



IAB Level 5 Diploma in Business Management

IAB Level 5 Diploma in Business and Finance

Contents

1 About IAB	3
1.1 Recognition	3
1.2 Diplomas	4
1.3 Why study with IAB	5
1.4 About the qualification	5
1.5 Pathways	6
1.5.1 Business Management Pathway	6
1.5.2 Business and Finance Pathway	6
1.6 Progression	6
2 Qualification summary	6
2.1 Qualification title	6
2.2 Operational objectives	7
2.2.1 Who is it for? (Eligibility Criteria)	7
2.2.2 Who regulates this qualification?	7
2.3 Before the qualification can be assessed and awarded	7
2.3.1 Knowledge, skills and understanding to be assessed	7
2.3.2 Staffing and physical resource requirements for Centres	7
2.3.3 RPL and APEL	8
2.3.4 Total Qualification Time	8
2.3.5 Credits	8
2.3.6 Modes of study	8
2.3.7 Suggested reading and resources for the qualification Assessment	8
2.3.8 Assessment	8

2.3.9 Grade descriptors	9
2.3.10 Reasonable adjustments and special considerations	9
2.3.11 Appeals and enquiry of results Grading	10
2.3.12 Results and certification	10
Appendix A Unit specifications	10
Module Descriptor - Data Driven Decision Making	10
Module Descriptor - Digital Marketing	17
Module Descriptor - Financial Accounting	24
Module Descriptor - Financial Management	30
Module Descriptor - International Business	38
Module Descriptor - Introductory Cyber Security	46
Module Descriptor - Managing People	53
Module Descriptor - Research Methods	57
Module Descriptor - Supply Chain Management	62
Appendix B	68
Mapping of modules to QAA Benchmark Statement	68

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 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 2019 and 2022.

We represent our members at the following forums:

- HMRC Agent Support
- HMRC 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)

1.1 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.

1.2 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).

In view of evolving student demand and employer requirements, the Institute of Accountants and Bookkeepers is developing a range of new courses at both undergraduate and postgraduate levels. At present, two undergraduate courses have been designed, for recruiting in international markets in 2022-2023: L5 Diploma Business Management, and L5 Diploma Business and Finance; and a Postgraduate Diploma in Business.

Both undergraduate courses will enable students to acquire knowledge, understanding and a range of skills relating to key business and financial disciplines which are applicable to a range of commercial and non-commercial sectors in diverse settings. More particularly, the IAB courses aim to develop skills and understanding specific to financial and management, accounting and basic economics study including the design and operation of financial systems, structures and instruments. Simultaneously, students will develop a range of transferrable skills that will aid them as they pursue business and/or financial careers or further relevant study.

At the undergraduate level, a key element of this initiative is the development of business courses in Business with pathways Digital Information and Supply Chain Management. The IAB is confident that these courses will be attractive both to a national and international recruitment market. These pathways have been identified by the IAB as ideal in the markets where the courses will be offered. The IAB is confident that these courses will be attractive both to a national and international recruitment market.

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 5 Diploma provides a foundation for studying both Business Management and Business and Finance at higher levels. The Diploma expands on 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 a 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 5 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 Human Resources) 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.

1.5.1 Business Management Pathway

This course 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. Most obviously, it attracts 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.

1.5.2 Business and Finance Pathway

This course examines and analyses in-depth today's business world, including elements of accounting, marketing, and human resources. The focus, however, is the ever-evolving international financial sector, which includes financial markets and investments to banking and economics. This course is an ideal choice for students interested in finance but perhaps not sure of a career specialism. The opportunity to specialise could come with the proposed Postgraduate Diploma. The degree will enable students to combine both disciplines and appreciate their interaction and impact on the business world and society more broadly.

Traditionally, students wishing to pursue a postgraduate qualification in bookkeeping and finance related careers have studied the subject at the undergraduate level but not with specific career focus. It is this broad appeal of the subject, away from the traditional accountancy-oriented careers and professional qualification, in addition to its general value in the workplace, that has made business a desirable postgraduate course option for many students. Consequently, the IAB has also developed a Level 7 course to support graduates in bookkeeping to pursue postgraduate qualification. Either of these courses may be used as an entry point onto an MBA, or similar.

1.6 Progression

Completion of this Level 5 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

Two pathways are available for this qualification:

IAB Level 5 Diploma in Business Management

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 5.
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. The expected entry route for this qualification is successful completion of our Level 4 Diploma in Business and Finance or equivalent.

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 5, a Diploma student will be able to:

- a. Use a range of established techniques to initiate and undertake an analysis of information, and to propose solutions to problems arising from that analysis;
- b. Effectively communicate information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively;
- c. Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations;
- d. Demonstrate transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

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 prior/experiential learning (APL and RPL).

2.3.4 Total Qualification Time

The Diploma consists of a total of six 20 Credit modules – four mandatory modules plus two others indicated in the table below. 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).

2.3.8 Assessment

The Diploma assessment are summarised in the table below.

Level	Module	Assessment	Weight	Duration
Mandatory modules				
5	International Business	Online examination	100	45 min
5	Research Methods	Online examination	100	45 min
5	Managing People	Online examination	100	45 min

5	Data Driven Decision Making	Online examination	100	45 min
Optional modules for Diploma in Business Management (two required from three)				
5	Supply Chain Management	Online examination	100	45 min
5	Introductory Cyber Security	Online examination	100	45 min
5	Digital Marketing	Online examination	100	45 min
Optional modules for Diploma in Business and Finance (both required)				
5	Financial Accounting	Online examination	100	45 min
5	Financial Management	Online examination	100	45 min

2.3.9 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%

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.

2.3.10 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.

2.3.11 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.

2.3.12 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.

Appendix A Unit specifications

Module Descriptor - Data Driven Decision Making

1	Module Title	Data Driven Decision Making
2	Module Code	Tbc
3	Level	L5
4	Credits	20
5	Associated Awards	L5 Diploma in Business Management L5 Diploma in Business and Finance
6	Pre-requisite Module/s	None

7	Outline	In general, businesses harvest and keep data so that they can conduct analysis in order to better identify opportunities for change. The demand for data has increased substantially over the last few years as companies fight with each other to constantly be ahead of the game. The increase in the volume of data available has led directly to the need for progressively sophisticated analytical systems, approaches and processes. The aim of the module is to allow students to gain an appreciation of the definition of data, the business contexts driving the increase in data gathering and storage and the impact of data on society and the individual. In addition, students will gain an appreciation of how data can be used to inform business decisions and consider issues associated with sound data governance.												
8	Module Learning Outcomes: At the end of this module, the student will be able to													
	MLO1	Articulate their understanding of data types, governance and analytics methods fundamental to data driven business decision making.												
	MLO2	Apply appropriate analytical tools to a data set, visualising the findings and presenting them in a professional way.												
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 data types: If you work in business these days, then the chances are at some point you will need to deal with											

			data. In this session students will be introduced to the two key generic types of data: Quantitative and qualitative and will begin to appreciate the attributes and worth of both. Students will learn how Quantitative data is anything that can be counted or measured; it refers to numerical data as opposed to Qualitative data, which is descriptive, referring to things that can be observed but not measured, for example, colours, motives or emotions. Students will then identify the relative value of both, the various key differences and the limitations of using either. Finally, students will discover the challenges associated with analysing the respective data types of and then explore the keyways in which they differ, from how they are collected and analysed, to the advantages and disadvantages of each.
		2	The data scientist: Students will learn how important a data scientist is to contemporary business, the role they play in using data science to reveal insights from massive amounts of structured and unstructured data to aid the business in achieving their business goals. Students will learn how data scientists are becoming increasingly important in business, as organisations are becoming ever more reliant on data and data analysis to make better informed decisions.
		3	Big Data: Students will learn that the term big data relates to data sets that are massive, complicated and either structured or unstructured. Often these big data sets are rapidly generated and can arrive at a business from numerous sources. Students will learn of the 3 'V' attributes of big data sets: Variety, Velocity and Volume. With such huge data sets, traditional analytical tools struggle to cope, so therefore, specialist software is utilised to gain a sense of clarity from the otherwise highly confusing volume of data afforded by Big Data.
		4	Data strategy and Key Performance Indicators: Given the huge

			amount of data held by businesses, coupled with the variety of analytical tools available in the marketplace, sometimes it can be tricky to know where to start on the journey to clarity and better-informed decision making. A sensible place to start the analysis journey is to consider your approach in terms of key performance indicators. In other words, exactly what would success look like, what is the problem you are trying to solve and what would be required to implement a solution. Students will learn that generated well thought through KPIs in the first instance will save time and effort further down the line and also help to keep a business's data governance and data analysis on track.
		5	Governance and ethics: Students will learn how important it is to protect data and how data protection is a vital component of robust data governance. The website: breachlevelindex.com , notes that approximately 5 million data files are lost or stolen each and every day, however protecting the data files is just the tip of the iceberg. Increasingly the notion of data ethics is becoming increasingly important; businesses need unambiguous guidelines that set out in stone what they consider robust data ethics and behaviours to be. Students will be required to create and justify their own advisory ethics list.
		6	Exploring data: Students will learn that the exploration of data involves taking an initial overview of data sets, in order to quickly generate an initial visualisation to allow the uncovering of some initial insights. These initial insights will hopefully provide clues as to areas that may well require further investigation and analysis.
		7	Statistical inference: Students will consider the key concepts associated with Statistical Inference. They will go on to see that statistical inference is an enormous field, which includes multiple types of statistical methods which all seek to analyse data in order to draw inferences or conclusions to business problems (in

			this instance). Students will learn that statistical inference has a vital role in the application of data science supporting data driven decision making.
		8	Forecasting calculations and limitations: Students will learn how to forecast using Excel and how to apply and understand the Pearson Regression Coefficient in order gain clarity about the true worth of their forecasts. Students will also study general limitations of forecasting methods and what can be done to minimise these issues.
		9	Data generation: Survey and structured interview design: Students will learn that sometimes a business cannot find the exact data that it requires 'off the shelf'. In these instances, the business may well need to undertake its own survey. This session will consider how best to approach this scenario. Students will consider the use of structured and semi-structured interviews. These are methods of data gathering that if undertaken correctly can generate high quality useful data relatively quickly and efficiently. Students will learn the basics of good survey design and application and the key differences and opportunities afforded by structured and semi structured approaches.
		10	Recognising the value of data and other sources of information: Students will learn how, if an organisation is to make decision that have been informed by sound data, they must also consider that there are other sources that they should include in the mix rather than just relying solely on hard data. These other factors could include, for example, past experiences and knowledge and the opinions of staff and customer alike.
		11	Data Visualisation: Not many of us enjoy staring at complicated spreadsheets whilst trying to decipher the content. It is one thing to analyse data, it is another totally different skill to present the findings in a way that can be easily understood by a variety of audiences, each with a varying degree of analytical

			ability. This is where data visualisation comes in. Students will learn how to visualise data and which techniques and tools are most appropriate for a specific type of data output/analysis.		
		12	Decision making tools: In life and business, we make decisions every day. This session will demonstrate to students how a few simple but effective models can aid this process and help the decision maker gain clarity from a potentially confusing scenario. The following models are some of those that will be considered: root cause analysis, decision trees, mind maps and the re-farming matrix.		
13	Indicative Reading List	Essential Reading			
		Gandhi, P., Bhatia, S., Dev, K. (2022), Data Driven Decision Making using Analytics, 1 st Edn, CRC Press, Florida			
		Suggested Reading			
		Papathanasiou, J., Ploskas, N. and Linden, I. (2016). Real-World Decision Support Systems: Case Studies (Vol. 37). Springer			
		Sharda, R., Delen, D. and Turban, E. (2014). Business Intelligence and Analytics: Systems for Decision Support. Pearson			
		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 examination.			
		No	Indicative Assessment Type	Weighting	Duration
		1	Online examination	100%	45 min
14	Special Requirements to	No specialist equipment is required for the delivery of this module			

	deliver Module			
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	20.08.2024		

Module Descriptor - Digital Marketing

1	Module Title	Digital Marketing												
2	Module Code	Tbc												
3	Level	5												
4	Credits	20												
5	Associated Awards	L5 Diploma Business Management												
6	Pre-requisite Module/s	None												
7	Outline	The advent of the digital revolution has seen customer behaviour dramatically shift. During this module, students will be provided with insights into the digital customer experience and identify ways that businesses have adapted to this evolving marketing landscape. Students will be provided with the knowledge and techniques required to be able to select the most suitable channel to market in order to meet identified marketing objectives. The growth of the internet has created new opportunities and channels by which a business can reach their potential customers, that said, many businesses are still finding it difficult to transition from traditional marketing approaches to online marketing. This module provides students with the key skills and tools required to implement a successful digital marketing strategy.												
8	Module Learning Outcomes: At the end of this module, the student will be able to													
	MLO1	Assess the extent to which digital technologies change existing marketing models.												
	MLO2	Design and present an effective website with suggested analytics												
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
10	Transferable Skills	1	Information Management and Lifelong Learning Skills											
		2	Problem Solving and Scientific Skills											

	(if applicable)	3	Communication Skills
11	Synopsis	Week	Subject Title and Description Plan for 10 to teach in 12
		1	Introduction to digital marketing concepts: Students will be introduced to key concepts and definitions associated with digital marketing. They will discover that digital marketing is simply a term used to describe any marketing efforts that take place on the internet or on a digital device. There are many different channels that businesses can utilise to attract customers into buying their products and services and digital channels are becoming the new norm, in part due to the technological revolution and also evolutions driven by external factors such as the Covid -19 pandemic. Digital and traditional marketing share many fundamental concepts however during this module students will be introduced to the key differences that allow digital marketing to be an extremely powerful tool.
		2	Digital environments: Students will learn that digital technology surrounds in our lives every day. However, we do not often think holistically about the impact of being supported by this digital environment. This topic area will encourage students to pause and consider the environment as one, rather than a series of discrete devices. We are all guilty of living our lives through a series of devices, be they monitors, mobile devices, tablets etc. These devices become our portal to society and friendship as society transitions to this new virtual, technology driven world. Students will be asked to consider the strengths and weaknesses of this new digital environment and specifically the opportunities it provides to the marketer.

		3	Why are digital marketing strategies needed? Students will learn why it is vital for a business to have an effective digital marketing plan. When constructing and designing a digital marketing plan, students will be encouraged to consider exactly what makes the proposed business special and how to relate these special characteristics to potential consumers via an appropriate digital channel. Students will be expected to focus their marketing efforts on one specific market segment, identifying the segments' needs and purchasing behaviours in order to design the most effective plan possible.
		4	Web site fundamentals: One key mistake that businesses make when designing a web site is to design something that they like rather than a site that will be appealing to their customer. Students will be asked to consider the needs of the customer when taking their first steps towards designing their own web site. Students will start to become conversant with the basic tools and techniques required to construct a basic website.
		5	Website Design, this session builds upon the previous week, allowing students to refine their skills and utilise an increasing array of functions and tools in the construction of their website.
		6	Search engine optimisation: Students will learn that search engine optimisation is a vital component of a web based digital marketing campaign. They will learn that the processes of improving a site to ensure maximum visibility when potential consumers search for product as and services related to your business typology. The better the visibility, the more chance that customers will end up opening the business's page.
		7	Web site Analytics: Students will learn about the use of use of web site metrics to monitor tracking leads and conversions. They will investigate how, if correctly applied can play a vital role in measuring which elements of the web site are working effectively, and which parts will need to be amended. The

			compilation of metrics over time will allow a business to better identify trends and opportunities, analyse traffic (visit) data to continuously improve the web site's effectiveness.
		8	Campaign typologies: Students will learn that digital marketing needs to coexist in parallel to a business's core business operations. If undertaken correctly this symbiotic coexistence will ensure the business will mature and increase market. One way to do this is by embracing and adapting to new technologies and launching the most appropriate, engaging, and effective digital marketing campaigns to market your brand effectively. Students will consider the appropriateness and effectiveness of numerous campaign typologies including e-mail marketing campaign, Social media marketing campaigns, Pay per click campaign and content marketing campaign.
		9	Online reputation management: Students will consider how online reputation management is a vital component of digital marketing and its links to brand equity. Online reputation management is all about dealing with adverse online content and messages that may impact upon an otherwise positive business reputation. Critically students will see that effective online reputation management can mean the difference between success and failure for a growing business and that it can destroy an otherwise successful, profitable business.
		10	The changing nature of value online: The advent of digital marketing has impacted upon several aspects of organisations business models, from customer facing to backroom support functions, all manner of adjustments have had to be made. Students will learn about how value is created and captured within the digital environment. Students will also consider the traditional value chain but through a digital lens and draw conclusions as to its relevance to modern business.
		11	Digital marketing across national, linguistic and cultural borders: Students will learn that digital marketing has opening the world

			to business perhaps more so than at any other time in history. This brings with it a wealth of opportunity, however, students will soon discover that they will need to tread carefully when marketing across national borders. What is the best way to market your brand around the world? Well, there's no one-size-fits-all answer. As marketers, we're always looking for new ways to reach our audiences and keep up with trends. However, there is not a one size first all approach that will work with all markets all over the world. As an example, Cosmopolitan magazine has 64 versions of itself on sale around the world each month, just to cater for the cultural nuances that exist between nations. Students will also learn how there is a rich history of big organisations getting it very wrong!
		12	Web Site Presentations
13	Indicative Reading List	Essential Reading	
		Key Text: Chaffey, D. and Ellis-Chadwick, F. (2019). Digital Marketing: Strategy, Implementation and Practice, 7th ed. Harlow, Essex: Pearson Education	
		Suggested Reading	
		Charlesworth A., (2015), An Introduction to Social Media Marketing, Routledge Charlesworth A., (2018), Digital Marketing: A Practical Approach, 3rd Edition, Routledge Dhal S., (2015), Social Media Marketing, Sage publications	

		Straus, J. Frost, R., (2016), E-marketing: International Student, 7th Edition, Persons Education Thomas, B. Housden, M., (2017), Direct and Digital Marketing in Practice, Bloomsbury Business Rowles D., (2017), Mobile Marketing, 2nd edition, Kogan Page Kingsnorth, S., (2016), Digital Marketing Strategy: An Integrated Approach to Online Marketing, London, Kogan Page Journals: Journal of Consumer Marketing Journal of Digital and Social Media Marketing Journal of Research in Interactive Marketing Journal of Marketing Education								
		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 examination. <table><tr><th>No</th><th>Indicative Assessment Type</th><th>Weighting</th><th>Duration</th></tr><tr><td>1</td><td>Online examination</td><td>100%</td><td>45 min</td></tr></table>	No	Indicative Assessment Type	Weighting	Duration	1	Online examination	100%	45 min
No	Indicative Assessment Type	Weighting	Duration							
1	Online examination	100%	45 min							
14	Special Requirements to deliver Module	Students would benefit from having access to a compute suite for this module along with open-source web design software.								

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	20.08.2024		

Module Descriptor - Financial Accounting

1	Module Title	Financial Accounting
2	Module Code	Tbc
3	Level	5
4	Credits	20
5	Associated Awards	L5 Diploma Business and Finance
6	Pre-requisite Module/s	None
7	Outline	Accountants and related practitioners need to retain a sound knowledge of contemporary accounting, ethical and governance standards and apply these to their professional practice and the construction of financial statements. Specifically, the broad aims of this module are to: understand and apply the key accounting standards that relate to financial statement construction; appreciate and apply the key governance principles that impact financial accounting; and appreciate and apply the ethical principles that accountants should adhere to Students will be expected to comprehend and apply these standards and principles in the construction of financial statements. Learning will be further enriched via the analysis of real world and simulated examples to illustrate key principles.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Apply and appreciate the importance of the main governance, regulatory and ethical principles that relate to financial accounting.
	MLO2	Comprehend and apply recognised accounting standards to the construction of the main financial accounting statements
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
10	Transferable Skills (if applicable)	1	Ethical skills										
		2	Problem solving skills										
		3	Computational skills										
		3	Critical thinking skills										
		4	Analytical skills										
11	Synopsis	Week	Subject Title and Description										
		1	The regulation of financial accounting; role of GAAP, IASB and IFRS The aims of this session is to explore, comprehend and evaluate the roles of the main bodies and principles that regulate financial accounting. The assessment requirements will also be explained and students will have the opportunity to raise questions and queries.										
		2	Corporate governance and professional ethics The aim of this session is to understand and critically apply the key governance and ethical principles that relate the financial accounting. Specifically, students will: explore and evaluate the UK Code on Corporate Governance and the US Sarbanes Oxley Act. This will be achieved via application to and analysis of real world case examples. They will also be required comprehend and evaluate the role and purpose of audit committees and the internal and external audit functions. Finally, they will explore and analyse the main codes of ethical conduct that relate to the accounting										

			profession, e.g., the IESBA, CIMA and ACCA codes of conduct
		3	Preparation of Statement of Financial Position (SOFP) and Profit and Loss (P&L) Students will be required to prepare a SOFP and P&L and apply the relevant accounting standards, e.g., IAS2 & IAS7. Learning will be enriched by reference to real world examples highlighting challenges and criticisms where warranted.
		4	Preparation of Statement of Cashflow (SOCF) Students will be required to prepare a SOCF and apply the relevant accounting standards, e.g., IAS 1. Learning will be enriched by reference to real world examples highlighting challenges and criticisms where warranted.
		5	Application of accounting standards governing provisions, impairments and contingent liabilities Students will be required to prepare financial statements and apply and interpret the relevant standards, e.g., IAS 36 & IAS 37. Students will be required to comprehend and appreciate the importance of these standards from the perspective of financial statement users. Learning will be enriched by reference to real world examples highlighting challenges and criticisms where warranted.
		6	Application of accounting standards governing non-current assets and intangibles Students will be required to prepare financial statements and apply and interpret the relevant standards, e.g., IAS 16 & IAS 38. Learning will be enriched by reference to real world examples

			highlighting challenges and criticisms where warranted.
		7	Application of accounting standards governing revenue recognition Students will be required to prepare financial statements and apply and interpret the relevant standards, e.g., IFRS 15. They will also be expected to comprehend and appreciate the importance of accurate revenue reporting from the perspective of financial statement users. Learning will be enriched by reference to real world examples highlighting challenges and criticisms where warranted.
		8	Application of accounting standards governing related party transactions Students will be required to prepare financial statements and apply and interpret the relevant standards, e.g., IAS 24. They will also be expected to appreciate the importance of accurate related party transactions from the perspective of sound corporate governance and ethical principles. Learning will be enriched by reference to real world examples highlighting challenges and criticisms where warranted
		9	Application of accounting standards governing taxation Students will be required to prepare financial statements and apply and interpret the relevant standards that relate to the various types of taxation including, corporation, income, capital gains and sales taxes. They will also be expected to perform and comment upon capital allowance calculations. Learning will be enriched by reference to real world examples highlighting challenges and criticisms where warranted.
		10/11/12	Group Accounts The final three sessions will focus upon the construction of financial accounts within a group structure. Students will firstly

		explore and gain an understanding of the principles and purposes of group structures. Learning will be enhanced via the examination of real-world case studies. (L10) Students will then apply the relevant group accounting standards to the financial statements, e.g., IFRS 10 & 12 & IAS 27. Students will be required to prepare and interpret group financial statements.
13	Indicative Reading List	Essential Reading Kaplan, (2022). ACCA Financial Accounting: study text. Kaplan Publishing Weetman, P., (2019). Financial Accounting. Pearson Suggested Reading Kaplan, (2022). Fundamentals of Ethics, Corporate Governance and Business Law, Kaplan Publishing Solomon, J., (2020). Corporate Governance and Accountability, 5th edition, Chichester: Wiley Essential Websites https://www.accaglobal.com/gb/en.html https://www.cimaglobal.com/ https://www.icaew.com/ https://www.ethicsboard.org/ https://www.ifrs.org/ https://www.oecd.org/corporate/ https://www.treasurers.org https://www.frc.org.uk/directors/corporate-governance-and-stewardship/uk-corporate-governance-code
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 min
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	
		Student directed learning		36 hours	
		Self-directed study and research		128 hours	
		Total			200 hours
16	Version Number	2.0			
17	Date	20.08.2024			

Module Descriptor - Financial Management

1	Module Title	Financial Management
2	Module Code	Tbc
3	Level	5
4	Credits	20
5	Associated Awards	L5 Diploma Business and Finance
6	Pre-requisite Module/s	None
7	Outline	Sound financial management practice is a key ingredient in the management and stewardship of contemporary organisations. Managers need to make optimal financial decisions to ensure the sustainability and prosperity of their organisations. The overarching objective of this module is to introduce and critically apply a range of theories and practice applications in the areas of: risk, asset, investment, performance and capital management, via the use of real world and simulated examples. Specifically, the broad aims of this module are to: evaluate and apply the theories of intermediation and market efficiency; explore the theories relating to optimal cost of capital and capital structure; appreciate the importance of sound asset, performance and investment management; develop skills in Valuing business assets and entities; and Introduce the importance of sound corporate governance and risk management The module scope encompasses both theoretical underpinnings and practical applications, and will help develop skills of analysis, evaluation and critical application. Knowledge of the theories and practices will be brought to life and illuminated via the use of real world cases and practical examples.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Explore and apply appropriate techniques that may be employed to

		manage organisational capital, assets, performance and investments											
	MLO2	Apply and evaluate appropriate financial risk management and corporate valuation techniques.											
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	Diagnostic skills										
		2	Problem solving skills										
		3	Computational skills										
		3	Critical thinking skills										
		4	Analytical skills										
11	Synopsis	Week	Subject Title and Description										
		1/2	The financial environment and module introduction: financial markets, intermediation, market efficiency and sources of finance (recap from Introduction to Accounting and Finance) and corporate governance Students will explore the scope of financial markets, critically analyse the efficient markets hypothesis (EMH), critically discuss the main sources of finance and evaluate the principles of corporate governance. Students will be required to identify the main types of financial markets and intermediaries. The EMH will then be introduced and critically examined using a series of iterative examples. The differences between debt and equity instruments will then be revisited and evaluated using real world case examples.										

			The following corporate governance principles will then be introduced and discussed using real world, historical examples such as Maxwell and Enron: generally recognised principles of corporate governance (Organisation for Economic Cooperation and Development) (OECD); the principles vs rules-based approaches; separation of senior management roles (chair and CEO; role of Non-Executive Directors; and role of boards and board committees including audit, risk, nominations and remuneration. The aims and requirements of the assessment will be outlined and students given opportunities to raise questions and queries
		3	Capital structure. Students will be introduced to the key theories relating to capital structure. This will entail a critical examination of the relationship between value and risk, the concept of a perfect market and a critical review of traditional, Miller and Modigliani and pecking order theories. Students will be expected to demonstrate knowledge and understanding of the various theories via critical applications to a range of case examples. The relevance of optimal capital structure will be discussed.
		4/5	Cost of capital Students will be required to comprehend, calculate and discuss limitations of the weighted average cost of capital (WACC). Using real world or simulated examples (based upon profit and loss and statement of financial position extracts), students will be required to: identify sources of debt and equity funding; calculate the cost of each component using appropriate methods (see below) and perform weighted average calculations using

		market and historical values. The following calculation techniques and issues will be covered: <u>Equity:</u> • Dividend valuation (including growth and the past dividend method) • Capital Asset Pricing Model • Investigating Islamic finance solutions <u>Debt:</u> • Preference shares and irredeemables using perpetuities • Redeemables using the internal rate of return • Impact of tax • Non-tradable debt using prevailing interest rates Finally, students are expected to discuss the limitations of the above WACC method and evaluate newer alternatives such as arbitrage pricing theory.
	6	Working capital management Students will be asked to firstly revise the working capital techniques previously explored in Introduction to Accounting and Finance. They will then apply and evaluate various techniques that can be used to manage payables, receivables and cash management. The following techniques and areas will be covered using real world or simulated examples. <u>Payables and receivables:</u> • Credit checking • Discounting and factoring • Early settlement • Equivalent Annual Cost • Overseas trade <u>Cash management:</u>

			• Baumol model • Miller-Orr model • Short-term borrowing
		7	Advanced investment appraisal: Students will build upon the introductory investment appraisal knowledge acquired in the Introduction to Accounting and Finance module . They will be required to explain, apply and evaluate the following advanced investment appraisal techniques: the internal rate of return, annuities and perpetuities, investment appraisal involving tax and inflation including the Fisher effect, investment appraisal under conditions of uncertainty and, equivalent annual costs and unequal lives Students will be required to complete computations and analyse results and conclusions.
		8	Dividend policy Students will explore and evaluate the main dividend policy strategies that businesses may employ. Students will be expected to explain, analyse and critically evaluate relevant theories and concepts including: the retention decision, dividend relevance and irrelevance, residual theory, signalling theory, bird in the hand and clientele effects, tax considerations and dividend alternatives. Learning will be illuminated and brought to life via the use of real world examples and analysis of relevant academic papers.
		9	Measuring financial performance Students will be guided to explore and critically apply a range of financial performance measurement techniques. They will firstly revise the key performance ratios already encountered in the Introduction to Accounting and Finance module. They will then be required to apply and evaluate the

			following performance measurement methods and related theories using case analysis: value of money and the 3Es, agency theory, stakeholder theory, agency controls and costs including audit and performance related pay, Economic Value Added (EVA) and earnings before interest tax, depreciation and amortisation (EBITDA).
		10	Introduction to Risk Management Students will be required to identify and evaluate the various financial risks that organisations face. It will also introduce key financial risk management techniques. Using real world and simulated business examples, the following concepts will be considered: differentiation between business and financial risks; insolvency risk, gearing and operating risks; and an Introduction to foreign exchange and interest rate risk
		11/12	Business and asset valuation Students will be required to apply and evaluate the main methods by which assets and business entities may be valued. Students will be given the opportunity to perform relevant calculations using business examples and draw appropriate valuation conclusions using triangulation principles. The following valuation techniques and concepts will be covered: • Market valuations • Net realisable value method • Replacement cost method • Net asset value method • Earnings per Share method • Earnings yield method • Free (discounted) cash flow method • Earnings before Interest, Tax, Depreciation & Amortisation (EBITDA) • Economic Value Added (EVA)
13	Indicative Reading List	Essential Reading	
		McLaney, E., (2018). Business Finance, eleventh edition. Harlow: Pearson	

		Watson, D. and Head, A,. (2019). Corporate Finance: principles and practice, eighth edition. Harlow: Pearson		
		Suggested Reading		
		Arnold, G. and Lewis, D., (2019). Corporate Financial Management, sixth edition. Harlow: Pearson		
		Jensen, . & Meckling, W. (1976).Theory of the firm: Managerial behavior, agency costs and ownership structure. Journal of Financial Economics, 3(4), October		
		Solomon, J., (2020). Corporate Governance and Accountability, 5th edition, Chichester: Wiley		
		Essential Websites		
		https://www.accaglobal.com/gb/en.html		
		https://www.cimaglobal.com/		
		https://www.icaew.com/		
		https://www.oecd.org/corporate/		
		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
		1	Online examination	100%
				Duration
				45 min
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	24

			T = Tutorial	12
		Student directed learning		36 hours
		Self-directed study and research		128 hours
		Total		200 hours
16	Version Number	2.0		
17	Date	20.08.2024		

Module Descriptor - International Business

1	Module Title	International Business
2	Module Code	Tbc
3	Level	5
4	Credits	20
5	Associated Awards	L5 Diploma Business Management L5 Diploma Business and Finance
6	Pre-requisite Module/s	None
7	Synopsis	In 2018 the USA imposed tariffs (taxes) on imports of steel and aluminium from China. This then became a trade war when China, the European Union (EU), Canada, and Mexico responded by imposing tariffs on imports from the United States, however, in general economists prefer letting nations trade freely, with limited tariffs or other barriers to trade. The global economy is increasingly structured around global value chains that account for an increasing share of international trade, global GDP, and employment. Students will consider the notion of global value chains, their evolutionary dynamics and the impact of the external environment upon them. Students will also consider if it is possible for a business to be content when it is just a small player in a global supply / value chain. In this module, students will obtain a solid grounding in the key principles and tools of economics used to understand and analyse questions and trends in the global economy and the impact of those events on firms' internationalisation strategies.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Assess key theories and drivers of globalization.
	MLO2	Examine dynamic processes of change in the international business environment, including globalization, the rapid liberalization of trade and

		capital movements, and the consolidation of regional trading blocs												
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	Globalization: The notion of globalised economy has created strong divides amongst many; some see it as the logical next step, a sharing of products, technology, information, and workforces across national borders and cultures. However, many associated globalization with a plethora of negatives. Students will consider both the opportunities and threats associated with the topic of globalisation.											
		2	National Differences in Political Economy: Students will consider how international business operations and activities are confronted by various problems associated with political, legal and cultural issues within different countries. Students will note that the growth and development of national economies occurs at different rates within different countries and that international businesses need to be aware of the different environmental conditions and the general health of the economies they are dealing with, as they seek to enter new and emerging markets.											
		3	Developing and Emerging Economies:											

			Students will investigate, how, over the last few years, emerging markets have been getting an increasing amount of attention from business and countries looking to increase their international trade. These emerging markets have become the new driving economies for foreign investments. Students will go on to discover that emerging markets provide many advantages when it comes to international trade and students will investigate several emerging global markets, for example Latin America and the potential therein.
		4	Sustainability: Students will previously have gained an understanding of key concepts associated with sustainability and it is fair to say that many domestic businesses are fully aware of the need for, and, benefits of, a sustainable approach to business. However, the implementation of a sustainable business model can often be challenging, the difficulties are exacerbated, especially when expanding into international markets. The United Nations classifies sustainability, as covering environmental, social and corporate governance principles. Students will learn that this a great deal of ground to cover and therefore businesses can feel threatened by the practicalities of implementing such principles into their business models, especially in the case of the international expansion of business, which will often include global supply chains.
		5	Theories of trade: Students will investigate how international trade theories are simply theories which seek to provide clarity around how international trade actually works. Trade, in itself, is simply the idea of exchanging goods and services between two people or entities. Therefore, <i>International trade</i> is quite simply the exchange of goods or services between people or entities in two

			different countries. Students will learn that that trade occurs because of the belief that different parties will benefit from the exchange. They may need or want the goods or services. On the surface, this may sound exceptionally straightforward, however there is a great deal of politics, theory, and business strategy that is intertwined with international trade. Students will consider both Classical / Country-Based Trade Theories and also Modern / Firm-Based Trade Theories.
		6	Ethics in International business: Students will consider how businesses expand internationally and when they do so how they have to consider the business's own vision and aspirations but also the legislation and ethical issues which encompass the new markets they are seeking to enter. Businesses entering new international markets must contend with serious moral and ethical challenges and decision-making in order to make their expansion a success. Student will consider some of the more common ethical sticking points, including trust and integrity, human rights, working standards and diversity. In addition to the above, students will also consider broader cultural implications such as language and religion.
		7	International finance: Students will learn how International Finance is a fundamental aspect of international business and economics. In general, it focuses on the financial relations between two different trading partners or countries. It covers topic areas such as: international monetary systems, exchange rates and foreign direct investment. Countries often borrow and lend from each other, and when such agreements occur, or when trade in general

			happens, it is important to understand how these goods are paid for and what is the determining factor of the prices at which the currencies trade. Student will also consider the functions of key monetary organisations, for example, the World Bank and the International Monetary Fund.
		8	Managing across borders and cross-cultural contexts: Students will discover how business leaders often find themselves dealing with issues that span international borders. Managing across borders brings with it a series of issues that generally come under the banner of cross-cultural management. This topic will identify key organisational practices that are affected by or affect successful management across cultures. Students will be asked to consider their own experiences of cross-cultural issues.
		9	Nationalism: Students will discover how nationalism can have a great impact upon diplomacy, trade deals and geopolitics. Nationalism is evident when emphasis is focused upon a country's own domestic economic, political, and strategic interests. Nationalism from an economic standpoint, views international business as a zero-sum competition. Students will see that patriotism is the pro-national behaviour of consumers, producers, and other business stakeholders. On face value this might be considered a good thing, however nationalism can lead to a very insular viewpoint that discourages international trade and the whole notion of a globalised society / economy.
		10	GATT and other agreements: Students will learn how the General Agreement on Trade and Tariffs (GATT) is just one of many international trade agreements that exist. Student will focus on GATT's key defining principle, that of trade without discrimination, in which each member nation opens its markets equally to every other. Students will

			learn about the notion of most favoured nation status, specific tariff concession and many other defining principles associated with the GATT agreement.
		11	International trade bodies: Students will learn about how, in an ever more globalized world, international trade organisations underwrite a fundamental role in importing and exporting. These organisations exist to ensure standards and practices are maintained, to ensure safety, to aid developing countries achieve economic security, and to establish new norms regarding how countries make trade agreements and resolve trade conflicts. Students will consider numerous organisations including the World Trade Organisation, World Customs Organisation and the International chamber of Commerce.
		12	Regional economic integration: Students will learn how Regional economic integration happens when countries come together to create free trade areas or customs unions, offering members preferential trade access to each other's markets. Students will discuss the economic impacts of such agreements on member countries and on the world trading system in general. Students will consider examples such as: The EU, FAFTA and APEC.
13	Indicative Reading List	Essential Reading	
		Hill, C.W. (2018) International Business: Competing in the Global Marketplace, 12th international edition. New York: McGraw Hill-Irwin	
		Suggested Reading	

		Daniels, J.D., Radebaugh, L.H., and Sullivan, D.P (2018) International business: environments and operations. Pearson, Harlow Morrison J. (2020) The Global Business Environment, 5th Edition. Red Globe Press. Peng, M. W. & Meyer, K. (2019) International Business 3rd edition. Cengage Learning. Journals: Journal of International Business Studies International Business Review Journal of World Business Critical Perspectives in International Business Cross-Cultural and Strategic Management								
		Essential Websites https://www.iif.com/ https://www.wto.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. <table><tr><th>No</th><th>Indicative Assessment Type</th><th>Weighting</th><th>Duration</th></tr><tr><td>1</td><td>Online examination</td><td>100%</td><td>45 min</td></tr></table>	No	Indicative Assessment Type	Weighting	Duration	1	Online examination	100%	45 min
No	Indicative Assessment Type	Weighting	Duration							
1	Online examination	100%	45 min							
14	Special	No specific software or unusual teaching equipment required.								

	Requirements to deliver Module			
15	Distribution of Student Learning Time			
		Formal directed teaching	L = Lecture T = Tutorial	24 hours 12 hours
		Student directed learning		36 hours
		Self-directed study and research		128 hours
		Total		200 hours
16	Version Number	2.0		
17	Date	20.08.2024		

Module Descriptor - Introductory Cyber Security

1	Module Title	Introductory Cyber Security
2	Module Code	Tbc
3	Level	5
4	Credits	20
5	Associated Awards	L5 Diploma Business Management
6	Pre-requisite Module/s	None
7	Outline	The role of cyber security in day-to-day business operations and indeed all aspects of IT has never been more important. The last few years have seen businesses increasing their reliance upon digital systems, and many organisations have found themselves on the receiving end of malicious cyber-attacks which have rendered their systems inoperable for often great periods of time. This module identifies why cyber security is of major importance to business and the techniques used to secure computer systems. The key topics considered include computer operating systems (and increasingly, distributed operating systems), distributed applications (such as electronic commerce over the Internet) and embedded systems (ranging from smart cards to large industrial plant and telecommunications systems). Furthermore, the curriculum integrates the legal, ethical, and professional perspectives, for instance to address concerns about data security, privacy, and societal impact of computing systems.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Identify and evaluate the threats faced by computer operating systems, applications and networks and the various countermeasures that can be used to defend against them.
	MLO3	Present an analysis and advice on cyber security and data governance in a professional way.
9	Mapping of Module Learning Outcomes to Teaching Methods and Assessment	
	Module	Module Learning Outcomes

	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	Introduction to cyberspace and cyber security: It seems difficult to picture modern life without the internet existing, we should remember that is only fifty years old. It was initially developed to connect a small group of researchers and U.S. defence officials, now, the internet is now a vast social and commercial platform that connects people around the planet Students will investigate how the growth of the internet has been matched by the rise in cyber security issues, data privacy, and online rights. Governments, individuals and private companies are inevitably playing catch-up, and different governments have taken different approaches to regulating and enforcing the rules of cyberspace, sometimes creating international conflicts.										
		2	Concepts and terminology of cyber security: Students will discover how cyber security is the practice of protecting computers, servers, mobile devices, electronic systems, networks, and data from malicious attacks. Cyber security is also as information technology security or electronic information security. The term applies in a variety of contexts, from business to mobile computing, and can be divided into a few common categories. Students will be introduced to the specific vocabulary associated with this subject area and start to										

			gain clarity around some of the key issues associated with this field.
		3	Computer security: Students will learn how the security of computer systems is the effective protection of hardware and software and stored therein from damage, embezzlement, and unauthorized use. Computer hardware is often guarded by the same means used to protect other valuable or sensitive equipment, namely, code numbers and locked doors etc. Students will discover how the security and protection of software, by contrast, is achieved through other far more complex methods and approaches.
		4	Web security: Students will learn how web security refers to the defensive measures and protocols that businesses put in place to best defend and protect the organisation from cyber criminals and threats that seek to gain access to a business via a web (internet) channel. Effective protective measures are critical to ensure business continuity and to protecting data and the business in general from risk. Effective web security is targeted at safeguarding sensitive data by restricting, discovering and identifying attacks.
		5	Network security: Students will gain an appreciation of the importance of network security and how the term itself covers a multitude of technologies, equipment, devices and processes. In its simplest form, it is a set of rules and processes created to protect the integrity, confidentiality and accessibility of computer networks and data using both software and hardware technologies. Students will see, how every organisation, regardless of scope, sector or infrastructure, needs network security systems and processes in place to protect it from the ever-increasing variety of cyber threats in the world today.

		6	Mobile Security: Students will consider the importance of mobile security and how effective mobile security is derived from sound strategy, systems, and software used efficiently to protect any device that travels with a user. These devices may include smartphones, tablets, and laptops. Critically, cyber security for mobile devices includes protecting data on the local device and the device-connected endpoints and networking equipment. As mobile devices continue to be a user preference over desktops, they will be bigger targets for attackers. For many of us our smart phones are the fastest, most impressive computing device we own, and we happily move from one wireless network to the next without thinking about who could be gaining access to our personal data. Therefore, students will be asked to reflect upon the volume of personal data they keep on their own mobile devices and the security systems they use (or not) to protect it.
		7	The basics of encryption and cryptography: Students will discover how the increase in smart phone usage and ultra-fast internet connectivity has led to an increase in the creation of digital data. Examples of data could include text, video information, web and browser log activity records and audio (smart speakers). Data encryption is one solution to mitigating and nullifying the menace of data breaches that are becoming an almost daily norm for many businesses and individuals. Data encryption refers to the procedure or process of scrambling simple data into a complex undecipherable format known as ciphertext. Proper data encryption makes data unreadable to unauthorized individuals or collectives who do not have the appropriate decryption keys.

		8	Malware/ Ransomware: Students will learn how malware is malicious software, which, if enabled to run, can cause harm in various ways. One form of malware is ransomware, which is a form of <i>malware that</i> encrypts a victim's (be they an individual or business) files. The initiator of the attack will then demand a ransom from the victim before restoring access to the data upon payment. Users are shown instructions for how to pay a fee to get the decryption key. The costs can range from a few hundred dollars to hundreds of thousands, payable to cybercriminals in Bitcoin. Students will be asked to identify what measures can be put in place to proactively protect the business from all malware and then what procedures should be followed in the case of a successful malware attack.
		9	Viruses: A computer virus is an application or authored code used to perform destructive activities upon a device or local network. The code's malicious activity could damage the local file system, steal data, interrupt services, download additional malware, or any other actions coded into the program by the malware author. Many viruses pretend to be legitimate programs to trick users into executing them on their device, delivering the computer virus payload. Students will consider the impact of computer viruses and measures that can be put in place to defend against them both from an IT perspective and an HR / training point of view.
		10	Information security practice/standards: The increase in home working with staff utilising their own machines and mobile devices has led to an increase in cyber-

			attacks. Students will learn about best practice within the cyber security sector, the importance of getting buy in from all business employees and the value of up-to-date training and security processes to a business and to staff alike.
		11	VPNs, firewall configuration: Students will learn of the importance of these two approaches to protecting a computer or network, the fundamental differences between the two will be discussed both from a personal protection standpoint and also from a business perspective.
		12	Data governance: Students will discover that data governance is the process of managing the availability, usability, integrity and security of data in any given system. Effective data governance will ensure that data is reliable and dependable and importantly is not misused. It is increasingly critical as businesses are hit with a plethora of new data privacy regulations and rely more and more on data analytics to help optimize operations -driving and supporting data driven decision-making. Students will go on to learn about the various key roles within a data governance team and their importance to an organisation.
13	Indicative Reading List	Essential Reading	
		Calder, A. (2020), The Cyber Security Handbook – Prepare for, respond to and recover from cyber-attacks, ITGP, London	
		Suggested Reading	
		Kwang K., Gai K., Chiaraviglio L. and Yang Q., (2020). A multidisciplinary approach to Internet of Things (IoT) cybersecurity and risk management. Computers & Security, [online]. Volume 102(12) Ozkaya, E. (2019). Cybersecurity: the beginner's guide: a comprehensive	

		guide to getting started in cybersecurity. 1st ed. Birmingham		
		Essential Websites		
		https://www.gov.uk/government/publications/cyber-essentials-scheme-overview		
		https://www.ncsc.gov.uk/cyberaware/home		
		http://thehackernews.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 examination.		
		No	Indicative Assessment Type	Weighting
		1	Online examination	100%
				Duration
				45 min
14	Special Requirements to deliver Module	In general, no specific software or unusual teaching equipment required. However, a tutor may decide to book a computer suite when preparing students for the assessment 1 – The Blog		
15	Distribution of Student Learning Time			
		Formal directed teaching	L = Lecture T = Tutorial	24 hours 12 Hours
		Student directed learning		36 hours
		Self-directed study and research		128 hours
		Total		200 hours
16	Version Number	2.0		
17	Date	20.08.2024		

Module Descriptor - Managing People

1	Module Title	Managing People
2	Module Code	Tbc
3	Level	5
4	Credits	20
5	Associated Awards	L5 Diploma in Business Management L5 Diploma in Finance and Management
6	Pre-requisite Module/s	None
7	Outline	The human resource is arguably the organisation's most precious and important asset. Careful management of this resource is therefore vital to organisational success. The chief aims of this module are to: 1. Explore the nature of management and the management "contract" 2. Investigate the key ways by which management may discharge their duties to help generate organisational excellence This module builds upon the organisational behaviour module (L4) and is more applied in nature. Using real world case studies and examples, students will explore areas of "good practice" and consider implications for their own management practice.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Identify and analyse the scope and nature of management in an organisational context.
	MLO2	Analyse and apply a range of management theories to a variety of organisational contexts.
9	Mapping of Module Learning Outcomes to Teaching Methods and Assessment	
	Module	Module Learning Outcomes

	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	Team building skills										
		4	Self-awareness skills										
		4	Communication skills										
11	Synopsis	Week	Subject Title and Description										
		1	Management theory Students will be introduced to the main theories of management and the history of its development. International management approaches will also be contrasted										
		2	What is management? Management needs to be differentiated from related functions such as supervision and leadership. The underlying principles of management will be explored using case examples, these will include the concept of division of labour, concept of management style, the boundaries to management and an introduction to ethical management.										
		3	Management structures Organisational structures were first considered in the Organisational Behaviour module. In this module, students will build upon this underpinning knowledge and explore the various management strategies by which workers can be configured, and structured Contextual factors including technology, geographical and industry type will be examined as potential modifying variables.										
		4	Power, influence and style Students will be introduced to the concepts of influence and power bases. Strategies for optimal management approaches and styles will then be explored. The concepts of the task manager and the people manager will be contrasted.										
		5/6	Ethics, diversity and equality Managers are required to execute their duties in good faith and commonly with relevant ethical codes and regulations that are relevant in their specific jurisdiction. Students will explore the key ethical issues that managers should incorporate in their practice, these include, equality, diversity, environmental										

			concerns, employee wellbeing, professionalism and integrity. Students will be expected to reflect on knowledge learned and explore implications for their own management practice.
		7	Managing internationally A common theme in the contemporary professional and academic management literature is the acknowledgment of the globalisation of business. Indeed, organisations are becoming increasingly internationally dispersed as they seek new markets and sources of competitive advantages. Managers therefore need to keep abreast of new and emerging strategies for managing across border, managing an international workforce and understanding cultural variations in business customs.
		8	Managing technology Technological advancement continues apace. Students will be given the opportunity to explore the nature and impact of technological innovations in the workplace. They will then investigate a selection of management strategies and techniques that can be utilised to optimise workforce outputs.
		9	Managing knowledge Alongside technological innovation, the growth of the knowledge economy and workplace has been observed. This growth has a number of ramifications for management which will be explored, these include, the concept of a knowledge worker, types of knowledge, knowledge access and knowledge management strategies.
		10	High performance teams Why do some worker units produce outstanding, exceptional results? Students will investigate the theory supporting the concept of the high-performance team and examine a range of managerial techniques, styles and interventions that may be deployed to promote their germination and sustainability.
		11/12	Managing change The contemporary business environment is characterised by considerable uncertainty and volatility extending to markets, use of technologies and consumer demands. In this module, students will explore a range of management approaches and styles that may be deployed to steer an organisation's workforce through periods of turbulence, change and disruption.
13	Indicative Reading List	Essential Reading	
		Boddy, D., (2021) Management. Pearson	
		Suggested Reading	
		Iverson, E. and Hallenutz, J., (2020). Leadership and Digital Change. Routledge	

		Judge, T. and Robbins, S., (2021). Organisational Behaviour. Pearson Mullins, L., (2020). Organisational Behaviour in the workplace. 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.managers.org.uk/ 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 min)
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	
		Student directed learning		36 hours	
		Self-directed study and research		128 hours	
		Total			200 hours
16	Version Number	2.0			

17	Date	20.08.2024
----	------	------------

Module Descriptor - Research Methods

1	Module Title	Research Methods
2	Module Code	Tbc
3	Level	5
4	Credits	20
5	Associated Awards	L5 Diploma Business Management L5 Diploma Business and Finance
6	Pre-requisite Module/s	None
7	Outline	Business and management professionals increasingly need to be research literate. Possessing sound research skills and methodological awareness helps them to effectively conduct business consulting and analytical projects, interpret data analytics effectively and apply relevant academic outputs to their own practice. This “hands on” style module explores the core elements of the research process from identifying research positions, reviewing literatures, planning and designing research, presenting research findings and analysing results. The module fulfils two key functions. Firstly, it provides students with an introduction to the nature, value and conduct of business research. Secondly, it provides the foundation stones for completion of the synoptic project at Level 6. As well as attending taught sessions covering the main areas of business research, students will be required to select an appropriate target organisation to base their synoptic upon (subject to tutor approval) and produce a research proposal (assessment 2). The synoptic is based upon an organisational transformation. Students may choose either:

		1. An organisation that has already attempted a business transformation; they should evaluate the effectiveness of the change and produce a “lessons learnt” analysis in the conclusion. 2. An organisation that is ripe for a transformation, in this case, students should discuss the need for change and identify, evaluate and discuss a range (small) of transformation options													
8	Module Learning Outcomes: At the end of this module, the student will be able to														
	MLO1	Evaluate and apply a range of research methodologies relevant to the business and management environment.													
	MLO2	Evaluate the effectiveness of strategic leadership practice in a range of organisational settings.													
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	Research skills												
		5	Analytical skills												
11	Synopsis	Week	Subject Title and Description												
			Plan for 10 to teach in 12												
		1	Introduction to business research. Business research can take many forms such as consulting projects, lessons learnt analysis, technology reviews, performance reviews, new product development, etc. Students will examine the nature, scope and purpose of business research. They will then be given the opportunity to examine and discuss the classic the research “onion” approach to tackling research.												

	2	Sourcing, appraising and discussing research literature Successful research is usually constructed on a foundation of past published studies. These sources act as a both guide and framework for future research. Students will acquire the necessary skills in sourcing appraising, synthesising and discussing past published literature.
	3	Research ethics It is important that any research project is compliant with the relevant research ethics standards and stipulations. Students will examine the key ingredients of ethical research, relevant research codes of conduct and learn how to produce ethically acceptable research proposals.
	4/5	Research philosophy The perceptions, proclivities and attitudes of the researcher are a significant influence upon the research design and outputs. Students will be given the opportunity to research a range of separate research philosophies and to locate and “manage” their own position.
	6/7	Research approaches and design It is usual to select an established design framework as the scaffold for a research project. Students will be given the opportunity to appraise a range of such designs including, case studies (used in the synoptic), ethnographies, textual analysis, surveys, archival research and action studies.
	8	Research methods Students will be invited to explore and evaluate the various quantitative and quantitative research tools (methods) that can be used in business research. A variety of quantitative and qualitative techniques will be introduced and placed under the microscope.
	9	Designing a research proposal Students will be shown how to complete an effective, informative and robust research proposal including ethical considerations, literature review strategy and proposed methods.
	10/11/12	Presenting, discussing and concluding research Once both primary and secondary research interventions have been concluded, it is important to communicate findings in an objective, honest and accurate format. Students will investigate various recognised techniques for presenting and analysing both qualitative and quantitative research. They will also be encouraged to refine their research writing skills and to develop the necessary critical thinking skills to

			ensure their research is effectively evaluated, concluded and discussed.		
13	Indicative Reading List	Essential Reading			
		Saunders, M., Thornhill, A. and Lewis, P., (2019). Research Methods for Business Students. Pearson			
		Suggested Reading			
		Bryman, A., Bell, E. and Harley, B., (2018). Business Research Methods. Oxford			
		Hair, J., (2019). Essentials of Business Research. Taylor and Francis			
		Sekaran, U., (2020). Research Methods for Business. Wiley			
		Sharma, D., (2022). Business Research Methods. Globaedit			
		Essential Websites			
		https://www.phrasebank.manchester.ac.uk/			
		https://www.ncrm.ac.uk/			
		https://researchmethodsresources.nih.gov/			
		https://research-methodology.net/			
		https://www.routledge.com/go/the-research-methods-hub			
		https://methods.sagepub.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 examination.			
		No	Indicative Assessment Type	Weighting	Duration
		1	Online examination	100%	45 min
14	Special Requirements	No specific software or unusual teaching equipment required.			

	to deliver Module			
15	Distribution of Student Learning Time			
		Formal directed teaching	L = Lecture T = Tutorial	24 12
		Student directed learning		36 hours
		Self-directed study and research		128 hours
		Total		200 hours
16	Version Number	2.0		
17	Date	20.08.2024		

Module Descriptor - Supply Chain Management

1	Module Title	Supply Chain Management
2	Module Code	Tbc
3	Level	5
4	Credits	20
5	Associated Awards	L5 Diploma Business Management
6	Pre-requisite Module/s	None
7	Outline	Organisations need to develop competences in managing supply chains. This is particularly important in industries that are dominated by networks and complex value systems. This module focuses upon the core components of supply chain management including, procurement, logistics, structures, supplier relations, contracts, quality, sustainability and project management. The overarching aims are to investigate the main management strategies and tactics that are necessary to manage supply chains, and to identify and discuss some of the key challenges. To achieve these aims, students will be required to apply contemporary theories to a range of real-world industry examples and cases. The module retains an “up-to-date” orientation and contemporary issues such as digitisation, platform-based networks, Blockchains and tokenisation will be analysed alongside more established academic practice areas.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Evaluate and apply a range of supply chain management strategies and techniques.
	MLO2	Assess the managerial challenges to managing supply chains in the contemporary business environment.
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										
		1	Introduction to supply chain management Students will be required to appreciate the scope and nature of supply chain management. This will entail identifying the key components of supply chain management and highlighting particular contextual variations, e.g. geographies and industries. The key global supply chain challenges will be introduced in the context of the fast-evolving VUCA business environment. There will be an emphasis on current trends. The assessment requirements will be discussed and students given the opportunity to raise questions and queries										
		2	Logistics management Supply chain management must often confront several logistical challenges. Fortunately, there are several quantitative and qualitative techniques that supply chain managers can harness to meet these challenges. The key principles of supply chain logistics will be outlined and discussed. Students will be introduced to and will apply a range of techniques to real world and simulated examples; these will include distribution and inventory management techniques, analytical models, forecasting techniques and evaluation methods.										
		3 / 4	Procurement An organisation's procurement policies and strategies are likely to have significant impacts upon performance. For example,										

			margins, efficiencies and quality of products/services. Supply chain managers need to carefully select the optimal strategies to help optimise organisational success. Students will firstly investigate the principles of “procurement” and explore key differences across a variety of industry sectors. The differences between operational and strategic procurement will similarly be identified and discussed. Students will identify and analyse the key elements of procurement policies and strategies including, digitisation, quality concerns, ethical issues and analytics. The various procurement approaches will then be discussed including, hubs, auctions, tenders and EDI.
		5	Supply chain structures Supply chain managers must build and coordinate supply chain networks. Frequently these are composed of internal and external agencies. It is therefore the task of the supply chain manager to motivate and manage these agents so to maximise aggregate contributions to the supply chain and therefore to the organisation’s success. Students will investigate and evaluate the various structure and configuration options that are available to optimise aggregate output. These will include, centralised versus decentralised supply chains, digital solutions and lean and agile structures.
		6	Supplier Relationship Management The supply chain manager must source, build and cultivate effective supplier relationships. They must also carefully monitor their performance and identify alternative sources of supply. Students will discuss some of the prominent methods for managing such relationships including traditional and digitally driven solutions. The SRM model will be outlined and the key principles discussed.
		7	Legal and contractual issues The supply chain management function is necessarily constrained by both legislation and industry codes of conduct. Students will explore these constraints and protocols drawing upon examples from a range of different jurisdictions and industries. Students will explore and assess a selection of ethical codes and conduct. Key ethical issues such as misrepresentation, health

			and safety, transparency and confidentiality will similarly be considered.
		8	Quality management Product and service quality has dominated both consumer and industrial thinking since the birth of the modern economic system. Students will explore the concept and meaning of the terms “quality” and “quality management” using a range of models and practical applications. Issues including quality systems, quality cultures, testing and value management will be discussed with reference to case examples from a variety of differing contexts.
		9	Building sustainable supply chains Like most types of manager, supply chain professionals need to execute their duties with respect for corporate social responsibility. Students will explore a range of responsibility issues that impact supply chains including, provenance, transparency, product safety, integrity and philanthropy. They will also explore relevant responsibility codes and including Kyoto and ISO guidelines and discuss ways by which supply chain sustainability can be monitored and evaluated.
		10	Project management Much of the supply chain 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, factory gate pricing analysis, supplier appraisals , etc. 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, planning and analytics. Students will be given the opportunity to plan projects using simulated examples.
		11	Negotiation skills A key part of the supply chain managers remit involves negotiating with suppliers and other stakeholders. Students will explore ethical negotiation theory and accepted techniques using a range of simulations and scenarios relevant to the supply chain environment. Specifically, they will evaluate techniques for, planning negotiations, conducting negotiations,

			using plays and concessions and evaluating performance.		
		12	Inventory Management For many businesses, managing inventory is a key part of operations and supply chain management. Students will explore and apply accepted theories and methods for managing, controlling and forecasting stocks, including, reorder levels. These will include, EOQ, JIT, the working capital cycle, lean methodologies and Kanban systems. Holding and ordering costs will be differentiate.		
13	Indicative Reading List	Essential Reading			
		Chopra, S., (2021). Supply Chain Management. Pearson			
		Suggested Reading			
		Dani, S., (2019). Strategic Supply Chain Management. Kogan-Page			
		Lysons, K. and Farrington, B., (2020). Procurement and Supply Chain Management. Pearson			
		Slack, N. and Brandon-Jones, A., (2018) Operations Management. Pearson			
		Essential Websites			
		https://ciltuk.org.uk/			
		https://www.cips.org/			
		https://logistics.org.uk/			
		https://www.ioscm.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 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
		Student directed learning		36 hours
		Self-directed study and research		128 hours
		Total		200 hours
16	Version Number	2.0		
17	Date	20.08.2024		

Appendix B

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

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 5 Module	International Business	Research Methods	Introductory Cyber Security	Digital Marketing	Managing People	Financial Accounting	Financial Management	Data Driven Decision Making	Supply Chain Management
1. Academic Reading	X	X	X	X	X	X	X	X	X
2. Researching	X	X	X	X	X	X	X	X	X
3. Analysing Data		X	X	X		X	X	X	X
4. Application of Knowledge and Presenting Data		X	X	X	X	X	X	X	X
5. Academic Writing/literacy	X	X	X	X				X	X
6. Note making	X	X	X					X	
7. Communicating/presenting – orally and in writing, including inter-cultural communication	X	X	X	X		X	X		X

8. Critical Thinking and Writing	X	X	X	X	X	X	X	X	X
9. Problem Solving and Decision Making	X		X	X		X	X		X
10. Memorising	X		X						X
11. Self/Time management, including self-efficacy	X	X	X	X		X	X	X	X
12. Self-assessment/reflection, including awareness of and management of emotions			X	X	X	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	X	X	X	X	X
15. Numeracy/quantitative		X	X	X		X	X	X	
16. Enterprise skills, including taking initiative, being creative, leadership, completing tasks and projects, taking calculated risks			X	X	X			X	
17. Commercial Awareness, including vision, corporate social responsibility and governance	X		X	X				X	X
18. Career management	X		X						