



IAB Level 6 Diploma in Business Management

IAB Level 6 Diploma in Business and Finance

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1 About IAB

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

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

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

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

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

The IAB is recognised by HM Treasury to regulate our members for the purposes of the Money Laundering Regulations 2019 and 2022.

We represent our members at the following forums:

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

1.1 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 and 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 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

All IAB 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 6 Diploma provides appropriate evidence of studying both Business Management and Business and Finance at higher levels. The Diploma expands further on key principles in business environments, Supply Chain Management, Entrepreneurism, Marketing and the organisational behaviour of businesses, as well as Finance and Accounting. The qualification forms part of the pathway of business diplomas at higher levels.

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

1.5 Pathways

This Level 6 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:

- A Business Pathway (with a focus on Marketing and Human Resources)
- A Finance Pathway (with focus on Accounting and Financial Management)

In either Diploma pathway, a student may also opt to refine their study further with optional themes of study, such as 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 6 Diploma will enable choice of a Level 6 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

There are two available pathways for this qualification:

- IAB Level 6 Diploma Business Management
- IAB Level 6 Diploma Business and Finance

2.2 Operational objective

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 6.
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 5 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 6, 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 six 20 Credit modules. Credits are defined by the European Credit Transfer System (ECTS) where one credit amounts to 10 hours' study. The Diploma therefore amounts to 1,200 hours of directed and self-directed study with 288 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 through 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				
6	Working Ethically in a Modern Business World	Online examination	100	60 min
6	Individual Synoptic Study	Online examination	100	60 min

6	International Marketing	Online examination	100	60 min
6	High Performance Teams	Online examination	100	60 min
Optional modules for Diploma in Business Management				
6	Digital Transformation of Business	Online examination	100	60 min
6	International Supply Chain Management	Online examination	100	60 min
Optional modules for Diploma in Business and Finance				
6	Financial Risk Management	Online examination	100	60 min
6	International Accounting and Finance	Online examination	100	60 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

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

Appendix A - Unit specifications

Module Descriptor Digital Transformation

1	Module Title	Digital Transformation of Business
2	Module Code	tbc
3	Level	6
4	Credits	20
5	Associated Awards	Level 6 Diploma in Business Management
6	Pre-requisite Module/s	Data Driven Decision Making (L5) Organisational Behaviour (L4)
7	Outline	Digital technologies are transforming the ways that individuals and organisations do business. This module will allow students to develop an understanding of how changes within the field of information systems, internet-based and mobile communications technologies are leading to radical changes in the economic context, business models and growth strategies of organisations. Through this understanding, students will appreciate how to approach the strategic opportunities and challenges that digital technologies present in a world increasingly dominated by digital business. This module aims to build a student's appreciation of the importance of the highly dynamic digital landscape. During the module, students will analyse the nature of the challenges and opportunities within the digital environment and use skills and tools to evaluate, enhance and business activities. The module

		identifies the importance of effective tools to plan how to enhance an organisation’s effectiveness in the Digital Age.												
8	Module Learning Outcomes: At the end of this module, the student will be able to													
	MLO1	Evaluate the opportunities and challenges facing businesses as they face of the emergence of digital technologies.												
	MLO2	Propose and justify a suitable and effective process for organising and managing digitally enabled change to shape the future of work and society.												
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	Digital disruption: Students will be introduced to the term; digital disruption and they will learn how digital disruption is the transformation that is triggered by evolving digital technologies and business approaches. These new innovations and technologies can influence the value of existing business. This is <u>why</u> it is called disruption!											

			However, students will learn that disruption, in this context does not necessarily mean something negative, as this disruption can be the instigator for positive change and innovation.
		2	Defining digital business strategy: Students will learn how a digital business strategy utilises the evolutionary shift in technology to improve how businesses bring value to their customers. When a business has a well-formed digital strategy, it will help guide them through the innovation process, utilising skills and technologies in way that may well have been previously impossible. The digital strategy will outline the phases that a business will need to transition through in order to evolve its business model.
		3	Digital business models: Students will investigate how a digital business model can be defined as a model that influences digital technologies to improve multiple aspects of a business, or to put it simply, when a digital technology helps enhance the businesses value proposition. It should not be regarded as one thing, but rather a collection of methods that come together to form one coherent overarching approach to digital business.
		4	Digitally transforming the organisation: Students will consider how the digital transformation of a business impacts upon the organisational culture, the operations and the business ecosystem in general. It encompasses the incorporation of digital technologies, abilities and processes across all ever level and business function in an organised and strategic way. Students will

			note that although the term digital transformation is mostly used in a business context, it also applies to many other sectors, for example, the public sector organisations that are attempting to deal with societal challenges such as pollution and health care.
		5	A Digital Cultural Audit: Students will learn that the process of digital transformation is moving rapidly through modern businesses environment. It was happening prior to the Covid-19 pandemic and the pandemic just increase the velocity and need for transition. Leaders are acknowledging the potential benefits of transitioning to a more digitally focused business. However, as businesses rush to instigate pilot projects from initial trail stage to full on companywide adoption, they often run into problems associated with the culture of the business. Culture can be defined quite simply as being ‘the way we do things around here’. When the way you do things is under pressure it can be quite normal for human instinct to kick in and push back! Students will learn that businesses need to proactively be aware of the issues and through a series of stakeholder engagements they should be better equipped to manage the transitions that are required.
		6	The Digital Customer: Students will learn that traditionally customers have tended to buy products face to face in a shop, or similar environment. Buying using a digital channel was becoming increasingly popular, however the Covid-19 pandemic and associated lock downs meant that for many of us, digital purchasing was the only option. Businesses need to

			appreciate that digital customers come with their own set of needs and desires. It is, therefore, critical that companies who deal with a digital client, acknowledge the nuances between their face-to-face customers and the varying needs and the ways in which their customers consume their digital products.
		7	Digital capability: Students will learn that increasingly technology play a fundamental role in supporting the core business function of most businesses. It is therefore vital that businesses ensure that their staff have the appropriate equipment and are properly training in the usage of the equipment and associated software. In addition, there must be the willingness to engage with technology firmly embedded with the culture of the business.
		8	Digital leadership: Students will learn that digital leadership is the skill of steering an organisation towards and through the process of digital transformation in order to stay competitive and agile in a rapidly evolving digital environment. An additional issue associated with digital leadership is the effective management of dislocated teams that perhaps are rarely met with face to face. This brings with it a whole series of issues that normal office-based operations do not encounter.
		9	Introduction to design thinking: Students will discover that design thinking is a human-centred approach to innovation. It is firmly based in

			gaining a detailed and in-depth appreciation of customer needs, the ability to rapidly bring a prototype to the table, and generating free flowing creative ideas. If these steps are put into place effectively then there is a good chance that this will transform the way the business develops products and services. By using design thinking, a business can make decisions based on what customers really want instead of relying only on historical data (what they used to want). The speed of innovation associated with design thinking also means that the business needs to embrace failure as a part of the learning and growing curve.
		10	Strategic planning: The idea of digital transformation is to convert a business into a cutting edge, fit for purpose, modern and dynamic, digitally enabled business. Students will learn that a business will need to carefully construct a strategy with a view of transforming their organisations, their assets, and how they interact with the digital environment that surrounds them. However, somewhat disappointingly, the strategy often does not include a detailed plan of how to actually implement the strategy. Students will learn that this is where strategic planning comes into play. Digital transformation can be an enormous project and it is vital that businesses approach it in a logical, well thought through fashion. Students will learn about various tools that could be brought into action to help with this task.
		11	Managing Digital Change:

			Students will learn that the way change is managed within a business has evolved at a similar pace to that of digital transformation. This is because of the specific needs of the digital transformation process. In other words, as the needs and processes of a business evolve so must the process of change that underpin and drive them. Students will consider the use of various implementation methods such as user experience and design thinking as tools to support change management.
		12	Measuring success: The business world is moving at pace, instigating a process of digital transformation as quickly as it can. It is vital for business to adopt digital, data, and analytics as quickly as it can, or risk being left behind. Students will learn that often businesses rush into the process of digital transformation because it seems like the righting to do, however, they have not thought through what success will look like. In other words what will the tangible outputs of the digital transformation be, what will great look like? Students will investigate various relevant key performance indicators associated with digital transformation.
13	Indicative Reading List	Essential Reading	
		Brown, A. W. (2019), Delivering Digital Transformation, DEG Publishing, NY.	

		Suggested Reading			
		An, J. (2018), 77 Building Blocks of Digital Transformation: The Digital Capability Model. CreateSpace Independent Publishing Platform. Herbert, L. (2017). Digital Transformation. London: Bloomsbury Business Perkin, N. and Abraham, P. (2017). Building the Agile Business through Digital Transformation. London: Kogan Page Rowles, D. and Brown, T. (2017). Building Digital Culture: A Practical Guide to Successful Digital Transformation. London: Kogan Page			
		Essential Websites			
		https://youtu.be/3zDLY6Ulh5U			
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 summative assessments. An online examination will be set by IAB and automatically marked, whilst the assignment will be prepared by IAB but assessed by the centres themselves. The assessment will be verified by IAB's quality assurance process.			
		No	Indicative Assessment	Weighting	Duration/ Words

			Type		
		1	Online examination	60%	45 min
		2	Assignment	40%	Report (1800 words)
14	Special Requirements to deliver Module	No specialist equipment is required for the delivery of this module			
15	Distribution of Student Learning Time				
		Formal directed teaching	L = Lecture T = Tutorial	24 hours 12 hours	
		Student directed learning		48 hours	
		Self-directed study and research		80 hours	
		Assessment		36 hours	
		Total		200 hours	
16	Version Number	2.0			
17	Date	20.08.2024			

Module Descriptor Financial Risk Management

1	Module Title	Financial Risk Management
2	Module Code	tbc
3	Level	6
4	Credits	20
5	Associated Awards	Level 6 Diploma in Business and Finance
6	Pre-requisite Module/s	Introduction to Finance & Accounting
7	Outline	Accountants and related practitioners need to develop an understanding of enterprise and financial risks. Furthermore, they need to comprehend and apply appropriate risk management techniques to help maximise enterprise value. Specifically, the broad aims of this module are to: identify and evaluate the various risks faced by organisations, differentiate between financial, business and enterprise risks, identify and apply appropriate financial risk management techniques, identify and discuss the various managerial and organisational constraints that impact financial risk management. Students will be expected to comprehend and apply quantitative and qualitative risk management techniques. Learning will be enriched via the analysis of real world examples and simulated datasets.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Assess and evaluate the various types of enterprise, business and financial risks faced by organisations.
	MLO2	Apply and evaluate a range of financial risk management 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	Quantitative skills										
		4	Analytical skills										
11	Synopsis	Week	Subject Title and Description										
		1	Introduction to risk Students will examine various types of enterprise risk, risk classifications and the differences between enterprise, business and financial risks will be explored. Specifically, the following topics will be covered: risk classification systems, types of risk with signposting to the remaining sessions, difference between risk and uncertainty and risk mapping Pedagogy will combine case analysis, data set analysis and mapping exercises The assessment requirements will also be explained and students will have the opportunity to raise questions and queries.										
		2/3	Introduction to risk management Students will be introduced to a range of risk management models and constraints. Specifically, the following objectives will be covered: • Risk management models such as TARA • The concept of value at risk										

			• Tax shields • Agency theory • Game theory • Opportunity costs of risk management • Risk attitudes and indifference • Top down v bottom up approaches • Marking to market • Stress tests • Corporate governance: risk committees and registers Learning will be enhanced via examination of case studies and application relevant academic theories
		4	Introduction to quantitative risk management and analysis Students will focus upon the key techniques for quantifying risks. The following techniques will be examined, applied and discussed: • Expected values • Dispersal – standards deviations and ranges • Skew and Kurtosis • Distributions • Covariance and correlation • Introduction to regression • Probabilities and historical data analysis • Decision and fault trees • Learning will be enhanced via the use of worked and simulated examples, basic programmes and case analysis
		5	Market risk Students will explore the principles of market efficiency, intermediation and the types of market risk. Specifically, the following areas will be covered: • EMH • Role of intermediaries • Blockchain solutions • Systemic risk and non-systemic risk

			• The concept of beta and CAPM Learning will be enriched by reference to real world examples and analysis of relevant academic theories. Students will be expected to both understand and critically appraise the various concepts and models.
		6	Financial risks Students will explore and assess the various types of financial risks and threats that organisations face. Specifically, the following risks will be covered: • Gearing and leverage • Liquidity • Operational risk Students will also analyse debt/equity ratios and financial distress signals, e.g., Z-scores, using case examples. Learning will be enriched by reference to real world examples and financial statement analyses.
		7	Interest rate risk Students will examine interest rate risks, term structures and interest rate theories including: expectations, liquidity preference, segmentation of markets, etc. The following risk management techniques will then be applied and evaluated: • IRGs • FRAs • FTOs • Futures and options
		8	Currency risk Students will explore the impact of currency risk exposure. The various types of exposures will firstly be identified and discussed including, transactions, translations and economics. Students will then and evaluate a range of risk management techniques and theories including: • Interest rate parity • Purchasing power parity

			• Money market hedges • Forward rates and efficiency • Futures and options Learning will be enriched by reference to real world examples and datasets.
		9	Equity risks and Portfolio Theory Students will explore and evaluate equity and asset risks. The following topics will be examined: • Portfolio theory • Expected values, SDs and correlation • Two-asset portfolios and multi asset portfolios • Separation theorem • CML and efficient frontiers Learning will be enriched by reference to real world examples, computations and case examples.
		10	Asset risks Students will evaluate asset risks and risk management strategies. The following topics will be covered: • CAPM • Asset security • Asset hedging • Volatility cones • Diffusion trees • Learning will be enriched by reference to real world examples, computations and case examples.
		11	Credit risk Students will explore the impacts of credit risk exposure and apply a range of credit risk management techniques. The following dynamics will be examined: • Credit scoring and ratings agencies • Credit derivatives • Slicing and dicing • Credit dynamics and cycles • The subprime market Learning will be enriched by reference to real world

			examples, including the financial crisis and computations.
		12	Qualitative risk management Students will explore and apply some of the qualitative risk management techniques available to risk managers. A comparison with quantitative approaches will also be undertaken. Topics that will be discussed and applied include: • Delphi • Scenario planning • Triangulation • Content analysis • Data mining and analytics • Expert judgements Learning will be enhanced via the examination and analysis of corporate documents and datasets.
13	Indicative Reading List	Essential Reading	
		Kaplan.,(2022). ACCA Financial Management: study text. Kaplan Publishing	
		Arnold, G. and Lewis, D., (2019). Corporate Financial Management, sixth edition. Harlow: Pearson	
		Brearley, R., Myers, S. and Allen, F., (2019). Principles of Corporate Finance. McGraw-Hill	
		Suggested Reading	
		Hull, J., (2019). Risk Management and Financial Institutions. Wiley	
		Jensen, P. & 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.irm.org 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 summative assessments. An online examination will be set by IAB and automatically marked, whilst the assignment will be prepared by IAB but assessed by the centres themselves. The assessment will be verified by IAB's quality assurance process.			
		No	Indicative Assessment Type	Weighting	Duration/Words
		1	Online examination	60%	45 min
		2	Assignment	40%	Presentation materials (1,250 words)
14	Special Requirements to deliver Module	No specific software or unusual teaching equipment required.			
15	Distribution of Student Learning Time				
		Formal directed teaching	L = Lecture T = Tutorial	24 hours 12 hours	
		Student directed learning		48 hours	
		Self-directed study and research		80 hours	
		Assessment		36 hours	

		Total	200 hours
16	Version Number	2.0	
17	Date	20.08.2024	

Module Descriptor High Performance Teams

1	Module Title	High Performance Teams
2	Module Code	tbc
3	Level	6
4	Credits	20
5	Associated Awards	Level 6 Diploma in Business Management Level 6 Diploma in Business and Finance
6	Pre-requisite Module/s	Managing People
7	Outline	It is often stated that human resources are an organisation's greatest asset and a source of competitive advantage. The question is therefore begged: how can a high-performance team be developed, motivated and managed? Scholars and practitioners have wrestled with this challenge for decades. The chief aims of this module are to analyse and discuss the key components of high performance teams including, autonomy, leadership, cohesion, communications, trust, values and authenticity. The key differences in high performance team practice will be discerned and analysed. The role of leadership will similarly be placed under the microscope. Students will also explore the key challenges to high performance team building and outputs.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Identify and evaluate the key components of high-performance teams (HPT).
	MLO2	Identify and discuss the various management and leadership methods of building high performance teams (HPT)
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										
		1	Introduction: what is it that distinguishes a high performing team from other workforce groups? Managers and leaders need to be able to accurately and consistently be able to discern this difference to deliver outstanding business performance. Students will unpack and analyse the ingredients and principles of high performance teams. They will examine how the outputs of HPTs and related theory will be discussed in a range of business contexts. The assessment requirements will be outlined and discussed and students given the opportunity to raise questions and queries.										
		2	Talent sourcing An HPT is only good as the sum of the individual components. This usually commences with the identification of the correct “talent” required to occupy team positions. Using case examples, students will explore concepts such as recruitment reach, talent pipelines, talent attraction, competence grids, and talent engagement. They will examine a range of sources, models and concepts that can effectively be utilised to identify and attract talented individuals. The barriers to talent attraction will also be explored, and contextual and geographical contexts examined.										
		3/4	Team leadership The role of the leader in an HPT is critical. But what are										

			the attributes of a successful HPT leader? Students will explore the concept of leadership in the context HPT. They will evaluate a range of leadership theories, including leading edge thinking such as leaderless teams, blue ocean leadership and loose-tight structures. The issue of formality versus informality (leaders) will be explored. The specific roles of HPT leaders will be analysed including, direction, communication, empathy, decision-making and reporting intervals, etc. The barriers to leadership will be identified and discussed.
		5	The team leader as a coach There is considerable support in the literature for the role of the leader as a coach. Indeed, it is now a recognised leadership style, in its own right. Students will explore and dissect coaching and mentoring theory and its benefits to HPT management. The skills and techniques of effective coaching will be discerned and critically applied to a range of business contexts.
		6	Emotional Intelligence It has been recognised that high performing leaders often maintain superior levels of empathy and sensitivity. Students will explore and discuss the concept of emotional intelligence and the work of scholars, such as Goleman. They will also unpack the term “empathy” and use case studies to identify its components and applications. Barriers and impediments to empathy and emotional intelligence will be explored and discussed.
		7	Team structures Students will firstly review classic models and theories of organisational and team structures. They will then explore some of contemporary literature and management thinking on HPT structures including concepts such as, ultra-flat structures, matrix arrangements, virtual teams, leaderless teams and organic teams. These concepts will be applied to real world case

			examples. Barriers and constraints on choices of team structures will then be explored.
		8/9	Team communication and decision-making Communication systems and strategies are vital for organisational and team success. The question is therefore asked: what communication systems are deployed in HPTs? Students will review contemporary thinking on business communications including spans of control, tall versus flat, involvement, openness, decision-making techniques and key communication media. They will then examine some of the key contemporary developments in communications theory. The barriers to effective communication will then be explored.
		10	The role of technology At first glance, HPTs and team leadership may present as a purely people focused area(s). Whilst this is undoubtedly, largely correct, it does not mean that the use of technology is unimportant. Indeed, in recent years technological developments within business, aided in part by the Covid19 epidemic, have accelerated. It is therefore important to investigate the potential applications and benefits to HPTs. Students will firstly explore the various technologies that managers may deploy to enhance team performance including, AI, machine learning and virtual communications technology. They will then examine a range of case examples from differing organisational contexts and assess the relative importance of technologies.
		11	Building and motivating HPTs Managers of HPTs need to harness leading edge motivational and management techniques to help maximise team outputs, harmony and effectiveness. Students will critically discuss motivation theory and its applications to HPT. They will explore the concepts of intrinsic and extrinsic rewards, authenticity, remuneration policy and team-based rewards and incentives. The issue

			of team control will be explored and the concepts of team autonomy and democracy discussed with reference to case examples. Finally, HPT measurement and review techniques will be discussed and applied to selected case examples.
		12	HPTs and ethics Leaders and managers of HPTs need to be fully aware of the importance of ethical leadership practice and the potential impacts upon team performance, harmony and outputs. Students will explore and discuss a range of pervasive ethical issues that impact team operations including: environmentalism, diversity, unconscious bias, egalitarianism, objectivity, mental health awareness, burn out and stress management. They will analyse case examples and appraise and apply recognised ethical codes of conduct.
13	Indicative Reading List	Essential Reading	
		Mills, A., (2019). Unstoppable Teams. Harper Collins	
		Suggested Reading	
		Cartwright, R., (2017). Mastering Team Leadership. Bloomsbury Publishing	
		Falcone, P., (2022). The New Managers. Harper Collins	
		Mitchell, D., (2022). Peak Performance Culture. Wiley	
		Sheikh, R., (2020). Blue Shark Team Building. CRC Press	
		Essential Websites	
		https://www.aohpt.com/	
		https://www.cipd.co.uk/	
		https://www.humanresources.org/	
		https://www.i-l-m.com/	
		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 exam and/or summative assignment. An online examination will be set by IAB and automatically marked, whilst the assignment will be prepared by IAB but assessed by the centres themselves. The assessment will be verified by IAB’s quality assurance process.			
		No	Indicative Assessment Type	Weighting	Duration/Words
		1	Online examination	60%	45 min
		2	Assignment	40%	Discussion paper (1,800 words)
14	Special Requirements to deliver Module	No specific software or unusual teaching equipment required.			
15	Distribution of Student Learning Time				
		Formal directed teaching	L = Lecture T = Tutorial	24 hours 12 hours	
		Student directed learning		48 hours	
		Self-directed study and research		80 hours	
		Assessment		36 hours	
		Total		200 hours	
16	Version Number	2.0			
17	Date	20.08.2024			

Module Descriptor Individual Synoptic Study

1	Module Title	Individual Synoptic Study
2	Module Code	tbc
3	Level	6
4	Credits	20
5	Associated Awards	Level 6 Diploma in Business Management Level 6 Diploma in Business and Finance
6	Pre-requisite Module/s	None
7	Outline	This module forms the capstone of student's undergraduate programmes. It is therefore the culmination of all their previous work and provides the opportunity for students to demonstrate knowledge of all of their previously acquired skills and knowledge, and particularly research skills acquired in the Research Methods module. Students will select an organisation of their choosing (subject to tutor approval) and investigate a business change/transformation issue. 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. Regardless of the option chosen, students must demonstrate, an application of relevant models and theories to the case organisation, a clear understanding of the business transformation and a detailed concluding section which should include a transformation management agenda (option 1) or a lessons learnt analysis (option 2). Completion of the project is for the most part an independent learning experience, supported by supervision sessions and attendance at tutorial workshops. These workshops will cover areas such as refining the initial proposal (which builds upon the

		research methods assessment); a revision of case study technique, research ethics requirements and the ethical approval processes; perspectives on change, a revision of research methods (tools); and writing skills, including critical reflection, drafting a personal development plan and project structure. Students will be issued with a timetable for the workshops at the start of their final year. The synoptic study will provide students with the opportunity to undertake a focussed exploration of a workplace change issue; perhaps based upon a disciplinary topic that has interested them during their programme of study. It will accordingly synthesise skills and knowledge acquired from many of their previous modules. Critically, the key difference in this module is that students will set their own question and provide their own unique answer. The first step for students when undertaking the synoptic study will be to review the feedback they received during for their proposal and make any adjustments required before advancing to the synoptic study itself. Students will be supported throughout this module by a project supervisor, with whom the student is required to maintain regular contact. Students should record details of each meeting held with their supervisor and present this as an appendix to their project submission.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Work critically, utilising theory in practice, to demonstrate the application of knowledge and skill, to create knowledge through practice through demonstrating the ability to communicate information, ideas, problems and solutions using excellent, professional written presentation skills.
	MLO3	Demonstrate the management of self and the application of professional behaviours to reflect on their own project management skills and associated personal and employability development needs.
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
	MLO1				X						
	MLO2										X
10	Transferable Skills (if applicable)	1	Information management and lifelong learning skills								
		2	Problem solving and scientific skills								
			Diagnostic and analytical skills								
			Data management skills								
		3	Communication skills								
11	Synopsis	Week	Subject Title and Description Plan for 10 to teach in 12								
		1	Introduction to the Synoptic study – expectations and structure								
		2	Revisiting and refining your proposal								
		3	Research frameworks with focus upon the case study technique								
		4	Methods 1 (quantitative)								
		5	Methods 2 (qualitative)								
		6	Literature Reviews								
		7	Analysis 1								
		8	Analysis 2								
		9	Conclusions & Recommendations								
		10	Personal Development Plan								
		11/12	Writing skills								
		13	Indicative Reading List	Essential Reading							
Dissertation handbook											
Saunders M.N. and Lewis, P. (2018) ‘Doing Research in Business											

		and Management: An Essential Guide to Planning Your Project'. Pearson
		Suggested Reading
		Bryman, A & Bell, E. (2018). Business research methods. (5th ed.). Oxford: Oxford University Press.
		Gupta, S., (2020) Driving Digital Strategy. Boston:HBSP
		Joyner, R. L., Rouse, W. A. and Glatthorn, A. A. (2018) Writing the Winning Thesis or Dissertation: A Step-by-Step Guide 4th Ed., Corwin
		Saunders M.N. and Lewis, P. (2018) 'Doing Research in Business and Management: An Essential Guide to Planning Your Project'. 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 exam and/or summative assignment. An online examination will be set by IAB and automatically marked, whilst the assignment will be prepared by IAB but assessed by the centres themselves. The assessment will be verified by IAB's quality assurance process.

		No	Indicative Assessment Type	Weighting	Duration/Words
		1	Online examination	60%	60 min
		2	Assignment	40%	Personal development plan (1,000 words)
14	Special Requirements to deliver Module	No specialist equipment is required for the delivery of this module			
15	Distribution of Student Learning Time				
		Formal directed teaching	W = Workshops T = Tutorial	24 hours 12 hours	
		Student directed learning		48 hours	
		Self-directed study and research		80 hours	
		Assessment		36 hours	
		Total			200 hours
16	Version Number	2.0			
17	Date	20.08.2024			

Module Descriptor International Accounting and Finance

1	Module Title	International Accounting and Finance
2	Module Code	tbc
3	Level	6
4	Credits	20
5	Associated Awards	Level 6 Diploma in Business and Finance
6	Pre-requisite Module/s	Financial Accounting

7	Outline	One impact of the “joined up” international business environment is the requirement to align accounting and financial systems across borders. The overarching aims of this module are to explore the progress made towards this requirement and examine some of the key challenges. Specifically, the broad aims of this module are to: examine the international reporting environment, standards and frameworks; explore the international financial environment including markets, standards and protocols; construct and discuss international group financial statements and Identify and discuss the challenges to international financial reporting and trade. Students will be expected to compose financial statements, perform international financial transactions and discuss the relevant theories, standards and frameworks. Learning will be enriched via the analysis of real world examples, computations and case studies.													
8	Module Learning Outcomes: At the end of this module, the student will be able to														
	MLO1	Apply and discuss international accounting standards, frameworks and principles.													
	MLO2	Apply and discuss the principles of international finance.													
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	1	Critical thinking skills												
		3	Computational skills												

	(if applicable)	3	Quantitative skills
		4	Analytical skills
11	Synopsis	Week	Subject Title and Description Plan for 10 to teach in 12
		1/2	The international financial reporting environment Students will examine and apply the main reporting standards, frameworks and protocol. Specifically, the following topics will be considered: • Regulatory environment • Sources of regulation • Standard setting progress towards an international conceptual framework, and progress towards standardisation The assessment requirements and timelines will also be discussed and students will be given the opportunity to ask questions. The session will combine consideration of relevant theories and standards with practical applications using case studies and computations.
		3	Financial statements - a recap Students will recap the purposes and constructions of the main financial statements and corporate governance principles. Specifically, the following areas will be explored: • Statement of financial position • Statement of profit and loss

			• Cashflow statements Learning will be enhanced via examination of case studies and the construction of financial statements.
		4/5	International consolidations Students will be required to focus upon the production and interpretation of internal consolidations. The following areas will be examined, applied and discussed: • Regulations and standards • Group statements • Partially owned enterprises • Special Purpose Entities • Joint Ventures • Associates • Balances • Disclosures Learning will be enhanced via the use of real-world case analysis and the construction of group accounting statements.
		6	International taxation and auditing Students will explore some of the challenges and issues relating to the audit and taxation of internal business. Specifically, the following areas will be examined: • International taxation and auditing • International enterprise guidelines and challenges • Internal audit in an international environment Learning will be enriched by reference to real world examples.

		7	Accounting in hyperinflation jurisdictions Students will explore the challenges presented to accounting in countries experiencing high inflation levels. Specifically, the following topics will be covered: Inflation • Historical Cost Accounting (HCA), alternatives to HCA and restatements Learning will be enriched by reference to real world examples, problem analyses and financial statement analyses.
		8/9	International economics and finance Students will examine interest trade theory and the underlying economic principles. The following areas will be considered: • Trade theories • Balance of payments • Exchange • Exchange Rates • Relationship between interest and exchange rates • Capital markets • Regulation and process Learning will be enriched by reference to real world examples, case studies and datasets.
		10/11	Financial markets Students will be required to analyse the operation of international trade and financial markets. The following specific areas will be covered: • Pricing • Rate setting • Spot and forward rates • Derivatives

			• Equilibria • Parity theories • Money supply: supply, demand and intervention • Role of central banks including quantitative easing • Alternative systems including microfinance and Islamic finance Learning will be enriched by reference to real world examples, case studies and performance of practical computations.
		12	Finance and Banking regulation In this session, students will the level and importance of financial regulation, including: • Banking failure • Asset/liability mix • Regulations and safeguards Learning will be enriched by reference to real world examples, including the financial crisis.
13	Indicative Reading List	Essential Reading Brearley, R., Myers, S. and Allen, F., (2019). Principles of Corporate Finance. McGraw-Hill Krugman, P., Obsfeld, M. and Melitz, M., (2018). International Finance. Pearson Melville, A., (2019). International Financial Reporting. Pearson Suggested Reading Arnold, G. and Lewis, D., (2019). Corporate Financial Management, sixth edition. Harlow: Pearson Solomon, J., (2020). Corporate Governance and Accountability,	

		5th edition, Chichester: Wiley		
		Essential Websites		
		https://www.accaglobal.com/gb/en.html https://www.bankofengland.co.uk/ https://www.bis.org/ https://www.cimaglobal.com/ https://www.icaew.com/ https://www.ifrs.org/ 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 summative assessments. An online examination will be set by IAB and automatically marked, whilst the assignment will be prepared by IAB but assessed by the centres themselves. The assessment will be verified by IAB's quality assurance process.		
		No	Indicative Assessment Type	Weighting
		1	Online examination	60%
		2	Assignment	40%
				Duration/Words
				60 min
				Seminar notes (1,800 words)
14	Special Requirements to deliver	No specific software or unusual teaching equipment required.		

	Module			
15	Distribution of Student Learning Time			
		Formal directed teaching	L = Lecture T = Tutorial	24 hours 12 hours
		Student directed learning		48 hours
		Self-directed study and research		80 hours
		Assessment		36 hours
		Total		200 hours
16	Version Number	2.0		
17	Date	20.08.2024		

Module Descriptor International Marketing

1	Module Title	International Marketing
2	Module Code	tbc
3	Level	6
4	Credits	20
5	Associated Awards	Level 6 Diploma in Business Management Level 6 Diploma in Business and Finance
6	Pre-requisite Module/s	Principles of Marketing (L4) Digital Marketing (L5)
7	Outline	This module will enable students to understand the complexity and variety of factors playing a role in the design and implementation of international marketing strategies. The module also aims to stimulate students' critical and independent thinking by addressing topics from a range of theoretical perspectives. As organisations grow there tends to be a point where they outgrow their domestic markets and are faced with challenges in opening up export

		opportunities and spreading their operations internationally. In an increasingly digital era, trading across geographic and political borders is ever more commonplace. While these options provide growth for organisations, they also present significant hurdles. This module discusses the reasons for operating outside the domestic market, explores the analyses necessary before selecting entry strategies and deciding on an international marketing strategy, and considers the implications for marketing operations of organisations trading across cultures.												
8	Module Learning Outcomes: At the end of this module, the student will be able to													
	MLO1	Critically assess the relative value the key concepts and models of international marketing.												
	MLO3	Model, construct and justify an International Marketing Plan												
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	Competition and the marketing principles Students will cover a great deal of ground this week as they come to terms with several of the key principles that form the foundation of this level 6 module. Topics include understanding the market, the competitive scenario, the brand vision, the brand positioning and											

			identity, the brand architecture, product marketing, perceived value, price positioning and business models
		2	Branding and communication Branding can be a complex art at the best of times, however when brands cross borders there can be a risk of genuine issues arising. This can have a hugely detrimental impact on the business. Students will study relevant theory and be provided with a variety of examples of when international branding went very wrong.
		3	The evolution of the customer experience Students will learn about how historically customer service revolved around analogue (face to face) encounters. Increasingly companies need to provide excellent customer service and therefore value via digital platforms and digital buying channels. Topics covered will include the analogue times, the digital times, the speed of change, consumer touch points' strengths and weaknesses, search engines and the power of social media.
		4	Marketing strategy Students will consider the purchase funnel, the role of different touch points at the different stages of the funnel, multi-channel vs omni-channel strategies, direct and indirect returns, short and mid-long-term objectives, the lifecycle framework, customer engagement/purchase/after purchase, customer relationship management, customer loyalty and halo effects.
		5	Marketing execution via direct channels:

			Students will consider the following areas, physical purchases vs virtual purchases, online stores, social commerce, digital marketing, key factors for success per channel, main KPIs to track the channel performance.
		6	Marketing execution via indirect channels Students will investigate trade marketing, concessions and franchising, limitations and opportunities of indirect channels, key factors for success per channel
		7	The International Market Selection Process Students will consider how the international market selection process has evolved over time, new techniques in market research and justification approaches and key factors in final market choice such as cost and risk vs return.
		8	International Market entry (part 1) Students will consider the routes of franchising and the use of agents as routes to market. Strengths and weaknesses of each will be evaluated in terms of cost, risk and reward.
		9	International Market entry (part 2) Students will consider the routes of joint venture and wholly owned subsidiary as routes to market. Strengths and weaknesses of each will be evaluated in terms of cost, risk and reward.
		10	Culture and marketing Students will consider theories associated with culture and marketing. Key models utilised within this topic will include

			Hofstede's Cultural Dimensions and Porter's Diamond.
		11	Pricing for International Markets Students will investigate how price competition is one of the significant issues that companies face in international markets. Many companies struggle to solve this problem efficiently. Price is one of the most important and potentially effective factors to aid businesses in the attraction of customers. It also contributes to brand loyalty and the notion of value and satisfaction. Pricing with global markets is more difficult than pricing in domestic markets. In the domestic market, the manager knows the effects of the cultural and economic environment on pricing policies. But in the international markets, due to the lack of familiarity with foreign markets and the variety of those markets, it is not easy to decide on pricing policy.
		12	International Promotion Strategies Students will learn how the promotion of products and services across international boundaries can be exceedingly difficult. Language, religion, politics – they all impact upon the effectiveness of international promotional campaigns. Students will discover how to formulate a marketing strategy that is based on sound principles and therefore increasing the chance of success against set key performance indicators.
13	Indicative Reading List	Essential Reading	
		Hollensen, Svend (2020), Global Marketing. Harlow: Pearson Solomon, M.R., Marshall, G.W. and Stuart, E.W. (2019)	

		Marketing: Real People, Real Choices. 9th edn. UK: Pearson.
		Suggested Reading
		Chaffey, D. and Ellis-Chadwick, F. (2019) Digital Marketing. 7th edn. UK: Pearson.
		Kotler, P., Kartajaya, H. and Setiawan, I. (2017) Marketing 4.0: Moving from Traditional to Digital. New Jersey: Wiley & Sons.
		Kotler P. and Keller, K.L. (2016) Marketing Management. 15th edn. UK: Pearson.
		Journals
14	Indicative Assessment	Harvard Business Review
		International Journal of Advertising
		International Journal of Research in Marketing
		International Marketing Review
		Journal of International Business Studies
		Journal of International Marketing
		Journal of Management Studies
		Journal of Retailing
		Management International Review
		Sloan Management Review
		Essential Websites
		https://edgy.app/international-marketing
		https://youtu.be/yjQvcMcw WE
14	Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.
		A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

		An online examination will be set by IAB and automatically marked, whilst the assignment will be prepared by IAB but assessed by the centres themselves. The assessment will be verified by IAB’s quality assurance process.			
		No	Indicative Assessment Type	Weighting	Duration/Words
		1	Online examination	60%	60 min
		2	Assignment	40%	Marketing Plan (2,500 words)
14	Special Requirements to deliver Module	No specific software or unusual teaching equipment required.			
15	Distribution of Student Learning Time				
		Formal directed teaching	L = Lecture T = Tutorial	24 hours 12 hours	
		Student directed learning		48 hours	
		Self-directed study and research		80 hours	
		Assessment		36 hours	
		Total		200 hours	
16	Version Number	2.0			
17	Date	20.08.2024			

Module Descriptor International Supply Chain Management

1	Module Title	International Supply Chain Management
2	Module Code	tbc
3	Level	6
4	Credits	20
5	Associated Awards	Level 6 Diploma in Business Management
6	Pre-requisite Module/s	Supply Chain Management
7	Outline	Global supply chains are becoming increasingly internationalised. A combination of trade policies, enabling technologies, digitisation and advanced transportation methods are shown to increase opportunities for profitable and efficient global commerce. The key aims of this module are to explore the core elements that make up international trade; investigate how international supply chains can be harnessed to enhance business efficiencies and competitive advantage; and identify the main challenges and impediments to trade and supply chains. Supply chain managers require high levels of international variations and options to allow them to optimise trading strategies and policies.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Identify and evaluate the main international trade enabling and constraining factors.
	MLO2	Devise and discuss a range of international supply chain policies and strategies
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 international trade Students will investigate the growth and trends in contemporary international trade. The key principles and features of international trade will be unpacked and analysed. Students will consider and discuss international trading policy variations and the role of trade alliances, blocs and multi-partner agreements. The assessment requirements will be discussed, and students given the opportunity to raise questions and queries.										
		2	Globalisation Students will explore the concepts of globalisation, global business and internationalisation. A range of models and concepts will be applied and explored including Porter's Diamond, pull v push forces and CAGE. Students will then be required to examine the limitations and barriers to globalisation using theories from scholars such as Ghemawat and Porter. Finally, they will explore current trends in global business management.										

		3/4	International supply chain networks and stakeholders Construction and management of an international supply chain required careful planning and consideration. Managers need to know how to identify, map and manage a broader variety of stakeholders. Key to these tasks is the possession of sufficient cultural intelligence and sensitivity. Managers need to develop an in-depth understanding of various international practices, cultures and regulations and use this to inform supply chain plans. Students will explore various international contexts and identify the key barriers and enablers.
		5	International transportation International supply chain managers need to keep abreast of the trends and changes in global transportation modes. Students will identify and evaluate a range of international transportation options. They will consider factors such as distance and factory gate pricing in the context of supply chain plans. Regional variations will be examined and contrasted.
		6	Containerisation For many larger product lines, international shipment has to be made via the procurement of containers. It is vital that supply chain managers keep abreast of international variations, policies and conditions. Students will explore the theory and principles of containerisation and evaluate emerging trends including

			Blockchain principles, fragmentation and reciprocity. The concept of container standardisation will also be discussed as will the Connectivity Index. Students will be required to evaluate the use and importance of containerisation in a variety of business contexts via case study analysis.
		7	International freight Students will investigate the principles and protocols of international freight and freight forwarding. They will explore prevailing regulations, documentation and conventions in a variety of business contexts and geographies. Relevant contract documentation and terms of sale will be examined. International Commercial Terms (Incoterms) will be explored, analysed and applied to a range of trade situations. Students will also identify and evaluate the various challenges that might present in a range of industry contexts.
		8	Location of plant and industry Students will firstly explore the key factors that need to be evaluated before making industry location decisions, for example, distribution centres, aggregation, factories, communications centres, etc. They will then look a range of economic geography models and resources and theories that may be harnessed to help optimise location choices. This conceptual understanding will be brought to life via the examination of case studies and practical

			examples. Barriers and impediments to optimal industry location will be explored and discussed. Students will also be required to develop supply chain plans using location of industry principles.
		9/10	Outsourcing and offshoring Supply chain managers need to carefully evaluate on versus offshore activities and make or buy options. Internationalisation has increased the complexity of these decisions as well as the range of options available. Students will explore the principles of outsourcing and offshoring. They will consider the impacts of a range of international variations, for example, costs, quality and legislation. The concepts of landed costs and integration will be explored using case examples. Students will be required to appraise the key cross-national challenges and impediments.
		11	Global sustainability The global supply chain managers must consider fully the prevailing environmental and sustainability issues that impact planning. Students will explore international and national conventions, targets and standards; for example, Kyoto and GRI. Using case studies, students will discuss real world

			sustainability issues exploring issues such as carbon footprints, energy, climate change, pollution, recycling, labour rights and philanthropy.
		12	Contemporary issues in international supply chains Students will consider and evaluate a range of pervasive issues impacting global supply chains. These will include, digital – international platforms, Blockchains, AI, free trade growth, etc. Students will be required to apply these themes to a range of case examples and identify the resulting impacts on supply chain plans.
13	Indicative Reading List	Essential Reading	
		Mangan, J and Lanwani, C., (2020). Global Logistics. Pearson	
		Suggested Reading	
		Chopra, S., (2021). Supply Chain Management. Pearson	
		Dani, S., (2019). Strategic Supply Chain Management. Kogan-Page	
		Lysons, K. and Farrington, B., (2020). Procurement and Supply Chain Management. Pearson	
		Slack, N. and Brandon-Jones, A., (2018) Operations Management. Pearson	
		Essential Websites	
		https://www.agi.global/	
		https://ciltuk.org.uk/	
		https://www.cips.org/	
		https://logistics.org.uk/	
		https://www.ioscm.com/	
		https://www.trade.gov/	
		https://www.worldbank.org/en/topic/trade	

14	Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module. A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment. An online examination will be set by IAB and automatically marked, whilst the assignment will be prepared by IAB but assessed by the centres themselves. The assessment will be verified by IAB’s quality assurance process.			
		No	Indicative Assessment Type	Weighting	Duration/Words
		1	Online examination	60%	60 min
		2	Assignment	40%	Report (1,800 words)
14	Special Requirements to deliver Module	No specific software or unusual teaching equipment required.			
15	Distribution of Student Learning Time				
		Formal directed teaching	L = Lecture T = Tutorial	24 hours 12 hours	
		Student directed learning		48 hours	
		Self-directed study and research		80 hours	
		Assessment		36 hours	
		Total		200 hours	
16	Version Number	2.0			
17	Date	20.08.2024			

Module Descriptor Working Ethically in a Modern Business World

1	Module Title	Working Ethically in a Modern Business World
2	Module Code	tbc
3	Level	6
4	Credits	20
5	Associated Awards	Level 6 Diploma in Business Management Level 6 Diploma in Business and Finance
6	Pre-requisite Module/s	International Business (L5) & Business and its Environments (L4)
7	Outline	The challenge for students of management is how or indeed if, robust and enduring business ethics and corporate social responsibility can be created? It could be argued that the solution to this predicament is via the concept of sustainability and its practical implementation through the adoption of Business Ethics and Corporate Social Responsibility (CSR) policies. Sustainable and ethical approaches to business development have been increasing in popularity over the past two decades. Initially starting out as a response to the negative impacts of unplanned and unmanaged mass production and associated supply chains, sustainability is now well on its way to becoming a fully integrated management approach. It has been adopted by many mainstream businesses in their everyday business practice and as the central value proposition to many new business models. How have sustainable practices become so important to contemporary business and what exactly is a sustainable management approach and how is it achieved? Employers are increasingly looking for people who understand sustainability, business ethics and CSR. This module will enable the development of knowledge and skills to understand, articulate, critique, and apply the theory behind sustainable and ethical approaches to business management. During the module, a variety of companies' attempts to integrate sustainable approaches into their everyday business practices will be explored. By exploring the theory and examining the practice from a range of sectors, it will be seen how and why people have chosen to adopt sustainable approaches to the way in which they

		do business.
8	Module Learning Outcomes: At the end of this module, the student will be able to	
	MLO1	Evaluate how businesses have attempted to adopt sustainable development approaches to their everyday management practices
	MLO3	Evaluate their own views and approaches with regard to sustainable development and robust, ethically sound business practices.
	MLO3	Assess academic arguments around key issues in the global sustainable development and sustainable business debate.
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	
	MLO2	
	MLO3	
10	Transferable Skills (if applicable)	1 Information Management and Lifelong Learning Skills 2 Problem Solving and Scientific Skills 3 Communication Skills
11	Synopsis	Week 1 Subject Title and Description (Plan for 10 to teach in 12) Sustainable development fundamentals: Students will discover the importance of sustainable development, be introduced to the key pillars of sustainability and the notion of the triple bottom line. The term 'Sustainable development', rather than just development 'development' is now being increasingly used by scholars. It is central point of discussion and debate between scholars, social

			scientists, social organisations, governments and leaders.
		2	Why do we need a sustainable management approach: Building upon the initial introductory lecture in week one, this session will introduce students to many of the stark statistics facing the business world and society in general. Students will also assess the notion of sustainable management.
		3	The pillars of sustainability, triple bottom line: Students will discover how the concept of sustainability can be built around the notion of three supporting pillars and how the pillars can be considered a solution orientated approach to dealing with various sustainability issues. Students will also consider what happens when one of these pillars is eroded. Students will then move on to consider the triple bottom line and how a company should be assessed not only on their financial strength.
		4	Business ethics in a global context: Students will investigate how morals and ethics translate into the global business environment. They will be introduced to the concepts of morality and ethics which will provide an excellent framework to then consider a variety of contexts: globalisation, multi-national corporations, sustainability, environmental issues, human impact including citizenship implications, CSR, global impacts and outsourcing.
		5	Contemporary debates around sustainable development, climate change, notions of consumption, equity, business ethics and CSR: Students will undertake a debate centred around a topical issue from the field of business sustainability and business ethics. The subject matter may

			well be quite troubling, and students will be expected to vigorously contribute to this session.
		6	Governance and finance for sustainable business: students will consider how sustainability, CSR, environmental, social and governance (ESG) are considered to be important factors when deciding upon business practices and sources of finance. Therefore, these factors are now firmly on the agenda for businesses as well as investors. Keeping abreast of the increasingly broad legal and regulatory frameworks governing these issues, as well as managing reputational risk, represents an enormous governance challenge for businesses.
		7	Leadership and Entrepreneurship for sustainable business: Students will consider the urgent need for skilled, creative thinkers who can design innovative solutions to the many environmental and business challenges facing the modern world. Students will assess which skills and competencies are required to create alternative economic and societal practices and frameworks to address such sustainability challenges. Students will go on to consider social enterprise, collaborative innovation networks, hubs, digital platforms and support intermediaries.
		8	Strategy and Execution - making change happen: Students will assess the need to make a shift in most cultures, towards an increasingly sustainable view. All too often change management consists of communication of the change at the start of the project and ends with training on the new process, tool or product, whilst managers keep their fingers crossed for a positive outcome. There is a need to move away from this approach to a

			model based around the notion of sustainable change. Business leaders and managers at all levels must go beyond just communicating with and enrolling all stakeholders. They must actively engage their teams in designing, implementing and making ongoing improvements in strategic organizational changes that embrace sustainability and sound business ethics.
		9	Collaboration, co-operation, and partnership – stakeholders management: Students will consider how stakeholder theory is often at the centre of Sustainable Development, Social Responsibility, Quality Management and Organisational Excellence. The integrity of the business in the eyes of stakeholder is a vital component in the success or failure of any give project or venture. Students will learn how to assess the relative power and influence of various stakeholder groups and how these groups can contribute towards the creation of a business with sound corporate social responsibility.
		10	Sustainable consumption and production: Students will investigate how the global environmental governance of supply chains is becoming increasingly vital in the modern world, both because of globalized production networks and as a consequence of new innovative business systems and approaches. Students will consider global environmental governance of supply chains, green supply chains and fair/decent jobs, digitalization, and environmental sustainability.
		11	Monitoring mechanisms and indicators of sustainability: Students will critique how effective monitoring and evaluation of sustainable development policies allows

			businesses to identify trends, spot changes, and quantify knowledge to improve business initiatives performance whilst simultaneously increasing transparency for stakeholders. Students will highlight KPIs relevant to the notion of the triple bottom line.
		12	Ethical self-audit and action plan: Having completed this series of lectures which orbit around the ideal of sustainable development and ethical business practices, students will now be asked to assess their own ethical stance and then they will be required to develop their own action plan which they will carry with them as they go out into the world of business as effective ethically robust citizens.
13	Indicative Reading List	Essential Reading	
		Blowfield, M. & Murray, A., (2019) 'Corporate Social Responsibility', Open University Press, Fourth Edition	
		Suggested Reading	
		Crane, A and Matten, D (2016), Business Ethics: Managing corporate citizenship and sustainability in the age of globalization; 4th Edition; Oxford: Oxford University Press	
		Cannon, T., & Cannon, T. (2012); Corporate Responsibility: Governance, Compliance and Ethics in a Sustainable Environment. 2nd Edition. Harlow: Pearson Education	
		Chandler, D., and Werther Jr, W. B. (2013); Strategic Corporate Social Responsibility: Stakeholders, Globalization, and Sustainable Value Creation. 3rd Edition. London: Sage Publications	
		Crane, A., Matten, D., & Spence, L. J. (Eds.). (2008). Corporate	

		Social Responsibility: Readings and Cases in a Global Context. 2nd Edition. London: Routledge. Visser, W., Matten, D., Pohl, M., & Tolhurst, N. (2010). The A to Z of Corporate Social Responsibility. Chichester: John Wiley & Sons			
		Essential Websites			
		https://www.youtube.com/watch?v=masQeEG5FX4			
		https://www.youtube.com/watch?v=Z5KZhm19EO0			
		https://www.youtube.com/watch?v=f6nxcfbDfZo			
14	Indicative Assessment	The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module. A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment. An online examination will be set by IAB and automatically marked, whilst the assignment will be prepared by IAB but assessed by the centres themselves. The assessment will be verified by IAB’s quality assurance process.			
		No	Indicative Assessment Type/Title	Weighting	Duration/Words
		1	Online examination	60%	60 min
		2	Assignment	40%	Magazine article (2,000 words)
14	Special Requirements to deliver	No specific software or unusual teaching equipment required.			

	Module			
15	Distribution of Student Learning Time			
		Formal directed teaching	L = Lecture T = Tutorial	24 hours 12 hours
		Student directed learning		48 hours
		Self-directed study and research		80 hours
		Assessment		36 hours
		Total		200 hours
16	Version Number	2.0		
17	Date	20.08.2024		

Appendix A - Mapping of modules to QAA Benchmark Statement

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

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

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

Each module 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 6 Module	Working Ethically in a Modern Business World	Individual Synoptic Study	International Marketing	High Performance Teams	Financial Risk Management	International Accounting and Finance	Digital Transformation of Business	International Supply Chain Management
1. Academic Reading	X	X	X	X	X	X	X	X
2. Researching	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

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
9. Problem Solving and decision Making	X	X	X		X	X		X
10. Memorising	X							X
11. Self/Time management, including self-efficacy	X		X	X	X		X	X
12. Self-assessment/reflection, including awareness of and management of emotions	X	X				X	X	
13. Interpersonal, including collaborating / working with others, cross cultural awareness, having a positive attitude, negotiation and persuasion	X		X					X
14. Digital literacy and IT skills		X	X		X	X	X	X
15. Numeracy/quantitative		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		X	
17. Commercial Awareness, including vision, corporate social responsibility and governance	X	X	X	X	X	X	X	X
18. Career management	X	X	X	X	X	X	X	X

Appendix B - Mapping to external reference points

FHEQ and QAA Benchmark Statements

The BA (hons) Business Management and BA (hons) Business and Finance map onto two key external reference points:

- The Framework for Higher Education Qualifications (FHEQ) (November 2014; <https://www.qaa.ac.uk/quality-code/qualifications-frameworks>). The courses meet national expectations through conforming to the relevant qualification descriptors at Level 6. By the end of the degree course students will have demonstrated:
- Knowledge and Understanding - A systematic extensive and comparative understanding of key aspects of the field of study, including coherent and detailed knowledge of the subject and critical understanding of theories and concepts, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- Cognitive Skills - A conceptual understanding of a level that is necessary to devise and sustain arguments, and/or to solve problems and comment on research and scholarship in the discipline, with an appreciation of the uncertainty, ambiguity and limits of knowledge.
- Practical Skills - An ability to manage one's individual learning and to deploy accurately established techniques of analysis and enquiry within a discipline or as necessary for the discipline
- Transferable Skills - Personal and enabling skills appropriate to the discipline, including the ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences, the exercise of initiative and personal responsibility, and decision-making in complex and unpredictable contexts.
- Professional Competences, where relevant - Typically, where a degree course requires an assessment of professional competencies, no course will be made if the student does not meet them. Providers remain free to set course learning outcomes above the threshold and classify students accordingly.
- Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas, showing what graduates might reasonably be expected to know, do and understand at the end of their studies (<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>). The Benchmark Statements are reference points in the design, delivery and review of academic courses, providing general guidance that allows for flexibility and innovation, rather than being intended to represent a national curriculum or to prescribe set approaches.
- The BSc (hons) Business Management, and BA (hons) Business and Finance enable students to particular aspects of a broad subject area in which they may, or may not, have prior knowledge or experience through previous study or employment. Where students have prior knowledge the courses enable them to focus on a particular

subject area or field of study in greater depth than they encountered during previous study or experience.

- Undergraduate study typically enables a student to learn how to conduct research and undertake training in research methods, often linked to a particular subject or field of study. Students completing these course will have in-depth and advanced knowledge and understanding of their subject, informed by current practice, scholarship and research. These skills are summarised in the following tables.
- The two courses' degree characteristics are mapped in Tables 7 and 8.

QAA Subject Benchmark Statement Mapping at Business, Level 6

Business Subject Benchmark Statement		Level 6 Modules					
Knowledge and Understanding		Working Ethically in a Modern Business World	Individual Synoptic Study	International Marketing	High Performance Teams	Digital Transformation of Business	International Supply Chain Management
	Markets: the development, access and operation of markets for resources, goods and services		X	X	X	X	X
	Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design	X		X		X	X
	Customers: management of customer expectations, relationships and development of service excellence	X	X				
	Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision-making and managing financial risk		X				
	People: leadership, management and development of people and organisations, including the implications of the legal context	X	X	X	X		X
	Organisational behaviour: design, development of organisations, including cross-cultural issues,	X	X		X	X	X

	change, diversity and values					
	Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems	X	X	X		X
	Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations		X	X		X
	Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools		X	X	X	X
	Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models		X			X
	Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives	X	X	X	X	X
	Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations, including the identification of intellectual property and appreciation of its value	X	X	X		X
	Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues	X	X	X	X	
Subject Skills and Practice	People management: to include communications, team building, leadership and motivating others	X		X	X	X
	Problem-solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions	X		X		X
	Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making.		X	X		X
	Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty			X	X	X
	Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.		X	X		X

Generic Skills and Attributes	Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.			X		X	
	Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts	X	X	X	X		X
	Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence			X	X	X	X
	Ability to work with people from a range of cultures.	X		X	X		
	Articulating and effectively explaining information	X	X	X	X		
	Building and maintaining relationships	X		X	X		X
	Communication and listening, including the ability to produce clear, structured business communications in a variety of media		X	X	X	X	
	Emotional intelligence and empathy	X		X	X		
	Conceptual and critical thinking, analysis, synthesis and evaluation		X	X		X	X
	Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time	X	X	X		X	X
	Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.	X	X	X	X	X	

QAA Subject Benchmark Statement Mapping at Finance, Level 6

Business Subject Benchmark Statement		Level 6 Modules					
		Working Ethically in a Modern Business World	Individual Synoptic Study	Financial Risk Management	International Financial and Accounting	Digital Transformation of Business	International Supply Chain Management
Knowledge and Understanding:	An appreciation of the nature of the contexts in which finance can be seen as operating, including knowledge of the institutional framework necessary for understanding the role, operation and function of markets and financial institutions (for example, the economic, ethical, legal, political, regulatory, social and tax environment, both national and international; the firm; the capital markets; and the public sector)		X	X	X	X	

	Knowledge of the major theoretical tools and theories of finance, and their relevance and application to theoretical and practical problems (for example, the concept of arbitrage and exampleXs of its use; financial mathematics; informational efficiency; optimal risk sharing; portfolio theory; asset pricing models and the valuation of securities; cost of capital; derivative pricing; risk management; information asymmetry; principal-agent relationships; signalling; Fisher separation and capital budgeting criteria; behavioural finance; term structure and the movement of interest rates; determination of exchange rates; and financial intermediation)			X	X		
	An understanding of the relationship between financial theory and empirical testing, and application of this knowledge to the appraisal of the empirical evidence in at least one major theoretical area. The appraisal should involve some recognition of the limitations and evolution of empirical tests and theory (for example, the efficient markets hypothesis; anomalies; risk management; pricing of derivatives and other securities; portfolio management; interest rates; exchange rates; raising capital and capital structure)	X		X	X	X	
	An ability to interpret financial data, including that arising in the context of the firm or household from accounting statements and data generated in financial markets. The interpretation should involve analysis using statistical and financial functions and procedures such as are routinely available in spreadsheets and other statistical/econometric software packages. It may involve the skills necessary to manipulate financial data and carry out statistical and econometric tests (for example, estimation and interpretation of asset pricing models; financial modelling and projections; event studies and residuals analysis; elements of time series analysis, such as serial correlation, mean reversion, and stochastic volatility).	X	X	X	X		
	An understanding of the financing arrangements and governance mechanisms and structures of business entities, and an appreciation of how theory and evidence can be combined to assess the effectiveness and efficiency of such arrangements (for example, decisions as to sources of finance and financial structure; the pricing of corporate securities; the market for corporate control; corporate governance; financial planning; and international dimensions of finance)		X	X	X		
	An understanding of the factors influencing the investment behaviour and opportunities of private individuals (for example, bonds, equities, and derivatives; risk aversion; risk/return trade-offs; portfolio management and performance measurement; pensions and long-term savings; the tax	X	X	X	X		

Generic Skills and Attributes	treatment of savings and investments; international diversification; foreign exchange risk; objectives of, and constraints on, institutional investors and advisers)						
	An understanding of financial service activities in the economy, and the factors that are changing these activities over time, and an appreciation of how finance theory and evidence can be employed to aid such understanding (for example, ideas of information asymmetry, moral hazard and risk sharing could be employed to analyse the fundamental nature of services, such as insurance, pensions, bank lending and consumer credit, and also explore fundamental problems arising in such financial service provision; the efficient market hypothesis could be used to explore the value added by investment and financial services)	X	X	X	X	X	
	An ability to understand financial statements, and a reasonable appreciation of the limitations of financial reporting and disclosure practices and procedures (for example, financial statement analysis; the relation between cash flow accounting and accrual accounting; discretionary accounting practices; and financial statement-derived measures of financial performance, including risk)	X	X	X	X		
	Critical evaluation of arguments and evidence		X	X	X	X	
	Independent and self-managed learning		X	X	X	X	
	Analysis, filtering and evaluation of data, and drawing reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data acquired by the student		X	X	X	X	
	Location, extraction and analysis of data from multiple sources, including acknowledging and referencing of sources	X	X	X	X	X	
	Numeracy, including the processing and analysis of financial and other numerical data and the appreciation of statistical concepts at an appropriate level	X	X	X	X	X	
	Using contemporary information and communications technology for the acquisition, analysis and communication of financial information	X	X	X	X		
	Communication, including presenting quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience, and oral as well as written presentation	X		X	X	X	

Working with others (such as through small group projects).

X

Appendix C -Mapping Learning Outcomes to Level 6 Modules

- Finally, the following Tables (9 and 10) demonstrate that both Courses Level 6 modules adequately cover the Learning Outcomes described in Section 8.
- While it may be argued that all Modules should, more or less, cover all Learning Outcomes, owing to the multivariate nature of business and finance subjects studied at this level. Consequently, the mapping identifies the key elements within the curriculum only.

Course Learning Outcomes Mapped to Level 6 Diploma Business Management

Learning Outcome	Working Ethically in a Modern Business	Individual Synoptic Study	International Marketing	High Performance Teams	Digital Transformation of Business *	International Supply Chain Management *
Demonstrate understanding of different types and sizes of organisation including public, private and not for profit (such as social enterprises) and understanding of their management, the economy and the business environment;	X		X	X		X
Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects which could include Digital Information or Supply Chain Management		X	X			X
Demonstrate personal preparation for, and development of, a career in business, management and finance, through the development of a range of specific knowledge and skills, together with improved self-awareness and personal development appropriate to graduate careers in business with the potential for management positions and to employability generally	X	X	X	X	X	X
Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make	X		X		X	

judgements, and to frame appropriate questions to achieve a solution, or identify a range of solutions, to a problem						
Demonstrate enhancement of a wide range of skills and attributes which equip graduates to become effective global citizens, including the encouragement of positive and critical attitudes towards change and enterprise	X	X			X	
Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences			X	X	X	X
Demonstrate an appreciation of marketing theories and Human Resource techniques as currently understood within contemporary business environments			X	X	X	
Demonstrate a knowledge of key specialised areas of contemporary marketing			X		X	
Demonstrate an awareness of the regulatory systems governing Human Resources			X	X		

Course Learning Outcomes Mapped to Level 6 Diploma Business Finance

Learning Outcome	Working Ethically in a Modern Business	Individual Synoptic Study	Financial Risk Management	International Accounting and Finance	Digital Transformation of Business *	International Supply Chain Management *
Demonstrate understanding of different types and sizes of organisation including public, private and not for profit (such as social enterprises) and understanding of their management, the economy and the business environment;	X		X	X		X
Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects which could include Digital Information or Supply Chain Management		X				X

Demonstrate personal preparation for, and development of, a career in business, management and finance, through the development of a range of specific knowledge and skills, together with improved self-awareness and personal development appropriate to graduate careers in business with the potential for management positions and to employability generally	X	X	X	X	X	X
Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution, or identify a range of solutions, to a problem	X		X	X	X	
Demonstrate enhancement of a wide range of skills and attributes which equip graduates to become effective global citizens, including the encouragement of positive and critical attitudes towards change and enterprise	X	X			X	
Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences			X	X	X	X
Demonstrate an appreciation of financial theories and techniques as currently understood within free market economies			X	X		
Demonstrate a knowledge of key specialised areas of finance			X	X		
Demonstrate an awareness of the regulatory systems governing finance and financial markets			X	X		