Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	
	BA (Hons) Business Management with Business Practice (Apprenticeship) (PT)
Course Code	5048
Course Director	Michael Bedward
Module Leaders	Chris Matthews [Concepts of Management]
	TBC [Principles of Marketing]
	Francis Babayemi [Managing Business Logistics and Negotiations]
	Howard White [Managing the Principles of E-Business]
	John Opute [Resourcing & Reward]
	Katrin Franke [Marketing Strategy & Planning]
Shared Modules?	Shared in Semester 1 but taught separately:
	Concepts of Management [BBS_4_COM]
	Principles of Marketing[BBM_4_PRM]
	Managing the Principles of E-Business [BBS_5_MPB]

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes to contact hours		
Level 4 BBS-4-COM - Concepts of Management BBM-4-PRM - Principles of Marketing	All lectures, seminars, workshops etc. delivered online.	Contact: Total	CURRENT Contact hours: 60 Student managed learning hours: 140 Total hours: 200	NEW Contact hours: 60 Student managed learning hours: 140 Total hours: 200

Level 5 BBS-5-MBL - Managing Business Logistics and Negotiations BBS-5-MPB - Managing the Principles of E-Business	All lectures, seminars, workshops etc. delivered online.	Contact: Total:	CURRENT Contact hours: 60 Student managed learning hours: 140 Total hours: 200	NEW Contact hours: 60 Student managed learning hours: 140 Total hours: 200
Level 6 BBM-6-MSP - Marketing Strategy & Planning BBM-6-RER - Resourcing & Reward	All lectures, seminars, workshops etc. delivered online.	Contact: Total:	CURRENT Contact hours: 60 Student managed learning hours: 140 Total hours: 200	NEW Contact hours: 60 Student managed learning hours: 140 Total hours: 200

Changes to assessment strategy

All semester 1 examination assessments will now be replaced with a 24 hour online open book examinations.
All semester 1 group coursework assessment will now be replaced individual coursework assessments.
Weightings of assessment elements remain the same.

Additional information

Any additional information
Additional extracurricular masterclasses and other sessions will be held onsite for the equivalent of 2 hours per week for this course for students who would like to come onsite for these sessions. Course Director: Michael Bedward email address: bedwardm@lsbu.ac.uk

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information			
Final award title(s)	BA (Hons) Business Management With Business Practice	**Course Code(s)**	5048
Intermediate award title(s)	CertHe Business Management DipHE Business Management		
Awarding Institution	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☒ BUS ☐ ENG ☐ HSC ☐ LSS		
Division			
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☐Full time ☒Part time ☐ Both		
Length of course	Part time 3 years		
Approval dates:	Course(s) validated		
	Course specification last updated and signed off		
	Version number		
Professional, Statutory & Regulatory Body accreditation	Chartered Management Institute		
Reference points:	Internal	• London South Bank University Corporate Plan 2015-20 • LSBU Academic Regulations for Taught Courses • LSBU Guidelines for Writing Programme Specifications • LSBU Assessment Load Equivalence Guidelines • LSBU Assessment Good Practice Guidelines • Developing our structure. Response to consultation feedback and next steps. Dave Phoenix, LSBU, 3/2/14	
	External	• QAA Business & Management Benchmark Statement, 2012 • QAA: Enterprise and entrepreneurship education; Guidance for UK higher education provider,2012	

		• SEEC Credit Level Descriptors for Higher Education , 2010
		• The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, August 2008
		• Credit for Prior Learning – Guidance for Higher Education Initial Professional Development – Professional Skills. Proposed International Education Standard (IES)3 – Exposure
		• Apprenticeship standard: chartered manager degree apprenticeship (https://www.gov.uk/government/publications/apprenticeship-standard-chartered-manager-degree-apprenticeship)

B. Course Aims, Features and Outcomes		
Distinctive features of course		• A part time degree delivered over three years; • Advanced entry for suitably qualified applicants; • A wide range of current & relevant modules; • Opportunities for work based learning; • Personal development coaching; • Chartered Management Institute membership from the start of your studies; • Preparation for final apprenticeship assessment; • Located in the heart of London.
Course Aims		*The BA(Hons) Business Management with Business Practice aims to:* 1. Develop academically confident graduates through the provision of a supportive learning environment that nurtures understanding of Business Management disciplines, theories and issues. 2. Develop the capacity for independent thought critical reflection analytical and problem solving skills, entrepreneurial spirit academic

	curiosity creativity and strategic thinking in a broad business context
	3. Enhance student employability through the embedding of a cohesive blend of professional and academic skills whilst simultaneously providing the opportunity to contextualise our academic provision within the work place thus to develop occupation competency at a professional level in specific job roles**.**
	4. Deliver a future fit curriculum that is responsive to the rapidly changing needs of the enterprise and business world.
	5. Optimise professional body exemptions; providing the development of a successful career of choice within business.
	6. Encourage students to enhance their leadership, team work and communication skills within a Business and management environment.
Course Outcomes	a) **Students will have knowledge and understanding of:**
	1) Contemporary theories and methodologies concerning business and related subjects and their application to the study of business, management and enterprise at a local and global level;
	2) An appreciation of the key concepts of business and management as an aid to the process of strategy development and problem-solving in a business context;
	3) Organisations, the external environment in which they operate, how they are managed and the future needs of organisations, including the management of change;
	4) The economic, social, legal, cultural and ethical impact of business and management decisions on both the organisation and its environment;

5) The main functional areas of business, how they inter-relate and integrate with each other;

6) The application of digital technologies to the development and implementation of effective business and communication processes;

7) A breadth of business operations and decision support processes together with their strategic drivers.

Teaching and learning strategy

The acquisition of knowledge and understanding will be delivered through a variety of strategies.

In-class
Lectures will deliver key topic areas across the academic Levels. Where possible, guest speakers from business and academia will bring specialisms and real world contextualisation.

Interactive seminars and workshops will support the lectures and have a strong focus on small group activities to encourage the active participation of students throughout the academic year, developing peer learning, the sharing of knowledge and support amongst the diverse student body.

Examples of activities students will engage with during seminars are: question practice and case study analysis to reinforce and contextualise key lecture topics, debate and discussion.

At level 4 there is greater emphasis on acquisition of knowledge of process thus question practice and repetition of process are key to learning. At level 5 the application of knowledge to case study and debate and discussion of current issues support and enhance student learning.

An integrated formative and summative assessment and feedback process are a key component to a student's independent acquisition of knowledge and understanding.

Self-managed learning

Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to additional problem based exercises and **in the work place,** engaging in coursework, group discussion, review of key topics and examination preparation where appropriate. Many of these activities are supported by the virtual learning environment (VLE).

Throughout the suite of Business Management courses the School intends to expand its use of technology for learning and assessment at undergraduate level through the common first year initially and then through core modules across this undergraduate suite of courses. Although there is already an expectation the every module will have a set of core materials available to students via the VLE, the School aims to use digital technology to increase academic support for students particularly at level 4; to improve the efficiency of our teaching and assessment processes; and eventually to transform student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

Assessment:

Formative

Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of teaching and learning strategy throughout the course, to ensure students engage in a process of continuous learning.

In-class testing with peer marking and feedback is a key formative assessment method throughout the programme; this testing will be supported by additional on line tests via the VLE which provide students with automatic feedback as to performance.

As students' progress through the course, in class debate and discussion will provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. This will allow staff to reflect on student performance and feed-forward into future delivery.

Summative

The summative coursework assignments used to assess knowledge and understanding are diverse and set within a wider business context. Normally students will be able to draw upon real world issues within their work place to contextualise and apply their learning to be assessed.

Examples of the range of assessment types are multiple choice tests (at level 4), business reports (at levels 5 and 6) academic research reports (at level 5 - 6), group work (at levels 4 - 6), and individual assignments (at levels 4 - 5).

Examinations are only included for modules that embed professional body exemptions. They incorporate a variety of question types and assess a broad range of the syllabi content.

b) *Students will develop their intellectual skills such that they are able to:*

  1) Select and apply theoretical knowledge to identify, formulate and solve business problems and generate recommendations;

  2) Undertake independent research into business and management issues either individually or as part of a team for projects and presentations;

  3) Synthesise, appraise and evaluate data/evidence to develop argument and make sound judgements in accordance with basic theories and concepts of business and management;

4) Question orthodox/received opinion from a position of knowledge and develop own criteria and judgement in a range of business situations;

5) Apply a breadth of knowledge and business perspectives to the management of businesses and business processes.

Teaching and learning strategy

The development of intellectual skills will be delivered via a structured and progressive strategy of support and delivered over the length of the programme.

In-class
Seminars and workshops encourage student development in this area with the application of knowledge to business case studies and real life problems to develop critical evaluation of relevant information, and problem solving skills. In class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate arguments.

At level 4 in particular, support is given to basic cognitive skills development and student research practice via the Professional Competencies module.

The theories underpinning the cognitive process and elementary research techniques are delivered through lectures and supported via interactive seminars applying the theory to case study and discussion of issues arising.

As students move through the programme their ability to evaluate and synthesise information, and their problem solving skills are developed through their application to more complex case study problems through which independence of thought and practice are developed.

Research skills are introduced via the Professional Competencies module at level 4, but are predominantly developed at levels 5 and 6 via coursework application and in class case study analysis. Research is further developed via the Managing Business and Innovation module.

Self-managed learning

Self-managed learning activities supplement in-class learning and will include the reading and critique of academic journals and their application to problem based exercises and peer debate. Links to core journals will be available via the VLE and on-line fora will be used to encourage debate and discussion of key issues.

Engagement with coursework and the examination preparation are also key strategies to develop these skills.

Assessment:

Formative

The VLE and in-class presentations can provide formative feedback to both staff and students as to the development of key intellectual skills.

Summative

At level 4, intellectual skills are mainly assessed through coursework as examinations tend to assess knowledge and understanding of basic processes. As students move through the academic levels examinations are also used to assess the application of knowledge to scenarios and assess their evaluation and problem solving techniques. These skills are also assessed via coursework on all core Business Management module. Elementary research skills are primarily assessed via coursework. As students' progress through the course, assessment methods will reflect the expectation that students will exhibit greater autonomy in their learning, refine their intellectual skills, and approach their work in a more evaluative manner. Normally students will be able to draw upon real world issues within their work place to contextualise and apply their learning to be assessed.

c) *Students will acquire and develop practical skills such that they are able to:*

1) Demonstrate the application of knowledge through the production of a coherent business plan;

2) Present information to a variety of audiences in a structured business form;

3) Demonstrate innovation, creativity and enterprise in the application of theory to practice within business or commercial settings;

4) Be effective in the use of information and communication technology (ICT) for business applications.

Teaching and learning strategy

In-Class

Practical skills development is delivered via lectures and interactive seminars and workshops. Processes and techniques are demonstrated during lectures and are then developed and applied to questions and exercises during seminars to reinforce learning.

The key practical skills are then continually developed throughout each level demonstrating progressive development. As students' progress through the Programme, there is a move away from the ability to perform practical skills to a greater emphasis on application in a business context. There are also a series of workshops at level 4 developing enterprise awareness and the entrepreneurial mind-set as we engage in curriculum development around enterprise education.

Self-managed learning

The school's Student Enterprise Strategy details the enterprise engagement opportunities that students will have made available to them which will help them develop and demonstrate innovation, creativity, and enterprise skills and these activities have been developed under the following headings.

- Business Solutions Centre, a student led consultancy service for clients within the university, student run start-ups and small businesses within the local area.

- Links with societies, in particular student membership of the Institute of Directors, work as part of the Bright Futures society, the

Enterprise Society and the Student Advisory Committee.

- Induction, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.

- Extra-curricular activities, the school runs a series of extra curricula activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

Application of practical skills within the workplace is a key part of the learning process on this degree course.

Assessment
Formative
Formative assessment via in-class tests, observation, peer review and debate can inform students and staff concerning the progress that has been made in areas of skill development.

Summative
Summative assessment will be via individual and group coursework through which practical skills can be demonstrated. IT skills are necessary to produce each piece of coursework. **There will be an emphasis on summative assessment being drawn from real world case studies within the work place.**

- d) *Students will acquire and develop transferrable skills such that they are able to:*
  1) Plan, manage and evaluate the acquisition of new knowledge and skills as part of a lifelong learning strategy;

  2) Demonstrate both employment potential and ability to manage future professional development;

  3) Communicate clearly, fluently and effectively in a range of styles appropriate to the context;

  4) Engage effectively in academic discussion and present arguments in a professional manner;

  5) Select, apply and evaluate appropriate numerical and statistical methods for complex and open-ended tasks;

6) Be effective within a team environment including leadership, teambuilding, influencing and project management skills;

7) Be self-aware, sensitive and open to the diversity of people, cultures, business and management issues.

Teaching and learning strategy:

These are specifically taught and developed through dedicated modules; the Professional Competencies module at level 4 and the Business & Innovation modules at level 5. Additionally, transferable skills development is embedded within all other modules through an integrated teaching and learning strategy.

In class

Methods are to be interactive and practical by nature, for example, group work based upon case study and in class presentations are used across both levels.

Spread sheet, planning and problem solving techniques are delivered in workshops and taught via application to case study problems and the synthesis of data.

Negotiating, influencing and presentation skills will be further developed via role play within the Business & Innovation module at level 5.

In addition transferable skills are developed throughout the teaching and learning seminars using small group discussions, student led presentations, exercises and case studies.

Self-managed learning

Reflective practice and work planning are all skills expected to be developed out of class hours. As above, elements of the school's Student Enterprise Strategy will assist in helping students to develop a range of transferable skills as well as developing a network of business contacts. Key activities are:

- Business Solutions Centre, a student led consultancy service for clients within the university, student run start-ups and small

	businesses within the local area.
	• Links with societies, in particular student membership of the Institute of Directors, work as part of the Bright Futures society, the Enterprise Society and the Student Advisory Committee.
	• Induction, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.
	• Extra-curricular activities, the school runs a series of extra curricula activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.
	Application of transferable skills within the workplace is a key part of the learning process on this degree course.
	Assessment **Formative** Peer and staff review on a variety of in-class activities can provide formative feedback to students on the development of their transferable skills. This will allow staff to reflect on student performance and feed forward into future delivery.
	Summative The summative assessment of transferable skills is delivered through a variety of methods. Group work based on case study is used to assess team working, leadership, communication and reflective skills. Written communication is developed through report writing of both academic and business genres. Verbal communication skills are developed through presentations at each level. Numeracy skills are embedded throughout all core Analytical / Business Management modules. **There will be an emphasis on summative assessment being drawn from real world case studies within the work place.**
C. Entry Requirements	
Pre-requisites for this course	None

Co-requisites for this course	Students must normally be registered on a recognised apprenticeship contract with an employer.
Qualifications required for this course	The normal qualifications required for entry to Level 4 are GCSE passes at Grade C or above in five subjects. Note: **All** students HAVE to have passed English and Mathematics GCSE Grade C and above. Plus one of the following: • 240 UCAS tariff points (subject to annual review) • BTEC National Diploma – MMM/DD (subject to annual review) • Relevant recognised Access Courses with Pass +24 Merits • Any other Level 3 qualification which is of equivalent standard. Accreditation of <u>relevant experiential learning</u> will be considered on a case by case basis.

D. Additional Information

Course structure(s)	

YEAR 1 (120 credits)	
September – December	
Concepts of Management (Level 4)	Principles of Marketing (Level 4)
January – April	
Management and Information Systems (Level 4)	Business Economics (Level 4)
May – August	
Accounting for Managers (Level 4)	People and Organisations (Level 4)

YEAR 2 (120 credits)	
September – December	
Managing Business Logistics and Negotiations (Level 5)	The Principles of Managing E- Business (Level 5)
January – April	
Business Ethics Today: (Level 5)	Fundamentals of Project Management

		(Level 5)	
		May – August	
		Managing Innovation & Growth (Level 5)	Managing Business Relationships (Level 5)

YEAR 3 (120 credits)	
September – December	
Marketing Strategy & Planning (Level 6)	Resourcing & Reward (Level 6)
January – April	
Contemporary Issues (Level 6)	Business Research (Level 6)
May – August	
Strategic Management & Leadership (Level 6)	Managing & Leading SMEs (Level 6)

E. Course Modules				
Module Code	**Module Title**	**Level**	**Trimester**	**Credit value**
BBS-4-COM	Concepts of Management	4	1	20
BBM-4-PRM	Principles of Marketing	4	1	20
BBS-4-MIS	Management and Information Systems	4	2	20
BBS-4-ECO	Business Economics	4	2	20
BBM-4-PEO	People and organisations	4	3	20
AFE_4_AFM	Accounting and Finance for Managers	4	3	20
BBS-5-MBL	Managing Business Logistics and Negotiations	5	1	20
BBS-5-MPB	Managing the Principles of E-Business	5	1	20
BBM-5_BET	Business Ethics Today: Social and Legal Foundations	5	2	20
BBS-5-FPM	Fundamentals of Project Management	5	2	20
New Module	Managing Business Relationships	5	3	20
New Module	Managing Innovation and Growth	5	3	20
BBM-6-MSP	Marketing Strategy and Planning	6	1	20
BBM-6-RER	Resourcing and Reward	6	1	20
New Module	Contemporary Issue in the Business World	6	2	20
BBS-6_REM	Business Research Methods	6	2	20
BBM-6-SML	Strategic Management and Leadership	6	3	20
BBM-6-MLS	Managing & Leading SMEs	6	3	20

List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Core Modules	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7
Level 4																							
Concepts of Management								TD		D			D				TDA	TDA	TDA	D	TDA	TD	TD
Accounting and Finance for Managers		TDA	D	TD	TDA	D	D	TDA		TDA	D	TDA	TD	TDA	D	DA						D	TDA
Principles of Marketing	TDA	TDA	D	TD	TDA		TDA	TDA	TD	TD	D	D			TD								TD
People & Organisations			TDA	TDA				TD						TD	TD		TDA	TDA	TDA	TD		TDA	TDA
Business Economics	TDA	TDA	TDA	TDA		TDA	TDA	TDA		TDA	TDA	TDA	TD	TDA	TDA	DA			DA	DA	TDA		
Management & Information Systems		TDA	DA			TDA	DA		DA	DA		DA				TDA						DA	
Level 5																							
Business Ethics Today: Social & Legal Foundations		D	TDA	TDA				DA		TDA	DA	DA			DA				DA	DA			TDA
Managing Business Logistics & Negotiations	TDA	TDA	D		TDA		DA	TDA		TDA		TDA	D	D	DA							TDA	TDA
The Principles of Managing E-Business	TDA	TDA	TDA	TDA		TDA	D	TDA					DA	TD		TDA	TDA			DA		DA	DA
Managing Business Relationships		D	TDA	TDA	DA		DA	TDA	TDA	TDA		DA	TDA		TDA		TDA	TDA			DA	TDA	
Fundamentals of Project Management							TDA					TDA											
Managing Innovation & Growth	TDA	TDA	TDA	TDA			TD	TDA	TDA	TDA	TDA	TDA	D	TDA	TDA	DA	TDA	TDA	TDA	TDA		TDA	TDA
Level 6																							
Resourcing & Reward	TDA	TDA	TDA	TDA	TDA		TDA	TDA	DA	DA	TDA	TDA	TDA		TDA		TDA	TDA	TDA	TDA			TDA
Marketing Strategy & Planning	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	DA	DA	DA	TDA	TDA	TDA	TDA	DA	DA	DA
Business Research Methods	TDA	TDA	D	D	DA			TDA	TDA	TDA	TDA	DA	DA	D	D	TDA	DA	DA	DA	DA	TDA	DA	DA

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Contemporary Issues	TDA	TDA	TDA	TDA	TDA		DA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	D	TDA	TDA	TDA	TDA	DA	DA	D
Strategic Management & Leadership	DA	TDA	TDA				DA	TDA	TDA	TDA	TDA	DA		D	TDA		D	D	DA				
Managing and Leading SMEs	DA	TDA	TDA	TDA			DA	TDA	TDA	TDA	TDA	D		D	DA		D	D		TDA		TDA	DA

Appendix B: Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE

teaching staff to explain where PDP is being used within a course or portfolio of modules.

Approach to PDP	Level 4	Level 5	Level 6
i. Supporting the development and recognition of skills through the personal tutor system.	This is a compulsory process to support student's transition into Higher Education. Students will meet their personal coach at least once in semester 1 and once in semester 2. If needed the number of these meetings can be increased to suit individual needs. In partnership, personal coach and the student will work through the diagnostic test results from the Professional Competencies module, the personal statement of the student and any other information provided and to sign post learning needs and areas for additional student support. They will then develop together the Personal Development Plan for the student in the semester. In semester 2 the personal tutoring will be embedded into the People and Organisations module with additional focus being made on extra curricula opportunities for students to increase student engagement and to enhance their CVs. The division will work more closely with support services and societies and the student to ensure	Personal coaching will be administered via the course team led by the Course Director. Students are encouraged to seek personal coaching with a focus on the development of their CV and supporting the seeking of work placement opportunities. The process will also require students to reflect on their performance during the academic year. Students are encouraged and processes put in place to ensure they make an effective use of the personal coaching opportunity to discuss challenges in the work-place in relation to their studies.	Continued support will be provided via the course team and Course Director.

		opportunities for personal development are supported.		
ii.	**Supporting the development and recognition of skills.**	• Personal Coaching • Professional Competencies module at Level 4 • Diagnostic testing within Professional Competencies module • Signposting to necessary support functions via the Professional Competencies module and personal coaching • Assessment of a wide range of skills (see assessment matrix) • Extra curricula activity programme running alongside core academic programme • Development of CV; PDS; PDP and reflection within the Professional Competencies module • Strategic and documented development of spread sheet and presentation skills across the programme	• Personal Coaching • The Managing Innovation & Growth module and Business Ethics & Law modules will enhance students career development • Assessment of a wide range of skills (see assessment matrix) • Extra curricula activity programme running alongside core academic programme • Development of CV; PDS; PDP and reflection in the Business & Innovation module • Strategic and documented development of spread sheet and presentation skills across the programme	• The Strategic Management & Leadership, Managing & Leading SMEs and Contemporary Issues modules will enhance students' career development, with all of these modules strongly linked with their work-place activities. • Assessment of a wide range of skills (see assessment matrix) • Extra curricula activity programme running alongside core academic programme • The Contemporary Issues module, in particular, will further focus the Students' development on practical work-based issues.
iii.	**Supporting the development and recognition of skills through purpose designed**	*Specific modules at Level 4 are:* • Professional Competencies (PDP and portfolio) • People & Organisations (Group work)	*Specific modules at Level 5 are:* • Business Ethics Today: Social & Legal Foundations (Business Report)	*Specific modules at Level 6 are:* • Strategic Management and the Managing & Leading SMEs modules

modules and assessments	• Introduction to Economics (Research skills) • Introduction To Economics (report writing)	• Managing Business Logistics & Negotiations (individual essay) • The Principles of Managing E-Business (Research Report & Group Presentation) • Managing Innovation and Growth (Business Plan & Presentation) • Managing Business Relationships (new)	(integrated assignment) • Contemporary Issues module
iv. **Supporting the development and recognition of skills through research**	• Research techniques developed; referencing, bibliography, sources of information; academic journals, structure if a research report introduced in Professional Competencies module • Basic research areas/ideas assessed in the Professional Competencies and the Business Economics module PDP coursework.	• Research skills are needed to complete all coursework assignments. E.g. internet research, referencing and bibliography. Research and referencing skills and reintroduced in the Managing Innovation and Growth module. • Individual essays • Academic writing • Business Plan	• In-depth research skills are required to complete all coursework assignments. E.g. internet research, referencing and bibliography. Research and referencing skills and reintroduced in the Core Modules: Business Research Methods, Strategic Management and Managing & Leading SMEs, Contemporary Issues modules. • Research Reports • Academic writing • Presentations
v. **Supporting the developme**	• Support via personal coaching		• Coach Student to embed the

nt and recognition of career management skill through work experience	system; sign posting to extra curricula activity and student societies and encouragement to apply for voluntary work and part time work. • Work closely with employer to maximise impact of class-room delivery in the progression of the Student in the work-place. • Utilise coaching/mentoring sessions to discuss and tackle challenges the Student may face in the work-place.	• Continued support to the Student through Student Life Centre and Job Shop to continuously develop Student's work-based professional and interpersonal skills through available work-shops. • Additional support will also be provided by our pool of Alumni mentors.	need for taking responsibility for own continuous professional development. • Additional support will also be provided by our pool of Alumni mentors.
vi. Supporting the development of skills by recognising that they can be developed through extracurricular activities and activities and experiences gained in the work-place	*A programme of extracurricular employability seminars and workshops will run alongside the degree programme.* This programme may include: • Discipline specific guest speakers from commerce, industry and practice • Professional body input • Job hunting skills training and networking including CV development; Interview and assessment centre training • Group exercise and competitions to develop team working skills and offer CV development • Academic English for Overseas students *Additionally Students are advised and directed to relevant central University support services such as:* • Academic research and referencing skills (Library) • Basic numeracy and English Skills (Skills for Learning – Caxton House) • Microsoft Office (Library) • Employability and Entrepreneurship (Enterprise Centre) *Communication of opportunities for extra curricula skills development will be through:* • VLE • Personal Coaching/ Student Support • Announcements in lectures and seminars (coordinated team communication approach for academic staff) • Posters and various student led societies *Work-place activities*		

	• There will be opportunities within the work-place to attend job-specific training, networking events and other related activities.		
vii. Supporting the development of their skills and attitudes as a basis for continuing professional development	• Student Support • PDP • Professional Body contact • Work-place activities	• Student Support • Business Ethics Today: Social & Legal Foundations and • Managing Business and Innovation module • Work-place activities	• Student Support • Managing & Leading SMEs Modules • Alumni Mentoring • Work-place activities
viii. Other approaches to PDP	• Alumni • Lecturers exemplar of best practice • Industry Speakers • Professional bodies • Volunteering opportunities • Institute of Directors	• Alumni • Lecturers exemplar of best practice • Industry Speakers • Professional bodies • Volunteering opportunities • Institute of Directors	• Alumni • Lecturers exemplar of best practice • Industry Speakers • Professional bodies • Volunteering opportunities • Institute of Directors
ix. The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper based learning log or diary	• Professional Competencies - Learning through reflection and coursework via the development of a portfolio • PDP/ Learning log part of the personal coaching process • Semester 2 Personal Coaching will require students to reflect on performance during the academic year.	• Managing Innovation & Growth - Learning through reflection and coursework and the development of a Business Plan	• Strategic Management and Managing & Leading SMEs through reflection of the integrated assessment • Contemporary Issues module

Mapping

Chartered Manager Degree Apprenticeship against LSBU's BA(Hons) in Business Management

Knowledge	CMI Standards What is required (through formal learning and applied according to business environment)	LSBU's corresponding degree modules
Organisational Performance – Delivering long-term purpose		
Operational Strategy	• Understand how to develop and implement organisational strategy and plans • Approaches to resource and supply chain management • Sustainability • Managing/taking risk • Monitoring and evaluation • Quality assurance • Change management	**Strategy – Development and Implementation** *Management and Information Systems – Yr1-S2* • LO A5: Understand the importance of basic business strategy, ethical and social compliance, risks and prevention, and IS managed security *Business Ethics Today: Social & Legal Foundations – Yr2-S2* • LO A4: Understand the role of the Triple Bottom Line and CSR as a fundamental part of Corporate Strategy. *Managing the Principles of E-Business – Yr2-S1* • LO A1: Demonstrate awareness of the activities required to design and implement an information and e-business strategy, taking into account the political, legal, societal and ethical implications of information, where appropriate; • LO B1: Apply project management techniques to plan the implementation of an information and e-business strategy; *Strategic Management and Leadership Yr3-S3* • LO A1: Apply knowledge of strategic management in a wide variety of contexts ranging from large to small and medium sized enterprises, as well as profit and not for profit organisations. • LO A2: Understand management processes and leadership factors determining business capability, performance, corporate success and failure. • LO A3: Understand complex strategic issues, taking into account stakeholder and ethical factors • LO A4: Integrate knowledge and learning from across the business curriculum and formulate appropriate strategic recommendations. *Marketing Strategy & Planning – Yr3-S1* • LO A1: Understand some current strategic concepts, models & frameworks;

| | | • LO A2: Value creation & delivery through the tools of the marketing mix;
• LO A3: Buyer and consumer behaviour
• LO A5: Marketing strategy and planning within a corporate framework;
• LO B1: Apply marketing knowledge to a complex practical task;
• LO B2: Critically evaluate & select a variety of analytical techniques;
• LO B3: Competently apply the appropriate techniques with little guidance, involving synthesis of data and concepts, in order to generate pragmatic solutions/

Contemporary Issues – Yr3-S2
• LO A1: Understand current managerial theories and developments applicable to their relevant sector;
• LO A2: Be able to apply and analyse these principles in practice in their relevant sector;
• LO A5: To introduce and manage change;
• LO B1: The understanding and self-confidence necessary to develop original and feasible solutions to challenging issues thoughtfully bringing together and applying knowledge, concepts and techniques drawn from a variety of relevant disciplines;
• LO B3: Ability to analyse, interpret and evaluate relevant literature and research

Managing Business Innovation & Growth – Yr2-S3
• LO A1: Understand and explore the contribution of innovation and creativity to add value and generate new business development ideas;
• LO A2: Understand the nature and processes of managing the business and innovation by applying various concepts in the new business creation and growth;
• LO A3: Critically examine the business environment and the consequences this has on resources and strategic options;
• LO C1: Develop and pitch business cases using identified opportunities for growth.

Resource & Supply Chain Management:

Managing Business Logistics & Negotiations – Yr2-S1
• LO A1: Understand the added value that can be achieved through procurement, negotiations and supply chain management;
• LO A2: Explain the categories of spending that an organisation may purchase and the main approaches in the negotiation of commercial agreements with external organisations; |

- LO A3: Compare the concepts of procurement and supply chain management for organisational logistics.
- LO B1: Develop a understanding of organisational infrastructure that shape the scope of a procurement, negotiation and supply chain logistics functions;
- LO D1: Communicate and negotiate effectively within the business context using both technical and non-technical information to enhance the resources management and analyse the relevance of negotiation techniques in a business field;
- LO D2: Draw reflection on a range of methodologies and tools for controlling and evaluating success and performance management via supply chain management.

Managing Business & Innovation – Yr2-S2
- LO A3: Examine the business environment and resources required to drive the success of business and innovation.

Managing the Principles of E-Business – Yr2-S1
- Aim-5: Discuss different e-business (business) models and strategies, including global supply chain management and electronic markets
- Indicative Content – 7: Business to business models and supply chain management systems

Sustainability:

Business Ethics Today: Social & Legal Foundations – Yr2-S2
- LO A4: Understand the role of the Triple Bottom Line and CSR as a fundamental part of Corporate Strategy.
- Indicative Content – Business Legislation: Sustainability & Human Rights

Strategic Management and Leadership – Yr3-S3
- LO A3: Understand complex strategic issues, taking into account stakeholder and ethical factors
- Indicative Content - Strategy formulation: business level strategy; generic strategy & competitive advantage. Inimitability, sustainability & the VRIO framework. Corporate level strategy; product portfolio analysis; strategic options & growth development directions, evaluating strategies

Managing and Taking Risk:

Management and Information Systems – Yr1-S2
- LO A5: Understand the importance of basic business strategy, ethical and social compliance, risks and prevention, and IS managed security

- Indicative Content – 14: Security, crime, risks and preventive management.

Managing the Principles of E-Business – Yr2-S1
- LO B2: Conduct a risk assessment for given information and e-business implementation.
- Indicative Content – 15: • The e-business environment and risk assessment;

Monitoring and evaluation

Fundamentals of Project Management – Yr2-S2
- LO A3: Understand and evaluate the key purpose and use of project management, techniques and tools for selecting, planning, executing and evaluating a project; in view to reflect and enhance core skill components of project management;
- LO B1: Formulate, evaluate and reflect on the technical feasibility aspects of project scenarios and processes;
- LO B2: Develop, synthesise, and evaluate a project's relationship between change control and configuration management in reflexive practice;
- LO B3: Evaluate a variety of practical approaches and performance measures to monitor project progress;
- LO B4: Demonstrate and reflect on the process of project evaluation, and the identification of key lessons learnt.

Managing Business & Innovation – Yr2-S2
- Indicative Content – 5: Managing creativity, idea generation and opportunity evaluation

Quality assurance

Managing the Principles of E-Business – Yr2-S1
- Indicative Content – 14: Quality, control and security issues;

Change management

Strategic Management and Leadership [BA Business Management – Yr3 S3
- LO A1: Apply knowledge of strategic management in a wide variety of contexts ranging from large to small and medium sized enterprises, as well as profit and not for profit organisations.
- Aims – 2: Appreciate and evaluate the roles of leadership in organisational decision making and change.
- Indicative Content – Concepts of Leadership and Leadership Styles; Herzberg, Hersey & Blanchard, situational/ contingent styles.

		Leadership in, e g corporate merger and turnaround situations. Types of strategic change, barriers to change. Leadership styles and managing strategic change. • Assessment Elements & Weightings – Integrated Project (50%): Students will need to research and evaluate a number of criteria for their chosen companies; situation audit including financial performance, growth and development strategies, marketing strategy, organisation leadership, culture and change management, identifying key strategic problems, and making policy recommendations. _Managing the Principles of E-Business – Yr2-S1_ • Indicative Content – 13: Change management issues that arise from e-business and IS implementations; _Managing and Leading SMEs – Yr3-S3_ • Aims – 3: Appreciate and evaluate the roles of leadership in organisational decision making and change _Fundamentals of Project Management – YR2-S2_ • LO B2: Develop, synthesise, and evaluate a project's relationship between change control and configuration management in reflexive practice

Project Management	• Project flow – planning-design-development-deployment-evaluation
	• Understand risk management models and reporting
	• Risk benefit analysis
	• H&S implications
		Project flow – planning/design/development/deployment/evaluation
		
		Fundamentals of Project Management – YR2-S2
		• LO A3: Understand and evaluate the key purpose and use of project management, techniques and tools for selecting, planning, executing and evaluating a project; in view to reflect and enhance core skill components of project management;
		
		Understand risk management models and reporting
		• LO A2: Identify and critically reflect on the differences between a project and business as usual;
		• LO – D1: Apply a range of methods, techniques and tools for running projects in various organisational fields;
		
		Risk Benefit Analysis
		
		• Risk, as a topic, is covered under various management related modules such as:
		  - Strategic Management & Leadership, as a theme in various management scenarios
		  - Management & Information Systems LO-A5 and
		    'Indicative Content' outline for the Module.
		  - Managing the Principles of E-Business LO-B2 and 'Indicative Content' outline for the Module

		- Leading **H&S Implications (Health & Safety)** *Health and safety training is part of mandatory training in the workplace, along with diversity and equality awareness training. This training would be conducted within the work-place and certificates of attendance would form part of the student's portfolio submission.*
Business Finance	• Understand financial strategies; budgets, financial management, accounting • Financial reporting (how to) • Procurement and contracting and legal requirements • Commercial context in organisational setting and this changes over time	**Financial strategies: Budgets, financial management, accounting** *Financial Accounting Fundamentals – YR1-S3* • LO A1: Describe the requirements of the users of financial accounts and discuss the extent to which the main accounting statements meet these needs; • LO A2: Explain accounting terminology, concepts and regulatory framework underlying financial accounts; • LO A3: Prepare accounts for both a sole trader and a limited company, with appropriate adjustments; • LO A4: Interpret financial information through the use of ratio analysis report writing; • LO A5: Understand the significance of ethics within the accountancy profession. *Strategic Management and Leadership Yr3-S3* • LO C2: Practice information technology skills through the use of electronic databases, presentation and graphical software, spread sheets for financial analysis and the world wide web for corporate information and publisher based learner support materials. • Indicative Content Outline: Strategic Analysis; Analysing the strategic environment; the dynamics of industry structure, Porter's Five Forces framework, product life cycle. Analysing strategic resources, the value chain, information systems and financial performance analysis; strategic capability and core competencies • Integrated Project with *'Managing & Leading SMEs – Yr3-S1 – Summative Assessment*: Students will need to research and evaluate a number of criteria for their chosen companies; situation audit including financial performance, growth and development strategies, marketing strategy, organisation leadership, culture and change management, identifying key strategic problems, and making policy recommendations. **Financial Reporting (how to)**

Financial Accounting Fundamentals – YR1-S3
- LO A3: Prepare accounts for both a sole trader and a limited company, with appropriate adjustments;
- LO A4: Interpret financial information through the use of ratio analysis report writing;
- LO A5: Understand the significance of ethics within the accountancy profession.

Procurement and contracting and legal requirements

Managing Business Logistics & Negotiations Yr2-S1
- LO A1: Understand the added value that can be achieved through procurement, negotiations and supply chain management
- LO A2: Explain the categories of spending that an organisation may purchase and the main approaches in the negotiation of commercial agreements with external organisations;
- LO A3: Compare the concepts of procurement and supply chain management for organisational logistics.

Commercial context in organisational setting and this changes over time

Financial Accounting Fundamentals – YR1-S3
- LO A1: Describe the requirements of the users of financial accounts and discuss the extent to which the main accounting statements meet these needs;
- LO A2: Explain accounting terminology, concepts and regulatory framework underlying financial accounts;
- LO A3: Prepare accounts for both a sole trader and a limited company, with appropriate adjustments;
- LO A4: Interpret financial information through the use of ratio analysis report writing;
- LO A5: Understand the significance of ethics within the accountancy profession.
- Indicative Content Outline:
  - The accounting world, ethics and accounting rules
  - The role of accountants as a source of business and enterprise support

Sales and Marketing	• Marketing and sales strategies (how to) • Segmentation and targeting –	**Marketing and sales strategies (how to)** *Principles of Marketing – Yr1-S1* • LO A1: Show knowledge of marketing concepts and principles

	customers and markets (how to) • Analysis of opportunities and routes to market • Understanding need for innovation and product and service design	• LO A2: Understand the elements of the marketing mix • LO A3: Provide an understanding of the wider marketing environment *Strategic Management and Leadership* – and - *Managing and Leading SMEs – Yr3-S3* • Integrated Project: . Students will need to research and evaluate a number of criteria for their chosen companies; situation audit including financial performance, growth and development strategies, marketing strategy, organisation leadership, culture and change management, identifying key strategic problems, and making policy recommendations. **Segmentation and targeting – customers and markets (how to)** *Principles of Marketing – Yr1-S1* • LO A1: Show knowledge of marketing concepts and principles • LO A2: Understand the elements of the marketing mix • LO A3: Provide an understanding of the wider marketing environment *Managing Business & Innovation – Yr2-S2* • Indicative Content Outline: Market Research and Environmental Analysis , including competitor analysis and customer segmentation **Analysis of opportunities and routes to market** *Managing Business & Innovation – Yr2-S2* • LO C2: Develop business plans and business cases using identified opportunities for growth *Managing and Leading SMEs – Yr3-S3* • Aims – 4: Create, discover, identify, generate and transform business opportunities effectively. **Understanding need for innovation and product and service design** *Managing Business & Innovation – Yr2-S2* • LO A1: Understand and explore the contribution of innovation and creativity to add value and generate new business development ideas • LO A2: Understand the nature and processes of managing the business and innovation by applying various concepts in new business creation and growth

		• LO A3: Examine the business environment and resources required to drive the success of business and innovation
		• LO B1: Analyse the nature of leadership and the entrepreneurial behaviour to enhance value creation and problem solving
		• LO C1: Apply the essential principles, legal requirements, including business and innovation protection when setting up as a sole trading, partnership or limited company
		• LO C2: Develop business plans and business cases using identified opportunities for growth
Digital Business & New Technologies	• Approaches to innovation • Digital technologies and their impact on organisations • Application of digital technologies for organisational improvement and development • Their impact on data and knowledge management for to analyse business decision making	**Approaches to innovation** *Managing the Principles of E-Business – Yr2-S1* • LO A1: Demonstrate awareness of the activities required to design and implement an information and e-business strategy, taking into account the political, legal, societal and ethical implications of information, where appropriate • LO A2: Critically evaluate how e-business and information can create competitive advantage for an organisation in the global environment. • LO B1: Apply project management techniques to plan the implementation of an information and e-business strategy; • LO B2: Conduct a risk assessment for given information and e-business implementation. • Short Description: The module examines the growth and development of the Internet as a business tool and explores how organisations have adapted (and continue to adapt) to this recent and continually developing digital business environment *Managing Business & Innovation – Yr2-S2* • LO A1: Understand and explore the contribution of innovation and creativity to add value and generate new business development ideas • LO A2: Understand the nature and processes of managing the business and innovation by applying various concepts in new business creation and growth • LO A3: Examine the business environment and resources required to drive the success of business and innovation • LO B1: Analyse the nature of leadership and the entrepreneurial behaviour to enhance value creation and problem solving • LO C1: Apply the essential principles, legal requirements, including business and innovation protection when setting up as a sole trading, partnership or limited company

		• LO C2: Develop business plans and business cases using identified opportunities for growth

Digital technologies and their impact on organisations

People and Organisations – Yr1-S3
- LO B1: Identify the main theories that impact on behaviour in an organisational environment
- LO B2: Examine and comment on a variety of contemporary issues in the management of people within organizations

Managing the Principles of E-Business – Yr2-S1
- Short Description Outline: The module examines the growth and development of the Internet as a business tool and explores how organisations have adapted (and continue to adapt) to this recent and continually developing digital business environment.

Application of digital technologies for organisational improvement and development

Managing the Principles of E-Business – Yr2-S1
- LO A1: Demonstrate awareness of the activities required to design and implement an information and e-business strategy, taking into account the political, legal, societal and ethical implications of information, where appropriate
- LO C1: Evaluate different e-business strategies and models and make appropriate recommendations for an organization.

Their impact on data and knowledge management for to analyse business decision making

Managing the Principles of E-Business – Yr2-S1
- LO A1: Demonstrate awareness of the activities required to design and implement an information and e-business strategy, taking into account the political, legal, societal and ethical implications of information, where appropriate
- LO B1: Apply project management techniques to plan the implementation of an information and e-business strategy
- LO C1: Evaluate different e-business strategies and models and make appropriate recommendations for an organization
- Aims – 3: Identify innovations within the domain of e-business by presenting cases of the innovative use of e-business technologies
- Aims – 4: Present relevant theories from business, management and the social sciences

		that help to explain the development and growth of e-business
		• Aims – 5: Discuss different e-business (business) models and strategies, including global supply chain management and electronic markets
		• Short Description: The module examines the growth and development of the Internet as a business tool and explores how organisations have adapted (and continue to adapt) to this recent and continually developing digital business environment.

Interpersonal Excellence – Leading people and developing collaborative relationships

Communication	• Understand different forms of communication (written, verbal, non-verbal, digital) • How to apply different form of communication • How to maintain personal presence and present to large groups • Awareness of interpersonal skills, of effective listening • Influencing techniques • Negotiation and persuasion	**All six criteria are introduced in one module and reinforced throughout all other modules:** *Professional Competencies – Yr1-S1* • LO A1: Understand the concept of lifelong learning • LO A2: Have an understanding of self and goals • Understand basic mathematical and IT techniques to evaluate, estimate and model simple business problems, functions and phenomena • LO A3: Identify appropriate statistical methods and apply them to the collection and analysis of data • LO A4: Discuss and explain hypotheses using the appropriate statistical techniques and statistical packages • LO A5: Identify where different probability distributions can be used to model business decisions and apply them to calculate the probabilities of various outcomes • LO B1: Operate as an autonomous learner, equipped with the skills to problem solve • LO C1: Self-reflect: be self-aware and develop a continuing appetite for lifelong learning • LO C2: Manage own learning, time, priorities and resources to achieve personal goals • LO C3: Present data and communicate ideas to an audience in a variety of form • LO C4: Work with others in an effective and ethical manner All the skills above are presented and reinforced in all other modules of the degree. **Negotiation and persuasion** is also addressed in the following: *Managing Business Logistics & Negotiations – Yr2-S1* • LO A1: Understand the added value that can be achieved through procurement, negotiations and supply chain management

		• LO A2: Explain the categories of spending that an organisation may purchase and the main approaches in the negotiation of commercial agreements with external organisations
		• LO B1: Develop a understanding of organisational infrastructure that shape the scope of a procurement, negotiation and supply chain logistics functions
		• LO D1: Communicate and negotiate effectively within the business context using both technical and non-technical information to enhance the resources management and analyse the relevance of negotiation techniques in a business field
		• Indicative Content Outline:
		   • Negotiations, relationship development and management;
		   • Price and contrast negotiations

Leading People	• Understanding different inclusive leadership styles and models • How to develop teams • How to support people using coaching and mentoring approaches • Understand organisational culture and diversity management	**Understanding different inclusive leadership styles and models** *Strategic Management and Leadership – Yr3-S3* • LO A1: Apply knowledge of strategic management in a wide variety of contexts ranging from large to small and medium sized enterprises, as well as profit and not for profit organisations. • LO A2: Understand management processes and leadership factors determining business capability, performance, corporate success and failure. • LO A3: Understand complex strategic issues, taking into account stakeholder and ethical factors • LO A4: Integrate knowledge and learning from across the business curriculum and formulate appropriate strategic recommendations. • Aims – 2: Appreciate and evaluate the roles of leadership in organisational decision making and change. • Indicative Content Outline: Concepts of leadership and leadership styles; Herzberg, Hersey & Blanchard, situational/ contingent styles. Leadership in, e g corporate merger and turnaround situations. Types of strategic change, barriers to change. Leadership styles and managing strategic change *Managing and Leading SMEs – Yr3-S3* • LO A6: Critically evaluate the effectiveness of leadership styles in determining the performance of SMEs.

		• Aims – 3: Appreciate and evaluate the roles of leadership in organisational decision making and change
		• Aims – 5: Appreciate and evaluate the relationship between leadership styles and performance of SMEs.
		• Indicative Content Outline:
		• Leadership Styles in SMEs
		• Transformational leadership, product Innovation and performance in SMEs
		• Implications of organisational size and structure for leadership and management
		• The impact of the external context on the nature of leadership and management

Managing Business & Innovation – Yr2-S2
- LO B1: Analyse the nature of leadership and the entrepreneurial behaviour to enhance value creation and problem solving.
- Aims of Module – Outline: The module develops skills surrounding team working, networking, entrepreneurial behaviours and characteristic, value creation, problem-solving methods and leadership
- Indicative Content – 11: Group dynamics and leadership

How to develop teams

People and Organisations – Yr1-S3
- LO A1: Describe and begin to evaluate models of individual and group behaviour within organizations
- LO D1: Communicate and work effectively and ethically within a team environment and negotiating outcomes

How to support people using coaching and mentoring approaches

Professional Competencies – Yr1-S1
- LO A1: Understand the concept of lifelong learning
- LO A2: Have an understanding of self and goals
- LO A5: Discuss and explain hypotheses using the appropriate statistical techniques and statistical packages
- LO B1: Operate as an autonomous learner, equipped with the skills to problem solve
- LO C1: Self-reflect: be self-aware and develop a continuing appetite for lifelong learning
- LO C2: Manage own learning, time, priorities and resources to achieve personal goals;

		• LO C4: Work with others in an effective and ethical manner.
		Understand organisational culture and diversity management
		People and Organisations – Yr1-S3
		• LO A3: Define the various types of cultures in a business organisation
		• Indicative Content Outline:
		• Organisational and national cultures
		• Equality and Diversity
		Strategic Management and Leadership – Yr3-S3
		• Indicative Content Outline:
		- Strategy Implementation: Culture and strategy: national and organisational cultures and their influence on strategy; analysing culture: the cultural web
Managing People	• How to recruit, manage and develop people using talent management approaches. • How to use HR systems and processes to ensure legal requirements • Health and safety and well-being needs • How to set goals and manage performance	**How to recruit, manage and develop people using talent management approaches** *People and Organisations – Yr1-S3* • LO C1: Undertake a recruitment and selection interview as both interviewee and interviewer; • Indicative Content Outline: - Recruitment and selection - Contract of employment Resourcing & Reward – Yr3-S1 • LO A2: Identify the contribution of people resourcing strategies to organisational effectiveness; • LO A5: Examine the use of reward and how this impacts on reward decision making and policy within the organisation • LO A6: Identify how line managers motivate staff to encourage organisation performance • LO C5: C5: Undertake core talent planning activities **How to use HR systems and processes to ensure legal requirements** HR processes are implicitly covered under various learning outcomes and through the aims of *'People and Organisations'*. This is envisaged to be covered in more detail in the work-place as functional HR programs are not part of the taught curriculum. **Health and safety and well-being needs**

		Health and safety training is part of mandatory training in the workplace, along with diversity and equality awareness training. This training would be conducted within the work-place and certificates of attendance would form part of the student's portfolio submission.
		
		How to set goals and manage performance
		
		People and Organisations – Yr1-S3
		• Indicative Content Outline:
		  - Motivation and reward
		  - Learning, development and reflective practice
		  - Managing Individual performance

Developing Collaborative Relationships	• Understand approaches to stakeholder, customer and supplier management • Developing engagement • Facilitating cross functional working and negotiation • How to shape common purpose, as well as approaches to conflict management and dispute resolution	**Understand approaches to stakeholder, customer and supplier management – and – Developing Engagement** *Business Ethics Today: Social & Legal Foundations – Yr2-S2* • LO A1: Appreciate of the role of government and business law in moderating societal, business and diverse stakeholder needs *Strategic Management and Leadership – Yr3-S3* • LO A3: Understand complex strategic issues, taking into account stakeholder and ethical factors • Indicative Content Outline: Strategic analysis - Strategic purpose: mission, vision, communicating values and objectives; corporate governance and business ethics; stakeholder analysis. *Managing Business Logistics & Negotiations – Yr2-S1* • LO B2: Understand how to devise a business case for requirement to be sources form external suppliers and balanced logistics • LO C2: Develop a plan for sourcing goods and services for compliance issues when sourcing from external suppliers • LO D1: Communicate in writing and orally, in a clear and effective manner – taking into account the intended purpose of the audience • Indicative Content Outline – 6: Business to consumer models and customer relationship management *Managing Business Relationships – Yr2-S3* • LO A1: An appreciation of the techniques of influence and persuasion relevant to the practice of effective stakeholder relationship management;

| | | • LO A2: An understanding of issues in ethical and professional business communication practice;
• LO A4: Knowledge of the complexities of the business exchange relationships within which business and managers operate
• LO B1: Ability to apply theory and concepts of persuasive communication and engagement to a range of business contacts;
• LO C1: Define and prioritise business stakeholders and relationships
• LO C3: Evaluate opinion and debate and use this in planning communication,
• LO D4: Analyse the relevance and application of communication techniques in a given business situation.

Managing Business & Innovation – Yr2-S2
• Aims – 3: Enable students to assess customer expectations and demands, competition and resources within an SME
• Indicative Content Outline:
  - Market Research and Environmental Analysis, including competitor analysis and customer segmentation
  - Introduction to customer relations management

Facilitating cross functional working and negotiation

• It is anticipated that this specific element would be provided in the workplace by the Employer.

How to shape common purpose, as well as approaches to conflict management and dispute resolution

People and Organisations – Yr1-S3
• LO A2: Describe in detail how ethical people management activities support the achievement of business goals;
• LO A4: Have an awareness of the external environment and how this affects people management processes in organisations
• LO B2: Examine and comment on a variety of contemporary issues in the management of people within organizations
• LO D1: Communicate and work effectively and ethically within a team environment and negotiating outcomes.
• Indicative Content Outline:
  - Personality and Perception
  - Equality and diversity
  - Organisational and national cultures |

Personal Effectiveness – Managing self		

Awareness of self and others	• Know how to be self-aware and recognise different learning styles
	• Know how to use emotional and social intelligence, active listening and open questioning to work effectively with others
		Both requirements extensively addressed in the following module
		Professional Competencies – Yr1-S1
		   • LO A1: Understand the concept of lifelong learning
		   • LO A2: Have an understanding of self and goals
		   • LO A5: Discuss and explain hypotheses using the appropriate statistical techniques and statistical packages
		   • LO B1: Operate as an autonomous learner, equipped with the skills to problem solve
		   • LO C1: Self-reflect: be self-aware and develop a continuing appetite for lifelong learning
		   • LO C2: Manage own learning, time, priorities and resources to achieve personal goals;
		   • LO C4: Work with others in an effective and ethical manner.

Management of self	• Time management
	• Setting goals
	• Prioritise activities and undertake forward planning in a business environment with focus on outcomes
		Time management – and – Setting Goals
		
		These requirements relating to 'Management of self' are considered to be an integral part of all academic modules although more implied than specifically stated in learning outcomes. There are however explicit LOs identified as part of one module in particular:
		
		Professional Competencies – Yr1-S1
		   • LO A2: Have an understanding of self and goals;
		   • LO C2: Manage own learning, time, priorities and resources to achieve personal goals
		   • Aims: This module aims to support students in identifying their goals and achieving their aims through a structured and facilitated process
		   • Indicative Content Outline:
		     - Self-reflection & personal development through coaching
		
		Prioritise activities and undertake forward planning in a business environment with focus on outcomes
		Business Economics – Yr1-S2
		   • LO B1: Demonstrate an awareness of ethical decision-making and planning processes within a business or organisation
		
		Professional Competencies – Yr1-S1
		   • Employability: This module contributes to a student's employability by providing them with planning and communication skills plus techniques for success in a professional setting.

Decision making	• How to undertake research and data analysis	**How to undertake research and data analysis** *As is the nature of academic work, students are expected to engage in research, data gathering and data*

	• Problem solving • Decision making techniques • Understand values, ethics and governance of your organisation	*analysis of some description for almost all coursework within all modules. This may not be explicitly stated, but students are introduced to researching topics and issues through use of LSBU's Library resources. Students are introduced to various research methodologies from the start of their education and right through to graduation.* *Managing and Leading SMEs – Yr3-S3* • LO B1: Critically review current research and evaluate contemporary themes in entrepreneurship and managing SMEs • LO B3: Analyse and evaluate various entrepreneurship themes that characterise policy and research thinking • Aims – 2: 2. To exemplify project management by illustrative case studies and practical exercises in primary research gathering **Problem solving** *Professional Competencies – Yr1-S1* • LO B1: Operate as an autonomous learner, equipped with the skills to problem solve *Managing Business & Innovation – Yr2-S2* • Employability: Skills of analysis and developing an understanding of business product/service, innovation and creativity development will be acquired through this module. Likewise appreciation of innovation, creativity, problem solving, and product/service protection knowledge that will lead to better management of business. **Decision making techniques** *Managing and Leading SMEs – Yr3-S3* • LO B2: Demonstrate an awareness of the decision-making and planning processes within a small or medium sized enterprise and the challenges facing SMEs *Business Economics – Yr1-S2* • LO B1: Demonstrate an awareness of ethical decision-making and planning processes within a business or organisation • LO B2: Understand how markets and competitors influence business decisions and performance • LO B4: Appreciate the human and social dimension to economic decisions and organisations *People and Organisations – Yr1-S3*

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• Employability - General: Interpersonal skills in an area of presentation, group discussion and teamwork. Personal skills in self-management, self-managed learning and decision making

Business Ethics Today: Social & Legal Foundations – Yr2-S2
• Indicative Content Outline: The role of ethics in marketing decisions

Understand values, ethics and governance of your organisation

Business Ethics Today: Social & Legal Foundations – Yr2-S2
• LO A1: Appreciate of the role of government and business law in moderating societal, business and diverse stakeholder needs ;
• LO A2: Have knowledge of the key legislation governing Business and Marketing and its relationship with ethics in a changing cultural, economic and political environment;
• LO A3: Understand the principles of ethical theory and how to apply them to moral dilemmas in Business and Marketing;
• LO A4: Understand the role of the Triple Bottom Line and CSR as a fundamental part of Corporate Strategy.
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Skills	CMI Standards What is required (through formal learning and applied according to business environment)	LSBU's corresponding degree modules
Organisational Performance – Delivering long-term purpose		
Operational Strategy	• Support development of organisational strategies and plans • Develop and deliver operational plans; ability to set targets and KPIs, manage resources and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence	**Support development of organisational strategies and plans** *Strategic Management and Leadership Yr3-S3* • LO A1: Apply knowledge of strategic management in a wide variety of contexts ranging from large to small and medium sized enterprises, as well as profit and not for profit organisations

• Produce reports that present information and date clearly, using a range of interpretation and analytical processes
• Gain wide support to deliver successful outcomes
	Managing Business Innovation & Growth – Yr2-S3
	  • LO A1: Understand and explore the contribution of innovation and creativity to add value and generate new business development ideas;
	  • LO A2: Understand the nature and processes of managing the business and innovation by applying various concepts in the new business creation and growth;
	  • LO A3: Critically examine the business environment and the consequences this has on resources and strategic options;
	  • LO C1: Develop and pitch business cases using identified opportunities for growth.
	
	Develop and deliver operational plans; ability to set targets and KPIs, manage resources and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence
	
	It is expected that this element of the skill is enhanced and developed in the workplace under the supervision of the Employer. However, elements of the academic activity does prepare the student to take on such tasks through modules such as;
	
	Business Economics – Yr1-S2
	  • LO B2: Understand how markets and competitors influence business decisions and performance
	
	Managing Business Logistics & Negotiations – Yr2-S1
	  • LO C1: Communicate and negotiate techniques for selecting, sourcing business resources
	  • LO D2: Draw reflection on a range of methodologies and tools for controlling and evaluating success and performance management via supply chain management.

		Produce reports that present information and date clearly, using a range of interpretation and analytical processes
		Students will have acquired skills in writing reports, through submitted coursework; an element of all modules. Students will be receiving guidance on how to structure reports by module leaders, as well as having the opportunity to attend skills-based workshops provided by the University, free of charge, in report writing and presentation of data. Students will be required to gather data, analyse and present their findings in various modules throughout the degree programme. Additionally, there is a research module to introduce to the students various data-gathering techniques and analysis:
		Business Research Methods – Yr3-S2 • LO A1: Critically evaluate different theoretical approaches to business research and be able to select a research topic appropriately, carry out a research study and identify ethical issues, risks and resource implications; • LO A2: Collect, interpret, analyse and present research results effectively. • LO C1: Develop communication skills, particularly in collecting data and presenting findings and use statistical techniques for data analysis
		Gain wide support to deliver successful outcomes *People and Organisations – Yr1-S3* • LO D1: Communicate and work effectively and ethically within a team environment and negotiating outcomes. *Managing Business & Innovation – Yr2-S2*

		• Aims: The module develops skills surrounding team working, networking, entrepreneurial behaviours and characteristic, value creation, problem-solving methods and leadership
Project Management	• Plan, organise and manage resources in order to achieve organisational goals • Identify key outcomes • Develop and implement plans and monitor progress and provide reports as required • Proactively identify risk and create plans for their mitigation • Able to initiate, lead and drive change within an organisation identifying barriers/challenges and how to overcome them • Ability to use widely recognised project management tools	*Students will do a module on project management, which will introduce and enhance their skills that correspond to the identified requirements. Students will be introduced to PRINCE2 and Microsoft Project. It is expected that these skills will be further enhanced within the workplace by the Employer.* *Fundamentals of Project Management – YR2-S2* • LO A1: Develop a range of skills covering principles, themes and specialist management instruments for managing projects • LO A2: Identify and critically reflect on the differences between a project and business as usual • LO A3: Understand and evaluate the key purpose and use of project management, techniques and tools for selecting, planning, executing and evaluating a project; in view to reflect and enhance core skill components of project management • LO A4: Develop knowledge of the roles for structuring projects into phases, within the scope of the firm and the project processes in practice • LO B1: Formulate, evaluate and reflect on the technical feasibility aspects of project scenarios and processes • LO B2: Develop, synthesise, and evaluate a project's relationship between change control and configuration management in reflexive practice • LO B3: Evaluate a variety of practical approaches and performance measures to monitor project progress • LO B4: Demonstrate and reflect on the process of project evaluation, and the identification of key lessons learnt

		• LO C1: Evaluate how projects can influence teams and work practices • LO C2: Communicate techniques for selecting, planning and executing a project; while effectively communicating ways to facilitate practice • LO C3: Demonstrate the use of resources and specialist management tools for planning and controlling of project in practice • LO C4: Consider the set of performance measures for controlling and evaluating project performance for enhanced employability skills • LO D1: Apply a range of methods, techniques and tools for running projects in various organisational fields
Business Finance	• Managing budgets • Controlling expenditure and production of financial reports	The introduction of the principles and practice in applying them will be carried out in the following module. It is expected that the practical skills-set will be further developed under the supervision of the Employer. *Accounting and Finance for Managers– Yr1-S3* • Aim: The module aims to enhance students' confidence in engaging with Accounting and Finance by showing its relevance to their chosen field of study and illustrating the importance of financial literacy to making successful business and ethical decisions as a management professional. • LO C1: Apply the concepts and conventions for recording and preparing simple accounts, including adjustments.
Sales and Marketing	• Use of customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationships	**Use of customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationships** *Managing Business & Innovation – Yr2-S2*

	• Creative approaches to developing solutions to meet customer needs	• Indicative Content Outline: Introduction to customer relations management

Managing Business Logistics & Negotiations – Yr2-S1
- Indicative Content Outline: Negotiations, relationship development and management

Managing the Principles of E-Business – Yr2-S1
- Indicative Content Outline: Business to consumer models and customer relationship management

Creative approaches to developing solutions to meet customer needs

Managing Business & Innovation – Yr2-S2
- Aims:
  - Provide students with a thorough understanding of managing business processes and business practices in SMEs
  - Develop the processes surrounding managing start-ups, by critically examining the functions of creativity and innovation in new product/service development tasks
  - Enable students to assess customer expectations and demands, competition and resources within an SME
  - Familiarise students with key debates addressing theories of business management, innovation, and value creation

Practical skills acquired from the Module:
- LO C1: Apply the essential principles, legal requirements, including business and innovation protection when setting up as a sole trading, partnership or limited company
- LO C2: Develop business plans and business cases using identified opportunities for growth

Digital Business & New Technologies	• Able to identify service/organisational improvements and opportunities for innovation through growth, using qualitative and quantitative analysis of information and data and benchmarking against others	**Able to identify service/organisational improvements and opportunities for innovation through growth, using qualitative and quantitative analysis of information and data and benchmarking against others** *Managing Business & Innovation – Yr2-S2* 　• LO C2: Develop business plans and business cases using identified opportunities for growth 　• *Managing the Principles of E-Business – Yr2-S1* 　• LO C1: Evaluate different e-business strategies and models and make appropriate recommendations for an organization
**Interpersonal Excellence – Leading people and developing collaborative relationships**	
Communication	• Communicate clearly, effectively and regularly using oral, written and digital channels and platforms • Use active listening and open questioning to structure conversations and discussions • Ability to challenge when appropriate • Manage and chair meetings • Clearly present actions and outcomes • Ability to apply influencing and persuading skills, to the dynamics and politics of personal interactions	*The skills required here for 'Communication' are used and enhanced within all modules of the academic programme, through seminar activities, coursework, presentations and submitted coursework.* *All modules require group-work, in which students will have to acquire and apply their interpersonal skills. The importance of these skills are introduced in a module students attend in Semester 1 of their first year: 'Professional Competencies'. In that module, they will also receive coaching and mentoring from academic staff.* *It is also expected that these skills will be further enhanced in the workplace by the Employer.*
Leading People	• Ability to articulate organisational purpose and values • Support the creation of an inclusive, high performance work culture • Enable others to achieve by developing and supporting them through coaching and mentoring	*The skills required to 'lead people' are worked on with the students throughout various modules of the Course. In 'Professional Competencies' (Yr1-S1), 'People and Organisations' (Yr1-S3), 'Strategic Management & Leadership' (Yr3-S1) and 'Business Ethics Today: Social & Legal Foundation' (Yr2-S2) students get familiar with the terminology of mission and vision statement, organisational cultures, collaborative and*

		supporting working culture and are expected to exhibit and nurture those skills through seminar activities, group-assignments and other learning activities. *It is also expected that these skills are further enhanced and contextualised in the workplace by the Employer.*
Managing People	• Able to build teams, empower and motivate others to improve performance or achieve outcomes. • Able to delegate to others, provide clear guidance and monitor progress. • Ability to set goals and accountabilities.	*In 'Professional Competencies' (Yr1-S1) one of the 'transferable skills' (C4) has the explicit outcome that students acquire the skill to work with others in an effective and ethical manner. In 'People and Organisations' (Yr1-S3), one of the transferable skills identified (D1) is the ability to communicate and work effectively and ethically within a team environment and negotiating outcomes. This is echoed throughout other modules and does include the expectation of being able to lead a team, deal with conflicts, find resolutions to disagreements, delegate responsibilities within the team and set goals and deadlines for completion of work.* *This is also a skill envisaged to be further enhanced within the workplace by the Employer.*
Developing Collaborative Relationships	• Able to build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels • Able to contribute within a team environment. • Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback. • Work collaboratively with internal and external customers and suppliers.	*In Managing Business Relationships – Yr2-S3 there is a learning outcome A4 which reflects this requirement (Knowledge of the complexities of the business exchange relationships within which business and managers operate). This is further enhanced through learning outcomes C3 and D4 (Evaluate opinion and debate and use this in planning communication - Analyse the relevance and application of communication techniques in a given business situation).* *In 'People and Organisations' (Yr1-S3) one of the outcomes around employability skills is that students have developed an understanding of key elements of the employment relationship and workplace dynamics. Working effectively within teams is echoed throughout all modules, where individuals will continuously be expected to make valuable contributions, take turns in leading the team, negotiate and delegate tasks and work collaboratively*

towards a positive outcome. One of the identified 'practical skills' of *'People and Organisations' (C2)* is to acquire the ability to give supportive feedback to their peers on their performance following the skills assessment. At the Business School there are students from very diverse cultures, nationalities and backgrounds. This does add richness and depth to the student experience and does open them up to interactions and relationship building with people of backgrounds different to their own.

It is also expected that these skills will be further enhanced in the workplace by the Employer.

Personal Effectiveness – Managing self		
Awareness of self and others	• Able to reflect on own performance, identifying and acting on learning and development needs • Ability to understand impact on others. • Ability to manage stress and personal well-being, and confident in knowing core values and drivers.	*Right from the start of the course, in modules such as 'Professional Competencies' (Yr1-S1), students are expected to start developing their self-awareness skills and how their actions and behaviours impact on others. This is continued throughout all modules, through seminar activities, in-class discussions and team-work.* *It is expected that these skills will be further enhanced in the work-environment by the Employer, where managing work-life balance becomes even more important.*
Management of self	• Able to create personal development plan, • Able to use widely recognised tools and techniques to ensure the management of time and pressure effectively, and prioritisation and strategic alignment of activities.	*In 'Professional Competencies' (Yr1-S1), students are first introduced to the process of personal development planning. Those activities are then re-visited throughout the course in various forms. Students are continuously having to arrange their work-schedules and prioritise work-loads, based on identified importance and consequences of nonfulfillment, such as assignment submission dates, group-work activities and other studying demands, competing with extracurricular activities.* *It is expected that these skills will be further enhanced in the workplace, through the need to prioritise and manage work-life balance.*

| Decision making | • Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making. | *From the start of the Course, students are required to develop their research and analytical skills. All modules require students to engage in research of topics, gathering information and analyse their findings and support their views with evidence. It is an integral part of university studies, to investigate, analyse, draw conclusions and possibly present recommendation in a variety of situations. In modules such as ‘Managing Business & Innovation’ (Yr2-S2) students will (B1) develop their analytical skills to enhance value creation and problem solving. In ‘Strategic Management & Leadership’ (Yr3-S1) students are required to analyse various real-life case-studies using various analytical tools and draw conclusions. Similar approaches are used in other modules of the Course.*

It is expected that students will be given the opportunity to apply the various analytical tools introduced in the class-room in real life situations in the workplace, by the Employer. |

Behaviours	CMI Standards What is required (developed and exhibited in the workplace)	LSBU's corresponding degree modules
Organisational Performance – Delivering long-term purpose		
Takes responsibility	• Drive to achieve in all aspects of work • Demonstrates resilience and determination when managing difficult situations • Seeks new opportunities underpinned by commercial acumen and sound judgement.	*Students will have been given the opportunity to hone their skills to this effect in an academic environment. It is expected that this will be clearly reflected in their approach to work-based situations and given the support from the Employer to adapt their approach where needed.*
Inclusive	• Open, approachable, authentic, and able to build trust with others • Seeks the views of others and values diversity internally and externally.	*Through modules like ‘Professional Competencies’ (Yr1-S1), and others that follow, it is hoped and expected that students will become aware of the importance of continuously developing their personal and professional skills. Doing so in parallel with being in a real-*

		life work-setting with the added dimension that brings, will encourage them and highlight the importance of those skills.
Agile	• Flexible to the needs of the organisation • Is creative, innovative and enterprising when seeking solutions to business needs • Positive and adaptable, responding well to feedback and need for change • Open to new ways of working and new management theories.	*Part of being in an academic setting, is to open students' minds and broaden their horizons, encourage inquisitiveness and enhance problem solving skills and positive approach to challenges and changes. It is expected this will be further enforced in the workplace by the Employer.*
Professionalism	• Sets an example, and is ethical, fair, consistent and impartial • Operates within organisational values and adheres to the CMI's Professional Code of Conduct and Practice. (http://www.managers.org.uk/policies/code-of-conduct-and-practice).	*Modules, such as 'People and Organisations' (Yr1-S3), 'Business Ethics Today: Social & Legal Foundations' (Yr2-S2) as well as throughout other Course modules, will highlight the importance of such things as ethical and fair behaviour, ethical approach to information gathering, and ethical and fair treatment of others. It is expected that this will be re-enforced in the workplace by the Employer.*

Mapping of Common Course Learning Outcomes to the QAA Business and Management Benchmark Statement

Knowledge and Understanding	Knowledge And Understanding	Intellectual	Practical	Transferable
Markets: the development, access and operation of markets for resources, goods and services.	A1, A2, A5			
Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.	A1, A2, A5			

Customers: management of customer expectations, relationships and development of service excellence.	A7			
Finance: the sources, uses and management of finance and the use of Finance and other information systems for planning, control, decision making and managing financial risk.	A1, A2, A5			
People: leadership, management and development of people and organisations including the implications of the legal context.	A3, A4			
Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values.	A2, A3, A4			
Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems.	A1, A2, A5			
Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations.	A7			
Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools.	A1, A2, A6			
Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.	A6 & A7			
Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives.	A1, A2, A5			
Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value.	A1, A7			
Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.	A4			
Specific Skills and Practice				
People management: to include communications, team building, leadership and motivating others.				D3, D6, D7
Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions.		B1, B3, B4, B5	C3	D5, D7
Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making.		B2, B3, B4	C2, C4	D5
Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.		B1, B2, B3, B4, B5	C1, C3	
Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.		B3, B4	C3	D3, D4, D6, D7
Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.		B3	C2	D5
Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts.				D3, D6, D7

Generic Skills				
Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence.				D2, D3, D6, D7
Ability to work with people from a range of cultures.				D3, D6, D7
Articulating and effectively explaining information.				D3, D4, D7
Building and maintaining relationships.				D2, D6, D7
Communication and listening including the ability to produce clear, structured business communications in a variety of media.			C1, C2	D3, D6, D7
Emotional intelligence and empathy.				D6, D7
Conceptual and critical thinking, analysis, synthesis and evaluation.		B3, B4		D5
Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.				D1, D2
Self reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.				D1, D2