

IAB Level 7 Diploma in Business Management

Qualification Specification

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1 About IAB

Whilst the Institute of Accountants and Bookkeepers (IAB) was established in 1973, its history can be traced back to 1916.

The IAB was formed in 1973 by the Council of the Institute of Administrative Accountants to retain its links with its history by having an organization with Bookkeepers in its title, having been set up in 1916 as the Institute of Bookkeepers – being a professional body for bookkeepers, the present-day equivalent to the ‘in house’ Accountant working in industry and commerce.

The objective of the IAB was to offer basic qualifications in Bookkeeping at three levels, Preliminary, Intermediate and Final, with the final level being the equivalent to GCE A Level, a far cry from the breadth of qualifications now offered by the IAB, however this principle is firmly at the heart of the organisation.

In September 2022 the International Association of Bookkeepers (IAB) changed its name to the Institute of Accountants and Bookkeepers (IAB). This change was made to reflect the diversity of our membership and breadth of our qualification offering.

In 2023 the IAB celebrates its 50th year, the name change, specifically the word ‘institute’ endorses the heritage of the organisation and acknowledges the pioneering work that continues in education, Anti Money Laundering and the lobbying of legislation in government on behalf of the industry.

The IAB is recognised by HM Treasury to regulate our members for the purposes of the Money Laundering Regulations 2017 and 2019.

We represent our members at the following forums:

- * HMRC Agent Support
- * HRMC Compliance Reform
- * HMRC Powers & Safeguarding
- * HMRC Guidance Strategy Forum
- * Anti-Money Laundering Supervisors Forum and Accountancy AML Supervisors’ Group
- * National Cross Sector SAR Forum and Advisory Reform
- * Accountancy Intelligence Expert Working Group (ISEWG)
- * Companies House Accountancy Stakeholder
- * Anti-Money Laundering Supervisors Forum (by AMLSF)
- * Accountancy AML Supervisors Group (AASG)

Contact Details



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For membership enquiries

Please email: membership@iab.org.uk

For compliance enquiries

Please email: compliance@iab.org.uk

For awarding organisation enquiries

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For general enquiries

Please email: hello@iab.org.uk

1.2 Recognition

IAB qualifications are OFQUAL regulated. The IAB team includes established academics from UK universities and industry experts who are responsible in overseeing our entire qualification development and assessment processes to meet our high standards. **IAB** Level 4, 5, 6 & 7 qualifications are designated higher education qualifications.

- We are regulated and approved by Ofqual (Office of the Qualifications and Examinations Regulation).
- We are a recognised Awarding Body by (QiW) Qualifications Wales & CCEA (Northern Ireland).
- We are a full member of Federation of Awarding Bodies (FAB).
- IAB is an AML supervisory body, and we are regulated by OPBAS, a subsidiary of the Financial Conduct Authority.

Diplomas

IAB diplomas – All our diplomas are management focused and blend core units in business with more specialist subject areas, like finance, logistics, marketing etc. They represent the latest in professional standards and provide opportunities for students to develop professional expertise. IAB has an outstanding history and an excellent global reputation. Our qualifications are designed to give you the best chance of achieving your full potential in your chosen career.

- Our Professionally designed qualifications give you the knowledge and skills you need to excel as a professional manager
- IAB is a not-for-profit organisation and we offer cost-effective high-quality qualifications
- IAB's flexible & fast track routes to degrees/master's degrees are a less expensive route to gaining a qualification.
- Our Ofqual qualifications are recognised by colleges, universities, employers and governments around the world.
- For 50 years, learners around the world have been benefitting from IAB qualifications.

The Diplomas have been designed to provide an ordered sequence of study that enables a student to progress from one academic level to another from UKHE recognised Level 4 (First Year undergraduate) to Level 6 (Final Year degree graduate) and a Level 7 diploma (i.e. Postgraduate Masters taught modules).

1.3 Why study with IAB

IAB has a 50 year history and an excellent global reputation. Our qualifications are designed to give you the best chance of achieving your full potential in your chosen career. Our suite of Qualifications provides a realistic and broad opportunity for learners seeking career and professional development.

To develop our qualifications in Business, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. Our qualifications are designed to adapt and develop in line with the needs and demands of employers now and in the future.

Our suite of Qualifications provides a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast changing and complex business environment and different organisation's ability to stay resilient and respond positively to change and opportunities will be explored.

- We are approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation);
- Our graduates are accepted into corresponding degree and master's top-up programmes with advanced standing;
- An affordable pathway to a UK degree and masters (top-up) programme than the universities;
- Flexible study option through approved delivery centres globally & online;
- The curriculum has a combination of academic and professional elements;
- Learners will gain the professional skills expected by global employers;
- Option to become a professional member upon completion of certain level of our qualifications; and
- Increased potential for international career opportunities.
- You will receive International Recognition by application of designated letters.
- Increased employability and earnings potential.
- Become part of a worldwide community of professionals.
- Leading the way in sustainability.
- No barriers to entry for qualifications.

1.4 About the qualification

The Level 7 Diploma covers a range of topics at a strategic level within Business Management and examines and analyses the ways in which factors, both State and non-State organisations, operate in the international environment. Although drawing heavily on theoretical and conceptual developments in Business, over many decades the subject has developed its own literature and distinct theoretical framework. In recent years, the subject has become a very popular choice for

students from a diverse variety of academic backgrounds. It aims to attract students who wish to enhance their career opportunities in fields that have an international dimension and where a good knowledge of international business affairs is advantageous. Such jobs may include positions in national governments, international organisations, charities, religious organisations, media and entrepreneurial ventures. However, the appeal can also be more general.

1.5 Progression

IAB's framework of business management qualifications run from Level 4, right through to Level 7. You can enter at Level 4 and progress all the way to Level 7, enabling you to accumulate the credits needed for a university top-up.

IAB has progression arrangements with several UK universities that acknowledges the ability of learners after studying Level 4 -7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

2 Qualification summary

2.2 Qualification title

IAB Level 7 Diploma Business Management

2.3 Operational start date

01.04.23

2.3.3 Qualification objective

The creation of Level 7 Business Management is designed to enhance the employability of students in company finance and bookkeeping. The course will involve engagement with employers and practitioners to increase the transferable skills of students.

The Diploma been designed to accelerate students for a career in company bookkeeping and finance, whether working for a family business, national company or international, but also non-government organisations, or any other body or organisation that works globally. In addition to learning about business and its environments, students may further specialise either Course in Digital Information or Supply Chain Management. This sophisticated approach enables students to determine a significant element of their study to meet their personal needs.

Students of the Diploma will be supported in employment enhancement activity through briefings from experienced practitioners including those working in bookkeeping, international business and other stakeholders to enhance the awareness of employment opportunity, and the skills required to succeed.

2.3.4 Who is it for? (Eligibility Criteria)

Candidates would need to satisfy the general admission requirement of the University, including for international applicants an IELTS score of 6.0 with at least 5.5 in every area. The expected entry requirement for the courses would be a 2:2 undergraduate degree in any subject.

Applicants without a degree, but with work experience in business management and business finance, at a sufficiently senior level in business organisations, or with other relevant experience, will also be considered according to the usual procedures for Recognition of Prior Learning (RPL).

2.3.5 Who regulates this qualification?

IAB qualifications are regulated by the Office of Qualifications and Examinations Regulation (Ofqual) in England, Qualifications Wales (QiW) and the Council for the Curriculum, Examinations and Assessment (CCEA) Northern Ireland, so you can be sure they meet specified quality standards. In addition, the IAB Qualifications are recognised internationally. IAB qualifications are available from levels 1 to 7 offering a clear progression route as you develop professionally.

2.4 Before the qualification can be assessed and awarded

2.4.4 Knowledge, skills and understanding to be assessed

On completion of Level 7, a Diploma, a student will be able to:

- a. Evaluate the appropriateness of different approaches to solving problems related to Business Management;
- b. Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;
- c. Undertake further training and develop new skills within a structured and managed environment;
- d. Demonstrate transferable skills necessary for employment requiring the exercise of some personal responsibility in the business/finance environment.

2.4.5 Staffing and physical resource requirements for Centres

The IAB in line with regulatory requirements has a Centre Agreement in place which covers the two-way obligations between the IAB as the Awarding Body and each Centre. A key section of this agreement is to ensure a professional approach to the delivery of teaching, learning and assessment, leading to be best learner experience.

Each Centre engaged with the IAB is required to ensure viable levels of staffing, managerial and financial resources are in place to enable it effectively and efficiently deliver the Qualifications as required by the Awarding Organisation.

2.4.6 RPL and APEL

Recognition of prior learning (RPL), accreditation of prior learning (APL), and exemptions Localisation Qualification structure QAA benchmarking Credits, Guided Learning Hours (GLH) and Total Qualification Time (TQT).

Applicants without a degree, but with work experience in business management and business finance, at a sufficiently senior level in business organisations, or with other relevant experience, will also be considered according to the usual procedures for accreditation of prior/experiential learning (APL and RPL).

2.4.7 Total Qualification Time

The Diploma consists of six 20 Credit modules. Credits are defined by the European Credit Transfer System (ECTS) where one credit amounts to 10 hours' study. The Diploma therefore amounts to 1,200 hours of directed and self-directed study.

2.4.8 Credits

Each module in the Diploma is worth 20 ECTS credits.

The Diploma consists of 120 credits achieved through modules prescribed or chosen by individual students.

2.4.9 Modes of study

The Diploma may be studied Full Time or Part Time, depending on the suitability of the timetable organised by each study centre. Or individual learners/self-study.

2.4.10 Suggested reading and resources for the qualification Assessment

Suggested reading and learning resources are specific to each Module and are contained in the Module Descriptors (see Appendix).

2.1.11 Assignment

The Diploma assessment are summarised in the table below.

Level	Module	Assessment #1	Weight %	Assessment #2	Weight %
7	Entrepreneurship in a Digital Age	Individual Report	40	Group-Led Seminar	60
7	Strategic Management and Innovation	Literature Review	40	Individual Report	60
7	Generating Finance in Digital Business Environments	Individual Assessment (timed)	40	Individual Report	60
7	Strategic Leadership	Individual Report	40	Individual Case Study	60
7	Strategic Marketing	Individual Report	40	Group Presentation	60
7	Strategic Operations Management	Group Presentation	40	Individual Policy Document	60

2.5 Marking and Moderation

Marking of assessments is usually undertaken by the module tutor. On occasion another marker may conduct the marking process.

Moderation is undertaken by a separate independent tutor, and is a process separate from the marking of assessments and acts as a filter, which ensures that an assessment outcome (e.g., mark and / or grade) is fair, valid, and reliable, and that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed. It ensures consistency in marking within cohorts and throughout the academic year.

Moderation is planned to take place before External Examiners review the operation of the marking and internal moderation process.

2.5.1 Additional examination requirements

There are no additional examination requirements.

2.5.2 Reasonable adjustments and special considerations

The IAB, in line with regulatory requirements has a number of policies in place to ensure we support learners who may have specific needs, for example a form of disability.

As an awarding organisation, the IAB has a duty not to discriminate against individuals in relation to conferring qualifications in respect of the protected characteristics set out in the Equality Act 2010 (an Equality, Diversity and Inclusion Policy and Procedures are in place). The IAB will take steps when developing specifications, identifying the assessment criteria, and drafting assessment content to ensure that the impact on individuals with differing protected characteristics is minimised.

The duty for the IAB to make a reasonable adjustment will apply where assessment arrangements would put a learner who has a disability or learning need at a substantial disadvantage in comparison with a learner who does not have a disability or learning need. In such circumstances, the IAB is required to take steps to mitigate that disadvantage.

2.5.3 Appeals and enquiry of results Grading

The IAB has an Enquiries and Appeals Policy in place which describes the process and procedures for enquiries about results and appeals against assessment decisions and Reasonable Adjustments and Special Considerations permissions.

Learners or centres may wish to submit an enquiry about results – for example, if results vary considerably from those expected. A clerical check of results may conclude the enquiry, or a learner/centre may decide to progress to appeal. An appeal against an assessment decision may be submitted without having already submitted an enquiry about results.

Where an associated investigation leads to the discovery of a failure in its assessment process, the IAB will take all reasonable steps to:

- identify any other learner who has been affected by the failure
- take corrective action or, where no corrective action can be taken, mitigate as far as possible the effect of the failure
- ensure that such a failure cannot reoccur.

2.5.6 Grade descriptors

	Distinction	Merit	Pass	Fail
Grade	70% and above	55- 69%	40 - 54%	Below 39%

2.5.7 Results and certification

Results and certification will be provided within a 3 month timescale. This period is allocated to enable the marking and moderation to take place.

Appendix 1 Unit specifications

Module Descriptor - Entrepreneurship in the Digital Age

1	Module Title	Entrepreneurship in the Digital Age
2	Module Code	Tbc
3	Level	7
4	Credits	20
5	Associated Awards	PG Cert/Diploma, Business Management
6	Pre-requisite Module/s	
7	Outline	<p>The module discusses the theories and processes involved with innovating in these digital times. It will consider those forces that block or enable the process of innovation and entrepreneurship and go on to investigate the growing role of digitally enabled business models in managing innovation.</p> <p>Students will learn that Innovation and entrepreneurial processes can vary from incremental, our current practices but better, to the more ground-breaking – let’s do something different. Students will consider how we now live in a time of interconnectivity, within which businesses can progressively call upon on advanced technologies to offer digitally focused products and services – the so-called 4th Industrial Revolution. Students will consider both the operational and strategic ramifications of the new 4th industrial revolution, and how it impacts on the notion of a sustainable business.</p>
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	<p>Critically evaluate and analyse the activities and characteristics associated in digital entrepreneurship.</p> <p style="text-align: right;">Assessment 1</p>
	MLO2	Critique the notion of technology as an enabler of entrepreneurship

		Assessment 2											
9	Mapping of Module Learning Outcomes to Teaching Methods and Assessment												
	Module Learning Outcomes	Module Learning Outcomes											
		1	2	3	4	5	6	7	8	9	10	11	12
	MLO1						X						
MLO2												X	
10	Transferable Skills (if applicable)	1	Information Management and Lifelong Learning Skills										
		2	Problem Solving and Scientific Skills										
		3	Communication Skills										
11	Synopsis	Week	Subject Title and Description										
			Plan for 10 to teach in 12										
		1	What is innovation and why does it matter: Students will learn how that for a business to grow and flourish in today's highly dynamic corporate climate it must be special or effective in some way. Many companies grow and this growth can be spurred on by many different reasons, however there is one common factor that binds the success of truly great businesses, they all embrace innovation. Students will consider how innovation has become an integral part of society. Be it entrepreneurs starting new businesses or big firms trying to defend their market position, everyone is attempting to innovate.										
		2	Characteristics of entrepreneurs: Students will consider how an entrepreneur is simply a business leader who runs their own company and contributes added value to society in the process. Not everyone has the same internal drive or skill set to be a successful entrepreneur. However, the skills required to be a successful entrepreneur can be learned and nurtured. Being able to identify the characteristics will allow the individual student to reflect then identify then or not in themselves and then improve accordingly.										
		3	The changing environment of innovation: Students will learn that innovating and problem solving in a static environment can be										

		<p>difficult enough, however doing so in a dynamic, rapidly evolving environment, for example an environment that is unstable, fast-changing and disrupted by a global pandemic is extremely difficult. The most important thing to do in times like these is to not to run from the disruption, but rather embrace it and use it to leverage growth and sustained change.</p>
	4	<p>Innovation and entrepreneurial strategy: Students will learn how the environment which businesses operate in, and the operating methods of businesses are endlessly evolving. New entrepreneurs are confronting existing markets by creating new innovative offerings, and the challenges and opportunities linked with the internationalisation of markets are constantly growing. Therefore, regardless of their maturity, size or geographical span, whether they are start-ups or established companies... today all companies must demonstrate agility and innovation.</p>
	5	<p>Data and innovation: Students will learn, how, in just the last few years, the notion of Big Data and the opportunities that might manifest themselves through the analysis of big data sets became a really hot topic. Students will be asked to consider how today; businesses are extremely aware of the fact that data is a highly beneficial asset for businesses and that every business generates a huge amount of data. Digital technologies brought with them enormous increases in data availability, just waiting to be exploited for more precise reporting and analytics, which, in turn drives better informed decision-making and the possibility of finite / personalized customer marketing experiences.</p>
	6	<p>Digital tools to innovate: Students will learn how, since the advent of the technological revolution, digitization has now invaded almost every facet of human activity, including innovation. The result of the digitization of existing tools for design and collaboration, and the introduction of completely new digital tools, has had a fundamental impact on innovation. These new digital tools influence the quality of work outputs, the speed of project completion and also the process of innovation work</p>

		<p>itself. Collaborative tools such as ‘Microsoft Teams’ now lead the way and have a huge impact on many of our lives, especially during Covid-19, where digital collaboration tools allowed us to continue working effectively as a part of a team but from the safety of our own home.</p>
		<p>Submit Assessment 1</p>
	7	<p>Technology enabled innovation spaces: Students will learn how the notion of an office workplace is not what it used to be. Many of us now work from dislocated locations and collaborate on projects without perhaps even meeting the rest of our team in a face-to-face situation. In addition, the increasingly globalised nature of business means that many of our fellow teammates may well be working in different countries, dealing with different time zone and differing cultural nuances. Students will learn that a space set aside (even in a virtual environment) which is equipped with the latest collaborate and creative tools is a must for fostering innovation.</p>
	8	<p>Inter-relationships between entrepreneurship and innovation: Students will discover that entrepreneurship and innovation are two different terms having wholly different connotations. However, there is a relationship between the two of these constructs, which sometimes can lead to confusion, or a blurring of the edges. <i>The key difference between the two is that innovation requires the introduction of something new.</i> This could be a product, service or even an idea. By contrast, <i>taking a great idea and turning it into a genuine business opportunity is entrepreneurship.</i> Entrepreneurship commences with innovation.</p>
	9	<p>Selecting and building opportunities: Students will gain an appreciation of opportunity recognition, noting that opportunity recognition is fact a process that is based on the approach that those with an entrepreneurial mindset, be they individuals or businesses, constantly square up to a new business opportunity or ideas. It could be considered good practice to be in a constant</p>

		state of brainstorming, where entrepreneurs are always looking to consider "new and improved ways" to deal with problems or solve solutions.
	10	Making the journey from idea to value capture: Students will learn that it is not enough just to have great ideas. Bring these ideas to fruition and capture is the mark of a successful business entrepreneur. Students will consider a famous example from the tech world: the fact is that Xerox did a great job of developing the first office computer. The mouse and icons were exactly what the consumer wanted. However, shortly after the launch, the development team at Xerox were walking through their office, complaining about how their ideas had been "stolen." Apple had introduced the Macintosh and capitalized on Xerox's innovation. Xerox, therefore had learned the hard way that value creation and value capture are two different things.
	11	Evolving repeatable innovation capabilities: Students will learn how big businesses do not easily change or reinvent themselves. History indicates that that innovation is often the domain of start-ups, but less so for more mature companies. However big companies are realising that in order to stay at the top of the pile, they too will need to continuously innovate. New employees with new skills, new approaches to problems and problem solving and of course new products are all needed to stay ahead of their competitors. Therefore, many larger organisations are now employing innovation executives who are regarded as the instigators of change, and responsible for the development of corporate innovation culture.
	12	Making innovation happen: Students will discover how businesses quite often used to succeed by simply being reliable. In other words, they provided safe products and services that rarely pushing the limits of capability and design. The idea behind this was of course to minimise the risk of failure and in fairness consumers also often preferred to buy a safe bet rather than risk a purchase outside of their own perceived comfort

		<p>zone. However, given the advent of technological revolution, there is a push to innovate as consumers demand increasingly cutting-edge products. Of course, making innovation happen is not as simple as just thinking, 'ok let's do it!' Businesses need to create an environment that encourages and nurtures innovation. Students will consider several of the fundamental rules associated with setting up an innovation ecosystem, including the removal of innovation blockers and a culture that allows failure and putting in place enablers.</p> <p style="text-align: right;">Submit Assessment 2</p>
13	Indicative Reading List	<p>Essential Reading</p> <p>Barringer, B. R., Ireland, R. D. (2018). <i>Entrepreneurship: Successfully Launching New Ventures, Global Edition (6th edition)</i>. Pearson Education: Harlow, UK</p> <p>Suggested Reading</p> <p>Cohen, D., Pool, G., Neck, H. (2020). <i>The ideate method: Identifying high-potential entrepreneurial ideas</i>. SAGE.</p> <p>Hisrich, R.D. (2017). <i>Effective Entrepreneurial Management: Strategy, Planning, Risk Management, and Organisation</i>. Cham: Springer</p> <p>Tefula, M. (2017), <i>Graduate Entrepreneurship – How to Start Your Business after University</i>, London, Palgrave</p> <p>Tidd, J. & Bessant, J. (2015) <i>Innovation and Entrepreneurship</i>. Wiley</p> <p>Journals:</p> <p>Journal of Business Venturing</p> <p>Journal of Small Business Management</p> <p>Journal of Small Business and Enterprise Development</p>

		Essential Websites																	
		https://www.gov.uk/search?q=business+start+up www.growthbusiness.co.uk www.startups.co.uk																	
14	Indicative Assessment	<p>The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.</p> <p>A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.</p> <table border="1"> <thead> <tr> <th>No</th> <th>Indicative Assessment Type/Title</th> <th>Weighting</th> <th>Type/Duration/Words</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Report: Characteristics of digital entrepreneurship</td> <td>40%</td> <td>Report (1000 words)</td> </tr> <tr> <td>2</td> <td>Seminar: "Technology as an enabler of entrepreneurship " (groups of 2 or 3)</td> <td>60%</td> <td>20 minute (with 2 students) or 30 minute (with 3 students) - minute student led seminar</td> </tr> </tbody> </table>			No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words	1	Report: Characteristics of digital entrepreneurship	40%	Report (1000 words)	2	Seminar: "Technology as an enabler of entrepreneurship " (groups of 2 or 3)	60%	20 minute (with 2 students) or 30 minute (with 3 students) - minute student led seminar			
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14	Special Requirements to deliver Module	No specific software or unusual teaching equipment required. Although students may request specific equipment for their seminar presentation. This should be done at least 2 weeks before the seminar presentation date.																	
15	Distribution of Student Learning Time	<table border="1"> <tbody> <tr> <td>Formal Directed Teaching</td> <td>L = Lecture T = Tutorial P = Practical O = Other F2F = Face to Face NF2F = Non-Face to Face</td> <td>24 hours 12 hours 0 0</td> </tr> <tr> <td>Student Directed Learning</td> <td></td> <td>36 hours</td> </tr> <tr> <td>Assessment 1</td> <td>40 % weighting</td> <td>51 hours</td> </tr> <tr> <td>Assessment 2</td> <td>60 % weighting</td> <td>77 hours</td> </tr> <tr> <td>Total</td> <td></td> <td>200 hours</td> </tr> </tbody> </table>			Formal Directed Teaching	L = Lecture T = Tutorial P = Practical O = Other F2F = Face to Face NF2F = Non-Face to Face	24 hours 12 hours 0 0	Student Directed Learning		36 hours	Assessment 1	40 % weighting	51 hours	Assessment 2	60 % weighting	77 hours	Total		200 hours
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Total		200 hours																	
16	Version Number	1.0																	

17	Date	27.6.2022
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Module Descriptor - Strategic Operations Management

1	Module Title	Strategic Operations Management
2	Module Code	Tbc
3	Level	7
4	Credits	20
5	Associated Awards	PG Cert/Diploma, Business Management
6	Pre-requisite Module/s	None
7	Outline	<p>Organisations need to develop competences in managing business operations and supply chains. The twin impacts of VUCA and digitisation have heightened the importance of both role areas.</p> <p>This module focuses upon the core components of supply chain management and operations in a strategic context. Students will be required to comprehend, apply and critique accepted theories and practices using real world examples.</p> <p>The overarching aims are to investigate the main management strategies that are necessary to direct business operations and supply chains, and to diagnose and discuss some of the key challenges. The module is informed by contemporary developments in the business environment and will cover leading edge topics such as, Blockchains and tokenisation, platforms, alliances and conglomerates, robotics, AI and machine learning.</p>
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Evaluate and apply a range of operational management strategies in a range of differing contexts. Assessment 1
	MLO2	Diagnose and evaluate challenges to the implementation of operational management strategies Assessment 2
9	Mapping of Module Learning Outcomes to Teaching Methods and Assessment	

	Module Learning Outcomes	Module Learning Outcomes											
		1	2	3	4	5	6	7	8	9	10	11	12
	MLO1						X						
	MLO2												X
10	Transferable Skills (if applicable)	1	Presentation skills										
		2	Problem solving skills										
		3	Diagnostic skills										
		4	Analytical skills										
11	Synopsis	Week	Subject Title and Description Plan for 10 to teach in 12										
		1	<p>Introduction to operations management.</p> <p>Students will be required to appreciate the application and nature of supply chain and operations management in the strategic context. They will be introduced and required to apply a range of models and theories including SIPOC via application to a variety of business contexts. Operations, processes and strategy will be differentiated and the somewhat oxymoronic term, “strategic operations” management clarified.</p> <p>The assessment requirements will be discussed and students given the opportunity to raise questions and queries.</p>										
		2	<p>Operations scope</p> <p>Students will investigate the scope of strategic operations management both intra and external to the organisation. This will be accomplished in a holistic rather than a linear way; there will be an emphasis placed on the need to integrate core areas such as, vertical integration, network boundaries, operational competences, make or buy decisions, etc.</p>										
		3	Stakeholders										

		<p>It is usual for a successful operations strategy to require the support and contribution of a range of internal and external stakeholders. Strategic managers need to be able to identify, map and manage key stakeholders, particularly, the dominant stakeholder coalition.</p> <p>Students will apply and evaluate a range of methodologies to map and manage operations stakeholder using case examples. Technologies for managing stakeholder relationships will be applied and discussed.</p>
	4	<p>Introduction to strategy</p> <p>Operations managers need to understand the principles of strategy and strategic management before developing and implementing plans.</p> <p>Students will identify and discuss the key components of strategy including, mission, vision, strategic choice, real options and strategic planning models. They will then be required to apply concepts to real world case examples.</p>
	5	<p>Measuring operational performance</p> <p>Once an operational plan has been implemented, it is equally vital that it is monitored and evaluated. If necessary, course correction may be required in the event of strategic drift becoming evident.</p> <p>Students will identify, apply and evaluate a range of strategic evaluation methods including, Slack's 5, lifecycle analysis, scorecards and resource school models.</p>
	6	<p>Supply Chain strategies</p>

		<p>The supply chain management function is a vital part of operations. Managers need to curate, monitor and manage effective supplier networks.</p> <p>Students will explore the principles of supply chain strategy and the key management techniques. They will also identify and evaluate the various challenges that might present in a range of industry contexts.</p>
	7	<p>Quality management</p> <p>Product and service quality has dominated both consumer and industrial thinking since the birth of the modern economic system. It is therefore vital that operations managers incorporate quality considerations into their strategic plans and appreciate the benefits for organisations..</p> <p>Students will identify and critically apply the principles of quality management to a range of case examples. They will also evaluate the importance of quality monitoring systems and explore the benefits associated with instilling quality cultures and training initiatives.</p> <p style="text-align: right;">Submission of Assessment 1</p>
	8/9	<p>Capacity and Inventory management</p> <p>The operations manager needs to carefully manage and monitor operational capacity. They should ensure capacity utilisation is optimised. In many organisations, stock or inventory is a key component cost that also requires careful management.</p> <p>Students will explore, apply and assess a range of strategies for capacity and inventory management, including, capacity planning intervals, demand matching, slack management and</p>

			detection, inventory and reorder levels, forecasting, managing inventory costs and JIT techniques.
		10	<p>Project management</p> <p>Much of the operations managers workload is project based. Indeed, in some cases the role can accurately be described as a portfolio of project tasks. This is because they may be required to work upon a series of bounded and time limited tasks, for example, supplier selection, stakeholder engagement plans, locational analysis, supplier appraisals , etc.</p> <p>It is therefore vital that managers are familiar with project management techniques. Students will be introduced to the fundamentals of project management including technique options, stakeholder engagement, planning and analytics and project evaluation. Students will be given the opportunity to apply project management techniques to simulated business examples.</p>
		11/12	<p>Lean management techniques</p> <p>Lean management and Just in Time techniques and strategies have become a major influencer on operations management over the last twenty years. Lean management purports to possess a series of advantage that promote efficiency, economy and stakeholder harmony.</p> <p>Students will unpack the principles and key processes of lean management. The key benefits will then be discerned and discussed using case examples. They will then be invited to critically apply them to a range of different organisational contexts taking account of potential barriers and impediments.</p> <p style="text-align: right;">Submission of Assessment 2</p>
13	Indicative Reading List	<p>Essential Reading</p> <p>Slack, N. and Brandon-Jones, A., (2018) Operations Management. Pearson</p>	

		Suggested Reading			
		Chopra, S., (2021). Supply Chain Management. Pearson			
		Dani, S., (2019). Strategic Supply Chain Management. Kogan-Page			
		Lysons, K. and Farrington, B., (2020). Procurement and Supply Chain Management. Pearson			
		Essential Websites			
		https://ciltuk.org.uk/			
		https://www.cips.org/			
		https://logistics.org.uk/			
		https://www.ioscm.com/			
14	Indicative Assessment	<p>The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.</p> <p>A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.</p>			
		No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words
		1	Group narrated presentation	40%	Group Presentation (1,000 words)
		2	Individual policy document	60%	Individual policy plan (1,500 words)
14	Special Requirements to deliver Module	No specific software or unusual teaching equipment required.			
15	Distribution of Student Learning Time				
		Formal Directed Teaching	L = Lecture T = Tutorial P = Practical O = Other F2F = Face to Face NF2F = Non Face to Face	24 12 0 0	
		Student Directed Learning			36

		Assessment 1	40 % weighting	51 hours
		Assessment 2	60 % weighting	77 hours
		Total		200 hours
16	Version Number	1.0		
17	Date	21.06.2022		

Module Descriptor - Strategic Management and Innovation

1	Module Title	Strategic Management and Innovation
2	Module Code	Tbc
3	Level	7
4	Credits	20
5	Associated Awards	PG Cert/Diploma, Business Management
6	Pre-requisite Module/s	
7	Outline	<p>This module will allow students to gain a detailed overview of the subject of strategic management with specific emphasis on supporting the process of innovation within a business. It will provide an insight of strategic analysis and strategic processes within and between organisations. It will cover a great deal of ground and will look to demonstrate to students the value of strategy in supporting and directing a business and the process of innovation. The module will consider how businesses build competitive advantage during these times of digital transformation, how stakeholders can be managed to minimise risk and maximise opportunity, how collaboration, trust and working as partners all hold inherent value for a business and finally it will look to see how businesses decide upon a strategy and how they can organise themselves to increase their chances of the strategy being implemented successfully.</p>
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	<p>Critically evaluate the advantages and limitations of key strategic management theories, models and frameworks.</p> <p style="text-align: right;">Assessment 1</p>
	MLO2	<p>Critically assess the role of strategic management in relation to the support and development of an innovation centric business.</p> <p style="text-align: right;">Assessment 2</p>
9	Mapping of Module Learning Outcomes to Teaching Methods and Assessment	

	Module Learning Outcomes	Module Learning Outcomes											
		1	2	3	4	5	6	7	8	9	10	11	12
	MLO1						X						
	MLO2												X
10	Transferable Skills (if applicable)	1	Information Management and Lifelong Learning Skills										
		2	Problem Solving and Scientific Skills										
		3	Communication Skills										
11	Synopsis	Week	Subject Title and Description Plan for 10 to teach in 12										
		1	<p>Innovation Strategy: Students will learn that Strategy is about evaluating feasible options in order to have the most realistic chance of success with a given business direction. Innovation is just one of the options available to a business when helping them achieve their goals. Many businesses identify innovation as a strategic priority; however, many businesses do not actually have sound innovation strategies in place. The development of a potentially successful innovation strategy is not in itself difficult; however, students will learn that aligning the innovation strategy with the overarching business strategy can be more challenging with your overall business goals and ways of working is what takes most of the time and effort.</p>										
		2	<p>Analysing strategic capability: Students will learn that businesses put in a great deal of effort into finding out about what competitive advantage can be found from their own from internal environment. Students will find that through the careful analysis of 'internal' resources, capabilities and competences, an organisational strategy will be increasingly evident. Students will discover a range of tools that will help them, and businesses increase their chance of strategic success through the integration of a business's resources, competencies and capabilities in strategic development.</p>										

		3	<p>Developing competitive advantage: Students will discover that competitive advantage is about the components that allow a business to produce goods or services to a better quality or at a better price than their competitors. These components allow the business to generate more sales or greater profit margins by comparison to their competitors. Competitive advantages are linked to various aspects including branding, cost structure and the overall quality of the product or service being sold.</p>
		4	<p>Business Level strategy: Students will investigate how a business level strategy is a combined and organised set of ‘promises and actions that the business utilises to achieve a competitive advantage by maximising their fundamental competencies with regard to the manufacture of products or delivery of services to a certain market. He business level strategy shows the decisions the business has made with regard to how it hopes to participate effectively in a specific market area. These decisions are vitally important because the long-term success of a business is directly linked to the business’s strategies.</p>
		5	<p>Corporate level strategy: Students will learn that corporate level strategies are in place to guide an entire business in terms of its’ entire direction of travel, for example growth or entry into new markets or where it wishes to focus its value adding. For businesses wishing to gain clarity around their long-term aspirations and goals corporate level strategies are vital as they will really help all employees and strategic business units within the overall business move together as one and in the same direction.</p>
		6	<p>Stakeholder analysis and management: Students will learn that a stakeholder is any group or individual with an interest or concern in the operations of a specific business. In other words, anyone who can impact on or be impacted upon by the business. Stakeholders can be internal to the business, for example managers and employees or they can be external to the business,</p>

		<p>for example, customers and suppliers, interest groups, government departments and pressure groups.</p> <p>Students will learn that the careful analysis and evaluation of stakeholders will help the business to better create strategies to interact with them and to use these relationships to benefit the organisation. relationships with them.</p> <p style="text-align: right;">Submit Assessment 1</p>
	7	<p>Trust and partnership working: Students will learn that partnerships have always been a key facet of human life, the nature and effectiveness of these partnerships, however, can vary. In contemporary business partnerships often cross-national boundaries and dealing with different cultures can present a partner with huge problems. Having said this, in recent years there has been a dramatic increase in partnerships, this has been created by the notion of risk sharing, efficiencies in economy of scale and knowledge and technology sharing. Students will learn that perhaps the most fundamental issue getting in the way of partnerships performing totally effectively is a lack of trust!</p>
	8	<p>Evaluating collaborative and partnership strategies: Students will learn that Collaboration and partnerships are powerful strategies that are used by many businesses around the world, however students will also learn that not all of these partnerships are working to their optimum level of effectiveness. Students will review various methods of evaluating partnerships and will then suggest developmental strategies to increase the efficiency of said partnerships.</p>
	9	<p>Innovation: Students will discover that Strategic innovation occurs when a business looks to redesign or reinvent its overarching corporate strategy in order to push growth within the business, possibly by seeking new ways of adding value for the consumer and thus gaining a competitive advantage over other businesses within the sector. It is therefore essential that a</p>

		business learns to adapt effectively to the speed of technology change and innovation that it demands.
	10	Strategic choices and evaluation: Students will learn how important corporate strategy are decisions with regard to the makeup and equilibrium of the corporate portfolio. After a business has identified strategic options, their next task is to assess and then choose the most appropriate options for the business going forwards. The method of evaluation allows the business to gain a better understanding of what possible futures may look like and therefore what the business may need to do to prepare itself for these futures. The process of strategy evaluation is therefore the step by step appraisal of various strategic options.
	11	Organising for success: Students will learn that one of the most important aspects of strategic management is the formulation of a strategic vision for a business. This will help the business scope out their direction and focus over the coming years. Students will learn that when a business seeks to enact its vision it may well need to revisit the organisational structures that it currently adopts. These structures provide the framework upon and around which the business sets about its daily operations.
	12	Strategy and a culture for innovation: Students will learn that Innovation must be built upon a foundation of sound strategy and a solid understanding of the market within which the business operates. Having a clear and robust strategy will allow the business to move quickly to meet any new opportunities that transpire. This degree of dynamic capability is crucial in today's business world. Students will be asked to analyse which businesses reacted quickly and efficiently to the Covid-19 pandemic as compared to those that floundered. Businesses therefore need to foster an innovative culture that is open and willing to change.

Submit Assessment 2

13	Indicative Reading List	Essential Reading			
		Lynch, R. (2018). <i>Strategic Management</i> (8th edition). Pearson: Harlow, UK.			
		Suggested Reading			
		Bessant, J. (2018), <i>Riding the Innovation Wave</i> , Emerald Management (3rd edition). Palgrave-MacMillan: Cham, Switzerland, Chichester: John Wiley & Sons Slack.			
		Brandon-Jones, A. (2018). <i>Operations and Process Management: Principles and Practice for Strategic Impact</i> (5th edition). Pearson: Harlow, UK			
		Hill, C., Schilling, M., & Jones, G. (2020). <i>Strategic Management, An Integrated Approach – Theory and Cases</i> . Boston: Cengage.			
		Rosenbaum-Elliott, R., Percy, L., Pervan, S. (2018) <i>Strategic Brand Management</i> . Oxford University Press: Oxford, UK.			
		Thompson, J L., Scott, J M., & Martin, F. (2020). <i>Strategic Management: Awareness and Change. Cengage (9th Edition)</i> . London: Cengage			
		Tidd, J and Bessant, J (2018). <i>Managing Innovation</i> , Wiley.			
Journals:					
Journal of Business Research					
Essential Websites					
14	Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.			
		A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.			
		No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words

		1	Strategic management theories, models and frameworks.	40%	Literature review (1600 words)
		2	Strategic management and the innovation centric business.	60%	Report (2400 words)
14	Special Requirements to deliver Module	No specialist equipment is required for the delivery of this module			
15	Distribution of Student Learning Time				
		Formal Directed Teaching	L = Lecture T = Tutorial P = Practical O = Other F2F = Face to Face NF2F = Non Face to Face	24 hours 12 hours	
		Student Directed Learning		36 hours	
		Assessment 1	40 % weighting	51 hours	
		Assessment 2	60 % weighting	77 hours	
		Total		200 hours	
16	Version Number	1.0			
17	Date	9.7.2022			

Module Descriptor - Strategic Leadership

1	Module Title	Strategic Leadership											
2	Module Code	Tbc											
3	Level	7											
4	Credits	20											
5	Associated Awards	PG Cert/Diploma, Business Management											
6	Pre-requisite Module/s	None											
7	Outline	<p>In recent years, the importance of leadership in a strategic context has grown. Academics and practitioners have both endeavoured to identify the key areas of practice that promote effective strategic leadership of organisations.</p> <p>This module explores the concept of “strategic leadership” and the emerging theory base. Its key aims are to: critically evaluate this theory base and apply it to a range of organisational contexts; students will also be required to reflect on the knowledge acquired and to consider implications for their own practice.</p>											
8	Module Learning Outcomes: At the end of this module, the student will be able to												
	MLO1	Discuss strategic leadership theory and accompanying principles.											Assessment 1
	MLO2	Evaluate the effectiveness of strategic leadership practice in a range of organisational settings.											Assessment 2
9	Mapping of Module Learning Outcomes to Teaching Methods and Assessment												
	Module Learning Outcomes	Module Learning Outcomes											
		1	2	3	4	5	6	7	8	9	10	11	12
	MLO1						X						
MLO2												X	

10	Transferable Skills (if applicable)	1	Lifelong Learning skills
		2	Problem solving skills
		3	Diagnostic skills
		4	Self-awareness skills
		4	Planning skills
11	Synopsis	Week	Subject Title and Description Plan for 10 to teach in 12
		1	<p>Introduction to strategy and leadership.</p> <p>Students will explore the key components of strategy including, mission and vision, external and internal analysis, strategic choice and strategic implementation. The key differences between operations and strategy will also be contrasted. The concept of the strategic leader can then be unveiled and distinguished from other forms of leadership.</p> <p>Assessment requirements will be outlined and students able to raise questions and queries.</p>
		2	<p>Transactions v transformational leaders</p> <p>Strategic leadership tends to focus upon transformations rather than operations. Students will dissect these two theory areas and critically apply them to a selection of organisational scenarios. The importance of power and influence will then be introduced and discussed.</p>
		3	<p>Ethical and authentic leadership</p> <p>Effective strategic leaders need to demonstrate superior levels of integrity in their practice. Students will explore the concept of business ethics in respect to leadership practice and style and evaluate a range of ethics' theories. Students will be required to</p>

		reflect upon this knowledge and consider implications and relevance for their own practice.
	4	<p>Emotional intelligence</p> <p>The level of intelligence required in leadership has been hotly debated with no clear consensus emerging to date. It has been established however, that intelligence is multifaceted; in strategic leadership, one of these components, emotional intelligence, is of particular importance. Students will evaluate and apply the principles of emotional intelligence to leadership practice in a selection of contexts. They will also reflect upon the potential implications for their own practice.</p>
	5	<p>Innovative thinking</p> <p>Transforming organisations often means harnessing new systems and technologies and developing improved routines and operations.</p> <p>Students will analyse and evaluate innovation theory and apply it to a range of case examples. The importance of entrepreneurial and “intrapreneurial” thinking in leadership will then be evaluated.</p>
	6	<p>Decision-making</p> <p>Strategic leadership involves the deployment of sound decision-making and judgement. Students will explore a range of strategic decision-making techniques and models and critically apply them to a range of case scenarios.</p> <p style="text-align: right;">Submission of Assessment 1</p>
	7	<p>Managing VUCA and uncertainty</p> <p>The VUCA environment presents several leadership challenges: the need to remain agile, adaptable and nimble, the importance of analytics and big data, the likelihood of transient competitive advantage and the organisational impacts of disruptive technologies. These challenges will be analysed and discussed in a range of different organisational situations.</p>

		8	<p>Strategic leadership development</p> <p>Are leaders born or trained? This is yet another leadership question that has been extensively debated over the years. This time the conclusion is less equivocal; it is now generally accepted that leaders can indeed be cultivated and developed. Students will unpack the theories related to management and leadership development and learning organisations and will evaluate some of the commonly used interventions.</p>
		9	<p>Negotiation Skills</p> <p>Leaders frequently spend much of their time negotiating, for example, sales orders, trade union settlements, procurement contracts and supplier terms and conditions, to name but a few situations. They must therefore utilise the principles of effective negotiation practice to help maximise organisational value. Students will explore influence and negotiation theory and apply principles in a range of scenarios.</p>
		10	<p>Managing change and transformation</p> <p>The contemporary VUCA business environment is characterised by considerable uncertainty and volatility. Strategic leaders must chart courses to navigate the challenging and choppy environmental waters. Specifically, they need to develop skills of analysis, technological evaluation, disruption management and cultural change management to enable them to formulate and lead transformation plans and projects.</p> <p>Students will examine relevant change and transformation management theories and use them to analyse a range of real world organisational transformations.</p>
		11	<p>Boardroom practice</p>

			In most jurisdictions, the supreme management body is the Board of Directors. This forum is frequently the strategic leaders personal operating environment, it is here that they must influence senior directors, present them with clear visions, act as a role model and make mission-critical decisions. Students will explore and assess current thinking on boardroom practice, behaviours and protocols.
		12	<p>Current issues in Strategic Leadership</p> <p>Strategic leaders must keep their fingers on the pulse of environmental change. It is vital that their leadership practice remains at the leading edge to help optimise organisational value and competitive advantage. Students will explore and evaluate a range of pervasive contemporary factors that are impacting leadership, including, climate change, environmentalism, globalisation, corporate responsibility, robotics and digitisation.</p> <p style="text-align: right;">Submission of Assessment 2</p>
13	Indicative Reading List	Essential Reading	
		Leavy, B., (2020). Strategic Leadership. Bloomsbury	
		Suggested Reading	
		Iveroth, E. and Hallenceutz, J., (2020). Leadership and Digital Change. Routledge	
		Judge, T. and Robbins, S., (2021). Organisational Behaviour. Pearson	
		Shaihk, M., (2021). Situational Leadership for Today's Business Leaders. Scholars Press	
		Essential Websites	
		https://cipd.org https://www.hci.org/ https://obweb.org/home www.hrps.org https://www.shrm.org/	
14	Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.	

		A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.			
		No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words
		1	Individual report	40%	Report (1000 words)
		2	Individual case study analysis	60%	Case analysis (1500 words)
14	Special Requirements to deliver Module	No specific software or unusual teaching equipment required.			
15	Distribution of Student Learning Time				
		Formal Directed Teaching	L = Lecture T = Tutorial P = Practical O = Other F2F = Face to Face NF2F = Non Face to Face	24 12 0 0	
		Student Directed Learning			36
		Assessment 1	40 % weighting		51 hours
		Assessment 2	60 % weighting		77 hours
		Total			200 hours
16	Version Number	1.0			
17	Date	21.06.2022			

Module Descriptor - Strategic Marketing

1	Module Title	Strategic Marketing
2	Module Code	tbc
3	Level	7
4	Credits	20
5	Associated Awards	PG Cert/Diploma, Business Management
6	Pre-requisite Module/s	
7	Outline	<p>Students will consider fundamental problems associated with developing marketing strategies within a competitive environment. Students will learn of the importance of a thorough understanding and appreciation of the external environment in the context of the role of market research in appraising market opportunities, and also in the context of new product development.</p> <p>This module will allow students to develop their skill set to the point where they will be required to create their marketing plans. During their journey through the module students will see how strategic marketing and strategic management share many key philosophies and with that in mind, students will also consider the areas of risk assessment, control and quality mechanisms and the notion of continuous improvement.</p>
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Critically analyse relevant information in order to inform strategic decision making and develop a strategic marketing plan Assessment 1
	MLO2	Recognise the challenges of implementing marketing strategies and plans. Assessment 2
9	Mapping of Module Learning Outcomes to Teaching Methods and Assessment	
		Module Learning Outcomes

	Module Learning Outcomes	1	2	3	4	5	6	7	8	9	10	11	12
	MLO1						X						
	MLO2												X
10	Transferable Skills (if applicable)	1	Information Management and Lifelong Learning Skills										
		2	Problem Solving and Scientific Skills										
		3	Communication Skills										
11	Synopsis	Week	Subject Title and Description										
			Plan for 10 to teach in 12										
		1	Market orientation: Students will be introduced to the concept of market orientation. They will consider how market orientation is a method that a business can utilise to help better distinguish the wants and needs of consumers and therefore allow the business to make goods and deliver services that the customer will be totally satisfied with. Businesses that utilise a market orientation approach, listen to and appreciate the views of the client base as a vital part of their marketing research prior to the launch of any new product or service.										
		2	Marketing analysis: Students will learn that the process of market analysis seeks to explain and describe how a market behaves. A market and increase or decrease in size and the behaviours of those within the market can also evolve greatly over time, market analysis seeks to plot these changes in order to better understand the nature of the market at any specific time and therefore to better forecast future behaviours. Effective market analysis will also seek to identify the reasons for change in in order to better identify patterns both present and future.										
		3	The external environment: Students will have considered the external environment is several other modules previously, however at this point students will be expected to deliver a far more detailed appraisal of external environmental factors,										

		moving from descriptive commentary to a fully analytical, robust narrative.
	4	<p>Competitive advantage: Students will consider how one of the most fundamental challenges for a business is to achieve sustainable competitive advantage over their competitors within any given marketplace.</p> <p>This competitive advantage is normally gained by offering a product or service that is perceived as being better in some way, be it in terms of functionality or price. Student will consider how this ‘benefits’ message is conveyed to customers, especially in this digital age. Students will also consider Porter’s generic strategy model and how this can be of use to eth marketer.</p>
	5	<p>Market research: Students will learn that more often than not, the success of a marketing plan is down to the accuracy, depth and detail of the information it is built upon. Undertaking a robust process of market research will help a business to generate all of the information it will need to design a marketing plan that has a good chance of success. The environment /marketplace for many businesses is now extremely competitive, it is therefore vital that businesses fully understand the motives and behaviours of their customers and potential customers in order to best maximise the product / consumer fit.</p>
	6	<p>Market intelligence: Students will learn that marketing intelligence should act as the supporting crutch for all of the businesses marketing decisions. The careful analysis of specific data sets can provide a business with a high level of insight with regard to consumer and industry trends and behaviours.</p> <p>Therefore, the notion of great market intelligence will help a business gain competitive and hopefully sustainable advantages over their competitors. A business that has access to quality market intelligence will also find it easier to create realistic and</p>

		relevant long-term objectives and therefore increasing the likelihood of a more efficient, more targeted business Submit Assessment 1
	7	Evaluating strategic options: Students will learn that the evaluation of strategic options can be an inexact science. In order to increase their level of clarity around which is the best strategic option for a specific scenario a business can utilise numerous models to help them structure their thought process. Students will investigate several models and evaluate their relative worth: the Ansoff matrix, Porters generic strategy, BSG and the balanced scorecard.
	8	Developing a plan: Students will learn how vital a marketing plan is to an organisation and how a marketing plan provides direction and a strategic 'map' which can be used to organise, motivate, and track the progress of a project from naissance to full fruition. Student will learn that a properly organised and developed marketing plan will be of use to every part of the business, be it the marketing dept, the HR dept, or the accounting dept, all have a part to play in the success of the overarching strategic plan, so it must make sense to them all. Students will discuss the various critical steps that are required to complete and compile a Marketing Plan.
	9	Assessing risks: So, the marketing plan is complete and beautifully crafted and ready to be fully implemented. However, that does not mean that the plan will succeed! One way to try to minimise the chance of failure is to proactively identify potential areas of risk in advance of them actually happening. The careful identification and appraisal of risk is critical to then developing a detailed contingency plan that will allow the business to respond quickly and efficiently to issues as and when they occur. Students will consider various methods of identifying and appraising risks.
	10	Control and Monitoring: Students will consider that a marketing plan and a marketing campaign are expensive things to create

			and with this in mind businesses will need to constantly measure how well their plans are being put into practice. The actual return from the initialled plan will be compared to the initial projections – this can be in terms of unit sales or profit. If the returns do not meet expectations, then there may well be the chance to amend and evolve the plan while it is in motion, possibly in response to external factors that could be totally planned for or expected.
		11	Continuous improvement: Students will learn that marketing is a dynamic exercise, you do not just do it once, rather it is a fluid and evolving series of processes and strategies that needs to learn from mistakes, consider the changing external environment and react to competitors. Student will learn that this process of continuous improvement and modification. The Japanese coined the phrase ‘Kaizen’ which translates to ‘change for the better’ and this technique is what successful business need to apply at all times.
		12	Presentations
			Submit Assessment 2
13	Indicative Reading List	Essential Reading	
		Alsem, K.J. (2019) Applied Strategic Marketing: A Step-By-Step Approach, Routledge Taylor & Francis Group	
		Suggested Reading	
		Chaffey, D. and Ellis-Chadwick, F. (2019) Digital Marketing: Strategy, Implementation and Practice, 7th Edition, Pearson.	
		Hooley, G., Nicoulaud, B., Rudd, J.M. and Lee, N. (2020) Marketing Strategy and Competitive Positioning, 7th Edition, Pearson.	
		Keller, K.L. and Swaminathan, V. (2020) Strategic Brand Management: Building, Measuring, and Managing Brand Equity, 5th Edition, Global Edition, Pearson.	

		<p>Wood, M.B. (2017) Essential Guide to Marketing Planning, 4th Edition, Pearson.</p> <p>Journals:</p> <p>Journal of Strategic Marketing</p> <p>Strategic Management Journal</p> <p>Journal of Business Strategy</p> <p>Journal of Marketing Research</p> <p>Marketing Intelligence & Planning</p> <p>Journal of Marketing</p>												
		Essential Websites												
14	Indicative Assessment	<p>The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.</p> <p>A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.</p> <table border="1"> <thead> <tr> <th>No</th> <th>Indicative Assessment Type/Title</th> <th>Weighting</th> <th>Type/Duration/Words</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Report on market potential</td> <td>40%</td> <td>Individual report (1800 words)</td> </tr> <tr> <td>2</td> <td>The marketing plan</td> <td>60%</td> <td>20-minute group presentation + 10 minutes of questions.</td> </tr> </tbody> </table>	No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words	1	Report on market potential	40%	Individual report (1800 words)	2	The marketing plan	60%	20-minute group presentation + 10 minutes of questions.
No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words											
1	Report on market potential	40%	Individual report (1800 words)											
2	The marketing plan	60%	20-minute group presentation + 10 minutes of questions.											
14	Special Requirements to deliver Module	No specialist equipment is required for the delivery of this module, although, if student require any specific equipment for their presentations they should request this from their tutor no later than 2 weeks prior to the presentation date.												
15	Distribution of Student Learning Time													
	Formal Directed Teaching	L = Lecture T = Tutorial P = Practical O = Other	24 hours 12 hours											

			F2F = Face to Face NF2F = Non-Face to Face	
		Student Directed Learning		36 hours
		Assessment 1	40 % weighting	51hours
		Assessment 2	60 % weighting	77 hours
		Total		200 hours
16	Version Number	1.0		
17	Date	10.7.2022		

Module Descriptor - Generating Finance In The Digital Business Environment

1	Module Title	Generating Finance In The Digital Business Environment											
2	Module Code	tbc											
3	Level	7											
4	Credits	20											
5	Associated Awards	PG Cert/Diploma, Business Management											
6	Pre-requisite Module/s	none											
7	Outline	<p>The digital business environment has propagated several innovative methods of raising development capital. These new innovations sit alongside more traditional methods of business financing.</p> <p>The chief aims of this module are to identify and evaluate the potential sources of finance available to organisations in the contemporary digital business environment; investigate the challenges associated with this new branch of finance; and .assess the impacts of disintermediation.</p>											
8	Course Learning Outcomes: At the end of this module, the student will be able to												
	MLO1	Identify and evaluate sources of development capital in the contemporary digital business environment.	Assessment 1										
	MLO2	Assess the challenges to raising development capital in the contemporary digital business environment.	Assessment 2										
9	Mapping of Module Learning Outcomes to Teaching Methods and Assessment												
	Module Learning Outcomes	Module Learning Outcomes											
		1	2	3	4	5	6	7	8	9	10	11	12
	MLO1					X							
MLO2												X	
11	Synopsis	Week	Subject Title and Description										

		1	<p>Introduction to business finance.</p> <p>Finance is the lifeblood of any business undertaking. Students will be given the chance to discuss the differences between equity and debt finance, the concept of the risk – return relationship and the principles of the time value of money.</p>
		2	<p>Introduction to the digital business environment</p> <p>The contemporary digital business environment comprises a number of unique characteristics that students must both comprehend and assess. These include: the rise of platform based business and peer to peer networks, the reduction in the need for intermediaries, the supplanting of “e-tail” over retail, the use of payment tokens and the rise of robotic technologies.</p>
		3	<p>Traditional sources of equity finance</p> <p>Using case examples, students will be required to identify and research the main methods of equity finance and assess their relevance to variety of digital business scenarios. The sources include ordinary and preference shares, rights and convertibles.</p>
		4	<p>Traditional sources of debt finance</p> <p>Using case examples, students will be required to identify and research the main traditional methods of debt finance and assess their relevance to a variety of digital business scenarios. Students will also be required to evaluate the implications for risk.</p>
		5/6	<p>Digital finance sources</p> <p>Students will be required to identify and assess the benefits of a range of digitally driven finance methods including peer to peer lending, crowdfunding, auctions, cryptocurrencies</p>

		(covered in-depth, in the next session), open-source finance, algorithmic lending, tokenisation and microfinance.
		Submission of Assessment 1
	7/8/9	<p>Blockchain and cryptocurrencies</p> <p>Students will be required to comprehend and evaluate the contribution of Blockchain technology to the business and financial environment. They will also be invited to discuss the main ethical and practical issuers associated with Blockchain and crypto usage. The following Blockchain financing methods and concepts will be evaluated: cryptocurrencies, initial coin offerings, tokenisation, NFTs, smart contracts and the interoperability challenge.</p>
	10/11	<p>Digital finance risks and ethics</p> <p>The increase in the uptake of digital finance sources has unfortunately correlated with a concomitant rise in the incidence of frauds, e.g., rug-pulls and ethical concerns, e.g., over the power usage of Blockchain mines. Students will explore and assess the incidence of these ethical challenges using a variety of case examples.</p>
	12	<p>Disintermediation</p> <p>Is it better to use an intermediary to source finance or approach a lender directly? The growth of digital finance has facilitated growth in peer to peer financing and a corresponding decline in the use of intermediaries. Students will critically examine the advantages and disadvantages of disintermediation using real world case examples.</p>
		Submission of Assessment 2
13		Essential Reading

		Hines, B., (2020). Digital Finance. Wiley			
		Suggested Reading			
		Ashurst, S. and Tempesta, S., (2021). Blockchain Applied. Routledge			
		Atrill, P. and McLaney, E., (2020). Accounting and Finance: an introduction. Harlow: Pearson.			
		Beaumont., P. (2019). Digital Finance. Routledge			
		CIMA., (2021). Managing Finance in a Digital World			
		BPP Publishing			
		Kummer, S., Herold, D., Dobrovnik, M., Milk, J. and Schaefer, N., (2020). A Systematic Review of Blockchain Literature. Future Internet, 12 (60)			
		Essential Websites			
		https://www.hyperledger.org/			
		https://ripple.com/			
		https://ethereum.org/en/			
		https://101blockchains.com/			
14	Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.			
		A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.			
		No	Indicative Assessment Type/Title	Weighting	Type/Duration/Words
		1	Individual TCA	40%	TCA (1000 words)
		2	Individual report	60%	Report (1500 words)
14	Special Requirements to deliver Module	No specific software or unusual teaching equipment required.			
15	Distribution of Student Learning Time				
		Formal Directed Teaching	L = Lecture T = Tutorial	24 12	

			P = Practical O = Other F2F = Face to Face NF2F = Non Face to Face	0 0
		Student Directed Learning		36
		Assessment 1	40 % weighting	51 hours
		Assessment 2	60 % weighting	77 hours
		Total		200 hours
16	Version Number	1.0		
17	Date	21.06.2022		