, and additional materials to help in the completion of their diploma course.

Learners must achieve 120 credits by completing all ten mandatory units

**Total Qualification Time: 1200 Hours**

**Total Guided Learning Hours: 480**

**Total Credit Value: 120**

<b>Unit Codes</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLA</b>
K506/7680	IT and Society	4	12	48
M/506/7681	Computer Systems and Software	4	12	48
T/506/7682	Computer Programming	4	12	48
A/506/7683	Relational Database Systems	4	12	48
J/506/7718	Software Engineering	4	12	48
L/506/7719	Systems Analysis and Design	4	12	48
L506/7719	E-Commerce Applications	4	12	48
F/506/7722	Human Computer Interaction	4	12	48
L/506/7722	Information Systems Theory and Practice	4	12	48
R/506/7723	Management Information Systems	4	12	48

## **IT and Society**

Learners will understand ethical, legal and regulatory issues relating to IT. They will also understand the impact of IT on society. The learners will:

- Understand how IT has changed the way people live and work
- Understand IT issues in society
- Understand current legal, ethical and regulatory issues in IT

## **Computer Systems and Software**

This unit will develop learners' understanding of the integration of hardware and software components. Learners will explore how hardware serves specific computer processing functions and investigate the use of various software applications. The learners will:

- Understand components of computer systems
- Understand computer software

## **Computer Programming**

Learners will use different tools and techniques to design, implement and test programs, following the system life cycle. They will use an appropriate programming language and learn about the principles of good programming to enable them to create computer programs. The learners will:

- Understand principles of computer programming
- Be able to develop a computer program to a client brief
- Be able to evaluate a computer program

## Relational Database Systems

This unit will develop learners' understanding of database systems and data analysis and modelling. They will understand how normalisation and functional dependency theory is used to design a relational database and how the client-server model is used. The learners will:

- Understand database management systems
- Understand database design
- Be able to design a database system

## Software Engineering

Learners will gain an understanding of the need for Software Engineering and the different methods and techniques. The learners will:

- Understand the software engineering approach to the design and development of software
- Understand key aspects of software engineering
- Be able to apply a software engineering approach to software and systems development

## Systems Analysis and Design

Learners will be able to understand the systems development life cycle and the role of systems methodologies within the life cycle. Learners will be introduced to different fact finding and problem-solving techniques and they will use these to analyse an existing system. They will recommend improvements and plan to implement these improvements for a client. The learners will:

- Understand systems analysis and design

- Be able to use systems analysis and design techniques to recommend improvements to an existing system
- Be able to develop a solution to improve an existing system

## E-commerce Applications

Learners will learn about different e-commerce models and applications and how they can be used to develop e-commerce in a small business. They will research the stages involved in setting up e-commerce and they will use e-commerce applications to meet a client brief. The learners will:

- Understand principles of e-commerce
- Understand why small businesses use e-commerce
- Understand e-commerce models used in small businesses
- Understand e-commerce applications
- Be able create an e-commerce site using e-commerce application

## Human Computer Interaction

Learners will develop understanding of principles and models of Human Computer Interaction (HCI). They will evaluate existing HCI design and principles and use this to help them plan their own prototype user interface. They will formulate design documentation to plan an interface for a product. Learners will implement the plan to create a prototype. Learners will review and amend the prototype based on user feedback. The learners will:

- Understand principles of human computer interaction (HCI)
- Be able to plan an interface for a specified application
- Be able to create a prototype using HCI principles

## Information Systems Theory and Practice

Learners will understand the benefits of using information systems to plan a project. They will use an information system to plan and implement an information systems project. The learners will:

- Understand information systems used in organisations
- Be able to plan the development of an information system
- Understand how to review the performance of an information system

# IT & Computing - UNIVERSITY 2nd Year

Level 5 – university 2<sup>nd</sup> year (leading onto undergraduate degree)

Progress onto university final year

DIPLOMA IN IT & COMPUTING, UNIVERSITY 1ST (LEVEL 4)



The Level 5 Diploma in Computing is a 120 credit Ofqual regulated qualification. It provides the core knowledge, understanding and skills to support learners planning to further their studies in computing. The level 5 modules and assignments of this course are equivalent to the second year of a university degree in computing.

Our online level 5 IT computing diploma includes 10 modules and written assignments. The course is designed to equip you with the skills you need to top-up to a full undergraduate degree and go on to become an IT professional. While completing the course, students will have access to a variety of support services, including tutor support and webinars, a social learning forum, and additional materials to help in the completion of their diploma course. Learners who complete this qualification can progress onto a variety of bachelor degree top-up programmes at a university, including those where we have progression agreements with many universities.

Learners must achieve 120 credits by completing all ten mandatory units

Total Qualification Time: 1200 Hours

Total Guided Learning Hours: 480

Total Credit Value: 120

Unit Codes	Unit Title	Level	Credit	GLA
D506/8020	Cyber Security	5	12	48
H/506/8021	Database Design and Development	5	12	48
M/506/8023	Web Based Development	5	12	48
K/506/8022	Network Design	5	12	48
T/506/8024	Ethical, Legal and Regulatory Issues and Professional Responsibility in IT	5	12	48
F/506/8026	Strategic Management Information Systems	5	12	48
Y/506/8033	Innovative Technologies in Computing	5	12	48
A506/8025	Computing Research Methods	5	12	48
J/506/8027	Managing a Computing Project	5	12	48
R/506/8032	Software Development Methodologies	5	12	48

## Cyber Security

Learners will develop an understanding of the importance of cyber security to organisations. They will understand industry standards of cyber security and be able to recommend improvements in security to a client's network. The learner will:

- Understand the impact of cyber security threats to organisations
- Understand industry standards of cyber security
- Be able to recommend improvements to secure a network for a client against cyber attacks

## Database Design and Development

Learners will extend their understanding of database design and development. They will research database management systems and will design and implement a complex database. The learner will:

- Understand database management systems
- Be able to design a relational database in line with a client brief
- Be able to implement a database design
- Be able to review the process of design and implementation of a database

## Web Based Development

Learners will develop an understanding of web based development They will research different technologies that can be used to create dynamic and interactive websites and they will use this research to develop their own website. They will investigate e-marketing and SEO techniques to promote web sites and they will suggest appropriate techniques to solve a business problem. Learners will create a back end database to allow the database to interact with the website. They will critically review the web-based solution against client requirements. The learner will:

- Understand client side and server side technologies
- Understand e-marketing techniques to promote business online
- Be able to create a web-based solution to a business problem
- Be able to review a web-based solution

## Network Design

Learners will learn IT network design fundamentals and will design a network for a client in accordance with a design brief. The learner will:

- Understand networking fundamentals
- Be able to design an IT network in accordance with a design brief
- Be able to build a network to meet a client brief

## Ethical, Legal and Regulatory Issues and Professional Responsibilities in IT

Learners will develop understanding of ethical, legal, regulatory issues and professional responsibilities relating to working in IT. The learner will:

- Understand ethical issues in IT
- Understand legal and regulatory issues relating to the use of IT in organisations
- Understand professional responsibilities relating to working in IT

## Strategic Management Information Systems

Learners will develop an understanding of the importance of integrating organisational strategy with information systems and the tools and techniques that can be used to analyse strategy. They will analyse business processes and recommend improvements. The learner will:



- Understand links between information systems and organisational strategy
- Be able to analyse the links between strategy and information systems within an organization
- Be able to formulate an information systems strategy for an organization
- Understand the implementation process of an information systems strategy

## Innovative Technologies in Computing

Learners will develop an understanding of innovative developments in technology and their impact on the computer industry. The learner will:

- Understand innovative developments in technology
  - Innovative technologies –current developments: big data exploration, cloud system deployment, Ubiquitous computing
  - Technology innovation and society: knowledge society, social media, technology enhanced innovation processes
  - Evaluating technology innovation: methods for evaluating innovation, technology evaluation, impact of technology innovation (success and failure)
  - Dependencies between technology and its environment: technology and environment, technology sustainability, sustainable development
- Understand impacts of technological innovations on the computer industry
  - Technological innovation and ethics: new ethical dilemmas, privacy, security
  - Technological innovation and legislation: IPR, patents, copyright

## Computing Research Methods

Learners will develop an understanding of different computer based research methods. They will plan their own research and carry out a research project based on an area of interest to them within computer science. The learner will:

- Understand computer based research techniques
  - Research techniques: desk research, ethnography, focus groups, interviews, online communities, mobile research, surveys
  - Sampling techniques: probability-based, selective, convenience-based, ethnographic methods
  - Ethics and research: ethical standards, ethics principles, ethics approval
  - Data analysis techniques: qualitative methods, quantitative methods, data analysis tools
- Be able to plan a computer based research project on a topic within computer science

- Research proposal structure: focus, relevant literature, method, ethics, decisions, schedule, resources, references
- Data collection methods: exploratory, descriptive, analytical/explanatory, predictive
- Research proposal feasibility: scope, topic selection, structure, managing time, managing data collection
- Be able to carry out research on a topic within computer science
  - Data collection: primary data, secondary data
  - Data analysis: scientific rigor, deductive, inductive
  - Reporting: research outline, research foundation, research methodology, research results, research evaluation, research process reflection

## Managing a computing project

Learners will find out about different project management tools and techniques that can be used when managing a computing project. They will use tools and techniques to plan, implement and review their own computing project. The learner will:

- Understand how to manage a computing project
- Be able to manage a computing project
- Be able review a computing project

## Software development methodologies

Learners will learn about using software development methodologies to develop an information system. The learner will:

- Understand the role of methodologies in software development
- Be able to design an information system using a software development methodology

# BUSINESS & ADMINISTRATION MANAGEMENT – MBA ENTRY

**EXTENDED DIPLOMA IN MANAGEMENT ( LEVEL 6 POSTGRADUATE MBA ENTRY)**

**Extended Diploma in Management – Finance ( Level 6 postgraduate MBA entry)**

**Extended Diploma in Management – Managing People ( Level 6 postgraduate MBA entry)**

**Extended Diploma in Management – Operations Management ( Level 6 postgraduate MBA entry)**

**Extended Diploma in Management – Sales and Marketing ( Level 6 postgraduate MBA entry)**



The Level 6 Extended Diploma in Management covers key areas of management such as Leadership and Research with a wide range of optional units in areas such as Finance, HR, Marketing and Personal Development. It also provides entry to an MBA at a range of universities in the UK and overseas

This course is made up of 10 modules and 6 written assignments and each module consists of approximately 40 guided learning hours. While completing the online business diploma, students will have access to various study resources, such as tutor support and webinars, a social learning forum, and additional materials to help in the completion of their graduate business course.

This course will be most suited to individuals who are at least 25 years old and have 5 years managerial work experience and do not have a degree but wish to study for an MBA or postgraduate business program. On successful completion of the course, students will be able to enrol onto our level 7 postgraduate diploma in strategic management or a range of other postgraduate courses.

To obtain the Extended Diploma in Management learners must achieve the four Mandatory Units PLUS four Optional Units. Learners then select the unendorsed route or one of four pathways; Finance, Operations Management, Managing People or Sales and Marketing.

**Total Qualification Time: 1200 Hours**

**Total Guided Learning Hours: 480**

**Total Credit Value: 120**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
1	Leadership and Management	6	15	60
2	Research Project	6	15	60
3	Managing Quality and Service Delivery	6	15	60
4	Personal Leadership and Management Development	6	15	60
<b>Optional Units</b>				
1	Financial Decision Making for Managers (Finance / Managing People pathway units)	6	15	60
2	Accounting (Finance / Managing People pathway units)	6	15	60
3	Managing Finance in the Public Sector (Finance / Managing People pathway units)	6	15	60
4	Economics for Business (Finance / Managing People pathway units)	6	15	60
5	Project Management Finance/ Managing People / Operations Management pathway units)	6	15	60
6	Human Resource Management (Managing People pathway units)	6	15	60
7	Managing Change	6	15	60

	(Managing People / Operations Management pathway units)			
8	Information Systems (Operations Management pathway units)	6	15	60
9	Logistics and Supply Chain Management (Operations Management pathway units)	6	15	60
10	Risk Management (Operations Management pathway unit)	6	15	60
11	Factors determining Marketing Strategies (Sales and Marketing pathway unit)	6	15	60
12	Branding (Sales and Marketing pathway unit)	6	15	60
13	Information Systems	6	15	60
14	Marketing Communications (Sales and Marketing pathway unit)	6	15	60
15	Sales (Sales and Marketing pathway unit)	6	15	60
16	Human Resource Management	6	15	60

## Leadership and Management

The aim of this unit is to enable the learner to understand the role of leadership and management in organisations; and the use of leadership and management skills to improve organisational performance. The learner will:

- Understand strategic leadership and management in organisations
- Understand how to improve organisational performance through the application of relevant leadership and management skills
- Understand how leaders and managers utilise teams in improving organisational performance

## Research Project

The aim of this unit is to develop the knowledge, understanding and skills required to produce a research question and carry out independent research using appropriate research techniques. The learner will analyse and present their research findings, evaluate the research methodology and their personal learning. The learner will:

- Be able to consider appropriate research methodologies in preparation for conducting research

- Be able to conduct research based on the research question or hypothesis and analyse the findings
- Be able to present findings from research investigations
- Be able to review own personal learning

## Managing Quality and Service Delivery

To enable learners to develop the knowledge and understanding required to manage and deliver excellent customer service. The learner will:

- Understand how to identify and meet stakeholder needs when managing quality and service delivery
- Understand how to manage quality and service delivery
- Understand how to embed quality improvement and service delivery

## Personal Leadership and Management Development

This unit aims to help learners develop their own personal leadership and management skills to support the achievement of organisational objectives and personal progression. The learner will:

- Understand how personal leadership and management skills support the achievement of organisational objectives
- Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives
- Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills

# BUSINESS STRATEGIC MANAGEMENT (MBA ADVANCE ENTRY (LEVEL 7))

## EXTENDED DIPLOMA IN BUSINESS STRATEGIC MANAGEMENT, MBA ADVANCE ENTRY (LEVEL 7)



The level 7 extended diploma in strategic management is an MBA advanced entry course, which provides learners with 120 credits of the 180 credits required to achieve a complete MBA. The course itself is made up of 30 interactive modules and 8 written assignments, with approximately 40 guided learning hours per module. All modules have an additional 30-50 learning hours of optional materials that comprise of recommended exercises, recommended readings, internet resources, and self-testing exercises. You will also have access to 24/7 support, tutoring, and a variety of other support mechanisms. More information on how you will be assessed can be found [here](#).

After receiving your level 7 diploma, you are eligible to apply for an MBA top-up course, either online or on campus at a range of UK universities. The top-up portion will usually consist of the final 60 credits of either, a dissertation, or a dissertation and one module.

To obtain the Extended Diploma in Strategic Management learners must achieve the five Mandatory Units PLUS three Optional Units. Learners can select one of four pathways:

- Extended Diploma in Strategic Management (Finance)
- Extended Diploma in Strategic Management (Marketing)
- Extended Diploma in Strategic Management (Managing People)
- Extended Diploma in Strategic Management (International)

**Total Qualification Time: 1200 Hours**

**Total Guided Learning Hours: 480**

**Total Credit Value: 120**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
M/615/2675	Strategic Planning	7	15	60
A/615/2677	Finance for Strategic Managers	7	15	60
F/615/2678	Research for Strategic Development	7	15	60
A/615/2680	Organisational Behaviour	7	15	60
J/615/2682	Personal Development for Leadership and Strategic Management	7	15	60
<b>Optional Units</b>				
R/615/2684	International Business Environment	7	15	60
D/615/2686	Developing Organisational Vision and Strategic Direction	7	15	60
K/615/2688	International Finance	7	15	60
K/615/2691	Quantitative Methods	7	15	60
T/615/2693	Strategic Marketing	7	15	60
J/615/2696	International Marketing	7	15	60
L/615/2697	Corporate Communication Strategies	7	15	60
F/615/2700	Strategic Human Resource Management	7	15	60
L/615/2702	Managing Continuous Organisational Improvement	7	15	60

## Strategic Planning

The aim of this unit is to develop the knowledge, understanding and skills necessary to develop an organisational strategic plan. The learner will:

- Understand the foundations for developing organisational strategy
- Understand the external environment affecting organisations
- Be able to review an organisation's strategy and business plans



- Be able to develop strategy options for an organisation
- Understand how to create a strategic plan to meet business objectives

## Finance for Strategic Managers

The learners will develop knowledge, understanding and skills that will enable them to analyse internal and publicly available financial information. This will help to inform strategic decision making. The learner will:

- Understand the importance of financial data in formulating and delivering business strategy
- Be able to analyse financial data for an organisation in order to inform strategic decision making purposes
- Be able to evaluate proposals for strategic decisions on capital expenditure in an organization

## Research for Strategic Development

The aim of this unit is to develop the knowledge, understanding and skills required to carry out research to meet the needs of strategic business management. The learner will:

- Be able to formulate a research proposal relating to strategic business development
- Be able to use different research methodologies to gather sufficient and valid data
- Be able to present research findings in an appropriate format for a target audience
- Be able to evaluate own skills while undertaking research

## Organisational Behaviour

The aim of this unit is to help learners develop an understanding of how organisational behaviour, structure, culture, motivation, creativity and leadership impact on an organisation's effectiveness and efficiency. The learner will:

- Understand leadership behaviour theory and practice
- Understand how organisational structures and culture impact on the effectiveness of the organisation
- Understand how organisations can improve employee effectiveness to respond to business opportunities
- Understand how organisations can motivate employees in order to improve their efficiency and effectiveness

## Personal Development for Leadership and Strategic Management

This unit aims to help learners develop their own personal leadership and management skills in the context of the creation and achievement of organisational vision and strategic direction. The learner will:

- Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy
- Understand how to develop and communicate organisational vision
- Be able to manage development of own personal knowledge and skills in leadership and strategic management to support achievement of personal and organisational vision and strategy
- Be able to reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy

# PROJECT MANAGEMENT – LEVEL 6

## LEVEL 6 CERTIFICATE IN PROJECT MANAGEMENT



Level 6 Certificate is a 15-credit qualification. The aims of this qualification are to enable learners to understand the process of identifying appropriate and feasible projects. Learners will also understand how the projects can be planned and monitored in order to achieve business objectives. The qualification supports progression for learners from level 6 to post graduate qualification levels. The associated sample assignment also supports the development of a range of skills needed by individuals working in project management.

Learners are able to take this qualification as continuing professional development, or as entry onto larger qualifications at the same or higher levels.

To obtain the Certificate in Project Management learners must achieve one Mandatory Unit.

**Total Qualification Time: 150 Hours**

**Total Guided Learning Hours: 60**

**Total Credit Value: 15**

Unit Codes	Unit Title	Level	Credit	GLA
Mandatory Units				
T/615/2726	Project Management	6	15	60

## Project Management

The aim of this unit is to enable learners to understand the process of identifying appropriate and feasible projects. Learner will also understand how the projects can be planned and monitored in order to achieve business objectives. The learner will:

- Be able to analyse business objectives to identify potential projects, their feasibility and the methodology which may be used
- Be able to design systems and plans for initiating and managing projects
- Understand how to monitor and control the progress of projects
- Understand how to close and review the success of a project

## Indicative Content

- 1) Be able to analyse business objectives to identify potential projects, their feasibility and the methodology which may be used

### Analysis of business needs

- Reviewing operations and procedures, business data, business performance, bench marking, market analysis, strategic and operational plans, vision and mission, strategic direction.

### Project identification and feasibility:

- Criteria to steer selection of projects, alternative project cost-benefit analyses.

### Project methodology:

- Traditional approach, critical change approach, event change approach or proprietary/ formalised approaches, for example PRINCE, AGILE.

### Feasibility:

- Risk Management; identifying risk, impact analysis, risk management/planning, review cost-benefit and risk equation for projects. Consider other issues impacting on project e.g. issues of globalisation (advantages and disadvantages of cross-country/culture projects).

## 2) Be able to design systems and plans for initiating and managing projects

### Team structures:

- Hierarchical, virtual, networked, functional team, pure project teams, matrix management.
- Change control: formal change requests, review of critical path, impact on resources and timelines.

### Roles and responsibilities of project manager:

- Managing team and stakeholders, change management, project environment, understanding life cycle of projects, setting schedule, budget and timing, developing the project plan, managing project risks, interfaces with other projects, conflict resolution including role of project manager and sponsor, constructive vs. destructive conflicts, compromise, skill complementarities, goal congruence.

### Project plan:

- Value proposition, sponsorship, accountability, deliverables, responsibilities, resource allocations, timeline, milestones, critical path project sub-division: work breakdown, identifying time scales, identifying resources, project budgeting, reporting and accountability.

### Interpersonal and Communication Skills:

- Leadership, for example motivating others, delegation, and decision-making.
- Networking, for example network building, communication skills, teamwork, collaboration, mentoring.
- Communication for example negotiating, persuasion, assertive, listening skills, effective writing and oral skills.

## 3) Understand how to monitor and control the progress of projects

### Issues and risks:

- Project creep, gaps in the scope or accountability of the project, changing dependencies (other projects, business conditions etc.), delays, planning errors, skills or other resource deficits.
- Financial constraints, lack of decision making, lack of ownership for the project, communication failures, 'meaningless' plan without buy-in, changes to project team, priority changes within the organisation.

#### Project monitoring:

- Status and plan documentation and regular monitoring meetings, performance management against targets, defining responsibilities and accountability, communications, traceability, audit trails, formalised frameworks and stages, contingency planning.

#### 4) Understand how to close and review the success of a project

##### Project closeout:

- Formal evaluation of project and team performance, application of PERT, review of project process and outcomes, feedback from stakeholders, document learning points for future, assess success factors, post-implementation report, sign off on deliverables, hand over/archive documentation, contract closures, closing out financial accounts, reassign team.

# AI FOR REAL WORLD APPLICATIONS – LEVEL 7

## LEVEL 7 CERTIFICATE IN AI FOR REAL WORLD APPLICATIONS



Level 7 Certificate is a 20-credit qualification. The aims of this qualification are to provide an in-depth investigation on the field of Artificial Intelligence (AI) and Data Science with a focus on the practical application of these technologies in high impact real world problems. This qualification is specifically designed for professionals that want to explore Data science and AI and their latest applications; familiarize themselves with available tools and software packages; benefit from case studies, demonstrations and practical exercises providing solutions for real world problems; develop simple machine learning models; consider ethical and legal implications of AI deployment; acknowledge limitations with regards to policy and data protection; and discuss future directions of AI .

Learners are able to take this qualification as continuing professional development, or as entry onto larger qualifications at the same or higher levels.

To obtain the Certificate in AI for Real World Applications learners must achieve six Mandatory Units.

Total Qualification Time: 150 Hours

**Total Guided Learning Hours: 60**

**Total Credit Value: 20**

<b>Unit Codes</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLA</b>
	Introduction to AI and data science	7	2	6
	Applications of AI and data science	7	2	6
	Data science software and tools	7	2	6
	Data collection and preparation	7	2	6
	Forecasting, classification and optimization	7	2	6
	Mini AI Project	7	10	30
<b>Total</b>		<b>7</b>	<b>20</b>	<b>60</b>

## **Introduction to AI and data science**

Learners will develop a deep understanding of the most recent developments in AI and data science. The learners will explore the core mechanisms and processes that fuel these technologies and investigate their impact and limitations. The learners will:

- Demonstrate a solid understanding of the fundamental concepts of data, big data, AI and data science.
- Being able to critically compare different approaches and algorithms.
- Understand the process of implementing AI models for real world applications.
- Understand legal and ethical issues for AI and data science.
- Identify limitations and future directions for AI technologies.

## **Indicative Content**

- Introduction to Data, Big Data and Data science
- AI Fundamentals and core algorithms
- Classification, Regression and optimization
- Regression, SVM, Neural Networks, Genetic algorithms, Fuzzy Logic
- AI ethics and GDPR issues



- AI limitations and future directions

## Applications of AI and Data Science

During day 2, the learners will be presented with examples from the application of AI and Data science technologies in different areas. The learners will:

- Explore the benefits of AI and data science for business.
- Familiarize with intelligent digital health applications.
- Understand the impact of these AI technologies in future transport and cities.
- Recognize the benefits of AI in education.

## Indicative Content

- AI for business: sentiment analysis, sales forecast, pricing optimization etc.
- AI for education: smart classrooms, personalised learning, student emotion detection etc.
- AI for transport: autonomous vehicles, driver fatigue detection, passenger profiling etc.
- AI for smart cities: traffic congestion forecasting, flood monitoring, energy grid management etc.
- AI for health: intelligent wearables, personalised treatment plans, remote diagnosis etc.

## Data science software and tools

Different options for utilizing AI and Data Science technologies, such as software tools (such as SPSS, MATLAB) and programming languages (Python, R) will be presented. The learners will:

- Explore available software packages and identify their advantages and limitations.
- Learn how to effectively interpret and present the results generated from AI models.

## Indicative Content

- Introduction to Python

- MATLAB NN and Fuzzy Logic Toolbox tutorial
- SPSS NN tutorial
- JAVA WEKA tutorial

## Data collection and preparation

By exploiting real datasets, this day will introduce to learners practical examples of collecting and preparing data for developing AI solutions. The learners will:

- Be able to identify databases and online sources that include data that can inform the development of intelligent applications.
- Explore ways that data can be collected and pre-processed.
- Investigate the means for organising, combining, managing and visualising data.
- Study clustering and dimension reduction techniques.

## Indicative Content

- Finding data online
- Extract data from databases and online sources
- Outlier detection
- Hierarchical clustering. Fuzzy clustering. Density-based clustering. Model-based clustering
- High Correlation Filter, Random Forests/Ensemble Trees, Principal Component Analysis (PCA), Backward Feature Elimination

## Forecasting, classification and optimization

This day includes demonstration of real AI applications for all basic AI categories. The course will present to learners practical examples of building and applying data analytics and AI. By using real datasets and techniques utilized by professionals in the field, the learners will develop their own intelligent solutions. The learners will:

- Focus on the fundamental steps for researching and creating a complete solution that can be used to solve a real-world problem.
- Explore a range of models based on different machine learning approaches to tackle forecasting, classification and optimization problems.

- Gain an in-depth understanding on concepts such as training and tests sets, overfitting, classification and forecasting accuracy, error measurements and others.

## Indicative Content

- Training and testing, N-fold validation, Leave one out method
- Mean Error, Mean Square error, Confusion Matrix
- Linear regression for forecasting and classification
- Neural Networks for forecasting and classification
- Genetic algorithm optimization

## Mini Project

The learners will be involved and supported in the development of an intelligent application focused on addressing a real-world challenge. The learners will be able to:

- Develop a basic AI solution to address a real-world problem.
- Familiarize with working on multidisciplinary AI based projects.
- Critically evaluate the development process and results of an AI application.

## Indicative Content

- Project context, aim and objectives, background, scope of the project, literature review documenting state of the art approaches and techniques, project development methodology, project flow and logical diagrams, design and demonstration of artefact, critical reflection, conclusion and recommendation.

# STRATEGIC MANAGEMENT (MARKETING) (MBA ADVANCE ENTRY (LEVEL 7))

## EXTENDED DIPLOMA IN STRATEGIC MANAGEMENT (MARKETING), MBA ADVANCE ENTRY (LEVEL 7)



The level 7 extended diploma in strategic management marketing is an MBA advanced entry course, which provides learners with 120 credits of the 180 credits required to achieve a complete MBA. All modules have an additional 30-50 learning hours of optional materials that comprise of recommended exercises, recommended readings, internet resources, and self-testing exercises. You will also have access to 24/7 support, tutoring, and a variety of other support mechanisms.

After receiving your level 7 diploma, you are eligible to apply for an MBA top-up course, either online or on campus at a range of UK universities. The top-up portion will usually consist of the final 60 credits of either, a dissertation, or a dissertation and one module.

Learners taking the Marketing Pathway take the five core units and three of the four units in the Finance Pathway.

**Total Qualification Time: 1200 Hours**

**Total Guided Learning Hours: 480**

**Total Credit Value: 120**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
M/615/2675	Strategic Planning	7	15	60
A/615/2677	Finance for Strategic Managers	7	15	60
F/615/2678	Research for Strategic Development	7	15	60
A/615/2680	Organisational Behaviour	7	15	60
J/615/2682	Personal Development for Leadership and Strategic Management	7	15	60
<b>Optional Units</b>				
T/615/2693	Strategic Marketing	7	15	60
J/615/2696	International Marketing	7	15	60
L/615/2697	Corporate Communication Strategies	7	15	60

## **Strategic Marketing**

The aim of this unit is to develop knowledge and understanding of marketing at a strategic level and how this is applied in practice including developing a marketing strategy. The learner will:

- Understand the principles of strategic marketing
- Understand how to carry out a strategic marketing analysis
- Understand the role of customer behaviour in marketing strategies
- Understand how to develop an implementable marketing plan
- Understand how to create a marketing strategy to meet business objectives

## **International Marketing**

The aim of this unit is to help learners to understand the requirements of international marketing. The learner will:

- Understand the implications of international marketing for organisations
- Understand how to develop an international marketing strategy
- Understand the requirements of international marketing communications

## **Corporate Communication Strategies**

The aim of this unit is to help students to develop knowledge and understanding of the importance of corporate communications and the link with corporate objectives. The learner will:

- Understand the importance of corporate communications
- Be able to plan corporate communications audits
- Understand the purpose and impact of a corporate communications strategy

## Strategic Planning

The aim of this unit is to develop the knowledge, understanding and skills necessary to develop an organisational strategic plan. The learner will:

- Understand the foundations for developing organisational strategy
- Understand the external environment affecting organisations
- Be able to review an organisation's strategy and business plans
- Be able to develop strategy options for an organisation
- Understand how to create a strategic plan to meet business objectives

## Finance for Strategic Managers

The learners will develop knowledge, understanding and skills that will enable them to analyse internal and publicly available financial information. This will help to inform strategic decision making. The learner will:

- Understand the importance of financial data in formulating and delivering business strategy
- Be able to analyse financial data for an organisation in order to inform strategic decision making purposes
- Be able to evaluate proposals for strategic decisions on capital expenditure in an organization

## Research for Strategic Development

The aim of this unit is to develop the knowledge, understanding and skills required to carry out research to meet the needs of strategic business management. The learner will:

- Be able to formulate a research proposal relating to strategic business development
- Be able to use different research methodologies to gather sufficient and valid data
- Be able to present research findings in an appropriate format for a target audience

- Be able to evaluate own skills while undertaking research

## Organisational Behaviour

The aim of this unit is to help learners develop an understanding of how organisational behaviour, structure, culture, motivation, creativity and leadership impact on an organisation's effectiveness and efficiency. The learner will:

- Understand leadership behaviour theory and practice
- Understand how organisational structures and culture impact on the effectiveness of the organisation
- Understand how organisations can improve employee effectiveness to respond to business opportunities
- Understand how organisations can motivate employees in order to improve their efficiency and effectiveness

## Personal Development for Leadership and Strategic Management

This unit aims to help learners develop their own personal leadership and management skills in the context of the creation and achievement of organisational vision and strategic direction. The learner will:

- Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy
- Understand how to develop and communicate organisational vision
- Be able to manage development of own personal knowledge and skills in leadership and strategic management to support achievement of personal and organisational vision and strategy
- Be able to reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy

# STRATEGIC MANAGEMENT (INTERNATIONAL) (MBA ADVANCE ENTRY (LEVEL 7))

## EXTENDED DIPLOMA IN STRATEGIC MANAGEMENT (INTERNATIONAL), MBA ADVANCE ENTRY (LEVEL 7)



The level 7 extended diploma in strategic management (International) is an MBA advanced entry course, which provides learners with 120 credits of the 180 credits required to achieve a complete MBA. All modules have an additional 30-50 learning hours of optional materials that comprise of recommended exercises, recommended readings, internet resources, and self-testing exercises. You will also have access to 24/7 support, tutoring, and a variety of other support mechanisms.

After receiving your level 7 diploma, you are eligible to apply for an MBA top-up course, either online or on campus at a range of UK universities. The top-up portion will usually consist of the final 60 credits of either, a dissertation, or a dissertation and one module.

Learners taking the International Pathway take the five core units and the three units in the International Pathway.



**Total Qualification Time: 1200 Hours**

**Total Guided Learning Hours: 480**

**Total Credit Value: 120**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
M/615/2675	Strategic Planning	7	15	60
A/615/2677	Finance for Strategic Managers	7	15	60
F/615/2678	Research for Strategic Development	7	15	60
A/615/2680	Organisational Behaviour	7	15	60
J/615/2682	Personal Development for Leadership and Strategic Management	7	15	60
<b>Optional Units</b>				
R/615/2684	International Business Environment	7	15	60
J/615/2696	International Marketing	7	15	60
K/615/2688	International Finance	7	15	60

## **International Business Environment**

The aim of this unit is to enable learners to explore the changing international business environment and develop knowledge and understanding of how organisations respond. The learner will:

- Be able to analyse the international business environment
- Understand the impact of globalisation and international trade
- Understand the international markets in which businesses operate

## **International Marketing**

The aim of this unit is to help learners to understand the requirements of international marketing. The learner will:

- Understand the implications of international marketing for organisations
- Understand how to develop an international marketing strategy
- Understand the requirements of international marketing communications

## **International Finance**

The aim of this unit is to help students to gain an understanding of the role of an international corporate financial manager. The unit will allow learners to consider the importance of International Accounting Standards and the international financial environment for decision making within businesses and organisations. The learner will:

- Understand the importance of corporate communications
- Be able to plan corporate communications audits
- Understand the purpose and impact of a corporate communications strategy

## Strategic Planning

The aim of this unit is to develop the knowledge, understanding and skills necessary to develop an organisational strategic plan. The learner will:

- Understand the causes and consequences of the evolution of international accounting standards
- Be able to analyse the potential impacts of the international financial environment on decision making
- Understand capital requirements and working capital management in an international context
- Be able to assess the key issues and approaches to international financial management

## Finance for Strategic Managers

The learners will develop knowledge, understanding and skills that will enable them to analyse internal and publicly available financial information. This will help to inform strategic decision making. The learner will:

- Understand the importance of financial data in formulating and delivering business strategy
- Be able to analyse financial data for an organisation in order to inform strategic decision making purposes
- Be able to evaluate proposals for strategic decisions on capital expenditure in an organization

## Research for Strategic Development

The aim of this unit is to develop the knowledge, understanding and skills required to carry out research to meet the needs of strategic business management. The learner will:

- Be able to formulate a research proposal relating to strategic business development

- Be able to use different research methodologies to gather sufficient and valid data
- Be able to present research findings in an appropriate format for a target audience
- Be able to evaluate own skills while undertaking research

## Organisational Behaviour

The aim of this unit is to help learners develop an understanding of how organisational behaviour, structure, culture, motivation, creativity and leadership impact on an organisation's effectiveness and efficiency. The learner will:

- Understand leadership behaviour theory and practice
- Understand how organisational structures and culture impact on the effectiveness of the organisation
- Understand how organisations can improve employee effectiveness to respond to business opportunities
- Understand how organisations can motivate employees in order to improve their efficiency and effectiveness

## Personal Development for Leadership and Strategic Management

This unit aims to help learners develop their own personal leadership and management skills in the context of the creation and achievement of organisational vision and strategic direction. The learner will:

- Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy
- Understand how to develop and communicate organisational vision
- Be able to manage development of own personal knowledge and skills in leadership and strategic management to support achievement of personal and organisational vision and strategy
- Be able to reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy

# STRATEGIC MANAGEMENT (FINANCES) (MBA ADVANCE ENTRY (LEVEL 7))

## EXTENDED DIPLOMA IN STRATEGIC MANAGEMENT (FINANCES), MBA ADVANCE ENTRY (LEVEL 7)



The level 7 extended diploma in strategic management Finances is an MBA advanced entry course, which provides learners with 120 credits of the 180 credits required to achieve a complete MBA. All modules have an additional 30-50 learning hours of optional materials that comprise of recommended exercises, recommended readings, internet resources, and self-testing exercises. You will also have access to 24/7 support, tutoring, and a variety of other support mechanisms.

After receiving your level 7 diploma, you are eligible to apply for an MBA top-up course, either online or on campus at a range of UK universities. The top-up portion will usually consist of the final 60 credits of either, a dissertation, or a dissertation and one module.

Learners taking the Finance Pathway take the five core units and three of the four units in the Finance Pathway.

**Total Qualification Time: 1200 Hours**

**Total Guided Learning Hours: 480**

**Total Credit Value: 120**

<b>Unit Codes</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLA</b>
<b>Mandatory Units</b>				
M/615/2675	Strategic Planning	7	15	60
A/615/2677	Finance for Strategic Managers	7	15	60
F/615/2678	Research for Strategic Development	7	15	60
A/615/2680	Organisational Behaviour	7	15	60
J/615/2682	Personal Development for Leadership and Strategic Management	7	15	60
<b>Optional Units</b>				
R/615/2684	International Business Environment	7	15	60
D/615/2686	Developing Organisational Vision and Strategic Direction	7	15	60
K/615/2691	Quantitative Methods	7	15	60
K/615/2688	International Finance	7	15	60

## **International Business Environment**

The aim of this unit is to enable learners to explore the changing international business environment and develop knowledge and understanding of how organisations respond. The learner will:

- Be able to analyse the international business environment
- Understand the impact of globalisation and international trade
- Understand the international markets in which businesses operate

## **Developing Organisational Vision and Strategic Direction**

The aim of this unit is to help learners to improve their knowledge and understanding of how organisations develop vision and strategic direction. The learner will:

- Understand how to develop an organisational vision and strategic direction
- Understand how to communicate the vision and strategic direction to stakeholders
- Understand how to implement organisational vision and strategic direction

## **Quantitative Methods**

The aim of this unit is to help learners to further develop understanding and skills in the application of quantitative methods appropriate to support decision-taking in organisations. The learner will:

- Understand the types of data which can be used by organisations to monitor and improve their performance
- Be able to analyse and evaluate raw business data to inform decision taking
- Be able to apply a range of quantitative methods to support effective business decision taking
- Be able to report on data and communicate findings to inform decision taking

## International Finance

The aim of this unit is to help students to gain an understanding of the role of an international corporate financial manager. The unit will allow learners to consider the importance of International Accounting Standards and the international financial environment for decision making within businesses and organisations. The learner will:

- Understand the importance of corporate communications
- Be able to plan corporate communications audits
- Understand the purpose and impact of a corporate communications strategy

## Strategic Planning

The aim of this unit is to develop the knowledge, understanding and skills necessary to develop an organisational strategic plan. The learner will:

- Understand the causes and consequences of the evolution of international accounting standards
- Be able to analyse the potential impacts of the international financial environment on decision making
- Understand capital requirements and working capital management in an international context
- Be able to assess the key issues and approaches to international financial management

## Finance for Strategic Managers

The learners will develop knowledge, understanding and skills that will enable them to analyse internal and publicly available financial information. This will help to inform strategic decision making. The learner will:

- Understand the importance of financial data in formulating and delivering business strategy
- Be able to analyse financial data for an organisation in order to inform strategic decision making purposes
- Be able to evaluate proposals for strategic decisions on capital expenditure in an organization

## Research for Strategic Development

The aim of this unit is to develop the knowledge, understanding and skills required to carry out research to meet the needs of strategic business management. The learner will:

- Be able to formulate a research proposal relating to strategic business development
- Be able to use different research methodologies to gather sufficient and valid data
- Be able to present research findings in an appropriate format for a target audience
- Be able to evaluate own skills while undertaking research

## Organisational Behaviour

The aim of this unit is to help learners develop an understanding of how organisational behaviour, structure, culture, motivation, creativity and leadership impact on an organisation's effectiveness and efficiency. The learner will:

- Understand leadership behaviour theory and practice
- Understand how organisational structures and culture impact on the effectiveness of the organisation
- Understand how organisations can improve employee effectiveness to respond to business opportunities
- Understand how organisations can motivate employees in order to improve their efficiency and effectiveness

## Personal Development for Leadership and Strategic Management

This unit aims to help learners develop their own personal leadership and management skills in the context of the creation and achievement of organisational vision and strategic direction. The learner will:

- Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy
- Understand how to develop and communicate organisational vision

- Be able to manage development of own personal knowledge and skills in leadership and strategic management to support achievement of personal and organisational vision and strategy
- Be able to reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy



# STRATEGIC MANAGEMENT (MANAGING PEOPLE) (MBA ADVANCE ENTRY (LEVEL 7))

**EXTENDED DIPLOMA IN STRATEGIC MANAGEMENT (MANAGING PEOPLE), MBA ADVANCE ENTRY (LEVEL 7)**



The level 7 extended diploma in strategic management - managing people is an MBA advanced entry course, which provides learners with 120 credits of the 180 credits required to achieve a complete MBA. All modules have an additional 30-50 learning hours of optional materials that comprise of recommended exercises, recommended readings, internet resources, and self-testing exercises. You will also have access to 24/7 support, tutoring, and a variety of other support mechanisms.

After receiving your level 7 diploma, you are eligible to apply for an MBA top-up course, either online or on campus at a range of UK universities. The top-up portion will usually consist of the final 60 credits of either, a dissertation, or a dissertation and one module.

Learners taking the Finance Pathway take the five core units and three units in the Managing People Pathway.

**Total Qualification Time: 1200 Hours**

**Total Guided Learning Hours: 480**

**Total Credit Value: 120**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
M/615/2675	Strategic Planning	7	15	60
A/615/2677	Finance for Strategic Managers	7	15	60
F/615/2678	Research for Strategic Development	7	15	60
A/615/2680	Organisational Behaviour	7	15	60
J/615/2682	Personal Development for Leadership and Strategic Management	7	15	60
<b>Optional Units</b>				
F/615/2700	Strategic Human Resource Management	7	15	60
L/615/2702	Managing Continuous Organisational Improvement	7	15	60
D/615/2686	Developing Organisational Vision and Strategic Direction	7	15	60

## **Strategic Human Resource Management**

The aim of this unit to help learners acquire knowledge and understanding of human resource management strategy and its impact on the efficiency of an organisation. The learner will:

- Understand the factors affecting human resource management strategies in organisations
- Understand how strategic human resource management contributes to the achievement of the strategic plans of organisations
- Understand how to prepare human resource management strategies for organisations
- Be able to develop a human resource management strategy for an organisation

## **Managing Continuous Organisational Improvement**

The aim of this unit is to enable learners to develop the knowledge, understanding and skills required to create a culture of continuous improvement in an organisation. The learners will have the opportunity to develop the skills required to plan organisational change. The learner will:

- Understand how organisations create a culture of continuous improvement and acceptance of change
- Be able to analyse opportunities for improvement to organisational activities

- Be able to plan change for organisational improvement

## Developing Organisational Vision and Strategic Direction

The aim of this unit is to enable learners to improve their knowledge and understanding of how organisations develop vision and strategic direction. The unit may be of particular interest for learners aiming for leadership roles in either private or public sector organisations. The learner will:

- Understand how to develop an organisational vision and strategic direction
- Understand how to communicate the vision and strategic direction to stakeholders
- Understand how to implement organisational vision and strategic direction

## Strategic Planning

The aim of this unit is to develop the knowledge, understanding and skills necessary to develop an organisational strategic plan. The learner will:

- Understand the causes and consequences of the evolution of international accounting standards
- Be able to analyse the potential impacts of the international financial environment on decision making
- Understand capital requirements and working capital management in an international context
- Be able to assess the key issues and approaches to international financial management

## Finance for Strategic Managers

The learners will develop knowledge, understanding and skills that will enable them to analyse internal and publicly available financial information. This will help to inform strategic decision making. The learner will:

- Understand the importance of financial data in formulating and delivering business strategy
- Be able to analyse financial data for an organisation in order to inform strategic decision making purposes
- Be able to evaluate proposals for strategic decisions on capital expenditure in an organization

## Research for Strategic Development

The aim of this unit is to develop the knowledge, understanding and skills required to carry out research to meet the needs of strategic business management. The learner will:

- Be able to formulate a research proposal relating to strategic business development
- Be able to use different research methodologies to gather sufficient and valid data
- Be able to present research findings in an appropriate format for a target audience
- Be able to evaluate own skills while undertaking research

## Organisational Behaviour

The aim of this unit is to help learners develop an understanding of how organisational behaviour, structure, culture, motivation, creativity and leadership impact on an organisation's effectiveness and efficiency. The learner will:

- Understand leadership behaviour theory and practice
- Understand how organisational structures and culture impact on the effectiveness of the organisation
- Understand how organisations can improve employee effectiveness to respond to business opportunities
- Understand how organisations can motivate employees in order to improve their efficiency and effectiveness

## Personal Development for Leadership and Strategic Management

This unit aims to help learners develop their own personal leadership and management skills in the context of the creation and achievement of organisational vision and strategic direction. The learner will:

- Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy
- Understand how to develop and communicate organisational vision
- Be able to manage development of own personal knowledge and skills in leadership and strategic management to support achievement of personal and organisational vision and strategy
- Be able to reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy

# MANAGEMENT - FINANCES – MBA ENTRY

## EXTENDED DIPLOMA IN MANAGEMENT (FINANCES) (LEVEL 6 POSTGRADUATE MBA ENTRY)



The Level 6 Extended Diploma in Management (Finances) covers key areas of management such as Leadership and Research with a special focus in Finance, HR. It also provides entry to an MBA at a range of universities in the UK and overseas. While completing the online business diploma, students will have access to various study resources, such as tutor support and webinars, a social learning forum, and additional materials to help in the completion of their graduate business course.

This course will be most suited to individuals who are at least 25 years old and have 5 years managerial work experience and do not have a degree but wish to study for an MBA or postgraduate business program. On successful completion of the course, students will be able to enrol onto our level 7 postgraduate diploma in strategic management or a range of other postgraduate courses.

Learners taking the Finance Pathway take the four core units and the four units from the Finance Pathway.

**Total Qualification Time: 1200 Hours**

**Total Guided Learning Hours: 480**

Total Credit Value: 120

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
1	Leadership and Management	6	15	60
2	Research Project	6	15	60
3	Managing Quality and Service Delivery	6	15	60
4	Personal Leadership and Management Development	6	15	60
<b>Finance Pathway</b>				
1	Financial Decision Making for Managers	6	15	60
2	Accounting	6	15	60
3	Managing Finance in the Public Sector	6	15	60
4	Economics for Business	6	15	60

## Financial Decision Making for Managers

This unit aims to help learners develop knowledge, understanding and skills required to make financial decisions to meet business needs. The learner will:

- Be able to analyse published financial statements to facilitate business decision-making
- Be able to analyse sources of finance to meet business needs
- Be able to analyse financial information to inform decision making

## Accounting

The aim of this unit is to enable learners to develop knowledge, understanding and skills in financial and management accounting. The learner will:

- Understand the principles of financial accounting and reporting
- Be able to apply the principles of financial accounting
- Be able to apply management accounting principles and procedures

## Managing Finance in the Public Sector

The aim of this unit is to enable learners to develop knowledge and understanding of finance and accountability in the public sector. The learner will:

- Understand the importance of accountability in public sector finance in a national context

- Understand how to manage financial resources in a public sector organization
- Understand how to manage a public sector tender process

## Economics for Business

The aim of this unit is to provide learners with the knowledge and understanding of the economic environment and its impact on how businesses operate. The learner will:

- Understand the micro-economic business environment
- Understand the macro-economic environment in which businesses operate
- Understand the implications for business organisations of operating in the international economic environment

## Leadership and Management

The aim of this unit is to enable the learner to understand the role of leadership and management in organisations; and the use of leadership and management skills to improve organisational performance. The learner will:

- Understand strategic leadership and management in organisations
- Understand how to improve organisational performance through the application of relevant leadership and management skills
- Understand how leaders and managers utilise teams in improving organisational performance

## Research Project

The aim of this unit is to develop the knowledge, understanding and skills required to produce a research question and carry out independent research using appropriate research techniques. The learner will analyse and present their research findings, evaluate the research methodology and their personal learning. The learner will:

- Be able to consider appropriate research methodologies in preparation for conducting research
- Be able to conduct research based on the research question or hypothesis and analyse the findings
- Be able to present findings from research investigations
- Be able to review own personal learning

## Managing Quality and Service Delivery

To enable learners to develop the knowledge and understanding required to manage and deliver excellent customer service. The learner will:

- Understand how to identify and meet stakeholder needs when managing quality and service delivery
- Understand how to manage quality and service delivery
- Understand how to embed quality improvement and service delivery

## Personal Leadership and Management Development

This unit aims to help learners develop their own personal leadership and management skills to support the achievement of organisational objectives and personal progression. The learner will:

- Understand how personal leadership and management skills support the achievement of organisational objectives
- Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives
- Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills



# MANAGEMENT – MANAGING PEOPLE – MBA ENTRY

## EXTENDED DIPLOMA IN MANAGEMENT (MANAGING PEOPLE) (LEVEL 6 POSTGRADUATE MBA ENTRY)



The Level 6 Extended Diploma in Management (Managing People) covers key areas of management such as Leadership and Research with a focus on managing people. It also provides entry to an MBA at a range of universities in the UK and overseas. While completing the online business diploma, students will have access to various study resources, such as tutor support and webinars, a social learning forum, and additional materials to help in the completion of their graduate business course.

This course will be most suited to individuals who are at least 25 years old and have 5 years managerial work experience and do not have a degree but wish to study for an MBA or postgraduate business program. On successful completion of the course, students will be able to enrol onto our level 7 postgraduate diploma in strategic management or a range of other postgraduate courses.

Learners taking the Managing People Pathway take the four core units and the three units in the Managing People Pathway and one further unit from the list of optional units.

**Total Qualification Time: 1200 Hours**

**Total Guided Learning Hours: 480**

**Total Credit Value: 120**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
1	Leadership and Management	6	15	60
2	Research Project	6	15	60
3	Managing Quality and Service Delivery	6	15	60
4	Personal Leadership and Management Development	6	15	60
<b>Managing people units</b>				
5	Project Management	6	15	60
6	Human Resource Management	6	15	60
7	Managing Change	6	15	60
<b>Optional</b>				
8	Financial Decision Making for Managers	6	15	60
9	Accounting	6	15	60
10	Managing Finance in the Public Sector	6	15	60
11	Economics for Business	6	15	60
12	Logistics and Supply Chain Management (Operations Management pathway units)	6	15	60
13	Risk Management (Operations Management pathway unit)	6	15	60
14	Factors determining Marketing Strategies	6	15	60
15	Branding (Sales and Marketing pathway unit)	6	15	60
16	Information Systems	6	15	60
17	Marketing Communications (Sales and Marketing pathway unit)	6	15	60
18	Sales (Sales and Marketing pathway unit)	6	15	60

## Project Management

The aim of this unit is to enable learners to understand the process of identifying appropriate and feasible projects. The learner will:

- Be able to analyse business objectives to identify potential projects, their feasibility and the methodology which may be used
- Be able to design systems and plans for initiating and managing projects
- Understand how to monitor and control the progress of projects

- Understand how to close and review the success of a project

## Human Resource Management

The aim of this unit is to develop knowledge understanding and skills in human resource management and consider contemporary issues that affect human resource management within organisations. The learner will:

- Understand how human resource management contributes to organisational effectiveness
- Understand the formulation and implementation of human resource management plans
- Understand contemporary issues affecting human resource management in organisations

## Managing Change

The aim of this unit is to develop the knowledge, understanding and skills required to manage change within an organisation. The learner will:

- Understand how models or frameworks of strategic change can support the change process in organisations
- Understand strategies to encourage the involvement of stakeholders in the management of change
- Be able to develop a change strategy against business aims and objectives

## Leadership and Management

The aim of this unit is to enable the learner to understand the role of leadership and management in organisations; and the use of leadership and management skills to improve organisational performance. The learner will:

- Understand strategic leadership and management in organisations
- Understand how to improve organisational performance through the application of relevant leadership and management skills
- Understand how leaders and managers utilise teams in improving organisational performance

## Research Project

The aim of this unit is to develop the knowledge, understanding and skills required to produce a research question and carry out independent research using appropriate research techniques. The learner will analyse and present their research findings, evaluate the research methodology and their personal learning. The learner will:

- Be able to consider appropriate research methodologies in preparation for conducting research
- Be able to conduct research based on the research question or hypothesis and analyse the findings
- Be able to present findings from research investigations
- Be able to review own personal learning

## Managing Quality and Service Delivery

To enable learners to develop the knowledge and understanding required to manage and deliver excellent customer service. The learner will:

- Understand how to identify and meet stakeholder needs when managing quality and service delivery
- Understand how to manage quality and service delivery
- Understand how to embed quality improvement and service delivery

## Personal Leadership and Management Development

This unit aims to help learners develop their own personal leadership and management skills to support the achievement of organisational objectives and personal progression. The learner will:

- Understand how personal leadership and management skills support the achievement of organisational objectives
- Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives
- Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills

# MANAGEMENT - Operations Management – MBA ENTRY

**EXTENDED DIPLOMA IN MANAGEMENT (OPERATIONS MANAGEMENT) (LEVEL 6  
POSTGRADUATE MBA ENTRY)**



The Level 6 Extended Diploma in Operations Management covers key areas of management such as Leadership and Research with a focus on operations management. It provides entry to an MBA at a range of universities in the UK and overseas. While completing the online business diploma, students will have access to various study resources, such as tutor support and webinars, a social learning forum, and additional materials to help in the completion of their graduate business course.

This course will be most suited to individuals who are at least 25 years old and have 5 years managerial work experience and do not have a degree but wish to study for an MBA or postgraduate business program. On successful completion of the course, students will be able to enrol onto our level 7 postgraduate diploma in strategic management or a range of other postgraduate courses.

Learners taking the Operations Management Pathway take the four core units and then four of the five units in the Operations Management Pathway.

**Total Qualification Time: 1200 Hours**

**Total Guided Learning Hours: 480**

**Total Credit Value: 120**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
1	Leadership and Management	6	15	60
2	Research Project	6	15	60
3	Managing Quality and Service Delivery	6	15	60
4	Personal Leadership and Management Development	6	15	60
<b>Operations Management Units</b>				
5	Project Management	6	15	60
6	Managing Change	6	15	60
7	Information Systems	6	15	60
8	Logistics and Supply Chain Management	6	15	60
9	Risk Management	6	15	60

## Project Management

The aim of this unit is to enable learners to understand the process of identifying appropriate and feasible projects. The learner will:

- Be able to analyse business objectives to identify potential projects, their feasibility and the methodology which may be used
- Be able to design systems and plans for initiating and managing projects
- Understand how to monitor and control the progress of projects
- Understand how to close and review the success of a project

## Managing Change

The aim of this unit is to develop the knowledge, understanding and skills required to manage change within an organisation. The learner will:

- Understand how models or frameworks of strategic change can support the change process in organisations
- Understand strategies to encourage the involvement of stakeholders in the management of change
- Be able to develop a change strategy against business aims and objectives

## Information Systems

The aim of this unit is to examine the use of information systems within organisations. The learner will:

- Understand the role of information systems in organisations
- Understand the relationships between information systems, organisational strategy and e-strategy
- Understand how to manage effective, secure information systems
- Understand how information systems and information technology improve organisational performance

## Logistics and Supply Chain Management

The aim of this unit is to allow learners to gain knowledge and understanding of why supply chains are important to business organisations. The learner will:

- Understand theories of supply chain management and their contribution to achieving business objectives
- Understand the role of logistics in supply chain management
- Understand the role information technology plays in supply chain management

## Risk Management

The aim of this unit is to help learners develop knowledge and understanding of the importance of managing risks in business organisations and enable them to develop an effective risk management plan. The learner will:

- Understand the effects of risks on business organisations
- Understand the risk management function in organisations
- Understand approaches to crisis management and business continuity planning
- Be able to prepare an effective risk management plan

## Leadership and Management

The aim of this unit is to enable the learner to understand the role of leadership and management in organisations; and the use of leadership and management skills to improve organisational performance. The learner will:

- Understand strategic leadership and management in organisations
- Understand how to improve organisational performance through the application of relevant leadership and management skills

- Understand how leaders and managers utilise teams in improving organisational performance

## Research Project

The aim of this unit is to develop the knowledge, understanding and skills required to produce a research question and carry out independent research using appropriate research techniques. The learner will analyse and present their research findings, evaluate the research methodology and their personal learning. The learner will:

- Be able to consider appropriate research methodologies in preparation for conducting research
- Be able to conduct research based on the research question or hypothesis and analyse the findings
- Be able to present findings from research investigations
- Be able to review own personal learning

## Managing Quality and Service Delivery

To enable learners to develop the knowledge and understanding required to manage and deliver excellent customer service. The learner will:

- Understand how to identify and meet stakeholder needs when managing quality and service delivery
- Understand how to manage quality and service delivery
- Understand how to embed quality improvement and service delivery

## Personal Leadership and Management Development

This unit aims to help learners develop their own personal leadership and management skills to support the achievement of organisational objectives and personal progression. The learner will:

- Understand how personal leadership and management skills support the achievement of organisational objectives
- Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives
- Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills



# MANAGEMENT – SALES AND MARKETING – MBA ENTRY

**EXTENDED DIPLOMA IN MANAGEMENT (SALES AND MARKETING) (LEVEL 6  
POSTGRADUATE MBA ENTRY)**



The Level 6 Extended Diploma in Management (Sales and Marketing) covers key areas of management such as Leadership and Research with a focus on Sales and Marketing. It also provides entry to an MBA at a range of universities in the UK and overseas. While completing the online business diploma, students will have access to various study resources, such as tutor support and webinars, a social learning forum, and additional materials to help in the completion of their graduate business course.

This course will be most suited to individuals who are at least 25 years old and have 5 years managerial work experience and do not have a degree but wish to study for an MBA or postgraduate business program. On successful completion of the course, students will be able to enrol onto our level 7 postgraduate diploma in strategic management or a range of other postgraduate courses.

Learners taking the Sales and Marketing Pathway take the four core units and the four units in the Sales and Marketing Pathway.

**Total Qualification Time: 1200 Hours**

**Total Guided Learning Hours: 480**

**Total Credit Value: 120**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
1	Leadership and Management	6	15	60
2	Research Project	6	15	60
3	Managing Quality and Service Delivery	6	15	60
4	Personal Leadership and Management Development	6	15	60
<b>Optional Units</b>				
5	Factors determining Marketing Strategies	6	15	60
6	Branding	6	15	60
7	Marketing Communications	6	15	60
8	Sales	6	15	60

## **Factors determining Marketing Strategies**

The aim of this unit is to understand the influences on marketing strategy and the characteristics and use of marketing intelligence. The learner will:

- Understand the influences on determining a marketing strategy
- Understand marketing intelligence
- Understand stakeholder engagement in organisations
- Understand the nature of strategic marketing analysis and strategic choice

## **Branding**

The aim of this unit is to enable learners to develop knowledge and understanding of branding and its impact on the success of organisations. The learner will:

- Understand the importance of branding and brand awareness for organisations
- Understand the principles of brand equity
- Understand the role of 'secondary' brand associations in building brand equity

## **Marketing Communications**

The aim of this unit is to understand the principles, practice and components of integrated marketing communications and how they are used to optimize marketing messages, including

the use of digital media. Learners will be able to develop an integrated marketing communications plan. The learner will:

- Understand the principles of marketing communications
- Understand integrated marketing communications (IMC)
- Understand the use of digital media for marketing purposes
- Be able to develop an integrated marketing communications plan

## Sales

The aim of this unit is to provide learners with knowledge and understanding of sales and the principles and practices of professional selling in the business environment.. The learner will:

- Understand the principles of selling and different selling methods
- Understand the principles of the sales process
- Understand the importance of sales technologies for organisations
- Understand the financial dimension of sales
- Understand sales structures in organisations

## Leadership and Management

The aim of this unit is to enable the learner to understand the role of leadership and management in organisations; and the use of leadership and management skills to improve organisational performance. The learner will:

- Understand strategic leadership and management in organisations
- Understand how to improve organisational performance through the application of relevant leadership and management skills
- Understand how leaders and managers utilise teams in improving organisational performance

## Research Project

The aim of this unit is to develop the knowledge, understanding and skills required to produce a research question and carry out independent research using appropriate research techniques. The learner will analyse and present their research findings, evaluate the research methodology and their personal learning. The learner will:

- Be able to consider appropriate research methodologies in preparation for conducting research
- Be able to conduct research based on the research question or hypothesis and analyse the findings
- Be able to present findings from research investigations

- Be able to review own personal learning

## Managing Quality and Service Delivery

To enable learners to develop the knowledge and understanding required to manage and deliver excellent customer service. The learner will:

- Understand how to identify and meet stakeholder needs when managing quality and service delivery
- Understand how to manage quality and service delivery
- Understand how to embed quality improvement and service delivery

## Personal Leadership and Management Development

This unit aims to help learners develop their own personal leadership and management skills to support the achievement of organisational objectives and personal progression. The learner will:

- Understand how personal leadership and management skills support the achievement of organisational objectives
- Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives
- Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills

# BUSINESS - UNIVERSITY FOUNDATION PROGRAM

DIPLOMA IN BUSINESS UNIVERSITY FOUNDATION PROGRAM / A LEVEL (LEVEL 3 – 60 CREDITS)



The Level 3 Diploma in Business is a 60-credit Ofqual regulated qualification and is the equivalent level to an A Level or Access to HE qualification. It has been designed for learners who wish to progress to a business or management degree and may not have the traditional entry qualifications usually required.

The course is designed to provide opportunities for learners to acquire a range of knowledge and understanding about business and to apply the knowledge and understanding by demonstrating skills in business. In this way learners will undertake assignments that are directly related to business activities enhancing their understanding of the world of business. While completing the course, students will have access to a variety of support services, including tutor support and webinars, a social learning forum, and additional materials to help in the completion of their diploma course.

Learners must achieve the four Mandatory Units.

The Total Qualification Time is 600 hours

The Total Guided Learning Hours is 360

The Total Credit value is 60

Unit Codes	Unit Title	Level	Credit	GLA
M/507/2220	How Businesses Operate	3	15	90
K/507/2152	Marketing Principles and Techniques	3	15	90
M/507/2153	Academic and Research Skills for Business	3	15	90
T/507/2154	Communication Skills for Business	3	15	90

## How Businesses Operate

This unit aims to provide an overview of how businesses operate. Learners will gain knowledge and understanding of key business functions and their importance to business success. The learner will:

- Understand the key features of a business environment
- Know the importance of accounting for business
- Be able to apply key principles of accounting and present and interpret data'
- Understand the principles of managing and leading teams in organisations
- Know the role of the Human Resources department
- Understand the importance of customer service to organisational success

## Marketing Principles and Techniques

This unit aims to develop knowledge and understanding of marketing principles and techniques. The learner will:

- Understand the principles of marketing
- Understand market research and market analysis methods
- Be able to apply market analysis techniques
- Understand how e – marketing is used

## Academic and Research Skills for Business

This unit aims to develop academic research skills and the language skills needed to be able to formally present academic research, both in writing and orally. The learner will:

- Be able to assess own academic competence
- Know how to research information using primary and secondary methods
- Be able to take effective notes from a variety of sources
- Be able to plan and draft a piece of research

- Be able to produce academic work
- Be able to reflect on own academic progress

## **Communication Skills for Business**

This unit aims to develop knowledge and understanding of communication in organisations and to develop personal communication skills. The learner will:

- Know how businesses communicate
- Be able to present business information orally
- Be able to communicate business information in writing

# SMALL BUSINESS AND SOCIAL ENTERPRISE START UP - UNIVERSITY FOUNDATION PROGRAM

**DIPLOMA IN SMALL BUSINESS AND SOCIAL ENTERPRISE START-UP UNIVERSITY FOUNDATION PROGRAM / A LEVEL (LEVEL 3 – 60 CREDITS)**



The Level 3 Diploma in Business is a 60-credit Ofqual regulated qualification and is the equivalent level to an A Level or Access to HE qualification. It has been designed for learners who wish to progress to a business or management degree and may not have the traditional entry qualifications usually required.

The course is designed to provide opportunities for learners to acquire a range of knowledge and understanding about small business and social enterprise start-up. In this way learners will undertake assignments that are directly related to business activities enhancing their understanding of the world of business. While completing the course, students will have access to a variety of support services, including tutor support and webinars, a social learning forum, and additional materials to help in the completion of their diploma course.

Learners must achieve 6 Mandatory Units.

The Total Qualification Time is 600 hours



**The Total Guided Learning Hours is 360**

**The Total Credit value is 60**

<b>Unit Codes</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLA</b>
R/618/4180	Unit 1 Market Research	3	10	60
Y/618/4181	Unit 2 Business and Financial Planning	3	20	60
D/618/4182	Unit 3 Quality Assurance	3	5	30
H/618/4183	Unit 4 Presenting a Business Plan	3	5	30
K/618/4184	Unit 5 Running and Monitoring A Small Enterprise Start-up	3	20	120
M/618/4185	Unit 6 Reviewing Performance of an Enterprise Start-up	3	10	60

### **Unit 1 Market Research**

This unit aims to enable learners to identify possible opportunities for a small start-up enterprise by conducting market research and analysing the findings. The learner will:

- Understand the methods and importance of market research.
- Be able to undertake market research.
- Be able to draw valid conclusions from market research and make recommendations.

### **Unit 2 Business and Financial Planning**

This unit aims to enable learners to produce a business plan for their start-up enterprise. Learners will also acquire knowledge and understanding of stock procurement, resource management and financial techniques to support business planning. The learner will:

- Understand the resources and their management in setting up and running an enterprise
- Be able to calculate costs and revenue for your enterprise start-up
- Understand the risks of undertaking an enterprise start-up
- Be able to create a budget and action plan, from your business planning

### **Unit 3 Quality Assurance**

This unit aims to develop the learner's knowledge and understanding of quality standards, their importance and how they are assured in a new enterprise start-up. The learner will:

- Understand the importance of quality standards in an enterprise start-up
- Understand how to monitor and control quality in an enterprise start-up business

### **Unit 4 Presenting a Business Plan**

This unit aims to give learners opportunities to develop communication, IT and presentation skills. Learners will acquire knowledge and understanding of how to structure a presentation specifically for an enterprise start-up, and deliver the presentation to an appropriate audience. The learner will:

- Understand the principles and practices of presenting an enterprise start-up plan
- Be able to deliver and review a presentation for an enterprise start-up

## **Unit 5 Running and Monitoring A Small Enterprise Start-up**

This unit aims to enable learners to run and monitor the performance of their small enterprise start-up against the plan produced in Unit 2. The learner will:

- Understand the roles and responsibilities required for your enterprise start-up.
- Be able to maintain records in an enterprise start-up.
- Be able to run an enterprise start-up according to your plan.

## **Unit 6 Reviewing Performance of an Enterprise Start-up**

This unit aims to evaluate the success of the enterprise start-up, including the learner's contribution, analysing performance against targets and establishing changes to improve future success. The learner will:

- Understand the importance of reviewing the performance of your enterprise start-up
- Be able to review the performance of your enterprise start-up
- Be able to review the contributions made to your enterprise start-up
- Be able to review personal development following the management and operation of the enterprise start-up

# LEVEL 4 CERTIFICATE IN ENTREPRENEURSHIP

## LEVEL 4 CERTIFICATE IN ENTREPRENEURSHIP



The Certificate in Entrepreneurship is a 15-credit Ofqual regulated qualification and is the equivalent level to a 15- credit level 4 course. This course has been designed to provide the learner with an understanding of entrepreneurship in business, the skills and qualities needed by a successful entrepreneur and the roles an entrepreneur plays in starting and developing businesses. The learner will develop skills in evaluating possible new business ventures and will be able to prepare for a new business venture. In order to achieve this certificate learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria, using relevant examples to illustrate their work.

**Total Qualification Time: 30 Hours**

**Total Guided Learning Hours: 15**

**Total Credit Value: 15**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
H/617/1157	Entrepreneurship	6	15	15

## Entrepreneurship

The aim of this unit is to provide the learner with an understanding of entrepreneurship in business, the skills and qualities needed by a successful entrepreneur and the roles an entrepreneur plays in starting and developing businesses. The learner will:

- Understand entrepreneurship in business
- Understand the skills and qualities of a successful entrepreneur
- Be able to evaluate the viability of a new entrepreneurial idea
- Be able to prepare for a new business venture

## Indicative Content

### 1. Understand entrepreneurship in business

- What is entrepreneurship
- Entrepreneurial lifecycle: new idea conception; creation of organisation to harvest opportunity; harvesting of opportunity
- New business ventures, business start-ups
- Opening new markets; fulfilling a new need; identifying a gap in the market; new products and services; new business models; disruptive business models
- Entrepreneurship vs established business management
- Can create employment and wealth
- European Commission Entrepreneurship 2020 Action Plan; Entrepreneur First (EF)
- World Economic Forum – Entrepreneurial Ecosystem
- DIT Global Entrepreneur programme; entrepreneurship visa; TechStars London

### 2. Understand the skills and qualities of a successful entrepreneur

- Types of entrepreneur; small business entrepreneur; lifestyle entrepreneur; high-growth potential entrepreneur; professional entrepreneur; serial entrepreneur, corporate entrepreneur, social entrepreneur
- Skills and qualities: risk-taking; organising; motivating people; drawing together a team of people with relevant skills; creativity; opportunity analysis; speed of taking action to take advantage of opportunities; decision-making; innovative; hard-working; passionate; able to sell ideas and convince others; perseverant; resilient; imaginative; motivated; problem-solving; vision, teamwork, commitment

### 3. Be able to evaluate the viability of a new entrepreneurial idea

- New business opportunities: services, products, new business models
- Idea generation
- Model/theory: Drucker's 7 sources of innovation

- Making recommendations: selection of workable idea; justifying the business case; financial projections; customer base; gap in market; need for product/service

#### 4. Be able to prepare for a new business venture

- Component parts of an effective business plan; executive summary; business description; market analysis; organisation management; sales strategies; funding requirements; financial projections
- Developing a brand: link with business strategy; identification of target customers; research of target customers; develop of brand positioning; developing of messaging strategy; development of name, logo and tagline; development of content marketing strategy; development of branded items (e.g. website, business cards)
- Business promotion; marketing plan; social networks; promotional products, adverts, samples
- Business start-up plan: strategy; team; financial objectives and projections; form of business organisation and legal set-up; product/service and their features and benefits; market; customer analysis; competitors; market positioning; sales and marketing strategy; operations; payback plan (is using loans and other people's investment)

# SMALL BUSINESS ENTERPRISE – LEVEL 5

## LEVEL 5 CERTIFICATE IN SMALL BUSINESS ENTERPRISE



The Certificate in Small Business Enterprise is a 15-credit Ofqual regulated qualification and is the equivalent level to a 15- credit level 5 course. This course has been designed to provide the learner with an understanding of the importance of small business enterprises in today's business environment. Also, an understanding of the development, management and administration of small business enterprises. In order to achieve this certificate learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners are required to refer to exemplar material in order to meet the standards.

**Total Qualification Time: 120 Hours**

**Total Guided Learning Hours: 60**

**Total Credit Value: 15**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
J/617/1250	Small Business Enterprise	5	15	60

**Small Business Enterprise**

This course has been designed to provide the learner with an understanding of the importance of small business enterprises in today's business environment. The learner will:

- Understand different types of enterprises and the role of small business enterprises in today's economy
- Understand the starting up of small business enterprises
- Understand how to grow a small business enterprise
- Understand how to expand a small business

### Indicative Content

#### 1. Understand different types of enterprises and the role of small business enterprises in today's economy

- Different set ups of enterprises: limited company; corporation; charity
- Small, medium, large businesses
- Role of small business enterprises: combined high turnover; job creation; key drivers of innovation, competition and growth; specialists in sector
- Advantages of micro and small enterprises: more nimble and flexible; faster customer response time; can be disruptive, can tap gap in market quickly; owner is usually passionate about product or service; can be perceived to be more customer-friendly than faceless corporation; ability to offer personalised service; can offer expertise at lower costs; lower overhead costs; quick to react to changing market conditions; can work quickly to correct shortcomings

#### 2. Understand the starting up of small business enterprises

- Viability: market research; product prototyping; business outline plan; financial calculations and considerations; operational viability; fit with organisation strategy and reputation; peer review of proposed small business enterprise; discussion with lenders
- Legal and regulatory requirements (in UK – may be different in other countries); incorporation and registration of company at Companies House; set up of business bank account; relevant company and UK laws e.g. GDPR; governance; articles of association; relevant UK and sector regulations
- Financial requirements: bank account in credit; optional overdraft; optional loans; PAYE
- Business plan: executive summary; business description; market analysis; organisation management; sales and marketing strategies; funding; financial projections
- Approaches to business plan: allow time; involve stakeholders; accurate calculations; realistic; review drafts
- Fund raising: friends and family; angel investment; crowdfunding; start-up loans; grants
- Launch of new small business enterprise: could be any, or a combination of: market segmenting; advertising online, via social media, search engine optimisation; advertising in printed media, on radio and TV; email marketing; webinars; free consultations; initial discounts; direct mail; coupon websites

### 3. Understand how to grow a small business enterprise

- **Role of technology:** increased efficiency; decreased costs; reach wider audience; increased security; increased opportunities for innovation
- **Employment of staff:** (UK) roles and responsibilities; contracts, salary, PAYE, confidentiality of personal data, sick pay, maternity and paternity pay, reporting to HMRC; dissemination of policies and procedures; training; recruitment; code of conduct; ongoing management of work and performance
- **Role of leadership:** Management vs Leadership; setting and gaining buy-in to a leader's vision; aligning staff in same direction; motivation, inspiration
- **External support mechanisms:** (UK) business mentors; HMRC call centre; accountants; business networking events and social media; professional membership organisations; websites e.g Startup Donut; Enterprise Zones; banks; government initiatives

### 4. Understand how to expand a small business

- **Diversification:** related products and services; products and services in new field; adapt existing products and services for new market; offer integrated solution
- **Expanding into other markets:** home and overseas markets; piloting first;
- **Exporting:** identifying opportunities; assistance from embassies; government programme; trying in one country first; using partners in the country; setting up a base in the country
- **Mergers and acquisitions:** consolidation of assets and liabilities; streamlining; efficiencies; takeovers



# Planning a New Business Venture – LEVEL 5

## LEVEL 5 CERTIFICATE IN PLANNING A NEW BUSINESS VENTURE



The Certificate in Planning a New Business Venture is a 15-credit Ofqual regulated qualification and is the equivalent level to a 15- credit level 5 course. This course will develop knowledge and understanding of new business ventures and skills associated with planning a venture. By studying this course, learners will develop an understanding of business types and the factors that determine the success or otherwise of a new business venture. They will also learn how to determine the market potential of a new business and develop an associated business plan. In order to achieve this certificate learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners will develop a practical understanding of establishing a proposed new business venture. Through consideration of this proposed new business venture, they will go through the process of understanding relevant legal considerations, identifying their market, developing a business plan and learning about how to secure business funding.

**Total Qualification Time: 120 Hours**

**Total Guided Learning Hours: 60**

**Total Credit Value: 15**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
T/617/1244	Planning a New Business Venture	5	15	60

## Planning a New Business Venture

This course aims to develop knowledge and understanding of new business ventures and skills associated with planning a venture. The learner will:

- Be able to determine the market potential of a new business venture
- Explore legal forms of a new business venture
- Be able to developing a business plan
- Identify ways to securing funding for a new business venture

## Indicative Content

### 1. Determining the market potential of a new business venture

- Market conditions: PEST (Political, Economic, Social/Ethical, Technical), Competitor analysis e.g. characteristics and strategies of the competition, Estimating the market size.
- Market need: PEST (political, economic, social, technological), Gap analysis, Market conditions, Specifying a product to meet the need e.g. details, dimensions, purpose, longevity, target market, international or national market, pricing, distribution, and marketing, New products or services, Emerging trends e.g. due to aging population, because of new technology, Changing requirements.
- Target markets: Socioeconomic, Age, Gender, Occupation, Sources of finance, Special factors, Personality indicators, Geographical.
- Potential benefits, limitations and risks for the proposed new business venture: Potential benefits – ownership, control, managing risk, Potential limitations – growth, image, operations, finance, Potential risks – unlimited liability, loss of control e.g. to shareholders, closure, bankruptcy/insolvency.

### 2. Legal forms of a new business venture

- Legal and regulatory considerations
- Health and safety
- Environmental
- Employment and redundancy
- Contract
- Insurance
- Data protection

- Equality

### 3. Developing a business plan

- Vision and mission: Market conditions, Target market, Market gaps.
- Skills/experience: Project Management, Business Planning, Marketing, Accountancy/book-keeping, Leadership, Communication skills both oral and written, Delegation, Organisation, Sales, Customer relations, People Management.
- Other resources: Human (fully committed and capable personnel), Financial (financially secure, access to funding), Physical (suitable premises, equipment), Mentoring (support, guidance) and training, Information (in-depth knowledge of industry, stakeholders etc.).
- Financial requirements: Financial forecasts, Physical forecasts, Sales forecasts, Short and longer term.
- Business structures and systems: Organisational structure, Resource management systems, Supply chain management, Technology requirements/systems.
- Strengths, weaknesses, risks and mitigations: SWOT analysis, Risk identification and register, Use of contingency funds, Closure, Insolvency and bankruptcy, New markets, Risk mitigation.

### 4. Securing funding for a new business venture

- Sources of finance: Savings, Loans, Profit, Investors, Share capital, Crowd funding, Private equity, Pitching for funding, Application forms, Meetings with funding providers
- Benefits and risk associated with different sources of funding

# Managing Quality and Service Delivery – LEVEL 6

## LEVEL 6 CERTIFICATE IN MANAGING QUALITY AND SERVICE DELIVERY



The Certificate in Managing Quality and Service Delivery is a 15-credit Ofqual regulated qualification and is the equivalent level to a 15- credit level 6 course. This course has been designed to enable learners to develop the knowledge and understanding required to manage and deliver excellent customer service. To achieve this certificate, learners must achieve the learning outcomes and meet the standard specified by the assessment criteria for the unit. Learners can approach this unit theoretically although the assignment work must be in context and include examples and illustrations from the learner's own experience or research. The work can be applied across the business sectors or in a specific context, for example, public service or healthcare.

**Total Qualification Time: 120 Hours**

**Total Guided Learning Hours: 60**

**Total Credit Value: 15**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
T/615/2712	Managing Quality and Service Delivery	6	15	60

## Managing Quality and Service Delivery

This course aims to enable learners to develop the knowledge and understanding required to manage and deliver excellent customer service. The learners will:

- Understand how to identify and meet stakeholder needs when managing quality and service delivery
- Understand how to manage quality and service delivery
- Understand how to embed quality improvement and service delivery

### Indicative Content

#### 1. Understand how to identify and meet stakeholder needs when managing quality and service delivery

- Identification of different stakeholder groups and their needs; External customers, Internal customers, Other business stakeholder groups, for example, employees, Perceptions, Expectations, Individual needs.
- Impact of poor quality service; Organisational reputation, Brand loyalty, Organisational position in the market, Meeting of organisational strategic aims, Accountabilities, for example, public sector –stakeholders, Government; private sectors – shareholders, lenders, Meeting required standards, for example, healthcare impacts of failure in delivering healthcare services, impact on financial figures.
- Meeting the needs of stakeholder groups: Balancing needs of different stakeholder groups, Delivering and measuring excellent service, Setting service standards and Service Level Agreements, The importance of managing and monitoring service delivery, How to manage and record service delivery, customer driven management.

#### 2. Understand how to manage quality and service delivery

- Quality and Quality Standards: Quality definition, Dimensions of quality for service delivery, Quality systems, ISO9000/9001, Other quality systems, for example, IIP Quality management, Total quality management.
- Implementing standards; Excellence model, Theories of quality – Deming, Juran, Crosby, Quality strategies in service delivery, Developing a quality led organisation, Job roles in quality management, Staff involvement in organisational quality management.
- Setting, monitoring and maintaining standards: How standards are set, Implementation of ISO9000/90001, Auditing quality feedback mechanisms, for example, questionnaires and surveys, Good practice in standard setting and methods for evaluating quality, service delivery.

#### 3. Understand how to embed quality improvement and service delivery

- Concept of continuous quality improvement: History in manufacturing and application to service delivery, theories and techniques, for example, Kaizen, Total Quality Management, Lean Production and Lean Management, Deming Cycle, Benchmarking, Pareto analysis, Force Field Analysis, etc.

- Embedding continuous quality improvement and service delivery is required to meet stakeholder: Needs, Perceptions, Expectations.
- Investment in staff and resources
- Value for money and best practice

# Leadership and Management – LEVEL 6

## LEVEL 6 CERTIFICATE IN LEADERSHIP AND MANAGEMENT



The Certificate in Leadership and Management is a 15-credit Ofqual regulated qualification and is the equivalent level to a 15- credit level 6 course. This course has been designed to enable the learner to understand the role of leadership and management in organisations; and the use of leadership and management skills to improve organisational performance. To achieve this certificate, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. The learner will need to demonstrate a full understanding of the concepts of leadership and management, the difference between them and how they are used in organisations. The work must be illustrated with exemplar material from research and where possible from the learner's practical experience in employment, as a learner and from working in teams.

Total Qualification Time: 120 Hours

Total Guided Learning Hours: 60

Total Credit Value: 15

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
H/615/2706	Leadership and Management	6	15	60

## Leadership and Management

This course has aims to enable the learner to understand the role of leadership and management in organisations; and the use of leadership and management skills to improve organisational performance. The learners will:

- Understand strategic leadership and management in organisations
- Understand how to improve organisational performance through the application of relevant leadership and management skills
- Understand how leaders and managers utilise teams in improving organisational performance

## Indicative Content

### 1. Understand strategic leadership and management in organisations

- Concepts of leadership and management: Definitions of leadership and the role of leaders, classification of leadership (e.g. dimensions, processes, personality), leadership as a process, power and influence, strategic and operational, the importance of common goals, leaders and followers/ leadership of groups, leadership skills, Mintzberg's 10 managerial roles.
- Leadership and management theories: Trait theories, process theories, functional leadership, transactional e.g. Bennis and Bass, leadership/management styles, situational theories e.g. Hersey and Blanchard, contingency theory e.g. Fiedler, path-goal theory, Transformational Leadership, psychodynamic theory
- Styles: Autocratic, bureaucratic, laissez-faire, persuasive, participative, charismatic ; adapting styles to different situations.

### 2. Understand how to improve organisational performance through the application of relevant leadership and management skills

- Different skills sets for leaders and managers. Leaders need to be able to create vision, set direction, communicate, risk taker, plan, listen etc. Managers need to build the team, lead and work in teams, communicate, time management, meet deadlines, manage performance, delegate, project management, problem solve
- Motivation: Taylorism, Mayo, Maslow, Herzberg and Broad theories (e.g. temporal motivation theory), cognitive theory, power, behavioural theories; social constructivism, How leaders motivate and practical aspects of motivation
- Performance management: Clarity of end results and goal setting, agreement with staff, reward, performance monitoring and measurement, gathering feedback, use of data and outputs, job design and characteristics and employee needs



### 3. Understand how leaders and managers utilise teams in improving organisational performance

- Development of teams: Stages of team development e.g. Tuckman, Honey, Leigh and Maynard, High performance teams; shared purpose and established goals; clear roles; strong interdependencies; agreed decision making process; use of review and feedback; stable team membership; strong learning environment; team based rewards system.
- Team leadership: Roles and models of team leadership, establishing the culture of team performance, giving direction, establishing reporting lines, celebrating success, managing conflict, communications, collaboration and team decision making, creativity of teams; monitoring performance and measuring team success, Impact on organisational performance, Teams - utilising skills of individual members; shared goals and ambitions; working with and supporting colleagues; wanting success for the team, common understanding of the plan and its impact on the organisation; individual performance of a team member and impact on the work of others, Underperforming teams and negative impact on organisational performance, goals not achieved, blame culture; conflict; staff absence, retention
- Working with real time: common message and communication; lack of clarity and direction and second guessing; lack of empathy and personal connection; different work ethic and culture in team members; hidden incompetence; diminished productivity; availability.

# Managing a Work-Based Team Project – LEVEL 4

## LEVEL 4 CERTIFICATE IN MANAGING A WORK-BASED TEAM PROJECT



The Certificate in Managing a Work-Based Team Project is a 15-credit Ofqual regulated qualification and is the equivalent level to a 15-credit level 4 course. This course aims to develop project management skills for a work-based team project by implementing the different stages of project development, implementation and review. In order to achieve this certificate learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners will be required to develop a proposal for a work-based team project, plan the project, implement the plan and evaluate the project.

**Total Qualification Time: 120 Hours**

**Total Guided Learning Hours: 60**

**Total Credit Value: 15**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
D/617/1156	Managing a Work-Based Team Project	4	15	60

### Managing a Work-Based Team Project

This course aims to develop project management skills for a work-based team project by implementing the different stages of project development, implementation and review. The learners will:

- Be able to develop proposal for a work-based team project
- Be able to plan the work-based team project
- Be able to implement the plan for a work-based team project
- Be able to evaluate the process and outcomes of the project

### Indicative Content

#### 1. Develop proposal for a work-based team project

- Objectives: Strategic, Financial, Organisational, Personal development, Team building.
- Scope: Outputs, Financial, Time, Quality, Out of scope.
- Ways of monitoring the project: Meetings, Reporting, Data analysis, Risks and issues, Managing quality.
- Ways of evaluating the project: Success criteria, Self-evaluation, Peer evaluation, Customer evaluation.
- Benefits to organization: Strategic, Financial, Competitive, Innovative, Kudos, Benefits customers.

#### 2. Plan the work-based team project

- Project management methodology: Critical path analysis, Gantt charts, PERT analysis, Project management methods e.g. Prince2, Agile.
- Activity planning: Identification of activities, Ordering of activities in a logical order, Identification of interdependencies, Critical path.
- Key milestones: Milestones at which decision will be taken to continue or stop project.
- Physical/technology resources: Workspace, Documentation, Other physical, Technology.
- Financial resources: Budget, Sources of funding, Contingency.
- Human resources: Allocation of team members' roles, Roles and responsibilities, External expertise.
- Risk assessment: Identification of risks, Likelihood of risk, Severity of risk, Contingencies.

- Quality requirements: Acceptance criteria, Line manager/customer's quality expectations, Quality log; review, Quality plan, Product description and quality criteria, Stage quality plan.
- Management control points: Project initiation decision, End stage assessment, Highlight reports, Tolerance, Exception reports, Project closure.

### 3. Implement the plan for a work-based team project

- Carry out plan, Track activities completed.
- Risk and issue management: Identification and logging of risks and issues, Contingency planning, Mitigation, Management of risks and issues, Risk and issue log.
- Manage quality, Quality check: fitness for use of the project outcome, and adherence to requirements.

### 4. Evaluate the process and outcomes of the project

- Collection of feedback: Identification of stakeholders to provide feedback, Verbal and written feedback, Project review meetings and discussions, Lessons learned meeting.
- Analysis of feedback: Use of feedback to identify common patterns and themes, Summary of patterns and themes.
- Evaluation of project: Evaluation of project outcomes against project aims and objectives.

# Personal Leadership and Management Development – LEVEL 6

## LEVEL 6 CERTIFICATE IN PERSONAL LEADERSHIP AND MANAGEMENT DEVELOPMENT



The Certificate in Personal Leadership and Management Development is a 15-credit Ofqual regulated qualification and is the equivalent level to a 15- credit level 6 course. This course has been designed to help learners develop their own personal leadership and management skills to support the achievement of organisational objectives and personal progression. Learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the certificate. To achieve the standards for this certificate, learners will be required to identify their own skills development needs for leadership and management based on real evidence. Learners must actually apply the plan which is produced so they may need an extended time to carry out this assignment.

**Total Qualification Time: 120 Hours**

**Total Guided Learning Hours: 60**

**Total Credit Value: 15**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
A/615/2713	Personal Leadership and Management Development	6	15	60

### Personal Leadership and Management Development

This course aims to help learners develop their own personal leadership and management skills to support the achievement of organisational objectives and personal progression. The learners will:

- Understand how personal leadership and management skills support the achievement of organisational objectives
- Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives
- Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills

## Indicative Content

### 1. Understand how personal leadership and management skills support the achievement of organisational objectives

- **Organisational objectives:** Different organisational visions and aims, for example; financial, customer focused, product focused etc.: stakeholder requirements, for example; profitability, ethical operation, legal compliance, strategic plans, accountability of leaders and managers for organisational objectives, impact of organisational type, purpose, values and culture on leadership and management roles, the wider environment requirements affecting organisation.
- **Personal leadership and management skills:** Leadership and management characteristics, skills, competence and knowledge required, behaviours, attitudes associated with effective leadership, personal skills.

### 2. Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives

- **Development opportunities:** Coaching, mentoring, networking, professional bodies and professional recognition, formal training, education opportunities, formal qualifications, reflective learning models and techniques, feedback – obtaining, evaluating, using feedback, carrying out different tasks in an organisation, taking on different roles.
- **Personal development plans:** Contents of plans – activities, timescales, milestones, deadlines, aims and objectives, writing SMART objectives.
- **Personal development:** Continual review and reflection, different opportunities for learning including formal (organised training activities) and informal (on-the-job experience, personal reading, learning from colleagues), learning from activities, using feedback on activities, recording achievement.
- **3. Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills**
- **Review:** Review of original objectives, review of achievement against original objectives, competences and results, importance of review, identifying objectives not yet achieved.
- **Evaluation:** Measuring effectiveness, evaluating effectiveness, benchmarking with others. Identifying activities that were not effective, areas needing further development.
- **Further development:** Further development needs and opportunities, building on success, addressing areas of weakness, updating plans, the importance of continuous development and reflection.

## LEVEL 7 CERTIFICATE IN PERSONAL DEVELOPMENT FOR LEADERSHIP AND STRATEGIC MANAGEMENT



The Certificate in Personal Development for Leadership and Strategic Management is a 15-credit Ofqual regulated qualification and is the equivalent level to a 15-credit level 7 course. This course has been designed to help learners develop their own personal leadership and management skills in the context of the creation and achievement of organisational vision and strategic direction. Learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the certificate. To achieve the standards for this certificate, learners will be required to understand the knowledge and skills needed by leaders and managers, create a plan to achieve these qualities and be able to know how progress with the plan can be reviewed.

**Total Qualification Time: 120 Hours**

**Total Guided Learning Hours: 60**

**Total Credit Value: 15**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
J/615/2682	Personal Development for Leadership and Strategic Management	7	15	60

### Personal Development for Leadership and Strategic Management

This course aims to help learners develop their own personal leadership and management skills in the context of the creation and achievement of organisational vision and strategic direction. The learners will:

- Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy
- Understand how to develop and communicate organisational vision
- Be able to manage development of own personal knowledge and skills in leadership and strategic management to support achievement of personal and organisational vision and strategy
- Be able to reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy

### Indicative Content

1. Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy

- Meaning of vision and strategy and their interrelationship
- Knowledge and skills required – visioning, describing possible futures with clarity, creating, giving direction, specificity, providing motivation, planning, communicating and listening at different levels, synthesizing, analysing, empathy, decision taker, link between vision and strategy, bringing about effective change, emotional intelligence, developing and leading high performance teams, consistency and reliability, delegation, dealing with conflict, gaining alignment.
- Contribution to organisational vision and strategy. Leadership and management knowledge and skills can be insufficient. Other factors which come into play include – financial situation, political uncertainty, availability of human and physical resources, and instability in the market.
- Ranking order produced from criteria leading to determination of high, medium and lesser importance.
- Similarities, difference and importance of knowledge and skills needed by strategic managers compared to operational managers.

2. Understand how to develop and communicate organisational vision



- Factors impacting on organisational vision - history of the organisation, external and internal business environment, capacity of the organisation, anticipating potential barriers, skills and ambition of leadership team.
- Approaches to developing vision - Two way, top down bottom up, timing, clarity, specificity, quality of information, presentation, dialogue, culture understanding and, feedback loops, involvement.
- Factors which impact on the communication of vision to internal and external stakeholders - size of organisation, organisational development, culture and diversity, size, complexity and boldness of vision, communication systems, dissemination and cascading processes.

### 3. Be able to manage development of own personal knowledge and skills in leadership and strategic management to support achievement of personal and organisational vision and strategy

- Theories of leadership and management and their application - Transformational Leadership, Transactional Leadership, tri-dimensional leadership theory, charismatic leadership, situational leadership.
- Audit of personal skills and knowledge linked to creation and achievement of organisational vision and strategy.
- Objectives and personal development plan- specific, clear, challenging, achievable objectives linked to audit, directly related to plan with stated outcomes, tasks, time frames, deadlines, monitoring points. Plan could include formal learning leading to qualifications, training courses, work shadowing, and job rotation or mentoring. Plan could include informal learning e.g. reading texts, learning from successes and mistakes, using diagnostic tools e.g. Myers Briggs; development of emotional intelligence, ability to learn, systems thinking.

### 4. Be able to reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy

- Benefits of review - reviewing performance, learning from experience, repeating what is good, dealing with weaknesses, acknowledging success. Review can be used frequently in order to improve e.g. at key milestones, at the outset and conclusion of tasks, at the end of a meeting, after a difficult problem.
- Sources of information - appraisal outcomes, 360-degree feedback systems, client feedback, staff/colleague/superiors' feedback, personal observations, data, KPIs, business results.

## LEVEL 5 CERTIFICATE IN CYBER SECURITY



The Certificate in Cyber Security is a 12-credit Ofqual regulated qualification and is the equivalent level to a 12- credit level 5 course. This course is designed to help learners develop an understanding of the importance of cyber security to organisations. They will understand industry standards of cyber security and be able to recommend improvements in security to a client's network. To achieve this certificate, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for this unit. Learners must base some of the work on an actual organisation and on a network which has vulnerabilities.

**Total Qualification Time: 96 Hours**

**Total Guided Learning Hours: 48**

**Total Credit Value: 12**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
D506/8020	Cyber Security	5	12	48

## Cyber Security

This course aims to help learners develop an understanding of the importance of cyber security to organisations, industry standards of cyber security and be able to recommend improvements in security to a client's network. The learner will:

- Understand the impact of cyber security threats to organisations: Analyse current cyber security risks to organisations, Critically assess the vulnerability of computer network security in a chosen organization, Evaluate the impact of cyber security on a chosen organization
- Understand industry standards of cyber security: Evaluate different controls to manage cyber security risks, Critically evaluate cyber security strategies within an organisation against industry standards
- Be able to recommend improvements to secure a network for a client against cyber attacks: Determine possible improvements to a client's secure network, Develop network security training plan for a client

### Indicative Content

#### 1. Understand the impact of cyber security threats to organisations

- Cyber security risks: authentication, educating staff, software and hardware vulnerabilities.
- Network vulnerabilities: network vulnerability analysis, network exposures, conducting network vulnerability scans, vulnerability verification and reporting
- Impact of cyber security: network security concepts, network security threats, security attacks

#### 2. Understand industry standards of cyber security

- Cyber security management: cyber risk management, reducing cyber risks, information risk management regimes
- Cyber security strategies: identifying security objectives, assessing network security threats, dealing with security challenges, tackling cyber crime
- 3. Be able to recommend improvements to secure a network for a client against cyber attacks
- Network security improvements: network monitoring, security controls, network boundaries, security configuration, user privileges, incident handling
- Training in network security: user awareness, network security training, prevention mechanisms

# Research Project – LEVEL 6

## LEVEL 6 CERTIFICATE IN RESEARCH PROJECT



The Certificate in Research Project is a 15-credit Ofqual regulated qualification and is the equivalent level to a 15- credit level 6 course. This course helps learners to develop the knowledge, understanding and skills required to produce a research question and carry out independent research using appropriate research techniques. The learner will analyse and present their research findings, evaluate the research methodology and their personal learning. To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the certificate. In order to achieve this certificate, learners must carry out a comprehensive piece of research on a chosen area.

**Total Qualification Time: 120 Hours**

**Total Guided Learning Hours: 60**

**Total Credit Value: 15**

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
M/615/2708	Research Project	6	15	60

## Research project

The aim of this unit is to develop the knowledge, understanding and skills required to produce a research question and carry out independent research using appropriate research techniques. The learner will analyse and present their research findings, evaluate the research methodology and their personal learning. The learners will:

- Be able to consider appropriate research methodologies in preparation for conducting research
- Be able to conduct research based on the research question or hypothesis and analyse the findings
- Be able to present findings from research investigations
- Be able to review own personal learning

## Indicative Content

1. Be able to consider appropriate research methodologies in preparation for conducting research

- Possible questions or hypothesis; proposal identifies the purpose of the research and the objectives; the desired outcomes and scope.
- Research methods e.g. survey, questionnaire, observations; literature review. Application of Saunders' Research Onion; ways to test reliability and validity; definitions of data e.g. primary and secondary sources, qualitative and quantitative; ways to reference sources. Research methods chosen are appropriate. They will enable purpose, objectives and outcomes of the research to be met.

2. Be able to conduct research based on the research question or hypothesis and analyse the findings

- Conduct research, for example; primary sources, secondary sources, sampling.
- Methods of collating information including electronic and paper-based for example; note taking, photographs, video recordings, mind mapping.
- Legal aspects of data collection including confidentiality, data protection, ethics.
- Analysis of data including trend analysis, coding or grouping of types.

3. Be able to present findings from research investigations

- Appropriate report format so research findings are presented logically to aid understanding, for example; title, acknowledgements, contents page, introduction, summary of literature review, research methods used, findings, recommendations, references, bibliography, appendices including questionnaires, surveys, etc.
- Methods for statistical data for example graphs and charts.
- Research leads to realistic recommendations and evaluative conclusions linked to stated objectives of the research.
- Potential audience for example colleagues, external stakeholders and tutors.
- Oral responses need to be detailed, clear, logical and show understanding.

#### 4. Be able to review own personal learning

- Reflection on methods used, challenges faced, new learning, skills and knowledge used to enable progress, skills and knowledge gap, personal learning and development.
- Use of feedback from others for example colleagues, audience for presentation, those who took part in primary research.
- Actions for improvement should be linked to personal reflection and feedback. They need to be specific, challenging but achievable with timescales and incorporated into future planning.

# Preparing Winning Funding Proposals – LEVEL 6

## LEVEL 6 CERTIFICATE IN PREPARING FUNDING PROPOSALS



The Certificate in Preparing Funding Proposals is a 15-credit Ofqual regulated qualification and is equivalent to a 15- credit level 6 course. This course helps learners to develop the knowledge, understanding and skills required to prepare winning proposals for private and public funding bodies. Learners will become proficient in preparing all core sections of funding proposals, which are currently used by most funding organizations. Learners will discover tools and efficient ways to gather and present data and information, develop their proposals, and gain a thorough understanding of the criteria funding organization utilize to assess candidate proposals. In order to achieve this certificate, learners will need to prepare a research proposal on their chosen area that will comply with the principles presented during the course.

Total Qualification Time: 120 Hours

Total Guided Learning Hours: 40

Total Credit Value: 15

Unit Codes	Unit Title	Level	Credit	GLA
<b>Mandatory Units</b>				
	Preparing Funding Proposals	6	10	40

## Preparing Winning Funding Proposals

The aim of this unit is to help students develop the knowledge, understanding and skills required to prepare winning funding proposals. The learners will:

- Understand the procedures, principles and prerequisites of bid writing.
- Be able to prepare all core sections of a funding application.
- Understand and incorporate the funders point of view, comply with requirements and needs of the call.
- Be able to prepare the necessary funding proposal attachments and support documents adhering to high quality standards

### Indicative Content

#### 1. Understand the procedures, principles and prerequisites of bid writing.

- Prepare for success, the proposal process
- Build your consortium and kick off meetings
- Developing the proposal idea
- Tips for successful proposals
- Identify tools and strategies to support project preparation

#### 2. Be able to prepare all core sections of a funding application.

- Prepare the proposal summary
- Define suitable aims and objectives for your project
- Identify and describe a suitable method/research methodology to address the project challenge
- Organization and project team background
- Develop an effective project management strategy and project plan
- Identify risks associated to project
- Identify and quantify impact
- Develop tailored dissemination and financial sustainability strategy
- Prepare project budget
- Assess and review your proposal before submission

#### 3. Understand and incorporate the funders point of view, comply with requirements and needs of the call.

- Search and select a suitable funding organization
- Exploit reviewers' feedback and revise proposal for resubmission in case of failure.
- Identify funding requirements
- Prepare presentation for the project funders



**4. Be able to prepare the necessary funding proposal attachments and support documents adhering to high quality standards**

- ODA and Logic Models
- Gantt Charts
- Useful graphs and Statistics
- Team and Resources appendix
- Financial Projection
- Risk registers
- Letter of support

# Managing Change – LEVEL 6

LEVEL 6 CERTIFICATE IN MANAGING CHANGE (MANAGING PEOPLE / OPERATIONS MANAGEMENT PATHWAY UNITS)

The



Certificate in Managing Change is a 15-credit Ofqual regulated qualification and is the equivalent level to a 15- credit level 6 course. This course helps learners to develop the knowledge, understanding and skills required to manage change within an organisation. Learners will develop an understanding of the need for managing change and the different models that can be used to support this process. To achieve this certificate, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Learners can approach their work from a theoretical perspective, using examples to illustrate the points which are made and they must apply their learning in a real context or base their evidence on a case study.

Total Qualification Time: 120 Hours

Total Guided Learning Hours: 60

Total Credit Value: 15

Unit Codes	Unit Title	Level	Credit	GLA
Mandatory Units				

K/615/2724	Managing Change	6	15	60
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## Managing Change

The aim of this course is to help learners develop the knowledge, understanding and skills required to manage change within an organization. Learners will:

- Understand how models or frameworks of strategic change can support the change process in organisations
- Understand strategies to encourage the involvement of stakeholders in the management of change
- Be able to develop a change strategy against business aims and objectives

## Indicative Content

1. Understand how models or frameworks of strategic change can support the change process in organisations

Factors that may influence need for change:

- Examples may include political, environmental, financial pressures, economics, emerging markets, mergers and acquisitions, technology, internal organisational changes.
- Implications of not embracing change:
- Negative outcomes may include business closure, financial implications, redundancies, human resources e.g. restructuring, recruitment, training, deterioration of equipment resulting in increased costs at a later stage.
- Change management models and frameworks:
- Examples may include; John P Kotter's eight steps to successful change; Prosci's five building blocks ADKAR; action research, gap analysis; Kurt Lewin's change management model; McKinsey's 7S; Burke-Litwin's causal change model.
- EFQM model, the balance score-card, Kaizen Blitz, Six Sigma, The Change Curve.

2. Understand strategies to encourage the involvement of stakeholders in the management of change

Change management strategies:

- Identify and prioritise stakeholders, develop engagement strategy, maximise support, involve stakeholders using different methods e.g. forums, presentations, group facilitation, sharing information.
- Examples may include conducting a stakeholder analysis, use of multiple-cause diagrams, effective use of motivational and influencing skills, systems modelling, team development to enhance commitment, divergence and convergence.

- Resistance to change:
- Types of resistance may include resistance to the process of change, resistance from individual colleagues, resistance from groups, passive versus active resistance, significant resistance versus minor.

Managing resistance to change:

- Effective communication strategy, training and information programmes, staff forums, empowering colleagues, giving ownership, gaining support from key players.

### 3. Be able to develop a change strategy against business aims and objectives

The need for change:

- Analysis of business aims and objectives and feasibility of achieving them in context of economic downturn, changes in global markets, budget pressures, internal resources, changes to legislation, new technologies, changing markets, change in direction, new CEO.

Strategies:

- Business Process Re-engineering (BPR), organisational development, introducing new structures e.g. matrix or network organisations, virtual organisations, right sizing, push and pull strategies.

Measures and systems to monitor progress:

- Examples may include; reporting, project management systems, goal-based evaluations, process-based evaluation, progress reviews against milestones and deadlines, quality circles, data analysis.

Role of Leader:

- Vision, planning, leading stakeholders, appointing change agents, communication at different stages e.g., need for change, progress with change, motivation, taking account of outcomes from monitoring processes, making adjustments, celebrating success.

Implementation plan:

- Plan is able to deliver identified outcomes, within resource constraints, structured, staged, clarity of task, responsibilities and accountabilities, milestones and review points, deadlines, communication flows, contingency planning.