# OTHM LEVEL 5 DIPLOMA IN BUSINESS MANAGEMENT

Qualification Number: 603/2176/3

Specification | March 2020 |

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# QUALIFICATION OBJECTIVES

The objective of the OTHM Level 5 Diploma in Business Management qualification is to provide learners with an excellent foundation for a career in a range of organisations. It designed to ensure that each learner is 'business ready': a confident, independent thinker with a detailed knowledge of business and management and equipped with the skills to adapt rapidly to change.

The content of the qualification is focused on people management, managing projects, marketing, finance for managers, business law, business ethics and social responsibility.

The qualification is ideal for those who have started, or are planning to move into, a career in private or public sector business. Successful completion of the Level 5 Diploma in Business Management qualification will provide learners with the opportunity to progress to further study or employment.

# QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the register of Regulated Qualifications.

OTHM has progression arrangement with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top-up and Master's/top-up programmes.

# REGULATORY INFORMATION

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|---|---|
| Qualification Title | OTHM Level 5 Diploma in Business Management |
| Ofqual Reference Number | 603/2176/3 |
| Regulation Start Date | 25 July 2017 |
| Operational Start Date | 31 August 2017 |
| Duration | 1 Year |
| Total Credit Value | 120 |
| Total Qualification Time (TQT) | 1200 Hours |
| Guided Learning Hours (GLH) | 480 Hours |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Overall Grading Type | Pass / Fail |
| Assessment Methods | Coursework |
| Language of Assessment | English |

# EQUIVALENCES

OTHM qualifications at Level 5 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Foundation Degrees, Higher National Diploma (HND) and Year 2 of a three-year UK Bachelor's degree.

# QUALIFICATION STRUCTURE

The OTHM Level 5 Diploma in Business Management consists of 6 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 480 Guided Learning Hours (GLH) for the completed qualification.

| Unit Ref. No. | Unit title | Credit | GLH | TQT |
|---|---|---|---|---|
| J/616/3021 | Human Resource Management | 20 | 80 | 200 |
| K/616/3027 | Project Management | 20 | 80 | 200 |
| K/616/3030 | Strategic Marketing | 20 | 80 | 200 |
| T/616/3032 | Accounting for Managers | 20 | 80 | 200 |
| F/616/3034 | Business Law | 20 | 80 | 200 |
| L/616/3036 | Business Ethics | 20 | 80 | 200 |

# DEFINITIONS

**Total Qualification Time (TQT)** is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

*Total Qualification Time is comprised of the following two elements –*
   a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
   b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

*(Ofqual 15/5775 September 2015)*

**Guided Learning Hours (GLH)** is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

**Credit value** is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

# ENTRY REQUIREMENTS

For entry onto the OTHM Level 5 Diploma in Business Management qualification, learners must possess:
- Relevant NQF/QCF/RQF Level 4 Diploma or equivalent
- Mature learners (over 21) with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)
- Learner must be 18 years or older at the beginning of the course
- **English requirements:** If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit English Language Expectations page.

# PROGRESSION

Successful completion of Level 5 Diploma in Business Management provides learners the opportunity for a wide range of academic progressions including OTHM Level 6 Diploma in Business Management. As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to gain direct entry into Final year of a three-year UK Bachelor's degree. For more information visit University Progressions page.

## DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

## ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

# OPPORTUNITIES FOR LEARNERS TO PASS

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum, that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

# RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

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

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:
- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

# EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

# CONTACT DETAILS

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# UNIT SPECIFICATIONS

## UNIT 01: HUMAN RESOURCE MANAGEMENT

| | |
|---|---|
| Unit Reference Number | J/616/3021 |
| Unit Title | Human Resource Management |
| Unit Level | 5 |
| Total Qualification Time (TQT) | 200 Hours |
| Guided Learning Hours (GLH) | 80 Hours |
| Number of Credits | 20 |
| Mandatory / Optional | Mandatory |
| Unit Grading Structure | Pass / Fail |

## Unit Aims

The aim of this unit is to introduce learners to Human Resource theory and skills that underpin Human Resource Management (HRM) practices through a range of case studies.

## Learning Outcomes and Assessment Criteria

| Learning Outcome – The learner will: | | Assessment Criterion – The learner can: | |
|---|---|---|---|
| 1 | Understand the nature and scope of HRM. | 1.1 | Assess the functions of human resource management in contributing to organisational performance. |
| | | 1.2 | Distinguish between personnel management and human resource management. |
| | | 1.3 | Evaluate the role and responsibilities of human resource managers. |
| 2 | Understand the pivotal areas of HRM in a range of organisational contexts. | 2.1 | Evaluate the importance of human resource planning in organisations. |
| | | 2.2 | Summarise the stages involved in planning human resource requirements. |
| | | 2.3 | Evaluate the effectiveness of recruitment and selection techniques. |
| 3 | Understand methods to address performance and reward issues. | 3.1 | Assess the effectiveness of different reward management strategies. |
| | | 3.2 | Critically appraise methods organisations use to monitor employee performance. |
| | | 3.3 | Evaluate the process of job evaluation and other factors determining pay. |
| 4 | Understand contemporary issues affecting human resource management. | 4.1 | Analyse contemporary issues affecting human resource management. |
| | | 4.2 | Evaluate the impact of the legal and regulatory framework on human resource management. |

## Indicative contents

| Topic | Course Coverage |
|---|---|
| **Learning Outcome 1**<br>Human resource management function | • *Personnel management and human resource management*: development of personnel management; change in contexts leading to human resource management tasks (selection, recruitment, payroll administration, employee motivation, reward management, employment termination); training and development; performance management (planning, monitoring, recording) employee relations; working in partnership with functional areas; involvement of line managers |
| **Learning Outcome 2**<br>Different perspectives of human resource management | • 'Soft' and 'hard' human resource management, models of Guest and Storey, differences between HRM and IR and personnel practices; strategic approaches to HRM |
| **Learning Outcomes 3 and 4**<br>Performance management<br><br>Health and safety legislation | • The role, purpose and types of appraisal, 360-degree feedback, the skills of carrying out appraisals and giving feedback, the link of appraisals to reward management<br><br>• *Counselling and employee welfare*: the traditional welfare function – occupational health practices and policies, the management of ill health at work, costs and absenteeism, accidents at work (statistics), ergonomics, alcohol and drug abuse, HIV and AIDS, stress and stress management, workplace counselling<br><br>• Health and Safety at Work Act (1974) and the role of the Health and Safety Commission, European Community Directives e.g. Working Time Regulations (1998), Fair Work Act (2009)<br><br>• *Other topical issues*: e-recruitment, e-learning, flexible benefits, work-life balance, employee voice, changes to pension schemes |
| **Learning Outcomes 3 and 4**<br>Employee motivation and reward management | • Motivation: theories of motivation e.g. F Taylor, E Mayo, A Maslow, F Herzberg, D McGregor, D McClelland, V Vroom; relationship between motivation theories and reward; employee involvement techniques; membership of work groups board, works councils, quality circles, intra-organisational groups (transnational, national, site specific); devolved authority and responsibility; open communications; organisational culture<br><br>• Reward management: job evaluation; factors determining pay, reward systems; pay; performance-related pay; pension schemes; profit sharing; employee share options; |
| **Learning Outcomes 1 and 4**<br>Employment Legislation | • Employment legislation: Sex Discrimination Act 1975; Equality Act 2010; European Working Time Directive; Employment Relations Act 1999; Data Protection Act 1998; Employment Rights (Dispute Resolution) Act 1998; Role of Employment Tribunals |

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment criteria covered | Assessment type | Word count (approx. length) |
|---|---|---|---|
| All 1 to 4 | All ACs under LO 1 to 4 | Coursework | 3000 words |

## Indicative Reading list

Avery, G. (2004) *Understanding Leadership.* London: Sage

Bratton, J., Grint, K. and Nelson, D. L. (2005) *Organizational Leadership.* New York: Thomson South Western.

Brooks, I. (2009) *Organisational Behaviour: Individuals, Groups, and Organisations.* Harlow: FT Prentice Hall.

Gill, R. (2006) *Theory and Practice of Leadership.* London: Sage.
Gold. J., Thorpe, R. and Mumford, A. (2010) *Leadership and Management Development.* 5th Edition. CIPD

Mabey, C. and Finch-Lees, T. (2008) *Management and Leadership Development.* London: Sage.

Marchington, M. and Wilkinson, A**. (**2008) *People Management and Development: Human Resource Management at Work.* London:  CIPD

Redman, T. and Wilkinson, A**. (**2009) *Contemporary Human Resource Management: Text and Cases*. 3rd Edition. Harlow: Pearson, Financial Times Press

Storey, J. (2004) *Leadership in Organisations; Current Issues and Key Trends*. London: Rutledge.
Times/Prentice Hall.

## UNIT 02: PROJECT MANAGEMENT

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|---|---|
| Unit Reference Number | K/616/3027 |
| Unit Title | Project Management |
| Unit Level | 5 |
| Total Qualification Time (TQT) | 200 Hours |
| Guided Learning Hours (GLH) | 80 Hours |
| Number of Credits | 20 |
| Mandatory / Optional | Mandatory |
| Unit Grading Structure | Pass / Fail |

## Unit Aims

The aim of this unit is to develop learners' understanding and skills relating to the project management principles, methodologies, tools and techniques that are used in business.

## Learning Outcomes and Assessment Criteria

| Learning Outcome –<br>The learner will: | | Assessment Criterion –<br>The learner can: | |
|---|---|---|---|
| 1 | Be able to plan the requirements for a project and estimate the resources necessary for its completion. | 1.1 | Determine projects required from an appraisal of business objectives. |
| | | 1.2 | Produce project sub-divisions and high-level estimates of time |
| | | 1.3 | Evaluate a project methodology suitable for the specific project. |
| | | 1.4 | Assess the feasibility of a proposed project. |
| 2 | Be able to devise a project plan using relevant project management tools and models. | 2.1 | Devise a structure for the management and execution of the project. |
| | | 2.2 | Define the roles and responsibilities of the project manager and team members. |
| | | 2.3 | Prepare a detailed project plan. |
| 3 | Be able to monitor and control a project to completion. | 3.1 | Assess suitable project team structures. |
| | | 3.2 | Design quality management processes to be used in a project. |
| | | 3.3 | Design procedures for managing project change proposals. |
| | | 3.4 | Design systems for monitoring and appraising the status of a project. |
| 4 | Be able to apply project management techniques and | 4.1 | Design control systems to manage challenges arising during the execution of projects. |

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| skills to a project application. | 4.2 | Determine issues and risks likely to be encountered in the final stages of a project. |
| | 4.3 | Assess the necessary project tasks to be completed in the final stages of a project. |

## Indicative contents

| Topic | Course Coverage |
|---|---|
| **Learning Outcomes 1 and 2**<br>Project initiation, methodology and feasibility | • Analysing business needs, reviewing operations and procedures, alternative project cost-benefit analyses, project sub-division: work breakdown, identifying time scales, identifying resources, project budgeting, reporting and accountability<br><br>• Review of appropriate models for project management e.g. traditional approach, PRINCE2, critical change approach or event change approach<br><br>• Identifying risk, impact analysis, risk management/planning, review cost-benefit and risk equation for projects. |
| **Learning Outcomes 2 and 3**<br>Project management framework and plan | • Traditional approach, critical change approach, event change approach or proprietary/ formalised approaches e.g. PRINCE<br><br>• Role of Project Manager: managing team and stakeholders, setting schedule, budget and timing, developing the project plan, managing project risks, interfaces with other projects<br><br>• Value proposition, accountability, deliverables, responsibilities, resource allocations, timeline, milestones, critical path |
| **Learning Outcomes 2 and 3**<br>Monitoring and control | • Status and plan documentation and regular monitoring meetings, defining responsibilities and accountability, communications, traceability and audit trails, formalized frameworks and stages<br><br>• Project creep, gaps in the scope or accountability of the project, delays, planning errors, other resource deficits<br><br>• Role of Project Manager and Sponsor, constructive vs. destructive conflicts, compromise, skill complementarities, goal congruence |
| **Learning Outcomes 3 and 4**<br>Project evaluation and closure | • Lack of ownership, communication failures, lack of employee empowerment, formal evaluation of project and team performance, document learning points for future, assess success factors, post-implementation report, sign off on deliverables, hand over/archive documentation, contract closures, closing out financial accounts, reassign team. |

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment criteria covered | Assessment type | Word count (approx. length) |
|---|---|---|---|
| All 1 to 4 | All ACs under LO 1 to 4 | Coursework- Case study based Project Management Report | 3000 words |

## Indicative Reading list

Burke R, (2006) *Project Management, Planning and Control Techniques*. 5th Edition. New Jersey: Wiley

Field, M. and Keller, L. (1997) *Project Management.* London: Thomson Learning

Lock, D. (2007) *Project Management.* 9th edition. Hampshire, England: Gower

Newton, R. (2016) *Project Management Step by Step: How to plan and manage a highly successful project.* Harlow: Pearson Education Ltd

## UNIT 03: STRATEGIC MARKETING

| Unit Reference Number | K/616/3030 |
|---|---|
| Unit Title | Strategic Marketing |
| Unit Level | 5 |
| Total Qualification Time (TQT) | 200 Hours |
| Guided Learning Hours (GLH) | 80 Hours |
| Number of Credits | 20 |
| Mandatory / Optional | Mandatory |
| Unit Grading Structure | Pass / Fail |

## Unit Aims

The aim of this unit is to provide learners with a detailed understanding of the marketing planning process and to apply these principles to a variety of business contexts. The unit also provides a comprehensive understanding of environmental analysis and how this can lead to the development of appropriate objectives and strategies to enhance operational marketing performance.

## Learning Outcomes and Assessment Criteria

| Learning Outcome – The learner will: | | Assessment Criterion – The learner can: | |
|---|---|---|---|
| 1 | Understand the principles of marketing and its role in business practice. | 1.1 | Evaluate the role of marketing in an organisation. |
| | | 1.2 | Analyse the relationship between corporate strategy and marketing strategy. |
| | | 1.3 | Explain how marketing strategy is developed. |
| 2 | Be able to evaluate approaches to marketing analysis. | 2.1 | Evaluate various approaches to internal environmental analysis. |
| | | 2.2 | Evaluate various approaches to external environmental analysis. |
| | | 2.3 | Explain how internal and external analyses can be integrated to devise strategic alternatives. |
| 3 | Be able to apply strategic marketing decisions and choices. | 3.1 | Justify decisions and choices to be made at a corporate level. |
| | | 3.2 | Assess how these decisions influence marketing at business unit and functional level. |
| | | 3.3 | Evaluate approaches to competitive positioning of businesses. |
| 4 | Be able to evaluate the use of marketing strategies for competitive advantage. | 4.1 | Summarise a range of strategies that can contribute to competitive advantage. |
| | | 4.2 | Assess marketing strategies, their application |

| | | |
|---|---|---|
| | | and implementation for an organisation. |
| | 4.3 | Evaluate marketing strategies for an organisation. |

## Indicative contents

| Topic | Course Coverage |
|---|---|
| **Learning Outcome 1**<br>Role of marketing strategy<br><br>Corporate strategy and marketing strategy | • Marketing strategy, its role in the organisation and how it underpins marketing planning and activities, resources and implementation and monitoring, control<br>• Corporate strategy, linking marketing strategy to corporate mission and vision, meeting corporate objectives with marketing strategy, corporate social responsibility, marketing<br>• Analysis of the environment, setting objectives, dynamic strategy – flexibility for change |
| **Learning Outcome 2**<br>Strategic marketing analysis | • Internal analysis - approaches; Resource-based, performance, value chain, Macro environment, micro environment, competitor analysis. Wider external factors, fit between external and internal environment<br>• Customer Analysis **-** buyer behaviour in consumer and organisational markets, critical success factor analysis, links with segmentation, targeting and positioning |
| **Learning Outcomes 1, 2 and 3**<br>Strategic marketing choices and decisions | • Directional strategy for marketing, Porter's generic strategies / Ansoff's Matrix, identifying generic strategies for organisation and business units, corporate strategies and business functions: finance, human resources, research<br>• Marketing objectives, risk, market leader, market challenger, market follower, market niche, developing an appropriate mix, strategic decisions within the mix, product range management and branding, supply chain management, implications of relationship marketing, strategic marketing communication; MARCOMS strategic process, the role of Public Relations |
| **Learning Outcomes 3 and 4**<br>Monitoring, evaluation and control | • Cost decisions, frequency, operations and measurement, international communications, implementation, organisation and control, managing competitive advantage and monitoring, applicability for organisation and environment, resources, implementation, management, implications |

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment criteria covered | Assessment type | Word count (approx. length) |
|---|---|---|---|
| All 1 to 4 | All ACs under LO 1 to 4 | Coursework | 3000 words |

## Indicative Reading list

Aaker, D.A. and McLoughlin, D. (2010) *Strategic Market Management- Global Perspective*. UK: John Wily & Sons Ltd.

Best, R. J. (2009) *Market-based Management: Strategies for Growing Customer Value and Profitability.* 5th Edition. Harlow: Prentice Hall.

Bradley, F. (2005) *International Marketing Strategy.* New Jersey, FL: Prentice Hall.

Chernev, A. (2009) *Strategic Marketing Management.*5th Edition. New York*:* Brightstar Media.

Hastings, H. and Saperstein, J. (2007) *Improve Your Marketing to Grow Your Business.* New York: Wharton School Publishing.

Hooley, G., Saunders, J., Piercy, N. F. and Nicoulaud, B. (2007) *Marketing Strategy and Competitive Positioning.* 4th Edition. Harlow: Financial Times/Prentice Hall.

West, D., Ford, J. and Ibrahim, E. (2010) *Strategic Marketing: Creating Competitive Advantage.* 2nd Edition. Oxford: Oxford University Press

## UNIT 04: ACCOUNTING FOR MANAGERS

| Unit Reference Number | T/616/3032 |
|---|---|
| Unit Title | Accounting for Managers |
| Unit Level | 5 |
| Total Qualification Time (TQT) | 200 Hours |
| Guided Learning Hours (GLH) | 80 Hours |
| Number of Credits | 20 |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 15.3 Business Management |
| Unit Grading Structure | Pass / Fail |

## Unit Aims

The aim of this unit is to develop learners' skills in preparing financial statements for a variety of organisations using a range of techniques, and that comply with legal and regulatory requirements.

## Learning Outcomes and Assessment Criteria

| Learning Outcome – The learner will: | | Assessment Criterion – The learner can: | |
|---|---|---|---|
| 1 | Understand accounting concepts and conventions. | 1.1 | Explain the aims of financial and management accounting and accounting regulations. |
| | | 1.2 | Explain the main types of business and accounting information and their features. |
| | | 1.3 | Evaluate the role of different users of accounting and financial information. |
| 2 | Be able to prepare financial statements for sole traders, partnerships and limited firms from ledger accounts and incomplete records. | 2.1 | Prepare books of original entry. |
| | | 2.2 | Prepare trial balance information to enter to final accounts. |
| | | 2.3 | Construct final accounts including cash flow statements. |
| | | 2.4 | Make adjustments for book keeping and final accounts. |
| 3 | Be able to evaluate financial performance. | 3.1 | Calculate a range of financial ratios. |
| | | 3.2 | Categorise financial ratios. |
| | | 3.3 | Evaluate financial performance using ratios. |
| 4 | Understand the UK Regulatory Framework for | 4.1 | Summarise the main features of the UK regulatory framework. |

| | 4.2 | Evaluate the impact of international regulations on UK organisations. |
|---|---|---|
| accountancy and finance. | | |

## Indicative contents

| Topic | Course Coverage |
|---|---|
| **Learning Outcomes 1 and 2**<br>Evaluation of accounting concepts and conventions. | • Aims and purpose: Describe the role and function of accounting concepts,<br>• Stakeholder; Sole traders; partnerships; limited companies. |
| **Learning Outcomes 1 and 2**<br>Preparation of financial statements for sole traders, partnerships and limited firms from ledger accounts and Incomplete Records | • Books of original entry: book-keeping entries and adjustments; two and three column cash books, control accounts and accruals and prepayments and on international equivalents under the International Accounting Standards (IAS).<br>• Trial balance preparation.<br>• Final Accounts: Statement of Financial Performance (Income Statement), Statement of Financial Position and Cash flow statement. |
| **Learning Outcomes 2 and 3**<br>Evaluation of financial performance | • Ratios: Profitability, Liquidity, Efficiency, Investors and Gearing. |
| **Learning Outcome 4**<br>The UK Regulatory Framework | • UK and international legal and regulatory frameworks. Standards and principles, such as: Statements of Standard Accounting Practice (SSAPs); Financial Reporting Standards (FRSs), and International Accounting Standards (IASs). |

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment criteria covered | Assessment type | Word count (approx. length) |
|---|---|---|---|
| All 1 to 4 | All ACs under LO 1 to 4 | Coursework | 3000 words |

## Indicative Reading list

Atrill, P. and McLaney, E. (2006) *Management Accounting for Decision Makers*. Harlow: Prentice Hall.

Atrill, P. and McLaney, E. (2010*) Accounting & Finance for Non-specialists.* 10<sup>th</sup> Edition. London: Financial Times/ Prentice Hall.

Brealey, R., Myers, S. and Marcus, A. (2007) *Fundamentals of Corporate Finance*. New York: McGraw Hill Irwin.

Drury, C. (2009) *Management Accounting for Business*. 4th Edition. London: Cengage Learning

Dyson, J. R. (2004) *Accounting for Non-Accounting Learners*. 6th Edition. Harlow: FT Prentice Hall.

Lumby, S. and Jones, C. (2000) *The Fundamentals of Investment Appraisal.* London: Thomson

McLaney, E. and Atrill, P. (2010) *Accounting: An Introduction.* 5th Edition. London: Financial Times Prentice Hall

Van Horne, J. and Wachewicz, J. (2009) *Fundamentals of Financial Management*. Harlow: FT Prentice Hall

White, G. I., Sondhi, A. C. and Fried, D. (2003) The Analysis and Use of Financial Statements. 3rd Edition. Hampshire: John Wiley and Sons.

Wood, F. and Sangster, A. (2011) *Business Accounting. 12th* Edition. London: FT Prentice Hall

## UNIT 05: BUSINESS LAW

| | |
|---|---|
| Unit Reference Number | F/616/3034 |
| Unit Title | Business Law |
| Unit Level | 5 |
| Total Qualification Time (TQT) | 200 Hours |
| Guided Learning Hours (GLH) | 80 Hours |
| Number of Credits | 20 |
| Mandatory / Optional | Mandatory |
| Unit Grading Structure | Pass / Fail |

## Unit Aims

The aim of this unit is to develop learners' understanding of the concepts and principles of UK business law and the ability to apply them to practical situations.

## Learning Outcomes and Assessment Criteria

| Learning Outcome – The learner will: | | Assessment Criterion – The learner can: | |
|---|---|---|---|
| 1 | Understand types of UK laws, legal systems, and contracts law and their impact on international businesses. | 1.1 | Differentiate between different types of law in the UK. |
| | | 1.2 | Evaluate the impact of EU and UK contract laws on business. |
| | | 1.3 | Explain intellectual property rights governing trademarks and brand names. |
| 2 | Understand the main concepts and principles of consumer & company law to given situations. | 2.1 | Explain the importance of trade description law. |
| | | 2.2 | Explain the rights of consumers given by the consumer protection agency. |
| | | 2.3 | Justify the importance of acting in accordance with consumer safety laws. |
| | | 2.4 | Explain the formation and constitution of a company. |
| 3 | Understand employment law. | 3.1 | Determine the nature, constitution and structure of a company. |
| | | 3.2 | Evaluate the management and administration roles of a company against employment law. |
| | | 3.3 | Assess how employment laws contribute to termination of contracts. |
| | | 3.4 | Evaluate the role of agency law. |
| 4 | Understand competition and the right to compete in the UK. | 4.1 | Evaluate the impact of laws governing competition in different market conditions. |

## Indicative contents

| Topic | Course Coverage |
|---|---|
| **Learning Outcome 1**<br>Understand types of law, contracts law of the UK and reflect on international businesses. | • Types: Statutory law, common law and equity including cases; principles; remedies; common law remedy of damages; court practice; courting system; burden of proof<br>• Types of business organisations and basic Acts and Regulations that govern them.<br>• Contracts: Offers, invitation to treat, acceptance, intention to create legal relations, considerations, terms and representations vitiating factors. Discharge and breach of contracts. International trades and exchange rates. Terms; conditions; warranties; innominate terms; contractual terms; exclusion clauses; duress and undue influences; misrepresentation; discharge and breach of contract; Cases. |
| **Learning Outcome 2**<br>Principles of consumer & company law | • Consumer: aw affect business and their consumer: Sales of goods, supply service and product liability (Consumer remedies and defective goods). Consumer credit and agency. Forms of consumer credit agreements; consumer credit licences;<br>• Company: Legal entities (main differences between a traditional partnership and a limited liability partnership (LLP), which is governed primarily by the Limited Liability Partnership Act 2000, and the Limited Liability Partnership Regulations 2001 which detail the rights of members of the LLP. Separate Corporate Identity; Companies Act 2006, Companies finances. |
| **Learning Outcome 3**<br>Evaluation of employment and Agency Law | • Employment: Contracts of service and contracts for service; implied duties of employers. Discharge of contracts. Employee contracts; independent contractors; original and multiple tests; vicarious liability; termination of contracts; 6 implied common laws governing employers and employee relations.<br>• Agency: Principals and agents their rights and duties; creation and terminations of agency relationships; types of agents and authority; rights and duty of an agent; express and implied agreement; different categories of agents; commercial agents; Cases |
| **Learning Outcome 4**<br>Types of competition and the right to compete in the UK | • Monopolies, mergers and anti-competitive practices. Property rights and exemptions. Dominant positions; fair trades; protection of trade marks. Invention protection; copy rights; patents; trademark and names; infringement of intellectual properties. |

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment criteria covered | Assessment type | Word count (approx. length) |
|---|---|---|---|
| All 1 to 4 | All ACs under LO 1 to 4 | Coursework | 3000 words |

## Indicative Reading list

Jones, L. (2017) *Introduction to Business Law*. 4th Edition. Oxford: Oxford University Press

Kelly, D., Hayward, R., Hammer, R. and Hendy, J. (2011) *Business Law.* London: Routledge

Macintyre, E. (2011) *Essentials of Business Law.* Harlow: Pearson Education Ltd

Macintyre, E. (2016) *Business Law*. 8th Edition. Pearson Education Ltd

Mavrikakis, A., Watson, H., Kempton, J. and Hancock, N. (2017) *Guildford: University of Law.* College of Law Publishing

## UNIT 06: BUSINESS ETHICS

| Unit Reference Number | L/616/3036 |
|---|---|
| Unit Title | Business Ethics |
| Unit Level | 5 |
| Total Qualification Time (TQT) | 200 Hours |
| Guided Learning Hours (GLH) | 80 Hours |
| Number of Credits | 20 |
| Mandatory / Optional | Mandatory |
| Unit Grading Structure | Pass / Fail |

## Unit Aims

The aim of this unit is to provide learners with a broad understanding of the roles and requirements for businesses to embed ethics and incorporate social responsibility. It provides learners with an understanding of the issues surrounding corporate social responsibility and ethics from national and international perspectives. Significant emphasis is placed on the role that corporate governance plays in ensuring accountability to the owners and other stakeholders within businesses.

## Learning Outcomes and Assessment Criteria

| Learning Outcome – The learner will: | | Assessment Criterion – The learner can: | |
|---|---|---|---|
| 1 | Understand perspectives on ethics and its relevance to business. | 1.1 | Explain the background and development of ethical approaches. |
| | | 1.2 | Compare and contrast absolute and relative ethics. |
| | | 1.3 | Explain the ethical issues which can affect the operational activities of a business. |
| | | 1.4 | Evaluate the implications for a business and its stakeholders to operate ethically. |
| 2 | Be able to report on the roles of directors, investors and other stakeholders to ensure ethical practice. | 2.1 | Assess potential conflicts between the needs and expectations of different stakeholders. |
| | | 2.2 | Analyse the impact of CSR on the business. |
| | | 2.3 | Report on how a business can improve the ethics of their operations whilst meeting objectives and ensuring good employer/employee relationships. |
| 3 | Understand the issues which inform company reporting and their impact on society. | 3.1 | Explain how business objectives are affected by ethical considerations. |
| | | 3.2 | Summarise the regulatory framework for CSR. |
| 4 | Be able to evaluate ethical dimensions of businesses and | 4.1 | Report on a current ethical issue affecting a selected business. |

| | | |
|---|---|---|
| the impact of CSR strategies on them. | 4.3 | Assess the potential impact of changes in CSR on business performance. |
| | 4.2 | Recommend changes to CSR policy to benefit different stakeholders. |

## Indicative contents

| Topic | Course Coverage |
|---|---|
| **Learning Outcome 1**<br>Perspectives on ethics and CSR | • Ethical perspectives: deontological and teleological ethical theory; developments from these early approaches e.g. utilitarianism and other consequential approaches; early contributions of Kant and Mill; absolute and relative ethics; Institute of Business Ethics<br><br>• Operational activities: definitions of business ethics; ethical activities; values of businesses; professional ethics Ethical issues: corporate governance; corporate social responsibility; environment; sustainability; human rights; corruption; trading fairly; legal and regulatory compliance; business practices; working conditions; individual ethical responsibilities |
| **Learning Outcomes 2, 3 and 4**<br>CSR objectives and stakeholders | • Objectives: corporate governance; corporate social responsibility; environment; sustainability; human rights; corruption; trading fairly; legal and regulatory compliance; business practices; communicating ethical code<br><br>• Stakeholders: stakeholders (owners, employees, customers, suppliers, competitors, citizens); conflicts of interest between stakeholder groups e.g. shareholders versus environmentalists<br><br>• Implications: adapting business behaviour; responding to ethical pressures; implementing ethical practices; influence of stakeholders and pressure groups; impact on competitiveness; reputation; public image; ethical trade; value added; complying with relevant legislation and codes of practice e.g. UK law, EU law; UN Declaration on Human Rights; UN Global Compact; economic activity e.g. location |
| **Learning Outcomes 1 and 3**<br>Current ethical issues facing businesses | • Issues: corporate social responsibility; globalisation; cultural imperialism; ecology; environment; fair trade; corruption; animal testing; child labour; carbon footprint; sources of timber; outsourcing; personal attitudes; whistle blowing; contribution of business to the community; ethics in sales and marketing; ethics in intellectual property e.g. software piracy, counterfeiting, peer-to-peer file sharing |
| **Learning Outcomes 2 and 4**<br>Corporate governance | • Stakeholder-expectation and factors influencing stakeholder-purposes. Corporate governance. Ownership vs. management. Governance chain: typical reporting structures. Stakeholders of large organization. Conflict of expectations. Stakeholder |

| | mapping. Power-interest matrix. Power dynamics in organizations. Business ethics and corporate social responsibility (CSR). Types of ethical stances. Internal and External analysis of CSR. Public Interest Disclosure Act (1998) |
|---|---|

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment criteria covered | Assessment type | Word count (approx. length) |
|---|---|---|---|
| All 1 to 4 | All ACs under LO 1 to 4 | Coursework | 3000 words |

## Indicative Reading list

Caroll, A. (2009) *Business Ethics.* New York: Routledge

Crane, A. (2015) *Managing Corporate Citizenship and Sustainability in the Age of Globalization*. 4th Edition. Oxford: Oxford University Press.

Griseri, P. and Seppala, N. (2010) *Business Ethics and Corporate Social Responsibility*. Hampshire, United Kingdom: CENGAGE Learning Business Press.

McDonald, G. (2014) *Business Ethics: A Contemporary Approach*. Melbourne: Cambridge University Press

Tricker, B. and Tri Griseri, P. and Seppala, N. (2010) *Business Ethics and Corporate Social Responsibility*. CENGAGE Learning Business Press.

Tricker, B. (2013) *Business Ethics: Stakeholder, Governance and Risk approach*. Oxon: Routledge

# IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies.   You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.   For updated information please visit our website www.othm.org.uk.