Level 7 Diploma in Business Strategy

Specification (For Centres)

April 2020

About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

Contents

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realized.

1.3 Qualification Title and Code

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 7 Diploma in Business Strategy (603/5745/9)

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

The qualification has been created to develop and reward the business managers of today and the future, and to continue to bring recognition and professionalism to the management sectors. We hope that centres and learners take the opportunity to learn a great deal from this programmes that will provide relevant new skills and qualities.

It is envisaged that this programme will encourage both academic and professional development so that you learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The Diploma is accredited at the postgraduate Level 7. The programme has a total equivalence of 120 credits. Completing the Diploma allows access to a dissertation at one of our University partners for a related master's degree.

2.2 Rationale for the Diploma

The Level 7 programme will require learners to critically evaluate, challenge and synthesise a wide range of current management tools, techniques and models. The emphasis placed on current management concepts and models is on those that are relevant to the 21st century business environment.

At level 7 the emphasis is placed on the ability to adapt management concepts, tools and techniques to align with organisational culture and apply critical reflective thinking. The qualification scope covers all the primary business functions and how these are interrelated and integrated. The units provide a holistic study of core organisational management issues that are relevant to strategic decisions making, planning and enabling the organisation to achieve its strategic aims and objectives.

The qualification will enable learners to become independent, self-directed learners with tools and motivation to continue learning, developing and reflecting on practice throughout their careers.

2.3 Aims of the Diploma

Level 7 qualifications are designed to develop the knowledge, understanding and skills learners require to deal with the complexities of management in a business context, and to develop their ability to lead change in organisations.

The Qualifi Level 7 Diploma in Business Strategy aims to give learners the opportunity to:

1. Gain a recognised qualification from an internationally recognised awarding organisation.
2. Learn from a curriculum supported by the most recent content relevant to a contemporary business environment.
3. Develop new skills and knowledge that can be immediately applied.
4. Prepare for higher-level positions in management through personal and professional development as a leader who thrives in complex and globally diverse environments.
5. Have assessments marked and moderated by respected professionals with practical experience across a number of business sectors and management fields.
6. Be supported by a digital online platform and develop a personalised e-portfolio to improve the transparency and portability of the qualification.
7. Progress along a pathway to gain a higher level qualification.

2.4 Learning Outcomes of the Diploma

The overall learning outcomes of the Diploma are:

1. To understand and apply the principles of management strategy in a business environment
2. Review and apply the principles of business management within industry
3. To understand and apply the principles of strategic management in a specific environment
4. To improve the employability of learners by allowing them to explore the relationship between management theories and their practical application in the business world.
5. Analyse problem-solving techniques specific to business and industry
6. Select, collate, review and analyse information form a wide range of sources
7. Work independently and as part of a team
8. Manage one's own personal development and growth.

These are the overall learning outcomes in line with postgraduate programmes. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to hold the following

- Level 6 Qualification or;
- First Degree.

In certain circumstances, managers with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Business Strategy is a Level 7 Qualification made up of 120 credits.

The units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

The overall structure of the course is based on eight units that cover a number of topics relating to learning outcomes. All units are mandatory.

Learners will be invited to attend lectures and workshops that will introduce the subject matter. Learners must complete all units successfully and achieve 120 credits before the Diploma can be issued.

Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas.

QUALIFI Level 7 Diploma in Business Strategy

The Level 7 Diploma focuses on developing understanding, skills and abilities to equip the learner with the awareness and aptitudes to be an effective strategic business manager..

Learners must complete all 8 mandatory units.

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
Y/506/9133	Research Methods	7	200	20	80
J/506/9064	Development as a Strategic Manager	7	150	15	60
M/506/9074	Strategic Marketing	7	150	15	60
D/506/9071	Finance for Managers	7	150	15	60
D/506/9068	Strategic Direction	7	150	15	60
Y/506/9070	Strategic Planning	7	150	15	60
H/618/0795	Creative and Innovative Management	7	150	15	60
K/618/0796	Managing Corporate Responsibility in the Wider Business Environment	7	100	10	40

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 7 Diploma in Business Strategy** can progress to:

- the QUALIFI Level 8 Diploma in Strategic Management and Leadership, or
- a university partner to complete a dissertation to then receive a full master's degree, or
- directly into employment in an associated profession.

4.4 University Exemptions

QUALIFI has exemptions for learners to progress to a number of universities to complete a master's degree. This generally requires completion of a dissertation only.

The pathways are an indication of a learner's progress towards a university degree and are based on the university's review of QUALIFI's learning programmes and outcomes. Further information is available here http://www.QUALIFI.net/learning-pathways/

4.5 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) 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 so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or 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. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:
- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres. This includes:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

For more information please contact Qualifi.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful students through the registered centres.

8.2 Classification of Awards

Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI, and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email:
support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 https://www.gov.uk/equality-act-2010-guidance. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 115 888 2323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net   www.QUALIFI-international.com

Appendix 1: Unit Descriptors

Unit 701: Research Methods

Unit code: Y/506/9133
RQF level: 7

Aim

The aim of the unit is to develop the learner's knowledge and understanding of academic practice and approaches to research. It utilises a problem-based learning approach to develop your practical competence in aspects appropriate to academic practice and research in business and management.

The unit aims to allow learners to:

- develop the ability to conduct research into business and management issues that require familiarity with a range of business data, research sources and appropriate methodologies;

- combine theoretical and practical programme elements and personal development by building the academic skills and qualities within a holistic approach;

- gain confidence and competence in the academic skills required to study successfully at the Master's level and beyond;

- develop the principles and practice of quantitative and qualitative research with a practical view of the whole process from idea to required output;

- define research and development questions;

- find, select and review literature;

- analyse data, interpret data and evidence.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to understand and apply different research methods that can provide realistic and applicable outcomes.	1.1 Critically apply the principles and practices of quantitative and qualitative research on a practical level.
	1.2 Define research and development questions and prioritise them in relation to contemporary managerial and business needs.
2. Be able to use standard research methodologies.	2.1 Produce critical literature reviews based upon research methodology.
	2.2 Use methodology, instrumentation and research design appropriate to the specific nature of fieldwork.
	2.3 Critically apply statistical methods.
3. Be able to produce research reports.	3.1 Plan and deliver management research projects using research methodologies.
	3.2 Provide written research reports that include data visualisation.
	3.3 Address ethical issues in research.

Indicative Content

In this unit learners will study a number of models, concepts and ideas which can be used to help manage team performance.

These will include:

- Systems of interest
- Boundary critiques
- Multiple perspectives
- Emergent properties
- Reference systems
- Context is everything
- Diagnosis and analysis
- Your research focus? – some questions
- Your research strategy
- The nature of data and information
- Taxonomy, ontology and epistemology
- Mode 1 and 2 knowledge
- Tacit and explicit knowledge
- Methods and techniques for collecting data and information
- Criteria for selecting data and information/Sources of data and information
- Different types of research

Suggested Resources

- Bruce, I. (2008) Market Research in Practice: Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research, 2nd ed., London: Kogan Page.
- Bryman, A. (2008) Social Research Methods, Oxford: Oxford University Press.
- Callingham, M. (2004) Market Intelligence: How and why organisations use market research, London: Kogan Page Ltd.
- Cassell, C. & Symon, G. (2004) Essential Guide to Qualitative Methods in Organisational Research, London: Sage.
- Cottrell, S. (2008) The Study Skills Handbook, 3rd ed., Basingstoke: Palgrave Macmillan.
- Daymon, C. & Holloway, I. (2011) Qualitative Research Methods in Public Relations and Marketing Communications, 2nd ed., London: Routledge.
- Fink, A. (2009) How to Conduct Surveys a Step by Step Guide, 4thed., London: Sage Publications.
- Gill, J. & Johnson, P. (2010) Research Methods for Managers, 4th ed., London: Sage Publications.
- Hackley, C. (2003) Doing Research Projects in Marketing, Management and Consumer Research, London: Routledge.
- Keegan, S. (2009) Qualitative Research: Good Decision Making Through Understanding People, Cultures and Markets (Market Research in Practice), London: Kogan Page.
- Malhotra, N.K. & Birks, D.F. (2007) Marketing Research an Applied Approach, 3ed., London: Pearson Education Ltd.
- Yin, R.K. (2008) Case Study Research: Design and Methods, (Applied Social Research Methods), 4th ed., London: Sage Publications

Unit 702: Development as a Strategic Manager

Unit code: J/506/9064
RQF level: 7

Aim

The unit aims to supports organisational and self-awareness in learners. It provides a foundation for a self-critical and reflective approach to personal development to support the learner when operating at a strategic level. Wider context organisational and environmental factors are also considered as contributors to overall strategic success of the individual and the organisation.

Learning Outcomes and Assessment Criteria

Learning Outcomes To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:
1. Be able to identify personal skills to achieve strategic ambitions.	1.1 Critically analyse the strategic direction of the organisation.
	1.2 Critically evaluate the strategic skills required of the leader operating in a complex environment to achieve personal and organisational strategic ambitions.
	1.3 Assess the relationship between existing, required and future skills to achieve strategic ambitions.
2. Be able to manage personal leadership development to support achievement of strategic ambitions.	2.1 Critically discuss the opportunities to support leadership development.
	2.2 Design a personal development plan to direct leadership development in a complex environment.
	2.3 Devise an implementation process to underpin the success of the development plan that can realise substantial changes in leadership style.
3. Be able to evaluate the effectiveness of the leadership development plan.	3.1 Critically evaluate the achievement of outcomes of the plan against original objectives.
	3.2 Evaluate the impact of leadership style and the achievement of objectives on strategic ambitions in different organisational settings.
	3.3 Critically review and update the leadership development plan
4. Be able to advocate an employee welfare environment that supports organisational values.	4.1 Critically evaluate the impact of corporate commitment to employee welfare on strategic organisational objectives.
	4.2 Discuss how an employee welfare environment can affect achievement of strategic organisational objectives.
	4.3 Determine the influence of corporate commitment to employee welfare on the development of organisational values that will realise strategic ambitions.

Indicative Content

The indicative content for learners includes, but is not limited to, the following:

- Approaches to business strategy
- Old and new business models
- Strategy evolution
- Resource based approach to strategy
- Analysis of the environment
- Honey and Mumford learning styles
- Personal development and gap analysis including developing yourself
- Career anchors (Edgar Schein)
- Blanchard, Adair, Blake and Mouton Models on leadership and development
- Argyris' double loop learning
- Reddin's 3D and Belbin's team roles
- Skills competences and know-hows including core and distinctive competences
- Intellectual capital and balance score card methods
- Development of a personal development plan (PDP)
- Health and safety at work
- Erikson's Life Stage Theory
- Nudge Theory
- Psychological Contract
- Kirkpatrick's Learning Evaluation Model
- Erikson's Theory of Personal Development (1902 – 1994)
- Developmental and Sponsorship Mentoring
- Formal and Informal Coaching.

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to help them set departmental, project, team and their own objectives.

Core Text

Human resource management at work Marchington, M. and Wilkenson, A 2008

Suggested Resources

- Organisational Behaviour, ARVINEN MUONDON and PERKINS, KOGAN PAGE
- Human resource Management in a Business Context, KEW and STREDWICK, CIPD
- Strategy and human resource, BOXALL, P. and PURCELL, J. (2008) CIPD
- Learning and Development Talent, Jim STEWART and CLARE RIGG, CIPD
- Contemporary strategy analysis. 6th ed. GRANT, R. (2008), Blackwell.
- Exploring Corporate Strategy, JOHNSON and SCHOLES, PRENTICE HALL
- Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking about Organisations. 6th ed. Stacey, R., (2011), Financial Times Prentice

Unit 703: Strategic Marketing

Unit code: M/506/9074
RQF level: 7

Aim

The unit will investigate underlying models, techniques and theories that underpin marketing and can contribute to strategic objectives. It will also provide learners with a critical understanding of the marketing function within complex organisations.

Learning Outcomes and Assessment Criteria

Learning Outcomes To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:
1. Be able to understand the relationship between the marketing plan and strategic objectives.	1.1 Critically evaluate how marketing techniques and tools can support the strategy of an organisation and how these impacts on the marketing plan.
	1.2 Determine marketing methodologies and approaches that contribute to a marketing plan within complex organisations.
	1.3 Address risk associated with the marketing plan
2. Be able to produce a strategic marketing plan.	2.1 Critically analyse the components of a marketing plan and the levels of importance of each component to the achievement of strategic objectives.
	2.2 Address mitigation strategies for high risk components of the plan.
	2.3 Develop a marketing plan that will achieve strategic objectives for a complex organisation.
3. Be able to promote the marketing plan in support of strategic objectives.	3.1 Discuss how the plan supports strategic objectives.
	3.2 Develop an approach to gain agreement for the marketing plan that will change organisation actions and methods to achieve strategic objectives.
	3.3 Critically evaluate and provide review measures for the agreed plan.

Indicative Content

- Marketing mix and principles of marketing
- Marketing research
- International marketing planning
- Methods and Techniques for collecting Data and Information
- Basic / Traditional Approaches to Strategy
- Marketing methodologies
- Diffusion of Innovation, Product life cycle and experience curve
- Issues of risk within a marketing plan
- Components of a Strategic Marketing Plan
- Brand & Advertising including Global Brands
- Advertising to Children
- The Regulatory Frameworks
- Use Product/Service Branding
- Behaviours and Attitudes/Behavioural Measures of Loyalty
- Customer Service
- Digital and Global marketing
- Globalization theories and cases in practice.
- Advertising to Children
- The Regulatory Frameworks

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to help them set departmental, project, team and their own objectives.

Core Text
- Marketing by Paul Baines and Chris Fill, 3rd Edition, Oxford University Press

Suggested Resources
- Hollensen, S. (2013) Global Marketing Harlow, 6th Edn. Pearson Education
- Friedman, Thomas L. (2006) The World is Flat: The Globalized World in the Twenty-First Century, Penguin Group, London/New York 978-0-141-03489-8
- Soros, George (2002) George Soros On Globalization, Perseus, New York 1-903985-24-2
- European Journal of Marketing
- International Journal of Bank Marketing
- International Journal of Pharmaceutical and Healthcare Marketing
- International Marketing Review
- Journal of Business & Industrial Marketing
- Journal of Communication Management
- Journal of Consumer Marketing
- Journal of Fashion Marketing and Management
- Journal of Islamic Marketing
- Journal of Product & Brand Management
- Journal of Research in Interactive Marketing
- Journal of Research in Marketing and Entrepreneurship
- Journal of Services Marketing
- Journal of Social Marketing
- Marketing Intelligence & Planning
- Qualitative Market Research
- Marketing Week

Unit 704: Finance for Managers

Unit code: D/506/9071
RQF level: 7

Aim

This unit is geared towards supporting learners in understanding and using financial information and data. This unit is important to learners as it supports decision making.

Learning Outcomes and Assessment Criteria

Learning Outcomes To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:
1. Be able to analyse financial information and data.	1.1 Determine what financial information is needed and assess its validity.
	1.2 Analyse different financial documents and information and formulate conclusions about financial performance levels and needs of stakeholders.
	1.3 Conduct comparative analysis of financial information and data.
	1.4 Critically review and question financial information and data.
2. Be able to assess budgets and their ability to support organisational objectives.	2.1 Identify how a budget can be produced taking into account financial constraints and achievement of targets and accounting conventions.
	2.2 Be able to assess a budge.
	2.1 Identify how a budget for a complex organization can support organizational objectives and targets whilst taking into account financial constraints and accounting conventions.
3. Be able to evaluate financial proposals for expenditure provided by others.	3.1 Identify criteria by which proposals can be judged.
	3.2 Critically analyse the viability of a proposal for expenditure.
	3.3 Identify the strengths and weaknesses of a proposal and give feedback on the financial proposal.
	3.4 Analyse the viability of a proposal for expenditure.

Indicative Content

- Context: Financial Accounting and Management Accounting
- Basic accounting concepts, e.g. profit, cash, matching
- Difference between capital & revenue, sources of financial & cost data
- Financial Analysis
- Budgeting and cash flows
- Costing methods and overhead allocations
- Return on Investment calculations
- The role of depreciation
- Cost / profit centres and allocating costs
- Analysis of financial data, cost benefit analysis
- Lean Methods and Lean accounting
- The difference between data and information
- Sources of data and information

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to help them set departmental, project, team and their own objectives.

Core Texts

There are two sets of core text: one to support UK accounting rules and treatment of depreciation and tax. And the second to support US accounting rules and treatment of depreciation and tax

Core Text (US)

- Horngren's Financial & Managerial Accounting, The Managerial Chapters and The Financial Chapters, Global Edition, 5th Edition
- Introduction to Management Accounting Global Edition, 16th Edition, Charles Horngren, Gary Sundem, William Stratton, Dave Burgstahler, Jeff Schatzberg, Feb 2013,

Core Text (UK)

- Introduction to bookkeeping and accounting Kindle Edition, by The Open University
- Accounting Paperback – 5 Apr 2013, by Michael J. Jones. This includes students on both accounting and non–accounting degrees and also MBA students.

Suggested Resources (US)

- Financial Accounting Standards Board
- American Institute of Certified Public Accountants
- International Accounting Standards Board
- International Financial Reporting Standards
- http://aaajournals.org/doi/full/10.2308/accr-10297

Suggested Resources (UK)

- http://www.accaglobal.com/uk/en.html
- http://www.aca.org.uk/
- https://www.cipfa.org/
- http://www.icaew.com/en/about-icaew/what-is-chartered-accountancy/major-accountancy-bodies

Unit 705: Strategic Direction

Unit code: D/506/9068
RQF level: 7

Aim

The unit will explore the strategic aims and objectives of an organisation and their significance in setting direction, and identifying success and progress for the organisation. The unit will also explore where different strategic options may lead the organisation to change its direction.

Learning Outcomes and Assessment Criteria

Learning Outcomes To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:
1. Be able to review and determine the organisation's strategic aims and objectives.	1.1 Critically analyse the existing strategic aims and objectives of the organisation.
	1.2 Undertake a critical evaluation of the components of current organisational strategy.
	1.3 Critically analyse the factors affecting the strategic aims of organisational strategy over the short and medium term.
2. Be able to evaluate progress towards achieving organisational strategic aims and objectives.	2.1 Apply a range of diagnostic and analytical tools to audit and assess progress towards existing strategic aims and objectives.
	2.2 Take responsibility for and critically assess the expectations of all stakeholders and their influence upon future organisational strategy.
	2.3 Critically analyse, interpret and produce an evaluation of the existing organisational strategic position and progress towards achieving the existing strategy.
3. Be able to determine and evaluate strategic options to support a new strategic position.	3.1 Critically evaluate and develop a range of alternative strategic options to meet organisational strategic aims, direction and objectives in the short and medium term.
	3.2 Determine and justify the existing strategic option that can meet the revised strategic position.

Indicative Content

In this unit learners will be introduced to some of the concepts, ideas and models that underpin an organisation setting or taking a strategic direction. The models and concepts to be discussed include:

- Evaluate each component part of the chosen strategic plan
- Analyse the factors affecting the strategic plan of your choice
- Internal and external change drivers
- Structured evaluation of the organisation's strategic position
- Strategic options to meet strategic aims and objectives
- Justifying strategic options
- Evaluating the expectations of all stakeholders
- Medelow – Johnson, Whittington and Scholes
- POSIWID and organisational purpose.

Core Text

Exploring Strategy, Johnson, G, Whittington, R and Scholes, K. London Financial Times / Prentice Hall 9th Edition 2011

Suggested Resources

- The Art of Strategy. (Avinash K. Dixit)
- Competitive Strategy Techniques. (Professor Michael Porter)
- Blue Ocean Strategy. (W. Chan Kim)
- Good Strategy Bad Strategy. (Richard Rumelt)
- The Lean Start-up. (Eric Ries)
- Strategy. (B. H. Liddell Hart)
- The Innovators Dilemma. (Clayton M. Christiansen)
- Completive Advantage. (Professor Michael Porter)
- Strategic Safari. (Henry Mintzberg)
- Competitive Advantage. (Johnson and Scholes)
- Grant, R., (2007) Contemporary Strategy Analysis 6th Ed., Pearson
- Lynch, R., (2005) Corporate Strategy 4th Ed., F-T/Prentice Hall
- Mintzberg, H., (2007) Tracking Strategies: Towards a General Theory, OUP
- Ringland, G. (2004) Scenario Planning. Wiley
- Van der Heijden, K. (2004) Scenarios: The Art of the Strategic Conversation. Wiley
- Whittington R (2001) What is Strategy – and does it matter? 2nd Ed. Thomson Learning
- Stacey, R., (2011) Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking about Organisations. 6th ed. Harlow, England, New York: Financial Times Prentice Hall.

Unit 706: Strategic Planning

Unit code: Y/506/9070

RQF level: 7

Aim

This unit is about the value of the strategic planning process in formulating appropriate strategies and designing a plan that will be supported by stakeholders and other organisational leaders. The critical review of the plan and its success is also addressed in the unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:
1. Be able to conceive and analyse strategic options.	1.1 Critically analyse and identify the organisation's strategic aims and objectives including the approach adopted to strategic planning.
	1.2 Determine alternative strategic options available and the implications for the organisation.
	1.3 Critically evaluate the impact of stakeholder expectations on a strategic plan and the planning horizon.
2. Be able to formulate a strategic plan.	2.1 Critically evaluate the strategic options available to the organisation over the existing planning horizon and factoring in wider context market and competitor impacts.
	2.2 Assess and determine the priorities and feasibility of alternative options over the existing planning horizon.
	2.3 Carry out a risk assessment of the preferred strategy and alternatives.
	2.4 Identify, justify and articulate the selected strategies within the plan and address any potential problems.
	2.5 Produce a strategic plan and its components to achieve the selected strategic direction.
3. Be able to implement, evaluate, monitor and review the strategic plan.	3.1 Critically review the organisational and market factors to be considered in the implementation of the strategic plan.
	3.2 Determine and apply a range of tools and concepts to monitor and review the strategic plan.
	3.3 Determine the impact of the strategic plan on the organisation's direction and achievement of the organisation's objectives.

Indicative Content

In this unit learners will be introduced to the concepts, ideas and models that underpin an organisation setting or taking a strategic direction. The models and concepts briefly discussed include:

- Organisational aims and objectives
- Alternative Strategic Options
- Strategic Tools and Techniques
- Other Tools and Techniques
- Stakeholder expectations
- Strategic options
- Risk Assessment
- Components of a Strategic plan
- How to evaluate, monitor and review a strategic plan.

Core Text

Exploring Strategy, Johnson, G, Whittington, R and Scholes, K. London Financial Times / Prentice Hall 9th Edition 2011

Suggested Resources

- Johnson, G, Whittington, R and Scholes, K (2013) Exploring Strategy. London: Financial Times / Prentice Hall.
- Johnson, M. W., Christensen, C. M., & Kagermann, H. (2008). Reinventing your business model. Harvard Business Review, 86(12), 50-59.
- Kaplan, R. S., & Norton, D. P. (2007). Using the balanced scorecard as a strategic management system. Harvard Business Review, 85(7/8), 150-161.
- Markides, C. and Williamson, P. (1996). 'Corporate diversification and organizational structure: A resource-based view'. Academy of Management Journal: 39(2): 340
- Martin, J. and Sayrak, A. (2003). 'Corporate diversification and shareholder value: a survey of recent literature'. Journal of Corporate Finance, 9(1): 37–57.
- Neilson, G. L., Martin, K. L., & Powers, E. (2008). The secrets to successful strategy execution. Harvard Business Review, 86(6), 60-70.
- Johnson, G, Whittington, R and Scholes, K (2011) Exploring Strategy. London: Financial Times / Prentice Hall.
- Strategic management system. Harvard Business Review, 85(7/8), 150-161.
- Martin, J. and Sayrak, A. (2003). 'Corporate diversification and shareholder value: a survey of recent literature'. Journal of Corporate Finance, 9(1): 37–57.
- Porter, M. E. (1996). What is strategy? Harvard Business Review, 74(6), 61-78.
- Sethi, R., Iqbal, Z., & Sethi, A. (2012). Developing New-to-the-Firm Products. The Role of Micropolitical Strategies. Journal of Marketing, 76(2), 99-115. doi:10.1509/jm.09.0308.

Unit 707: Creative and Innovative Management

Unit code: H/618/0795
RQF level: 7

Aim

This unit provides the learner with the understanding to recognise the value to organisations of creative and innovative management ideas and the skills to implement this understanding.

Learning Outcomes and Assessment Criteria

Learning Outcomes To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:
1 Understand the importance of creative and innovative management in organisations.	1.1 Evaluate current creative and innovative management processes in an organisation.
	1.2 Explain how to lead others to positively embrace innovation and change.
2 Be able to support creative and innovative management processes for an organisation.	2.1 Assess the influence of vision and mission on generation of creative and innovative management processes in an organisation.
	2.2 Use analytical tools to identify potential creative and innovative management ideas.
	2.3 Assess risks and benefits of creative and innovative management ideas.
	2.4 Use change models to support the implementation of creative and innovative management ideas.
3 Be able to influence others to effect change in an organisation.	3.1 Produce an appropriate rationale to persuade stakeholders of an organisation of the benefits of a creative and innovative management idea.
	3.2 Communicate a creative and innovative management idea to stakeholders of an organisation.
	3.3 Establish key goals and priorities for implementation of a creative and innovative management idea using feedback from stakeholders.
4 Be able to plan to overcome barriers to implementation of creative and innovative management ideas in an organisation.	4.1 Assess the barriers to the implementation of a creative and innovative management idea in an organisation.
	4.2 Plan a strategy to overcome identified barriers to the implementation of a creative and innovative management idea in an organisation.
	4.3 Explain how a strategy plan for overcoming barriers will ensure innovative change is achieved.

	4.4 Communicate a strategy plan for overcoming barriers to relevant stakeholders in an organisation.

Indicative Content

- Organisational processes: processes for the evaluation, selection and development of ideas; ideas – value chain, inside/outside, cross-pollination, selection, development, diffusion; role of incubation.
- Leading the case for innovation: leadership styles and behaviours – strengths, adopting appropriate style for different circumstances; theory and practice of influencing and motivating others.
- Relationship between transformational and transactional change; decision- making processes and style. Perceptions and motivational influences and how to influence them.
- Different methods of communication – strengths and weaknesses in different circumstances
- Vision and mission: influence of vision and mission; indicators of organisational performance; influence of an organisational strategic plan and business plan on innovation.
- Methods; concept that policies and procedures are supported by a culture that reinforces consistently what the organisation is about.
- Tools for creative and innovative solutions: theory and application of lateral thinking, visioning and problem-solving techniques; theory and use of analytical tools – SWOT (strengths, weaknesses, opportunities, threats), PESTLE (political, economic, social, technological, legal, environmental) analysis; cost-benefit analysis; decision-making processes and styles.
- Risks: risk analysis, risk management techniques.
  Benefits and limitations of innovation: benefits – first to market, premium prices, large market share, increased shareholder return, increased employee motivation and morale, improved systems and processes.
- Limitations – risk, investment needed, continual change; expertise in organisation, technological know-how; strategy – strengths and weaknesses.

Core Text

Exploring Strategy, Johnson, G, Whittington, R and Scholes, K. London Financial Times / Prentice Hall 9th Edition 2011

Suggested Resources

- Ashkenas R, Ulrich D, Jick T and Kerr S – *The Boundaryless Organization* (Jossey-Bass, 2002) ISBN 078795943X
- Birkinshaw J and Hagström P — *The Flexible Firm* (Oxford University Press, 2001) ISBN 0199248559
- Cairncross F – *The Death of Distance* (Harvard Business School Press, 2001) ISBN 157851438X
- Christensen C – *Innovation and the General Manager* (McGraw-Hill, 2002) ISBN 0071183809
- Christiansen J A – *Competitive Innovation Management: Techniques to Improve Innovation Performance* (Palgrave USA, 2003) ISBN 0312230257
- Clegg B – *Creativity and Innovation for Managers* (Butterworth-Heinemann, 1999) ISBN 0750642556
- Drucker P F – *Innovation and Entrepreneurship* (Butterworth-Heinemann, 2007) ISBN 0750685085
- Financial Times – *Mastering Global Business* (Financial Times/Prentice Hall, 1998) ISBN 0273637061
- David Ford D, Gadde L E, Håkansson H and Snehota I – *Managing Business Relationships* (John Wiley and Sons, 2003) ISBN 0470851252
- Galbraith J R – *Designing the Global Corporation* (Jossey-Bass, 2000) ISBN 0787952753

- Gupta A K and Westney E – *Smart Globalization: Designing Global Strategies, Creating Global Networks* (Jossey-Bass, 2003) ISBN 0787965324
- Hammer M and Champy J – *Reengineering the Corporation: A Manifesto for Business Revolution* (Harper, 2004) ISBN 0060559535
- Hofstede G and Hofstede G J – *Cultures and Organizations: Software for the Mind* (McGraw-Hill Professional, 2004) ISBN 0071439595
- Jones T – *Innovating at the Edge* (Butterworth-Heinemann, 2002) ISBN 0750655194
- Konopaske R and Ivancevich J M – *Global Management and Organizational Behavior* (McGraw-Hill Education, 2003) ISBN 0071232516
- Mead R and Andrews T G – *International Management: Culture and Beyond, 4th Edition* (Wiley-Blackwell, 2009) ISBN 1405173998
- Mercado S, Welford R and Prescott K – *European Business, 4th Edition* (Financial Times/Prentice Hall, 2000) ISBN 0273646001
- Mole J – *Mind Your Manners, 3rd Edition* (Nicholas Brealey Publishing, 2003) ISBN 1857883144
- Neuhauser P, Bender R and Stromberg K – *Culture.Com: Building Corporate Culture in the Connected Workplace* (John Wiley and Sons, 2000) ISBN 0471645397
- Schneider S C and Barsoux J L – *Managing Across Cultures* (Financial Times/Prentice Hall, 2002) ISBN 027364663X

Journals

- *Academy of Management Journal* (Academy of Management) *British Journal of Management* (John Wiley and Sons)
- *European Management Journal* (Elsevier)
- *Global Trade Review* (Exporta Publishing and Events)
- *Harvard Business Review* (Harvard Business Publishing)
- *Journal of Management Studies* (John Wiley and Sons)

Websites

- www.asa.org.uk
- www.bbc.co.uk www.benchmarkingnetwork.com www.bized.co.uk www.britishcouncil.org.uk
- www.business.com
- www.cipd.co.uk
- www.direct.gov.uk www.findarticles.com
- www.ft.com www.i-l-m.com www.ico.gov.uk
- www.iso9000.org www.managers.org.uk www.mintel.co.uk
- www.newsint-archive.co.uk www.ons.gov.uk
- Advertising Standards Authority British Broadcasting Corporation The Benchmarking Network Inc Learning materials and case studies British Council
- Business search engine on business background
- Chartered Institute of Personnel and Development
- Public service information
- BNET – for articles in more than 500 publications
- *Financial Times* archive
  Institute of Leadership and Management
- Information Commissioner's Office – data protection and freedom of information advice
- International Quality Systems Directory Chartered Management Institute
- Mintel International on consumer markets
- *The Times* and *Sunday Times* archive Office for National Statistics

Unit 708: Managing Corporate Responsibility in the Wider Business Environment

Unit code: K/618/0796
RQF level: 7

Aim

This unit provides the learner with an understanding of the effect of legislation and global integration on decisions, policies, processes and activities undertaken by organisations.

Learning Outcomes and Assessment Criteria

Learning Outcomes To achieve this unit a learner must:	Assessment Criteria Assessment of these outcomes demonstrates the learner can:
1 Understand the wider implications and effects of global integration on organisations.	1.1 Explain the effects of globalisation on national economies.
	1.2 Discuss the influence of international institutions on organisations.
	1.3 Explain the role and responsibility of European Union membership on the workplace.
2 Understand the importance of responsible corporate governance in organisations.	2.1 Explain the importance of responsible corporate governance in organisations.
	2.2 Analyse the regulatory requirements that shape corporate governance.
	2.3 Evaluate the impact of regulatory requirements on corporate stakeholders' interests in an organisation.
3 Understand the effects of environmental legislation, directives and guidance on organisations.	3.1 Discuss the economics of adopting a policy of environmental awareness in organisations.
	3.2 Explain the actions that need to be taken by organisations to maintain the environment.
	3.3 Describe the measures that exist to improve workplace health and safety practice.
4 Understand the socio-cultural, ethical and moral issues that affect organisations in the current economic environment.	4.1 Analyse the responsibilities of organisations to improving workforce welfare.
	4.2 Compare approaches to the management of diversity in organisations.
	4.3 Compare organisational approaches to ensuring positive policies of workforce diversity.

Indicative Content

- Global integration: international business environment – PESTLE (political, economic, social, technical, legal, environmental) analysis; market size; economies of scale; multinational corporations; transnational corporations.
- International institutions – World Trade Organization (WTO), World Bank, International Monetary Fund (IMF), Organisation for Economic Co-operation and Development (OECD), The Group of Twenty (G-20); global financial stability; capital investment; emerging economies.
- European Union (EU): role, responsibility, EU legislation; EU directives; EU membership; EU business regulations and their incorporation into national law; EU policies e.g. agriculture (CAP), business, competition, growth, employment, education, economics and finance, employment, environment, science and technology, regional, welfare.
- Corporate governance: purposes (direction, oversight, accountability); board responsibilities; transparency; disclosure; objectivity; integrity; ethical behaviour; organisational culture; stakeholders' interests.
- Regulatory requirements: Cadbury report; Rutteman guidance; Greenbury report; Hampel report; Turnbull report; Higgs report; Smith report; Companies Acts (2004, 2006); the 8th Company Law Directive of the European Union (2006), Sarbanes Oxley Act (2002, US).
- Impact on domestic business; UK Corporate Governance Code; stock exchange listing requirements; incorporation of legal and regulatory requirements into organisational policies, practice and procedures
- Environmental legislation: EU legislation; UK legislation; environmental protection (air, environmental permitting, land, waste, water, chemicals); noise and nuisance; climate change; energy conservation etc
- Social, cultural, ethical and moral issues: equal opportunities, diversity; disability; discrimination; racism; harassment; bullying; whistleblowing; privacy; confidentiality.
- Ethical standards in business activities (finance, human resources, marketing, dealing with stakeholders); affirmative action; codes of practice; organisational policies; staff training.

Core Text

Exploring Strategy, Johnson, G, Whittington, R and Scholes, K. London Financial Times / Prentice Hall 9th Edition 2011

Suggested Resources

- Crane A and Matten D – *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 3rd Edition* (Oxford University Press, 2010) ISBN 0199564337
- Mallin C A – *Corporate Governance, 3rd Edition* (Oxford University Press, 2009) ISBN 0199566453
- Solomon J – *Corporate Governance and Accountability, 3rd Edition* (John Wiley and Sons, 2010) ISBN 0470695099

Journals/newspapers

- Management Today (Haymarket Business Media) Professional Manager (Chartered Management Institute)
- The Economist (The Economist Newspaper Ltd) has articles on corporate responsibility and governance from time to time

- The Times (Times Newspapers Ltd) has a specialist section on human resource related topics that it publishes once a week

Websites

- www.businesslink.gov.uk www.europa.eu www.frc.org.uk www.imf.org www.netregs.gov.uk