IAB Level 4 Diploma in Business Management and Finance

Qualification Specification

Contents

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 organisation 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 celebrated 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 2019 and 2022.

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)

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 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 regulated 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 4 Diploma provides a foundation for studying both Business Management and Business and Finance at higher levels. The Diploma introduces key principles in business environments, Supply Chain Management, Entrepreneurism, Marketing, Finance and Accounting, and the organisational behaviour of businesses.

All students need this foundation in order to progress to any business diploma at higher levels.

- IAB Level 4 Diplomas are equivalent to the 1st year of a Degree Programme
- IAB Level 5 Diplomas are equivalent to the 2nd year of a Degree Programme
- IAB Level 6 Diplomas are equivalent to the final year of a Degree Programme
- IAB Level 7 Diplomas are equivalent to Masters / Postgraduate level

1.5 Pathways

This Level 4 Diploma has been carefully designed to generate interest for students in a variety of subjects at higher levels. Higher Level Diplomas therefore offer two key pathways for study, i.e., a Business Pathway (with a focus on Marketing and HR) or a Finance Pathway (with focus on Accounting and Financial (Risk) Management). In either Diploma pathway, a student may also opt to refine their study further with optional themes of study in Digital Information or Supply Chain Management. These options will enable individual students to build a portfolio of case studies through their pathway and option choices that will both suit their business needs and ambitions and enable differentiation from other graduates.

1.6 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. Completion of this Level 4 Diploma will enable choice of a Level 5 Diploma in Business Management or Business and Finance. Progression also enables choice of optional modules of study at higher levels in Digital Information or Supply Chain Management.

2 Qualification summary

2.1 Qualification title

L4 IAB Diploma in Business Management and Finance.

2.2 Operational objectives

The key objectives of this qualification are to

1. Provide all students with an in-depth knowledge and understanding of the core functions of business and management, and business and finance at Level 4
2. Develop in students the intellectual skills necessary to contribute to effective business practice and problem solving suitable to the level of study
3. Develop subject related practical skills suitable to the level of study
4. Prepare students for further study at higher level developing intellectual and practical and key (transferable) skills

2.2.1 Who is it for? (Eligibility Criteria)

There are no formal entry barriers in enrolling for an IAB qualification. Mature learners with few or no formal qualifications are eligible to join our Level 3 qualifications. Learners with relevant industry experience and qualifications may be eligible to enter our Level 4 qualifications.

2.2.2 Who regulates this qualification?

IAB qualifications are regulated by the Office of Qualifications and Examinations Regulation (Ofqual) in England 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.

2.3 Before the qualification can be assessed and awarded

2.3.1 Knowledge, skills and understanding to be assessed

On completion of Level 4, a Diploma, a student will be able to:

a. Evaluate the appropriateness of different approaches to solving problems related to Business Management and Business Finance;
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.

2.3.2 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.

2.3.3 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 Experiential Prior Learning (APEL).

2.3.4 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 with 216 hours of Guided Learning.

2.3.5 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.

2.3.6 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.

2.3.7 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).

2.4 Assessment, Marking and Moderation

2.4.1 Assessment

The Diploma assessment process is summarised in the table below. All modules are assessed using online examinations.

Marking of all assessments is automatic and, before release to candidates, will be checked by moderators. Moderation is undertaken by a separate independent tutor, and is a process following the marking of examinations 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.

Level	Module	Assessment	Weight	Duration
4	Business and its Environments	Online examination	100	45 min
4	Introduction to Supply Chain Management	Online examination	100	45 min
4	Entrepreneurial Business and Technology	Online examination	100	45 min
4	Organisational Behaviour	Online examination	100	45 min
4	Principles of Marketing	Online examination	100	45 min
4	Introduction to Finance and Accounting	Online examination	100	45 min

2.4.2 Grade descriptors

The grading structure for all examinations is shown in the table below.

	Distinction	Merit	Pass	Fail
Grade	80% and above	70 - 79%	50 - 69%	Below 50%

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

2.4.3 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.

2.4.4 Appeals and enquiry of results

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.

2.4.5 Results and certification

Marking of all assessments is automatic and, before release to candidates, will be checked by moderators. Moderation is undertaken by a separate independent tutor, and is a process following the marking of examinations 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.

Unit specifications

Module Descriptor - Business and its Environments

1	Module Title	Business and its Environments
2	Module Code	Tbc
3	Level	4
4	Credits	20
5	Associated Awards	IAB Diploma in Business Management and Finance
6	Pre-requisite Module/s	None
7	Outline	This module assumes no prior learning and therefore is designed to act a solid foundation for many of the other modules on the learner's programme of study. The focus of this module is to equip students with fundamental skills to analyse the internal and external business and economic environments within which businesses operate. An understanding of the environments will facilitate the interpretation of situations and enable decisions that add value for businesses. The focus of the module, therefore, is on the external and internal influences on organisations and the effect these have on business practices. Examples, illustrations and case studies will be drawn from numerous industry sectors. This will enhance the ability of students to understand particular business problems and aspects of the business and economic environment. Topics and case studies will cover business issues that are contemporary and relevant to the real world.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Asses the contexts in which business takes place.
	MLO2	Describe the purposes, structures and financial backgrounds of a range of organisations.

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
		1	The purpose and structure of business: Business structure refers to the legal structure of an organisation that is recognized in any given jurisdiction. An organisation's legal structure is a key determinant of the activities that it can undertake, for example how it raises capital, responsibility for obligations of the business, as well as the amount of taxes that the organisation owes to tax agencies. Before deciding upon the type of legal structure to employ, business owners should first consider their aims, needs and goals and understand the features of each business structure. Students will be able to identify the various business structures open available in various parts of the world.
		2	Business environments; macro, micro and internal: introduction to the various environments which a business has to contend with. After clarifying the various types of environments and the key differences between them students will be introduced to various models that can be utilised in the assessment of the environments.
		3	Core business functions, structures and operations: students will be introduced to the key functions of business and will discuss how they interrelate with each other in the support of the business
		4	Approaches to organisation and management: Students will investigate how approaches to management play a crucial role in

			the success of the organisation and therefore effective management is required to ensure every organisation is working towards a common objective or goal. Therefore, it is vital to develop and create an effective organisational structure and relationships therein. Various approaches to management will be considered: classical, scientific, bureaucratic, systems and contingency.
		5	Market forces and organisational responses: Students will investigate how supply and demand drives how a market works and more importantly the relationship between suppliers and consumers. The creation of supply and demand curves will help students to illustrate and then determine the price and quantity of goods and services. Students will learn how changes in supply and demand will have an effect on the equilibrium price and quantity of the good sold. It will also affect the incentives for producers and consumers.
		6	Market structures: Students will consider why various market structures are utilised by businesses, and how different industries are classified and differentiated based on their level of competitiveness and the nature of the competition for the good and services they produce.
		7	International markets, trade and the multi-nationals: Students will be introduced to how business is conducted on an international and global scale, and they will then go onto to consider the potential strengths and weaknesses of international trade and the forces / agreements that support and foster these cross-border exchanges.
		8	The economy: Students will discover how an economy can take many different shapes and be focused on various priorities depending on the country in question. On both a micro and macro level, there are numerous factors that determine how well or badly an economy performs. Similarly, our lives are affected by the various twists and turns of the economic systems we are a part of.
		9	Stakeholders: Students will learn how businesses exist within an environment. Within this environment there will be many groups or individuals that are interested in the success or failure of the

			business. Some of these stakeholder groups are very powerful, others less so, however, an effective organisation will keep an eye on all the stakeholders that orbit it in order that it may continue to manage these external pressures effectively.
		10	Fiscal Policy and Monetary Policy: Students will investigate how monetary and fiscal policy are the two most commonly utilised mechanisms used to influence a nation's economic activity. Monetary policy is generally concerned with the management of interest rates and the total supply of money in circulation and is generally carried out by a nations' central such as the bank of England. Fiscal policy is the generic term for the taxing and spending actions of the governments.
		11	Ethics in Business: Students will consider how business ethics define appropriate business policies and practices surrounding potentially controversial subjects, including corporate governance, bribery, discrimination, and corporate social responsibility. Often, the law guides business ethics but at other times business ethics provides a basic guideline that businesses can choose to follow to gain public approval or could ignore and risk a consumer backlash and reputational damage.
		12	Business Growth and Power: Students will learn that businesses grow for many reasons and associated with that growth comes many strengths and weaknesses. Students will investigate many of these fundamental issues and draw conclusion with regard to traditional models of growth.
13	Indicative Reading List	Essential Reading	
		Morrison, J. (2020), The global business environment, 5th Edition, Red Globe Press	
		Suggested Reading	
		Buckley, P. (2020) International Business, 3rd Edition, Oxford University Press Henry, A. (2018) Understanding Strategic Management (3rd ed.) Oxford, New York: OUP Johnson, G. & Scholes, K. (2019), Exploring Corporate Strategy Text & cases, 12th edition, Pearson MacKay, B. (2020) Strategy: Theory, Practice, Implementation Oxford, New York: OUP	

		Maslan, A. (2018), Scale or Fail, Wiley, London Peng, M. (2019), International Business, 3rd Edition, Cengage Learning Journals: Financial Times (The Financial Times Ltd) Journal of Economic Studies (Journal of Economic Studies). International Journal of Social Economics (International Journal of Social Economics) The Economist (The Economist Newspaper Ltd)
		Essential Websites
		https://legal.un.org/avl/ha/gatt/gatt.html https://www.wto.org/english/thewto_e/coher_e/wto_un_e.htm
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 examination.

No	Indicative Assessment Type	Weighting	Duration
1	Online examination	100%	45 minutes

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
		Other directed learning		36 hours
		Self-directed study and research		128 hours
		Total		200 hours
16	Version Number	2.0		
17	Date	19.08.2024		

1	Module Title	Entrepreneurial Business and Technology
2	Module Code	Tbc
3	Level	4
4	Credits	20
5	Associated Awards	IAB Diploma in Business Management and Finance
6	Pre-requisite Module/s	None
7	Outline	The advent of the gig economy has led to an increasing number of entrepreneurs. A study by NatWest bank in 2019 found that +19% of gig economy workers intended to start their own business within three years, as compared to just 8.5% of the general population. These budding entrepreneurs have grown up within the digital world and are therefore seeking to exploit the full potential that the digital world has to offer. The theoretical part of the module introduces the fundamentals business design and intrapreneurship, all set within the backdrop of the digital age. Special attention will be paid to the digital environment. Students are taught how to transform ideas and projects into a suitable business form by means of relevant literature, case studies and tutorials. In the practical component, the participants develop and evaluate their own start-up proposals or intrapreneurship concepts which will be presented to a panel in week 6. In addition to identifying a go-to-market strategy and a financial plan. Students will work following the lean start-up methodology; therefore, each week will have specific formative tasks and expected deliverables.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Identify and assess key concepts underpinning digital entrepreneurship and its application in the exploitation of product/ service/ process opportunities.
	MLO2	Assess the competitive marketplace, their own skills and attributes with a view to supporting a proposed start up.

9	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
		1	Key concepts underpinning digital entrepreneurship: Students will discover how the advent of the digital economy, and some would argue, the gig economy, has presented fresh opportunities for entrepreneurs. This has led to a different, fresh way of adding value and setting up new business – the digital approach. The digital economy initially grew out of the technology sector, however as new tools and methods have become more accessible, new digital enterprises and entrepreneurs have begun to emerge across a variety of sectors. Entrepreneurs in general, have been particularly excited to identify new opportunities where digital business models can be created to unleash disruptive innovation.
		2	Market analysis fundamentals: Students will learn how a market analysis is a combination of quantitative and qualitative assessments of a market. It considers the potential size of the market in terms of volume and in value, the various customer segments and distribution of these segments, an assessment will also be made of potential competition and the economic environment in terms of barriers to entry and regulation. Lastly a general awareness of the external environment would be of benefit to a potential digital entrepreneur. When completed the market analysis should provide the potential entrepreneur with a clear picture of where they might be able to sell to and a view of if the potential market is big enough to be sustainable. Student will be provided with the appropriate theoretical analytical model which they will be

			expected to apply in class and by the following week.
		3	Developing a plan: Students will discover the value of a properly produced marketing plan that outlines in a detailed fashion the marketing strategy for the proposed products or services. Students will be talked through a typical marketing plan which will include the following key areas: An overview of the business's marketing and advertising goals, a timeline of when tasks within the strategy will be completed, which digital channels (or other) will be used to get the product or service to the end consumer, key performance indicators that will be utilised in order to measure the success of the marketing plan, a description of your business's target market and customer needs.
		4	Funding streams for start-up entrepreneurial businesses: Securing funding is a crucial component for most start-ups. Students will consider the relative strengths and weakness of various options including venture capitalists, government grants, friends and family, commercial finance, angel investor and crowd funding.
		5	The art of the pitch: Students will learn about the importance of a well delivered and well-structured pitch. No matter if pitching to an investor for funding, a partner or a potential client, it should be done professionally and with skill. Various topics will be covered, including knowing your audience, telling a logical story, using examples and props, what in it for them, social proof and the follow up.
		6	Pitches
		7	Digital Business's role in social and sustainable development: Students will discover how entrepreneurs, with an eye for sustainability seek to include digital technologies within their business (the triple bottom line) models in order to gain leverage on social and environmental value creation. Students will discover how digital technologies enable new and innovative configurations of sustainable business models: blended value propositions, integrative value creation, and multidimensional value capture.
		8	The attributes / capabilities of a digital entrepreneur: The digital revolution has led to the democratisation of the business world. Prior to this revolution, new businesses starting without capital

			and business networks, had to be built gradually from the ground up. However, the advent of the internet, coupled with powerful, inexpensive technologies makes huge resources widely and freely available. Therefore, 'make or break' for most small businesses now sits firmly on the shoulders of the would-be entrepreneur and the skills and character traits that they bring to the fight. Students will consider various characteristics including, effective planning, communication, knowledge, flexibility/adaptability and perhaps most importantly tenacity and grit.
		9	Assessing the digital environment: It is fair to say that during the last few years the world, as we know it has changed, students will discover that since entering lock down, businesses around the world have had to adopt new digital working practices and/or increase the capacity of their existing digital and IT infrastructure to facilitate the continuation of their businesses (where possible). The gig economy as was, has evolved to meet the challenges of working within this new digital environment and the good news is that those that previously flourished within the gig economy are often proving themselves to be skilled digital entrepreneurs. This fast-moving environment can be tricky to keep an eye on, students will learn how to assess the environment around them in order to react to opportunity and threat effectively.
		10	Digital channels: Students will learn that to be a successful entrepreneur, will more often than not, actually involve selling something. Be it a product or service, one of the best ways to add potential customers into the top of your sales funnel is to use digital marketing to drive them to your website. The entrepreneur's digital marketing toolbox includes effective web site design, search engine marketing, online advertising, e-mail marketing, search engine optimization and paid search functions. This is a varied menu to choose from and this is what makes digital marketing so powerful.
		11	Creating and Capturing Value: Students will learn about the fundamental differences between value creation and value capture. Value creation being the extra benefit that is derived from the transformation of raw inputs to final products. Whereas value capture refers to your ability as a business to 'capture' that value yourself, as your retained profit. Both value capture and creation are vitally important for any new business and students will be provided with examples of how to do both

			effectively and effectively.
		12	The marketing of self: Entrepreneurs are often linked to the product or service their business sells. An example of this could be considered to be Richard Branson and the Virgin group. The brand equity of companies is often formed from a combination of the reputation of the product and service coupled with the reputation or brand value of the entrepreneur driving the business. Students will learn that it therefore vitally important that the entrepreneurs ‘brand of self’ is effectively managed and promoted. These days this is often undertaken via social media.
13	Indicative Reading List	Essential Reading	
		Schilling MA. (2017). Strategic management of technological innovation (5th ed.). McGraw-Hill Education: New York, NY	
		Suggested Reading	
		Shen, K., Lindsay V., Xu. Y. (2018). Digital entrepreneurship. Information Systems Journal. 28. 10.1111/isj.12219 Soltanifar, M., Hughes, M., Göcke, L., (2020), Digital Entrepreneurship, Springer, NY Whittington, D., (2018), Digital Innovation, Cambridge University Press, UK	
		Essential Websites	
		https://hotmart.com/en/blog/digital-entrepreneurship https://www.eseibusinessschool.com/what-makes-a-successful-digital-entrepreneur/	
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 examination.			
		No	Indicative Assessment Type/Title	Weighting	Duration
		1	Online examination	100%	45 mins
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 hours 12 hours
		Other directed learning			36 hours
		Self-directed study and research			128 hours
		Total			200 hours
16	Version Number	2.0			
17	Date	19.08.2024			

1	Module Title	Introduction to Finance & Accounting
2	Module Code	Tbc
3	Level	4
4	Credits	20
5	Associated Awards	IAB Diploma in Business Management and Finance
6	Pre-requisite Module/s	None
7	Outline	An introductory level of knowledge and skills relating to accounting and finance principles and practices remains an important component of a businessperson's skillset. The overarching aim of this module is therefore to provide accounting and business students with an introduction to the fundamentals of financial accounting, management accounting and business finance. Specifically, the broad aims of this module are to: • Comprehend the construction and application of the principal financial statements (profit and loss and statement of financial position) (SOFP and P&L) • Appreciate the importance of management accounting techniques in supporting operational and strategic decision-making • Comprehend and evaluate the various ways by which a business entity may be financed. The scope encompasses both theoretical underpinnings and practical applications involving basic computations. As such, students will develop skills of analysis, understanding and application. They will also appreciate the role of automation and digitisation in contemporary accounting and finance practice. Knowledge of the theories and practices will be brought to life and illuminated via the use of real world and practical examples.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Comprehend the principles and applications of the statement of financial position and profit and loss statements.

	MLO2	Identify and apply a range of management accounting and financial management techniques that may be used to inform business decision-making.

9	Mapping of Module Learning Outcomes to the Programme Learning Outcomes, 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
	Indicate the relevancy between the CLO and PLO with X in the appropriate box												

10	Transferable Skills (if applicable)	1	Presentation skills (financial information)
		2	Problem solving skills
		3	Computational skills
		4	Analytical skills

11	Synopsis	Week	Subject Title and Description Plan for 10 to teach in 12
		1/2	**Introduction to financial accounting**: the accounting equation, books of prime entry and the double entry system. Students will be required to undertake simple double entries in a range of accounts, understand the difference between debits and credits, manipulate the accounting equation and complete a trial balance. At the conclusion of week 2, students will be able to appreciate how the SOFP and P&L are constructed.
		3	**Financial statements**: construction and comprehension. Building upon the understanding attained in week 1, students will learn how to construct simple SOFPs and P&Ls. The following principles will be explored using case examples involving calculations and interpretation: • trial balance to financial statements (recap) • the difference between cash and non-cash items including depreciation and credit transactions • depreciation techniques • prepayments and accruals

			• accounting for stock: FIFO, LIFO and AWC methods • cost of sales • the overhead concept • short- and long-term horizons • types of assets and liabilities
		4	**Budgeting**: principles and applications Students will investigate the various types of budgeting approaches and philosophies and evaluate their contributions to organisations. These will include rolling budgets, incremental budgets, period budgets, zero based budgets and activity based budgets. The concept of beyond budgeting will also be explored. Thereafter they will be required to construct and interpret a range of organisational budgets including, cash, sales, labour and materials budgets. The concept of budget flexing will then be introduced using worked examples. Finally, students will undertake basic variance analysis and identify potential reasons for actual v budget deviations using the exception reporting principle.
		5	**Introduction to costing (1):** cost classifications and cost volume profit analysis (CVP) Students will firstly be required to comprehend and apply the main cost classification systems, fixed v variable and direct v indirect. They will differentiate between cost items and headers and the various types of cost behaviours. These concepts will be illustrated by the use of real world examples. The concepts of contribution and profit margins will then be introduced, again, using practical examples. This initial introduction will provide a useful segue to cost volume cost analysis; students will be given the opportunity to explain and apply the following techniques: breakeven analysis, margins of safety and target costing. Once again, a practical approach will be employed using worked examples. At the conclusion of this lesson, students should be able to appreciate the contribution of CVP to short-term decision-making.
		6	**Introduction to costing (2):** full and marginal costing In this follow-up teaching session, students will build upon their foundational knowledge of costing techniques to apply and

			appreciate the role of full and marginal costing. Full costing will firstly be explained and the key benefits outlined. The focus will be upon absorption and activity based costing. Students will be invited to carry out basic cost schedule constructions using case studies and will then compare the differences between the two approaches. Students will then be required to investigate the principles of marginal costing philosophy and apply the techniques using case examples. Finally, they will be invited to delineate the key differences between full and marginal costing and comment upon the implications for business decision-making..
		7	**Introduction to investment appraisal** Students will firstly be required to appreciate the purpose and limitations of various investment appraisal techniques. Using a simulated case example, students will then be required to calculate the following appraisal techniques: • accounting rate of return. • payback period. • net present value (the internal rate of return will be explained, but students will not be required to perform calculations). A practical explanation of the logic behind time value of money and the advantages of NPV will then be delivered in class. This will be undertaken via a comparison of compounding v discounting. The decision-making rules will then be explained and discussed; students will be requested to apply these criteria to the case example. Finally, alternative methods of investment appraisal will be briefly explored including real options and qualitative techniques.
		8/9	**Ratio analysis** In this session, students will be required to comprehend and apply some introductory ratio analyses based upon actual SOFPs and P&Ls. Areas of analyses will include profitability, efficiency, liquidity, gearing and investment. Students will then be required

			to interpret these financial ratios and appreciate how they can inform decision-making.
		10	**Sources of funding**: debt and equity Students will investigate the key differences between debt and equity funding and explore the main types within each category. Using practical examples, such as a proposed business start-up scenario, students will be required evaluate the various choices of funding capital. The session will explore and evaluate contemporary sources of business funding as well as traditional methods. Examples will include peer to peer lending, crowd funding, and Initial Coin Offerings.
		11	**Working capital** The aim of this session is to illustrate the importance of sound working, or short term capital management. Students will explore both the theoretical underpinnings and the practical applications of the following topics: • Stock (inventory) management techniques including reorder levels, Just in time, and the Economic order quantity model • Cash operating cycle • Overtrading diagnosis • Credit and debtor management
		12	**Current issues in accounting and finance** In this, less prescribed session, students will identify and explore some of the pervasive issues impacting finance and accounting in business. This will be achieved by reference to real world case examples and students will be encouraged to "keep up to date" with changes in the contemporary environment. Topics to be studied may include: • Blockchain and decentralised finance • Peer to peer financial networks and crowd funding • Platform based finance • Digital finance applications • Artificial intelligence in finance and accounting • The role of audit • Impact of Covid19

13	Indicative Reading List	**Essential Reading** Atrill, P. and McLaney, E., (2020). Accounting and Finance: an introduction. Harlow: Pearson. Atrill, P. and McLaney, E., (2018). Management Accounting for Decision Makers. Harlow: Pearson. McLaney, E., (2018). Business Finance, eleventh edition. Harlow: Pearson **Suggested Reading** Hines, B., (2020) Digital Finance. Wiley CIMA. (2021). Managing Finance in a Digital World. BPP Publishing Watson, D. and Head, A. (2019). Corporate Finance: principles and practice, eighth edition. Harlow: Pearson **Essential Websites** https://paysend.com/ https://www.accaglobal.com/gb/en.html https://www.cimaglobal.com/ https://www.gofundme.com/ https://www.icaew.com/ https://www.treasurers.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 examination.

No	Indicative Assessment Type	Weighting	Duration

		1	Online examination	100%	45 mins
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
		Other directed Learning			36 hours
		Self-directed study and research			128 hours
		Total			200 hours
16	Version Number	2.0			
17	Date	19.08.2024			

Module Descriptor - Introduction to Supply Chain Management

1	Module Title	Introduction to Supply Chain Management
2	Module Code	Tbc
3	Level	4
4	Credits	20
5	Associated Awards	IAB Diploma in Business Management and Finance
6	Pre-requisite Module/s	None
7	Outline	Over recent years organisations have become increasingly aware that successful supply chain management is pivotal to their gaining competitive advantage and reducing costs. Moving production from parts of the world with expensive labour and material costs to parts of the world with cheap labour and material costs is an obvious strategy, but with this comes a plethora of potential issues. The broad aim of this module is to provide an introduction to the concept of supply chain management and an understanding of the methods, techniques, practices and strategies involved in the integrated management of supply chains. Students will be guided through the field of supply management, with emphasis being made of the importance of a strategic approach to managing supply chains and networks in various sectors. Students will therefore learn how supply chain structures can be manipulated in order to gain competitive advantage in various industries and sectors and in relation to various types of product categories. In Addition, students will investigate the importance of inventory, just in time, external environmental impacts on the effectiveness of global supply and the impact of supply chain on a business's CSR and brand reputation.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Identify and evaluate relevant theories which contribute to the effective operationalisation of a supply chain within contemporary business and across various sectors.

	MLO2	Identify and apply relevant theories to appropriate business issues in order to alleviate issues associated with supply, demand and logistics issues.

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
		1	Introduction to sustainable business? – this first week will consider the history of sustainable development and the key drivers for it. Students will discover why sustainable development and supply chains are intrinsically linked and their important to economic systems all over the globe.
		2	Managing Capacity and Yield: Capacity planning is a process that balances the available resources to meet customer demand or the project capacity requirements. Students will identify how the potential capacity of a business can be calculated and then leveraged to maximise the yield from a system. Examples may include the airline industry, manufacturing (just in time) and the leisure industries
		3	Supply and Demand Management: students will discover the importance of supply and demand management when planning an effective supply chain and the importance of balancing supply with demand in order to meet the needs of an entire market. Students will also explore he notion of 'make or buy', and how this concept has led to an increase in outsourcing.
		4	Forecasting: Planning production operations without an estimation of how much the business will be able to sell or how many resources will be at work at all times is often one of the biggest mistakes an operations manager can make. This topic will consider the strengths and limitations of forecasting and how a poor estimate of demand or availability of resources can lead to either shortage of products or a pile up of inventory, both

			of which can be detrimental to any business's growth plans.
		5	Inventory Management: Entrepreneurs and smaller independent brands now co-exist in live in the same commercial space with medium sized businesses and global conglomerates, often all competing for the same customers and same resources. Students will investigate how supply chain and inventory management includes aspects such as controlling and overseeing purchases, from suppliers as well as customers, maintaining the storage of stock, controlling the amount of product for sale, and order fulfilment. Effective inventory management provides a foundation from which to build a business efficiently.
		6	Logistics Management: Logistics management is a subcomponent of supply chain management and is used to satisfy customer demands via the planning, control and implementation and monitoring of goods and services from an original location to a specific destination. The effective management of logistics allows companies to decrease expenses, improve customer service and therefore consumer satisfaction.
		7	Just in Time: The 'Just in Time' method of inventory accounting is used by businesses to directly align their resources and resource management with the goods they are producing. They create goods directly related to the orders being placed, instead of making *extra* goods to meet the needs of any *potential* orders that may be placed. The 'Just in Time' approach helps companies to reduce waste from making an excess of products (or supplying too many goods). Therefore, they don't use up raw materials that may or may not *actually* be necessary to satisfy the orders they have. In addition, it allows companies to reduce the value of the resources they keep in stock. Students will consider example from the automotive manufacturing sector within this session.
		8	Adding value via the supply chain: Initially students will consider the value chain then move to investigate how the supply chain can contribute to the delivery of an optimal customer experience and therefore contribute to the value chain in its own right.
		9	Ethics and the supply chain: Students will investigate how an ethical supply chain focuses on the need for corporate social responsibility, working to produce products and services in a way that treats its workers and the environment ethically. For contemporary business, an ethical supply chain is no longer an optional "feel-good" marketing tool. It is an essential part of

			modern business as end point consumers, governments and NGOs are putting increasing amounts of pressure on brands and retailers to ensure transparency throughout their supply chains.
		10	Managing Risk, The Supply Chain of the Future: when the 'Ever Given' became stuck in the Suez canal in March 2021, the world found that much needed supplies of many products became scare. This situation was amplified by the on-going Covid-19 restrictions in the Far East Students will investigate how risk management is vital for any company looking to ensure continuity of supply and achieve long-term success. Supply-chain risk management involves mitigation of both exceptional and everyday risks, with the goal of reducing related costs, minimizing inconvenience, and boosting company profits. It takes into consideration all aspects of a business, from finance and logistics to information technology.
		11	E-Commerce Supply Chain Management: The shift to online shopping had driven the development of e commerce supply chain processes. Students will consider how the internet can amplify trends, and e-commerce makes it relatively easy to order anything, any time, from anywhere. Thus, making the necessity for a dynamic, responsive supply chain system increasingly necessary.
		12	Total quality Management: Students will discover how Total quality management (TQM) linked to the supply chain process and allows for the ongoing process of detecting and reducing or eliminating errors in manufacturing, optimising supply chains, improving the customer experience, and ensuring that employees are up to speed with training. Total quality management aims to hold all parties involved in the production process accountable for the overall quality of the final product or service. This concept is vital when dealing with supply chains the span the globe.
13	Indicative Reading List	Essential Reading	
		Lysons, K. (2020), Procurement and supply Chain Management, Pearson, 10th Edition, London	
		Suggested Reading	

		Daly, P. (2019), International Supply Chain Relationships: Creating Competitive Advantage in a Globalized Economy. London: Kogan Page. Mangan, J. and Lalwani, C.C. (2016), Global Logistics and Supply Chain Management. 3rd Ed. Chichester: John Wiley & Sons. McDonough, A. (2019), Operations and Supply Chain Management: Essentials You Always Wanted to Know. Broomfield, CO: Vibrant Publishers. O'Sullivan, S. (2019), Supply Chain Disruption: Aligning Business Strategy and Supply Chain Tactics. London: Kogan Page. Rushton, A., Croucher, P. & Baker, P. (2017), The Handbook of Logistics and Distribution Management: Understanding the Supply Chain. 6th Ed. London: Kogan Page.
		Essential Websites
		https://www.youtube.com/watch?v=zZxHXp_NKPE https://youtu.be/iGXafWvC38Y https://youtu.be/1KtTAb9Tl6E https://youtu.be/ndhyrPsHGW8
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 examination.

No	Indicative Assessment Type	Weighting	Duration
1	Online examination	100%	45 mins

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
		Other directed Learning		36 hours
		Self-directed study and research		128 hours
		Total		200 hours
16	Version Number	2.0		
17	Date	19.08.2024		

1	Module Title	Organisational Behaviour
2	Module Code	Tbc
3	Level	4
4	Credits	20
5	Associated Awards	IAB Diploma in Business Management and Finance
6	Pre-requisite Module/s	None
7	Outline	Effective stewardship of organisations requires the careful management of work relationships, personal networks and interactions. The overarching aim of this model is to explore relevant theory related to the behaviour of people in organisations and identify the key management practice implications. Students will be given the opportunity to explore topics such as motivation, leadership theory and organisational culture using case studies and situational analysis. They will also be required to reflect upon the knowledge acquired and explore implications for their own business behaviours and management practice.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Identify and analyse relevant theories that unpin individual and group behaviours in organisational contexts.
	MLO2	Apply relevant organisational behaviour theories to the management of self and organisations.

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	1	Lifelong Learning skills

	Skills (if applicable)	2	Problem solving skills
		3	Diagnostic skills
		4	Self-awareness skills
		4	Communication skills
11	Synopsis	Week	Subject Title and Description
		1	**Introduction to Organisational behaviour.** Students will explore the importance of organisational behaviour, chart its development, and appreciate its impact on practice areas including training, people management. Assessment requirements will also be outlined, and students will be able to raise questions and queries.
		2	**Theories of management** Students will explore and discuss the main theories of management from classic works such as scientific management, human relations, bureaucracy through to more modern contributions. Students will not be expected to blindly accepted theories however, they will be required to critique them and discuss practice implications in a range of contexts.
		3	**Organisational culture** Organisations are exposed to several types of culture including divisional, corporate and international variations. Students will analyse a range of prominent theories and apply the principles to a variety of cross-national contexts.
		4	**Organisational structure** Past published research suggests that organisational structures and reporting lines have a significant impact on performance. Students will investigate the main types of organisational structure, consider their value in a variety of different contexts, and examine some of the newer theories in the domain related to the contemporary digital business environment.
		5	**Motivation** For centuries, academics and business managers alike have tried to identify successful techniques to optimise workforce outputs. A range of extrinsic and intrinsic motivation theories will be explored, discussed and applied. The link between remuneration

			and motivation will also be examined. Students will then be invited to apply key concepts to management practice using a range of examples and scenarios.
		6	**Leadership** In many ways , leadership is become the new management; it is growing in importance within both academia and practice. Students will firstly differentiate between the two terms and identify the key components of leaderships. A range of transactional and transformational theories will then be examined and applied to a range of contexts. Leadership ethics will also be explored using case examples.
		7	**Communication and Self awareness** There can be no doubt that effective internal and external communication is vital to organisational efficiency and operations. The key element of the communication process will be explored and applied to a selection of business situations. Students will be invited to explore implications for their own practice.
		8	**Groups and Teams** Social psychology informs us that individuals behave differently in social and group situations. What are the implications of this for organisational performance, operations and effectiveness? These areas will all be examined and analysed. Students will then be given the opportunity to apply group and team theory to a range of organisational situations. They will also examine implications for own practice.
		9	**Negotiation Skills** In many business situations, transactions have to be made in a competitive environment. This obligates business managers to utilise the principles of effective negotiation practice to help maximise shareholder (and in some cases, further stakeholders) value. Students will explore influence and negotiation theory and apply principles to a range of scenarios.
		10	**Managing change and conflict** The contemporary business environment is characterised by considerable uncertainty and volatility extending to markets, use of technologies and consumer demands. Navigating this terrain can be challenging and managers must be equipped with leading

			edge skills to harness innovation capability, identify change triggers and opportunities, and lead on organisational change programmes. In the slipstream of organisational change, disruption may however occur which can lead to stakeholder conflicts that require careful management. Students will examine relevant change and conflict management theories and use them to analyse a range of organisational change case examples.
		11	**Organisation Development (OD)** To successfully change or alter its orientation, an organisation may wish to embark upon a comprehensive organisational development programme. OD programmes may cover business components such as technology, culture, structure and strategy. Students will examine a range of case examples and identify some of the key requirements that correlate with OD success.
		12	**Current issues in Organisational behaviour** Students will consider a selection of pervasive of organisational behaviour issues that are observable in the contemporary business environment. An exploration of the scope and impact of digitisation and the implications for management will be undertaken. "On trend" topics such as, blockchain, homeworking, platform based operations, shamrock organisations and artificial intelligence will be explored using contemporary examples.
13	Indicative Reading List	Essential Reading	
		Mullins, L., (2020). Organisational Behaviour in the workplace. Pearson	
		Suggested Reading	
		Iveroth, E. and Hallenceutz, J., (2020). Leadership and Digital Change. Routledge Judge, T. and Robbins, S., (2021). Organisational Behaviour. Pearson Pina e Caha, M., Rego, A., Simpson, A. and Clegg, S., (2020). Positive Organisational Behaviour. Routledge Robbins, S., (2017). Lessons of Organisational Behaviour. Pearson	
		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 examination.

No	Indicative Assessment Type	Weighting	Duration
1	Online examination	100%	45 mins

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
Other directed learning		36 hours
Self-directed study and research		128 hours
Total		200 hours

16	Version Number	2.0
17	Date	19.08.2024

1	Module Title	Principles of Marketing
2	Module Code	Tbc
3	Level	4
4	Credits	20
5	Associated Awards	IAB Diploma in Business Management and Finance
6	Pre-requisite Module/s	None
7	Outline	The Principles of Marketing module provides both a general introduction to the topic as well as delivering a basic grounding in the fundamental theories and procedures associated with marketing. The module is designed to introduce students to the simple mechanics of the subject and to provide learners with a range of practical exercises in how to use the techniques presented to you. The module is complete in itself, so for those of you who will have this as your first contact with marketing as an academic subject, you will, upon completing the module, have a solid level of understanding of the topic. Even if you have no intention of focusing on the marketing function in the future, it is vital that you have a solid working knowledge of its' basic principles, and this module will provide you with this information.
8	Module Learning Outcomes: At the end of this module, the student will be able to:	
	MLO1	Describe and explain key theories that underpin marketing.
	MLO2	Apply marketing concepts to create an effective marketing mix for a specific product or service.

9	Mapping of Programme Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment												
	Module Learning	Module Learning Outcomes											
		1	2	3	4	5	6	7	8	9	10	11	12

	Outcomes												
	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 – specifically presentation skills

11	Synopsis	Week	Subject Title and Description Plan for 10 to teach in 12
		1	What is marketing: Students will be introduced to marketing and will consider various definitions with a view to creating their own working definition. A starting point may well be the following definition: “Marketing is the management process responsible for identifying, anticipating and satisfying customer requirements profitably.” (Charted Institute of Marketing, 2015)
		2	Branding: Students will discover how a brand is far more than just a logo or design, rather it is your promise to your customer. It informs your customers, both actual and potential, exactly what they can expect from your products and services, and importantly it helps your business differentiate itself from the businesses of your competitors.
		3	Understanding customers: Students will discover that the total understanding customers, their motives, desires etc is absolutely fundamental to providing them with excellent service. To give good customer care, it is imperative that you must deliver what you promise and also deliver what the consumer wants or thinks they want. To do this you will need to get to know your customers to the point where you can anticipate their needs and in fact create false needs with their psyche.
		4	Understanding consumer behaviour: Students will learn that an understanding of consumer behaviour only comes from the study of individuals and groups of consumers in order to gain a thorough understanding of their product / service consumption habits. As a business we should be looking to see how our customers feel about different brands, products and channels of purchase, how they react to different products and product functions, how and where they like to do their shopping, how they are impacted upon by marketing campaigns and finally how they are influenced by their peers and social media.

		5	Introducing the marketing mix 4 & 7 Ps: Students will learn about the marketing mix and how it refers to the set of activities or tactics that a business can utilise to maximise the consumption of the product or service it is offering. Traditionally these tactics came under the title of the 4 Ps: Price, Product, Place and Promotion, however more recently this has evolved to be the 7 Ps, students will learn about both within this topic area.
		6	Products and services: Students will earn how there are several fundamental differences between products and services. These differences shave a huge impact upon the way they have to be marketed and purchased. Students will be asked to reflect upon their own purchases and also on examples from various industries including the hospitality, manufacturing, retail, airline and leisure industries.
		7	Price: Students will learn that although pricing is only one part of the overall marketing mix, it is considered to be the most important facet. Students will be asked to reflect upon their own buying habits and if price plays a pat in their decision making. It is also worth noting that out of the four elements within the standard marketing mix, pricing is the only one that generates revenue directly, the others all represent costs. The choice of pricing strategy adopted by the business when selling a particular product or service will have a huge impact of consumers.
		8	Place: Students will learn how place refers to the location where the goods or services are to be purchased. Traditionally this often meant, in the case of products, high street shops. However, the advent of the technological revolution and the additional impact of Covid-19 lock down has shifted purchasing behaviours online. These internet-based purchases also come under the banner of place. From an entrepreneurial perspective this means that businesses can get set up to sell their products without having to incur the overhead costs of a shop or similar retail outlet.
		9	Segmentation: Students will learn how market segmentation is a marketing practice that businesses utilise to sub-divide the overarching target market into smaller, more finite/ manageable groups of consumers based on commonalities they all share. This is done in order to improve their marketing, advertising, and sales efforts. The purpose of market segmentation, therefore, is to introduce a customised message that will be received

			successfully by each subgroup.
		10	Marketing Research: students will discover that market research (or marketing research) is the group of methods utilised to gather information to better comprehend a company's target market. Often, businesses use this information to create more focused products, improve / optimise end user experience, and craft a marketing strategy that improves conversion rates (initial interest to purchase).
		11	Sustainable Marketing: Students will learn that sustainable marketing is the active promotion of environmentally and socially responsible products, services and values. Consumers are increasingly becoming more demanding with regard to their products being obtained from sustainable sources. Therefore, businesses need to ensure that their marking strategies and more specifically brand values demonstrate 'green' credentials. One company that has achieved great success with its sustainable marketing strategy is LEGO, and this company will be used as a case study for this part of the programme.
		12	Presentations
13	Indicative Reading List	Essential Reading	
		Philip, T. Kotler, G. A., (2017), Principles of Marketing. Pearson	
		Suggested Reading	
		Hooley, Piercy, Nicoulaud, Rudd, Lee (2019) Marketing Strategy and Competitive Positioning, Pearson Jobber, D. and Ellis-Chadwick, F. (2019) Principles and Practices of Marketing, 9th Edition, McGraw-Hill. Lovelock, C. and Wirtz, J. (2018) Essentials of Services Marketing, 3rd Edition, Pearson **Journals:** Journal of Services Marketing Journal of Marketing	

<table>
<tr><td></td><td></td><td>International Marketing Review
Journal of Services Research
Journal of Marketing Communications
Marketing Intelligence and Planning
Academy of Marketing Science Journal
Managing Service Quality
International Journal of Service Industry Management</td></tr>
<tr><td></td><td></td><td>Essential Websites</td></tr>
<tr><td></td><td></td><td>https://youtu.be/Bb-dX_0Oo_M

https://youtu.be/XowaDm1GEVk</td></tr>
<tr><td>14</td><td>Indicative Assessment</td><td>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 examination.
<table><tr><td>No</td><td>Indicative Assessment Type</td><td>Weighting</td><td>Duration</td></tr><tr><td>1</td><td>Online examination</td><td>100%</td><td>45 mins</td></tr></table></td></tr>
<tr><td>14</td><td>Special Requirements to deliver Module</td><td>Indicate software, IT requirements, simulation room, etc.</td></tr>
<tr><td>15</td><td colspan="2">Distribution of Student Learning Time</td></tr>
<tr><td></td><td></td><td><table><tr><td>Formal directed teaching</td><td>L = Lecture
T = Tutorial</td><td>24 hours
12 hours</td></tr><tr><td>Other directed Learning</td><td></td><td>36 hours</td></tr><tr><td>Self-directed study and research</td><td></td><td>128 hours</td></tr><tr><td colspan="2">Total</td><td>200 hours</td></tr></table></td></tr>
<tr><td>16</td><td>Version Number</td><td>2.0</td></tr>
<tr><td>17</td><td>Date</td><td>19.08.2024</td></tr>
</table>

Appendix A

Mapping of modules to QAA Benchmark Statement

The QAA Subject Benchmark Statements refer only to Level 6 and Level 7 awards. However, it is possible to demonstrate mapping of learning through the following table.

Students have opportunities to develop their skills and competencies in a range of areas, including research skills and techniques, understanding the research environment, research management, consideration of personal effectiveness, research integrity and ethics, communication skills, networking and team working and career management.

While there are a number of skills development matrices (e.g., https://www.crac.org.uk/home) the approach illustrated in Table 6, is commonly used.

Each module identifiers whee it Introduces (I) Practices (P) and Assesses (A) each of the skills below, which enbles a student to understand the personal development to be achieved beyond the simple description of module marks associated with assessment.

a

This approach enables self-development and focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

Level 4 Module	Business and its Environments	Introduction to Supply Chain Management	Entrepreneurial Business and Technology	Organisational Behaviour	Principles of Marketing	Introduction to Finance and Accounting
1. Academic Reading	X	X		X	X	X
2. Researching	X	X	X	X	X	X
3. Analysing Data	X	X	X	X	X	X
4. Application of Knowledge and Presenting Data		**X**	**X**	**X**	**X**	**X**

5. Academic Writing/literacy	X	X		X	X	
6. Note making	X		X		X	
7. Communicating/presenting – orally and in writing, including inter-cultural communication	X	X	X		X	
8. Critical Thinking and Writing	X	X	X	X		
9. Problem Solving and Decision Making		X				X
10. Memorising			X		X	
11. Self/Time management, including self-efficacy	X	X	X	X	X	
12. Self-assessment/reflection, including awareness of and management of emotions		X	X			
13. Interpersonal, including collaborating / working with others, cross cultural awareness, having a positive attitude, negotiation and persuasion	X	X	X		X	X
14. Digital literacy and IT skills	X	X			X	X
15. Numeracy/quantitative		X	X		X	X
16. Enterprise skills, including taking initiative, being creative, leadership, completing tasks and projects, taking calculated risks	X		X		X	
17. Commercial Awareness, including vision, corporate social responsibility, and governance	X	X	X		X	
18. Career management						

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