

Oxford College of London

**Edexcel BTEC Level 5 HND
Diploma in Business**

Course handbook

INTRODUCTION

This course handbook will provide you information about the qualification Edexcel BTEC Level 5 HND Diploma in Business. The handbook will provide detailed information about the learning outcomes and the assessment criteria which you need to achieve to attain this qualification.

You are required to refer to this handbook throughout your course as it provides vital understanding which will assist you in achieving the learning outcomes prescribed by Edexcel. This handbook will not only equip you for an easy kick start of your learning journey but with vital information under your belt, learning will become an enjoyable experience for you. The information collocated in this handbook has been gathered from Edexcel course handbook for BTEC Level 5 HND Diploma in Business. The content of this handbook is not definitive and is subject to change due to factors beyond the control of OCL.

If you have any enquiries related to information in this handbook or any further enquiries concerning your course, you can always speak to any member of the academic team.

Good Luck!

ABOUT YOUR COURSE

Edexcel BTEC Level 5 HND Diploma in Business will provide the learners with the generic knowledge, understanding and skills to enter employment in the business in any sector. This course equips the individuals for success in a range of administrative and management positions in business.

Studying for this course will provide opportunities for the learners to learn a range of techniques and tools essential for successful performance in working life. It will help the individuals to apply these skills at their workplace and build upon the knowledge they must have gained at the completion of the course. Those who are already employed will be able to use these attributes immediately at their work place and improvise their working practices.

Edexcel BTEC Level 5 HND in Business provides motivation for future studies. Upon successful completion, you may progress to study the last year of a Bachelors programme (Top-up Bachelors) or study other level 6 programme. This course will help you develop the following higher level skills in the business context. This list is not exhaustive.

Communication skills:

- Effective communication including verbal and written using an array of vehicles such as making a presentation, writing an email, drafting a report
- Receiving messages via various media and correctly interpreting the information
- Effective usage of ICT (Information and Communication Technology) for business applications
- Presenting information in a variety of visual forms

Cognitive skills:

- Ability to read and analysing a report
- Evaluating alternatives, justifying your options, synthesising and lateral thinking
- Relating and linking information
- Ability to conduct research into business and management issues

Self-management and self-development skills:

- Self-managing your responsibilities in terms of time, resources, planning and behaviour
- Developing yourself as an initiator and proactive
- Developing an appropriate learning style
- Being able to apply knowledge and relate information
- Transferring skills to a new or alien environment
- Self-evaluation, i.e. understanding of one's own strength and weaknesses

Data processing skills:

- Analysing and interpreting both qualitative and quantitative data and ability to make informed decisions

Leadership skills:

- Problem solving and decision making skills such as identifying a problem, extracting out relevant information and drawing a judgement
- Ability to deal with exceptional tasks

People skills:

- Being open-for-discussion and ready to take constructive criticisms
- Being sensitive and respectful towards diverse cultures, ethnicity and race of people
- Ability to coordinate well with the team members and acting as a cohesive force within a team
- Ability to negotiate and persuade effectively
- Ability to re-calibrate to varied circumstances

COURSE OVERVIEW

Course Title	Edexcel BTEC Level 5 HND Diploma in Business
Level	5
Awarding body	Edexcel
Credits	240
Duration of the course	Two years
Methods of study	Will include, for example, lectures, seminars, tutorials, presentations, group discussions, and case study analyses
Assessment	May include coursework, presentation, written report
Units	Business Environment Managing Financial Resources and Decisions Organisations and Behaviour Marketing Principles Aspects of Contract and Negligence for Business Business Decision Making Business Strategy Human Resource Management Personal and Professional Development Working with and Leading People Managing Business Activities to Achieve Results Managing Communications, Knowledge and Information Internet Marketing Small Business Enterprise Administrative Services Research Project
GLH	960
Entry requirements	<p><u>Entry requirements</u></p> <p>This qualification is available to anyone aged 18 and above and is capable of reaching the required standards. Students need to demonstrate their ability through qualifications and/or experience which may be one of the following:</p> <p>A minimum level-3 (for e.g. A-Level or Intermediate) qualification or equivalent in business or any other discipline</p> <p>English Language Requirement: B1 or above (Equivalent to IELTS 4.0 or above)*</p>

*Not applicable for distance learning students

UNITS

Business Environment

Aim

The aim of this unit is to provide understanding of different types of organisations and how the stakeholders influence the organisations. It provides knowledge of the purpose of the existence of an organisation and how organisations meet the conflicting objectives of the stakeholders.

You will learn the impact of different environmental factors such as government legislations, climatic conditions, economic, technological and social factors which directly or indirectly influences the structure and the activity of the organisation. Organisations have to function and adapt their operations within the market they exist in. Hence, organisations adapt to this environment which affects the demand, pricing and marketing strategies of their products.

In order to pass this unit, you must achieve the following learning outcomes.

Learning Outcomes	Assessment criteria for pass
1. Understand the organisational purposes of businesses	1.1 Identify the purposes of different types of organisation 1.2 Describe the extent to which an organisation meets the objectives of different stakeholders 1.3 Explain the responsibilities of an organisation and strategies employed to meet them
2. Understand the nature of the national environment in which businesses operate	2.1 Explain how economic systems attempt to allocate resources effectively 2.2 Assess the impact of fiscal and monetary policy on business organisations and their activities 2.3 Evaluate the impact of competition policy and other regulatory mechanisms on the activities of a selected organisation
3. Understand the behaviour of organisations in their market environment	3.1 Explain how market structures determine the pricing and output decisions of businesses 3.2 Illustrate the way in which market forces shape organisational responses using a range of examples 3.3 Judge how the business and cultural environments shape the behaviour of a selected organisation
4 Be able to assess the significance of the global factors that shape national	4.1 Discuss the significance of international trade to UK business organisations

business activities	4.2 Analyse the impact of global factors on UK business organisations 4.3 Evaluate the impact of policies of the European Union on UK business organisations
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Reading list

Textbooks

Sawyer M, (ed) – *The UK Economy: A Manual of Applied Economics*, 16th edition (OUP Oxford; 2004) ISBN: 9780199266517

Begg D – *Foundations of Economics*, 4th edition (McGraw-Hill Higher Education, 2009) ISBN: 9780077121884

Morrison J – *International Business Environment: Global and Local Marketplaces in a Changing World* (Palgrave Macmillan, 2006) ISBN: 9781403936912

A & C Black Publishers Ltd – *Whitaker's Almanack 2010*, 142nd Revised edition (A & C Black Publishers Ltd, 2009) ISBN: 9781408113646

Journals

Harvard Business Review (Harvard Business Publishing)

The Economist (The Economist Newspaper Ltd)

The broadsheet newspapers have daily business sections. Many business stories will appear in the news sections.

Websites

www.direct.gov.uk/en/index.htm

www.berr.gov.uk

www.ac777.dial.pipex.com/bes/index.html

www.competition-commission.org.uk/

www.economicnetwork.ac.uk/

www.ofgem.gov.uk/Pages/OfgemHome.aspx

www.bized.co.uk/ Bized

www.bbc.co.uk/news/business/

http://europa.eu/index_en.htm

www.thetimes100.co.uk

Managing Financial Resources and Decisions

Aims

This unit will provide the learners with the understanding of the availability of various sources of funding and their evaluation. The unit will also equip the learners with the knowhow of recording the financial information, its utility in evaluating financial performance of the company and making informed decisions for the future planning purpose.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment criteria for Pass
1. Understand the sources of finance available to a business	1.1 Identify the sources of finance available to a business 1.2 Assess the implications of the different Sources 1.3 Evaluate appropriate sources of finance for a business project
2. Understand the implications of finance as a resource within a business	2.1 Analyse the costs of different sources Finance 2.2 Explain the importance of financial Planning 2.3 Assess the information needs of different decision makers 2.4 Explain the impact of finance on the financial statements
3. Be able to make financial decisions based on financial information	3.1 Analyse budgets and make appropriate decisions 3.2 Explain the calculation of unit costs and make pricing decisions using relevant information 3.3 Assess the viability of a project using investment appraisal techniques
4. Be able to evaluate the financial performance of a business	4.1 Discuss the main financial statements 4.2 Compare appropriate formats of financial statements for different types of business 4.4 Interpret financial statements using appropriate ratios and comparisons, both internal and external

Reading list

Textbooks

Dyson J R – *Accounting for Non-Accounting Students* (Financial Times/Prentice Hall, 2007) ISBN: 9780273709220

Journals and newspapers

The financial and mainstream press can provide useful background reading, and can also be a useful source of case studies and financial information. Copies of published financial reports are available from companies themselves, or via *The Financial Times* (a free online ordering service is available).

Websites

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www.aat.co.uk
www.bized.co.uk
www.ft.com *The Financial Times*

Organisations and Behaviour

Aims

This unit will inform the learner about the individual and group behaviour within an organisation. It will provide the knowhow how the structure and culture of an organisation shapes up the behaviour of an individual or a group. Students will learn the relationship between the structure and the culture within an organisation and how it influences one's performance. Students will also understand the difference between the structure and culture of a small or a medium sized organisation from the structure and culture of a large multi-national firm. You will also learn various motivational theories and how its implementation can boost up the morale of the employees.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment Criteria for Pass
1. Understand the relationship between organisational structure and culture	1.1 Compare and contrast different organisational structures and cultures 1.2 Explain how the relationship between an organisation's structure and culture can impact on the performance of the business 1.3 Discuss the factors which influence individual behaviour at work
2. Understand different approaches to management and leadership	2.1 Compare the effectiveness of different leadership styles in different organisations 2.2 Explain how organisational theory underpins the practice of management 2.3 Evaluate the different approaches to management used by different organisations
3. Understand ways of using motivational theories in organisations	3.1 Discuss the impact that different leadership styles may have on motivation in organisations in periods of change 3.2 Compare the application of different motivational theories within the workplace 3.3 Evaluate the usefulness of a motivational theory for managers
4. Understand mechanisms for developing effective teamwork in organisations	4.1 Explain the nature of groups and group behaviour within organisations 4.2 Discuss factors that may promote or inhibit the development of effective teamwork in organisations 4.3 Evaluate the impact of technology on team functioning within a given organisation

Reading list

Textbooks

Brooks I – *Organisational Behaviour, Individuals, Groups and Organisation 4th Edition* (Financial Times/Prentice Hall, 2008) ISBN: 9780273715368

Mullins J L– *Essentials of Organisational Behaviour* (Financial Times/Prentice Hall, 2008) ISBN: 9780273716464

Bloisi W, Cook C and Hunsaker P – *Management and Organisational Behaviour* (McGraw-Hill Education 2006) ISBN: 9780077111076

Journals

Personnel Review (Emerald)

Personnel Today (Reed Business Information)

Websites

www.cipd.co.uk

www.incomesdata.co.uk

Marketing Principles

Aim

The unit provides the learners with the basic concepts of marketing which involves marketing definition, the marketing mix, marketing plan and marketing process. This unit equips the learners the skills of market segmentation and developing marketing mix for that specific target market.

The unit also provides the knowhow of the evolution of the concept of marketing besides the understanding of product life cycle, difference in the marketing mix between the service and the goods.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning outcomes	Assessment criteria for Pass
1. Understand the concept and process of marketing	1.1 Explain the various elements of the marketing process 1.2 Evaluate the benefits and costs of a marketing orientation for a selected organisation
2. Be able to use the concepts of segmentation, targeting and positioning	2.1 Show macro and micro-environmental factors which influence marketing decisions 2.2 Propose segmentation criteria to be used for products in different markets 2.3 Choose a targeting strategy for a selected product/service 2.4 Demonstrate how buyer behaviour affects marketing activities in different buying situations 2.5 Propose new positioning for a selected product/service
3. Understand the individual elements of the extended marketing mix	3.1 Explain how products are developed to sustain competitive advantage 3.2 Explain how distribution is arranged to provide customer convenience 3.3 Explain how prices are set to reflect an organisation's objectives and market conditions 3.4 Illustrate how promotional activity is integrated to achieve marketing objectives 3.5 Analyse the additional elements of the extended marketing mix
4. Be able to use the marketing mix in different contexts	4.1 Plan marketing mixes for two different segments in consumer markets

	<p>4.2 Illustrate differences in marketing products and services to businesses rather than consumers</p> <p>4.3 Show how and why international marketing differs from domestic marketing</p>
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Reading list

Textbooks

Brassington F and Pettitt S — *Principles of Marketing* 4th Edition (Financial Times/Prentice Hall, 2006) ISBN: 9780273695592

Kotler P et al — *Principles of Marketing*, 5th Edition (Financial Times/prentice Hall, 2010) ISBN: 9780273743279

Journals

Campaign (Haymarket Publishing)

Harvard Business Review (Harvard Business Publishing)

The Marketing Review (Westburn Publishers Ltd)

The Marketer (Journal of the Chartered Institute of Marketing Magazine)

Marketing Business (The Chartered Institute of Marketing Magazine)

Marketing Week (Centaur Communications Ltd)

The Financial Times and other daily newspapers which contain a business section and market reports

Websites

www.bized.co.uk Bized provides a selection of teaching and learning resources

www.cim.co.uk The Chartered Institute of Marketing's site contains a useful knowledge centre

www.ft.com *The Financial Times* business sections

www.thetimes100.co.uk multimedia resources

Aspects of Contract and Negligence for Business

Aims

This unit deals with the nature of the contract especially in the context of the operations of the business. Learners will learn the skills and terms concerning the formation of business contracts such as acceptance, offer, consideration, intention and capacity etcetera. Learners will find out the obligations of both the parties and actions and remedies taken if either party does not fulfil the duties. These contracts would be studied in terms of its practical application along with relevant examples.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment criteria for Pass
1. Understand the essential elements of a valid contract in a business context	1.1 Explain the importance of the essential elements required for the formation of a valid contract 1.2 Discuss the impact of different types of contract 1.3 Analyse terms in contracts with reference to their meaning and effect
2. Be able to apply the elements of contract in business situations	2.1 Apply the elements of contract in given business scenarios 2.2 Apply the law on terms in different contracts 2.3 Evaluate the effect of different terms in given contracts
3. Understand principles of liability in negligence in business activities	3.1 Contrast liability in tort with contractual liability 3.2 Explain the nature of liability in negligence 3.3 Explain how a business can be vicariously liable
4. Be able to apply principles of liability in negligence in business situations	4.1 Apply the elements of the tort of negligence and defences in different business situations 4.2 Apply the elements of vicarious liability in given business situations

Reading list

Textbooks

Elliot C and Quinn F – *Tort Law* (Longman, 2009) ISBN: 9781405899338

Horsey K and Rackley E – *Tort Law* (OUP Oxford, 2009) ISBN: 9780199216376

McKendrick, E – *Contract Law: Text, Cases, & Materials: Text, Cases, and Materials* (OUP Oxford, July 2008) ISBN: 9780199208012

Peel E and Treitel G H – *Treitel on the Law of Contract* (Sweet and Maxwell 2007) ISBN: 9780421948402

Journals

Law Society Gazette (The Law Society)

New Law Journal (LexisNexis Butterworths)

Websites

www.bailii.org/

<http://www.ofc.gov.uk/> <http://iclr.co.uk/>

<http://www.tradingstandards.gov.uk/>

<http://www.berr.gov.uk/whatwedo/consumers/buying-selling/ucp/>

www.hmso.gov.uk/acts/acts2001.htm

Business Decision Making

Aims

Through this unit, learners will develop the skills of processing the information to make an informed decision. This will involve using an appropriate IT technology to gather, analyse and interpret data and using tools to convert it into useful information.

Learners will be using IT instruments which forms an important element of this unit. Students will learn to use the spreadsheet for analysis and processing of the data into useful information.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment criteria for Pass
1. Be able to use a variety of sources for the collection of data, both primary and secondary	1.1 Create a plan for the collection of primary and secondary data for a given business problem 1.2 Present the survey methodology and sampling frame used 1.3 Design a questionnaire for a given business problem
2. Understand a range of techniques to analyse data effectively for business purposes	2.1 Create information for decision making by summarising data using representative values 2.2 Analyse the results to draw valid conclusions in a business context 2.3 Analyse data using measures of dispersion to inform a given business scenario 2.4 Explain how quartiles, percentiles and the correlation coefficient are used to draw useful conclusions in a business context
3. Be able to produce information in appropriate formats for decision making in an organisational context	3.1 Produce graphs using spreadsheets and draw valid conclusions based on the information derived 3.2 Create trend lines in spreadsheet graphs to assist in forecasting for specified business information 3.3 Prepare a business presentation using suitable software and techniques to disseminate information effectively 3.4 Produce a formal business report
4. Be able to use software-generated information to make decisions in an organisation	4.1 Use appropriate information processing tools 4.2 Prepare a project plan for an activity and

	determine the critical path 4.3 Use financial tools for decision making
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Reading list

Textbooks

Newbold P et al – *Statistics for Business and Economics* (Pearson Education, 2009) ISBN: 9780135072486

Day A – *Mastering Financial Mathematics with Excel: A Practical Guide for Business Calculations* (Financial Times/Prentice Hall, 2005) ISBN: 9780273688662

Beynon-Davies P – *Business Information Systems* (Palgrave Macmillan, 2009) ISBN: 9780230203686

Websites

www.bized.co.uk
<http://www.revisionworld.co.uk/>
www.ons.gov.uk
www.statistics.gov.uk

Business Strategy

Aims

This unit will equip the learners to develop strategic thinking and devise strategic plan for an organisation. Students will learn the tools to conduct macro-environmental analysis, micro-environmental analysis, resource analysis and stakeholder analysis in order to facilitate them to reach a strategic decision. Learners would be required to apply various instruments to formulate strategic plans and evaluate various strategic options before reaching a decision.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment criteria for Pass
1. Understand the process of strategic planning	1.1 Explain strategic contexts and terminology – missions, visions, objectives, goals, core competencies 1.2 Review the issues involved in strategic planning 1.3 Explain different planning techniques
2. Be able to formulate a new strategy	2.1 Produce an organisational audit for a given organisation 2.2 Carry out an environmental audit for a given organisation 2.3 Explain the significance of stakeholder analysis
3. Understand approaches to strategy evaluation and selection	3.1 Analyse possible alternative strategies relating to substantive growth, limited growth or retrenchment 3.2 Select an appropriate future strategy for a given organisation
4. Understand how to implement a chosen strategy	4.1 Compare the roles and responsibilities for strategy implementation 4.2 Evaluate resource requirements to implement a new strategy for a given organisation 4.3 Discuss targets and timescales for achievement in a given organisation to monitor a given strategy

Reading list

Textbooks

Johnson G et al – *Exploring Corporate Strategy: Text and Cases*, 8th edition (Financial Times/Prentice Hall, 2007) ISBN: 9781405887328

BPP Learning Media – *Business Essentials – Unit 7 Business Strategy* (BPP Learning Media, 2007) ISBN: 9780751744798

Grant M R – *Contemporary Strategy Analysis* (Wiley-Blackwell, 2007) ISBN: 9781405163095

Journals

The Financial Times and other quality newspapers

Websites

www.bized.co.uk

www.bloomberg.com

www.businessballs.com

www.emerald-library.com

www.fsb.org.uk

www.ft.com

Human Resource Management

Aims

This unit provides the understanding of the evolution of the concept of human resource management to personnel management which is more a proactive approach in achieving organisational objectives rather than merely recruitment and selection. Learners will understand the concept of personnel management and its efficacy in linking the business objectives with those of the human resource function.

Organisation needs to recruit and retain the best suitable people. Human Resource Management encompasses not only recruitment and selection but also ensuring the training and retention of these employees. In order to do so, human resource managers implement measures to reward the performance of the employees in order to boost up their morale.

Human resource managers strive to achieve organisational objectives within the framework of the company's policies as well as ensuring compliance with the national legislation.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment criteria for Pass
1. Understand the difference between personnel management and human resource management	1.1 Distinguish between personnel management and human resource management 1.2 Assess the function of the human resource management in contributing to organisational purposes 1.3 Evaluate the role and responsibilities of line managers in human resource management 1.4 Analyse the impact of the legal and regulatory framework on human resource management
2. Understand how to recruit employees	2.1 Analyse the reasons for human resource planning in organisations 2.2 Outline the stages involved in planning human resource requirements 2.3 Compare the recruitment and selection process in two organisations 2.4 Evaluate the effectiveness of the recruitment and selection techniques in two organisations
3. Understand how to reward employees in order to motivate and retain them	3.1 Assess the link between motivational theory and reward 3.2 Evaluate the process of job evaluation and other factors determining pay

	3.3 Assess the effectiveness of reward systems in different contexts 3.4 Examine the methods organisations use to monitor employee performance
4. Know the mechanisms for the cessation of employment	4.1 Identify the reasons for cessation of employment with an organisation 4.2 Describe the employment exit procedures used by two organisations 4.3 Consider the impact of the legal and regulatory framework on employment cessation arrangements

Reading list

Textbooks

Torrington D et al – *Human Resource Management* (Financial Times/Prentice Hall, 2007) ISBN: 9780273710752

Bratton J and Gold J – *Human Resource Management: Theory and Practice*, (Palgrave MacMillan, 2007) ISBN: 9780230001749

Marchington M and Wilkinson A – *Human Resource Management at Work: People Management and Development*, (CIPD, 2008) ISBN: 9781843982005

Journals

Human Resource Management Journal (Wiley-Blackwell)

People Management (Chartered Institute of Personnel and Development)

Personnel Review (Emerald)

Personnel Today (Reed Business Information)

Working with and Leading People

Aims

Effective, legal and robust recruitment process in an organisation ensures efficient workforce on board which is vital for the success of the organisation. Efficient workforce gives the company a competitive edge over their competitors.

Building an effective team and working with it and leading it effectively leads to better performance and success for the organisation. This also motivates and leads to the professional development of the individual staff member who contributes to the long-term profitability of the business.

This unit will equip the learners with the skills to manage and lead the team effectively. It will provide with the skills to communicate effectively and thus reduce to minimal the conflict which may occur among the team members. This unit will also demonstrate how an effective leader motivates the team members.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment criteria for Pass
1. Be able to use recruitment, selection and retention procedures	1.1 Prepare documentation to select and recruit a new member of staff 1.2 Assess the impact of legal, regulatory and ethical considerations to the recruitment and selection process 1.3 Take part in the selection process 1.4 Evaluate own contribution to the selection process
2. Understand the styles and impact of leadership	2.1 Explain the skills and attributes needed for leadership 2.2 Explain the difference between leadership and management 2.3 Compare leadership styles for different situations 2.4 Explain ways to motivate staff to achieve objectives
3. Be able to work effectively in a team	3.1 Assess the benefits of teamworking for an organisation 3.2 Demonstrate working in a team as a leader and member towards specific goals, dealing with any conflict or difficult situations 3.3 Review the effectiveness of the team in achieving the goals

4. Be able to assess the work and development needs of individuals	4.1 Explain the factors involved in planning the monitoring and assessment of work performance 4.2 Plan and deliver the assessment of the development needs of individuals 4.3 Evaluate the success of the assessment process
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Reading list

Textbooks

Leigh A and Maynard M – *Leading Your Team: How to Involve and Inspire Teams* (Nicholas Brealey Publishing, 2002) ISBN: 9781857883046

Mullins J L – *Management and Organisational Behaviour*, 8th Edition (Financial Times/Prentice Hall, 2007) ISBN: 9781405854764

Roberts G – *Recruitment and Selection (Developing Practice)*, 2nd Edition (CIPD, 2005) ISBN: 9781843981176

Journals

Personnel Today (Reed Business Information)

People Management (Chartered Institute of Personnel and Development)

Management Today (Haymarket Business Media)

Websites

www.thetimes100.co.uk

www.cipd.co.uk

www.businessballs.com

www.belbin.com

www.acas.org.uk

Managing Business Activities to Achieve Results

Aims

This unit will provide the learners with the understanding and capability to effectively design and implement procedures and mechanisms for the efficient operation of the business.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment criteria for Pass
1. Understand the importance of business processes in delivering outcomes based upon business goals and objectives	1.1 Evaluate the interrelationship between the different processes and functions of the organisation 1.2 Justify the methodology to be used to map processes to the organisation's goals and objectives 1.3 Evaluate the output of the process and the quality gateways
2. Be able to develop plans for own area of responsibility to implement operational plans	2.1 Design plans which promote goals and objectives for own area of responsibility 2.2 Write objectives, which are specific, measurable, achievable, realistic and time-based to align people and other resources in an effective and efficient way 2.3 Implement appropriate systems to achieve objectives in the most efficient way, on time, to budget and meeting organisational standards of quality 2.4 Carry out work activities meeting the operational plan through effective monitoring and control
3. Be able to monitor appropriate systems to improve organisational performance	3.1 Design systems to manage and monitor quality standards specified by the organisation 3.2 Demonstrate a quality culture to ensure continuous monitoring, evaluation and development of the process 3.3 Recommend improvements which align with the organisation's objectives and goals and which result in improvements 3.4 Report on the wider implications of proposed changes within the organisation
4. Be able to manage health and safety in the work place	4.1 Carry out risk assessments as required by legislation, regulation and organisational requirements ensuring appropriate action is taken 4.2 Demonstrate that health and safety regulations and legislation applicable in specific work situations are

	<p>effectively and correctly applied</p> <p>4.3 Carry out a systematic review of organisational health and safety policies and procedures in order to ensure they are effective and compliant</p> <p>4.4 Carry out practical application of health and safety policies and procedures in the work place</p>
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Reading list

Textbooks

Krajewski L, Ritzman L and Malhotra M – *Operations Management: International Version* (Pearson Education, 2009) ISBN: 9780132458917

Heizer J and Render B – *Principles of Operations Management and Student DVD & CD-ROM*, 7th Edition (Pearson Education, 2008) ISBN: 9781408222492

Slack N et al – *Operations Management/Quantitative Analysis in Operations Management/Companion Website with Gradetracker Student Access Card: Operations Management*, 5th Edition (Financial Times/Prentice Hall, 2008) ISBN: 9781408215371

Newspapers

The Times
The Guardian
The Financial Times

Managing Communications, Knowledge and Information

Aims

This unit puts weight behind the importance of communication within the organisation. An effective communication within the organisation is vital and assists in making informed decisions. This unit upholds the significance of information sharing and creating a knowledge-based culture which includes all the relevant stakeholders.

Use of Information Technology facilitates the storage and dissemination of information which makes the decision making more effective.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment criteria for Pass
1. Understand how to assess information and knowledge needs	1.1 Discuss the range of decisions to be taken 1.2 Examine the information and knowledge needed to ensure effective decision taking 1.3 Assess internal and external sources of information and understanding 1.4 Justify recommendations for improvement
2. Be able to create strategies to increase personal networking to widen involvement in the decision-making process	2.1 Identify stakeholders for a decision making process 2.2 Make contact with those identified and develop business relationships 2.3 Involve those identified in the decision making as appropriate 2.4 Design strategies for improvement
3. Be able to develop communication processes	3.1 Report on existing processes of communication in an organisation 3.2 Design ways to improve appropriateness 3.3 Implement improvements to ensure greater integration of systems of communication in that organisation 3.4 Create personal plan to improve own communication skills
4. Be able to improve systems relating to information and knowledge	4.1 Report on existing approaches to the collection, formatting, storage and dissemination of information and knowledge 4.2 Carry out appropriate changes to improve the collection, formatting, storage and dissemination of information and knowledge 4.3 Implement a strategy to improve access to systems of information and knowledge

Reading list

Textbooks

Mutch A – *Managing Information and Knowledge in Organisations* (Routledge, 2008) ISBN: 9780415417266

Fothergill S – *Business is from Mars, IT is from Venus: Understanding IT Governance and Security* (J Wiley and Sons. 2008) ISBN: 9780470026656

McKenzie J and van Winkelen C – *Understanding the Knowledgeable Organisation: Nurturing Knowledge Competence* (Thomson Learning, 2003) ISBN: 9781861528957

Journals

Journal of Management Information Systems (Fairleigh Dickinson University)

Journal of Information Systems Management (Taylor and Francis)

Websites

www.allacademic.com

www.knowledgemanagement.ittoolbox.com

www.findwhitepapers.com

Internet Marketing

Aims

This unit equips the learners to effectively utilise the marketing principles via non-traditional route i.e. through electronically especially the internet.

The learners learn the usage of internet as a main tool for the promotion of products and its utility as a cost-effective means to communicate to the target audience. Learners will also explore the ways to use the internet to conduct research and will learn to design internet marketing plan.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment criteria for Pass
1. Understand marketing through the internet	1.1 explain the elements of internet marketing 1.2 Evaluate the internet marketing mix 1.3 Compare internet marketing tools – e-tools 1.4 Examine interactive order processing
2. Be able to use the internet for promotion using digital marketing communications	2.1 Demonstrate the mechanics of search engine marketing 2.2 Write the copy for a suitable opt-in email marketing newsletter 2.3 Follow guidelines for best practice in online public relations 2.4 Demonstrate how businesses can use new digital media communities, file-sharing sites
3. Be able to produce market research to support customer relationship management	3.1 Conduct secondary marketing research 3.2 Design an online survey 3.3 Demonstrate the use of electronic customer relationship marketing
4. Be able to design an internet marketing plan	4.1 Produce an outline internet marketing plan 4.2 create a presentation on pay per click advertising

Reading list

Textbooks

Chaffey D and Smith P R – *eMarketing eXcellence: planning and optimizing your digital marketing* (Butterworth-Heinemann, 2008) ISBN: 9780750689458

Chaffey D – *Internet marketing: strategy, implementation and practice*, (Pearson, 2008) ISBN: 9780273717409

Gay R, Charlesworth A and Esen R – *Online marketing: a customer-led approach* (Oxford University Press, 2007) ISBN: 9780199265855

Journals

Harvard Business Review (Harvard Business Publishing)

The Economist (The Economist Newspaper Ltd)

Websites:

www.ecommercetimes.com

www.ecommerce-journal.com/

www.free-ecommerce-information.com

www.googleblog.blogspot.com

www.google.com/insights/search/

www.davechaffey.com/

www.onlinemarketingindex.com

www.witiger.com/

www.webmarketcentral.com/

www.amazon.com

www.quirk.biz/emarketingtextbook

www.rogerwimmer.com/

Small Business Enterprise

Aims

The unit is for the learners who aspire to make their career in small businesses or run their own small businesses. The unit provides the understanding of reviewing, improving the processes of the business through change.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment criteria for Pass
1. Be able to investigate the performance of a selected small business enterprise	1.1 Produce a profile of a selected small business identifying its strengths and weaknesses 1.2 Carry out an analysis of the business using comparative measure of performance
2. Be able to propose changes to improve management and business performance	2.1 Recommend with justification, appropriate actions to overcome the identified weaknesses in the business 2.2 Analyse ways in which existing performance could be maintained and strengthened 2.3 Recommend with justification, new areas in which the business could be expanded
3. Be able to revise business objectives and plans to incorporate proposed changes	3.1 produce an assessment of existing business objectives and plans 3.2 Revise business plans to incorporate appropriate changes 3.3 Prepare an action plan to implement the changes
4. Be able to examine the impact of change management on the operations of the business	4.1 report on the impact of the proposed changes on the business and its personnel 4.2 Plan how the changes will be managed in the business 4.3 Monitor improvements in the performance of the business over a given timescale

Reading list

Textbooks

Most books are self-help guides for people in business published by various banks, for example:

Williams S – *Lloyds Bank Small Business Guide* (Penguin Books Ltd, published annually) ISBN: 9780140268362

Journals

First Voice and *Business Network*-bi monthly journal of the Federation of Small Businesses

Websites

www.fsb.org.
bis.gov.uk
www.bized.co.uk

Administrative Services

Aims

This unit will provide the learners with the understanding of the administrative services which are vital to provide effective customer services. Administrative services form the basis of the business operations and therefore vital to be excelled at.

Learners will learn to design the specifications of the administrative services and will gain the understanding of its implementation. This unit will equip the learner with basic administrative skills such as presentation, record keeping, and organising etcetera.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment criteria for Pass
1. Understand how the different administrative services operate	1.1 Evaluate at least three services and the users of these services 1.2 Explain the importance of these services and their effect on the business 1.3 Analyse the decision makers in an organisation and the lines of communication 1.4 Examine the relevant legal and regulatory requirements
2. Be able to review ways for developing specifications for administrative services	2.1 Demonstrate the importance of effective consultation to identify requirements for administrative services 2.2 Report on the different sources of advice available when developing specifications 2.3 Develop and produce a detailed specification and follow guidelines on record keeping 2.4 Examine the organisation's policies objectives and constraints and their relevance to developing administrative services
3. Understand the skills and knowledge required in the design and implementation of an administrative service	3.1 Discuss the design options and the consultation process involved to meet agreed specifications and the need to meet all legal, regulatory and organisational requirement 3.2 Assess whether the presentation is in a form and style to help the user to understand the strengths and weaknesses and includes sufficient information 3.3 Illustrate the methods of recording which are necessary 3.4 Review the implementation plan and the support put in place
4. Be able to investigate the procedures necessary for the monitoring of the	4.1 Carry out regular checking that the administrative services, systems and

chosen administrative service	the procedures are being used correctly taking appropriate corrective action if necessary 4.2 Encourage the users of the service to comment on the effectiveness of the service and the systems and procedures 4.3 Evaluate the effectiveness and efficiency of the administrative service 4.4 Recommend any identified improvements
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Reading list

Textbooks

Patterson C and Moira S – *Higher Administration Course Notes* (Leckie and Leckie, 2007) ISBN: 9781843722861

Hardingham A – *Team Work in Practice* (Jaico Publishing House, 2005) ISBN: 9788172244309

Locker K – *Business and Administrative Communication*, (McGraw-Hill Higher Education, 2005) ISBN: 9780071116138

Mullins L – *Management and Organisational Behaviour*, 8th Edition (Financial Times/Prentice Hall, 2007) ISBN: 9780273708889

Journals

Management Today (Haymarket Business Media)

Websites

<http://www.managementhelp.org>

Research Project

Aims

This unit will enable the learners to develop the investigative and the research skills. Learners would be required to conduct research on their self-chosen but tutor-approved topic. They would be required to conduct primary and secondary research to collect the data. In addition, they will learn the analysis of the data after the data collection by using a research method.

Learners will learn the theory and the practice of various research methods. Students will have to answer their hypothesis by extracting and analysing the information.

This unit will equip the learners with the independent learning and critical analytical skills.

In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment criteria for Pass
1. Understand how to formulate a research specification	1.1 Formulate and record possible research project outline specifications 1.2 Identify the factors that contribute to the process of research project selection 1.3 Undertake a critical review of key references 1.4 Produce a research project specification 1.5 Provide an appropriate plan and procedures for the agreed research specification
2. Be able to implement the research project within agreed procedures and to specification	2.1 March resources efficiently to the research question or hypothesis 2.2 Undertake the proposed research investigation in accordance with the agreed specification and procedures 2.3 Record and collate relevant data where appropriate
3. Be able to evaluate the research outcomes	3.1 Use appropriate research evaluation techniques 3.2 Interpret and analyse the results in terms of the original research specification 3.3 Make recommendations and justify areas for further consideration
4. Be able to present the research outcomes	4.1 Use an agreed format and an appropriate media to present the outcomes of the research to an audience

Reading list

Textbooks

Bell J – *Doing your Research Project, 5th Edition* (Open University Press, 2010)
ISBN 0335235824

Best J W and Kahn J V – *Research in Education, 10th Edition* (Allyn and Bacon, 2005) ISBN 0205458408

Coghlan, D and Brannick T – *Doing Action Research in Your Own Organization, 3rd Edition* (Sage Publications, 2009) ISBN 1848602162

Cohen L, Manion L and Morrison K – *Research Methods in Education, 6th Edition* (Routledge, 2007) ISBN 0415368782

Coolican H – *Research Methods and Statistics in Psychology, 5th Edition* (Hodder Education, 2009) ISBN 0340983442

Elliott J – *Action Research for Educational Change* (Open University Press, 1991)
ISBN 0335096891

Gill J and Johnson P – *Research Methods for Managers, 4th Edition* (Sage Publications, 2010) ISBN 1847870945

Hart C – *Doing a Literature Review* (Sage Publications, 1998) ISBN 0761959750

Hoinville G and Jowell R – *Survey Research Practice* (Avebury, 1985)
ISBN 0566051567

Kane E – *Doing Your Own Research, 2nd Edition* (Marion Boyars, 2001)
ISBN 0714530433

Lock D – *Project Management, 9th Edition* (Gower Publications, 2007)
ISBN 0566087723

Marshall L — *A Guide to Learning Independently, 3rd Edition* (Longman, 1998)
ISBN 0582811708

McNiff J and Whitehead J – *Doing and Writing Action Research* (Sage Publications, 2009) ISBN 1847871755

Murray R – *How to Write a Thesis, 2nd Edition* (Open University Press, 2006)
ISBN 0335219683

Robson C – *Real World Research, 2nd Edition* (John Wiley and Sons, 2002)
ISBN 0631213058

Saunders M, Lewis P and Thornhill A – *Research Methods for Business Students, 5th Edition* (Financial Times/Prentice Hall, 2009) ISBN 0273716867

Thomas R and Lynn P – *Survey Research in Practice* (Sage Publications, 2009)
ISBN 0761971076

Magazines

Academy of Management Journal (Academy of Management)
British Journal of Management (John Wiley and Sons)
California Management Review (University of California, Berkeley)
Harvard Business Review (Harvard Business Publishing)
Information Management (SourceMedia)
Information Technology and People (Emerald)
Inside Knowledge (Waterlow Legal and Regulatory Limited)
International Journal of Information Management (Elsevier)
Journal of Information Technology (Palgrave Macmillan)
Journal of Management Studies (John Wiley and Sons)
Management Today (Haymarket Business Media)
MIT Sloan Management Review (Massachusetts Institute of Technology)
Organization (Sage Publications)
Organization Studies (Sage Publications)

Websites

www.bbc.co.uk
www.bized.co.uk
www.business.com
www.cipd.co.uk
www.findarticles.com

Personal and Professional Development

Aims

This unit strives to equip the learners with the transferable skills which will assist them in their future career development. Learners develop the soft skills, through group debates, discussions and making presentations, which will contribute towards their successful employment career.

This unit encourages the learners to self-evaluate and self-develop themselves in the context of team development. It will aid the learners to harness their people skills, research skills preparing them to be a self-directed and independent learner equipping them with the attributes of critical evaluation and analysis.

This unit will be integrated throughout your programme. In order to pass this unit, learners must achieve the following learning outcomes:

Learning Outcomes	Assessment criteria for Pass
5. Understand how self-managed learning can enhance life-long development	1.1 Evaluate approaches to self-managed learning 1.2 Propose ways in which life-long learning in personal and professional contexts could be encouraged 1.3 Evaluate the benefits of self-managed learning to the individual and organisation
6. Be able to take responsibility for own personal and professional development	2.1 Evaluate own current skills and competencies against professional standards and organisational objectives 2.2 Identify own development needs and the activities required to meet them 2.3 Identify development opportunities to meet current and future defined needs 2.4 Devise a personal and professional development plan based on identified needs
7. Be able to implement and continually review own personal and professional development plan	3.1 Discuss the processes and activities required to implement the development plan 3.2 Undertake and document development activities as planned 3.3 Reflect critically on own learning against original aims and objectives set in the development plan 3.4 Update the development plan based on feedback and evaluation
8. Be able to demonstrate acquired interpersonal and transferable skills	4.1 Select solutions to work-based problems 4.2 Communicate in a variety of styles and

	appropriate manner at various levels Evaluate and use effective time management strategies
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GRADE DESCRIPTORS

Learners would be graded as 'PASS, MERIT or DISTINCTION. The indicative characteristics for each grade are mentioned below:

Pass grade: A pass grade is achieved by meeting all the requirements defined in the assessment criteria for pass for each unit.

Merit grade:

Merit descriptors	Indicative characteristics
In order to achieve a merit the learner must:	The learner's evidence shows for example:
Identify and apply strategies to find appropriate solutions	<ul style="list-style-type: none"> • Effective judgements have been made • Complex problems with more than one variable have been explored • An effective approach to study and research has been applied
Select/design and apply appropriate methods/techniques	<ul style="list-style-type: none"> • Relevant theories and techniques have been applied • A range of methods and techniques have been applied • A range of sources of information has been used • The selection of methods and techniques/sources has been justified • The design of methods/techniques has been justified • Complex information/data has been synthesized and processed • Appropriate learning methods/techniques have been applied
Present and communicate appropriate findings	<ul style="list-style-type: none"> • The appropriate structure and approach has been used • Coherent, logical development of principles/concepts for the intended audience • A range of methods of presentation have been used and technical language has been accurately used • Communication has taken place in familiar and unfamiliar contexts • The communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used

Distinction grade:

Distinction descriptors	Indicative characteristics
In order to achieve a distinction the learner must:	The learner's evidence shows for example:
Use critical reflection to evaluate own work and justify valid conclusions	<ul style="list-style-type: none"> • Conclusions have been arrived at through synthesis of ideas and have been justified • The validity of results has been evaluated using defined criteria • Self-criticism of approach has taken place • Realistic improvements have been proposed against defined characteristics for success
Take responsibility for managing and organizing activities	<ul style="list-style-type: none"> • Autonomy/independence has been demonstrated • Substantial activities, projects or investigations have been planned, managed and organized • Activities have been managed • The unforeseen has been accommodated • The importance of interdependence has been recognized and achieved
Demonstrate convergent/lateral/creative thinking	<ul style="list-style-type: none"> • Ideas have been generated and decisions taken • Self-evaluation has taken place • Convergent and lateral thinking have been applied • Problems have been solved • Innovation and creative thought have been applied • Receptiveness to new ideas is evident • Effective thinking has taken place in unfamiliar contexts

RECOGNITION OF PRIOR LEARNING (RPL)

According to Edexcel, Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable.

Learners can achieve recognition of prior learning (RPL) via demonstrating the knowledge of the learning outcomes; of the modules they are seeking the credits for, through assessments. In order to achieve RPL, the learners need to demonstrate the accomplishment of the learning outcomes of the units, without actually undertaking learning for these units. In order for the learners to demonstrate the acquirement of the learning outcomes of these units, they need to be assessed via various assessment methods and therefore the demonstration of recognition of prior learning must be evidenced.

For example, once the student has demonstrated, via assessments, the achievement of the learning outcomes of HNC Level 4, only then the student can be enrolled directly for one-year HND level 5. Alternatively, in the absence of demonstration via assessments, RPL cannot be achieved and student must complete all the modules of Level 4 (HNC) and Level 5 (HND) to achieve 240 credits. In this case, the student must be enrolled for two-year HND programme. All these assessments (which demonstrate RPL) will form the part of their individual portfolio which will be presented for external verification.

General guidelines for students

Session Format

Study-time may be comprised of lectures, seminars, presentations, tutorials or other forms of contact. All the forms of expected contact identified are compulsory for all students. Students are required to prepare thoroughly and participate actively in all lectures and other types of session.

Assessments

Students will be assessed in each unit/ module by using different assessment methods, such as presentation of the topic, reports, written coursework, viva voce, written examination and other methods. Each unit studied will have two assessments or more. The assessments could be individual or group-based. Students are required to achieve all the learning outcomes to achieve minimum 'Pass'.

Self-Study

Attending all lectures constitutes 10% element of your course. OCL expects students to be motivated and devote a further 90% of time in terms of self-study. Without reading and research activity, students would face difficulty in finishing coursework and gaining the knowledge, skills and understanding required to succeed.

Research

Students have to learn to be detectives and not passive receivers of information. It means they have to investigate and discover further information regarding what they are taught in their classes. Analysis of the data and practical application of the theoretical models is required.

Plagiarism and Collusion

Plagiarism is the presentation of someone else's work, words, images, ideas, opinions or discoveries, whether published or not, as one's own, or alternatively appropriating the artwork, images or computer generated work of others, without properly acknowledging the source, with or without their permission.

Collusion is the unauthorised collaboration of students in a piece of work that is submitted individually as one's own. Both are grievous academic crimes. It is also strictly prohibited to use Wikipedia as a source of reference. The Harvard Referencing System must also be used for acknowledging the source of any information used.

Academic Excellence

Appropriate English Language skills are required to write course work successfully. Lack of it can lead the student to fail. Contracted texts such as u (you), 4 (for), wud (would), gr8 (great) etcetera are not allowed to be used. Sentences must be constructed correctly, and the proper use must be made of grammar, spelling and vocabulary. Accuracy, simplicity and clarity are the key words for all assignments.

OCL E-Library

OCL has uploaded magazines and referral books online at OCL E-library for its students. Please access the OCL E-library at

<http://www.ocl-library.co.uk> by using the following login details:

Username: student

Password: student

Email addresses of your tutors:

Name of the tutor	Email address
Mr. Muhammad Hassan Raza	raza@ocl.ac
Ms. Noor ul Huda	noor@ocl.ac
Mr. Rabeel Sabar	rabeel@ocl.ac
Mr. Rehan Ashraf	rehan@ocl.ac
Mr. Syed Z A Raja	pdm@ocl.ac
Ms. Vivian Oviasehi	vivian@ocl.ac