OTHM LEVEL 4 DIPLOMA IN BUSINESS MANAGEMENT

Qualification Number: 610/0763/8

Specification | April 2022

TABLE OF CONTENTS

QUALIFICATION OBJECTIVES

The objective of the OTHM Level 4 Diploma in Business Management qualification is to provide learners with an excellent foundation for building a career in a range of organisations. It is designed to ensure each learner is 'business ready': a confident, independent thinker with a detailed knowledge of business and management and equipped with the skills to adapt rapidly to change.

The qualification will provide learners with the underpinning knowledge, understanding and skills associated with business activities, policies, procedures and processes required to work effectively in a business environment. The units combine both theoretical and practical knowledge in the areas of academic and research skills, business and global operations, finance and accounting, business communication, leadership and team working.

Successful completion of this qualification will support learners progressing to university, and to provide learners with the requisite skills and knowledge to enter the world of work in their chosen sector.

QUALITY, STANDARDS AND RECOGNITIONS

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

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

REGULATORY INFORMATION

Qualification Title	OTHM Level 4 Diploma in Business Management
Ofqual Reference Number	610/0763/8
Regulation Start Date	01/04/2022
Operational Start Date	01/04/2022
Duration	1 year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	600 Hours
Sector Subject Area (SSA)	15.3 Business Management
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at Level 4 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Certificates (HNC) and Year 1 of a three-year UK Bachelor's degree programme.

QUALIFICATION STRUCTURE

The OTHM Level 4 Diploma in Business Management consists of 6 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 600 Guided Learning Hours (GLH) for the completed qualification.

All units are mandatory.

Unit Ref. No.	Unit Title	Level	Credit	GLH	TQT
H/650/1099	Academic Writing and Research Skills	4	20	100	200
L/650/1145	Business Operations	4	20	100	200
M/650/1146	Communication in Business	4	20	100	200
R/650/1147	Finance and Accounting	4	20	100	200
T/650/1148	Leading and Managing Teams	4	20	100	200
Y/650/1149	Operating in a Global Context	4	20	100	200

Any learner that successfully completes the OTHM Level 4 Diploma in Business Management qualification may, within 3 years, progress and complete the required Level 5 mandatory units to gain the full OTHM Level 5 Extended Diploma in Business Management qualification.
A new registration for the learner must be made by the centre.

DEFINITIONS

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

Total Qualification Time is comprised of the following two elements –
  a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*

  b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

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

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

ENTRY REQUIREMENTS

These qualifications are designed for learners who are typically aged 18 and above.
The entry profile for learners is likely to include at least one of the following:

- Relevant Level 3 Diploma or equivalent qualification
- GCE Advanced level in 2 subjects or equivalent qualification
- Mature learners (over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the English Language Expectations page on the OTHM website.

PROGRESSION

Successful completion of the OTHM Level 4 Diploma in Business Management provides learners the opportunity for a wide range of academic progressions, including OTHM Level 5 Extended Diploma in Business Management.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are also eligible to gain direct entry into Year 2 of a three-year UK Bachelor's degree programme. For more information visit University Progressions page.

DELIVERY OF OTHM QUALIFICATIONS

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

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

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

ASSESSMENT AND VERIFICATION

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

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

Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

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

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

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

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

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

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

EQUALITY AND DIVERSITY

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

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

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

UNIT SPECIFICATIONS

ACADEMIC WRITING AND RESEARCH SKILLS

Unit Reference Number	H/650/1099
Unit Title	Academic Writing and Research Skills
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass / Fail

Unit Aims

Engaging in academic research and writing will help students to interpret and evaluate sources of information and evidence before becoming involved engaging in the production of evidence based, logical, arguments. The aim of this unit is, therefore, to support the exploration of key topics which form part of the academic research and writing process so that learners will be able to achieve greater success and recognition in their studies.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Understand the concept and purpose of academic research and writing.	1.1 Explain what is meant by the term 'academic research and writing.' 1.2 Explain different academic writing conventions. 1.3 Discuss different types of academic research.	• Seeking the truth • Adding to knowledge • Academic language • Paragraphs and argument flows • Paraphrasing • Writing to word counts • Descriptive research • Associational research • Intervention research

		• Validity and reliability of research
2. Know how to conduct academic research.	2.1 Compare different sources of information and evidence. 2.2 Explain the research process. 2.3 Differentiate between primary and secondary research.	• Journals • Textbooks • Conferences • Government data • Research as a linear process • Primary research – seeking new information • Secondary research – reviewing existing information
3. Know about critical thinking skills.	3.1 Explain what is meant by the term 'critical thinking.' 3.2 Explain different critical thinking skills. 3.3 Explain why critical thinking is important in academic research. 3.4 Explain how to apply techniques to evaluate an argument.	• A systematic approach to evaluating arguments. • Critical reading • Analysis and interpretation • Being open-minded • Self-regulation • Objective v subjective • Promoting creative • Improving language and presentation skills • Thinking 'outside the box' • Argument coherence • Evidence testing • Validity testing
4. Understand how to construct a reliable and valid academic argument.	4.1 Explain the key components of a reliable and valid academic argument. 4.2 Differentiate between inductive and deductive reasoning. 4.3 Suggest an argument structure for a given topic.	• Evidence • Premise (nature of academic argument) • Conclusion • Inductive uses generalisation • Deductive uses known evidence and information • Logical argument structures

Assessment

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

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

Indicative Reading List

Bailey, S. (2017) *Academic Writing: A Handbook for International Learners* 5th edition, Routledge, London

Cotrell, S. (2019) *The Study Skills Handbook 5th edition*, MacMillan, London

Additional Resources

Journal of Academic Research

Journal of Academic Writing

An Intermediate Guide to Writing in English for University Study

BUSINESS OPERATIONS

Unit Reference Number	L/650/1145
Unit Title	Business Operations
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass / Fail

Unit Aims

Even though businesses are different in many ways, they do have some common features and are influenced by similar factors. This unit's aim is to provide learners with the underpinning knowledge to contextualise and examine the fundamental factors which influence how a business operates within the context of its internal and external environment.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content

1. Know about different types of businesses.	1.1 Explain the different types of business sectors.
	1.2 Compare different types of businesses.
	1.3 Compare different legal structures of businesses.
	1.4 Illustrate how the type and structure of a business relates to its market and objectives.
		• Business Sectors:
		  o Primary sector
		  o Secondary sector
		  o Tertiary sector
		  o Quaternary sector
		• Types of Business
		  o Profit
		  o Not for profit
		  o Non-government (NGOs)
		  o Micro businesses

		o SMEs,
		o National and multinational businesses
		• Legal Structures:
		   o Sole trader
		   o Partnership
		   o Limited and PLC
		• Business type and structure: market, objectives, goals, strategy

2. Understand the relationships between business functions.	2.1 Explain the purpose of different functions of a business.
	2.2 Explain the relationship between the different functions of a business.
	2.3 Compare different organisational structures.
	2.4 Suggest how functional relationships impact on how an organisation is structured.
		• Different functions
		   o Sales and marketing
		   o Human resource management
		   o Production
		   o Warehouse and distribution
		   o Finance
		• Relationships between business functions
		• Different Structures
		   o Hierarchic structure
		   o Bureaucratic structure
		   o Matrix structure
		   o Flat structure
		   o Organisation structure chart
		• Lines of authority and accountability

3. Be able to measure a business's internal environment.	3.1 Explain what is meant by the term 'internal environment of a business.'
	3.2 Explain why it is important to measure a business's internal environment.
	3.3 Apply a technique to quantify a business's internal environment.
	3.4 Assess a business's internal environment.
		• Internal environment: internal factors, functions, stakeholders, organisational culture
		• Establishing a business's capabilities
		• Supporting strategic intent
		• Planning for the future
		• SWOT/TOWS
		   o **S**trengths: for example, market share, reserves, innovation, brand
		   o **W**eaknesses: for example labour turnover, lack of workforce skills, motivation
		   o **O**pportunities: for example technology, overseas markets, product development
		   o **T**hreats: rising costs, competitive rivalry,

		new entrants, pressure groups, social trends, government policies • Capacity assessment grid • McKinsey's 7S framework • Other relevant frameworks

4. Be able to measure a business's external environment.	4.1 Explain what is meant by the term 'external environment of a business.'
	4.2 Explain why it is important to measure a business's external environment.
	4.3 Apply a technique to quantify a business's external environment.
	4.4 Assess a business's external environment.
		• External factors, drivers and stakeholders
		• Local, national and international cultures
		• Establishing market position
		• Recognising opportunities
		• Preparing for change
		• PESTLE:
		  o **Political** (changes in government and government policies, taxation, political stability, industry regulations, global trade agreements and restrictions);
		  o **Economic** (government economic priorities and policies, economic growth, economic decline, exchange rates, inflation, interest rates, consumer spending, labour costs);
		  o **Social** (culture, lifestyle, career and life expectations, consumer trends, fashions);
		  o **Technological** (new technologies, use of technology, impact of technology on industry, individual businesses and the individual and organisation);
		  o **Legal** (Changes in legislation and regulation e.g. health and safety, employment legislation, equality legislation, consumer legislation, data protection);
		  o **Environmental** (corporate social responsibility, consumer opinion, ethical trading, fair trade, organic, sustainability, responsibilities, legal requirements e.g. water use, waste and carbon emissions).
		• Porter's Five Forces framework/ Ansoff matrix

Assessment

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

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

Indicative Reading List

Capon C. (2009) *Understanding the Business Environment* 3rd Edition, Financial Times

Sloman, J. and Hinde, K. (2007). *Economics for Business*; 4th edition, Harlow: Pearson Education

Wetherly, P. and Otter, D. (2008). *The Business Environment*, Oxford: Oxford University Press

Nallathambi, J. I. (2021) Business Environment, JPS Scientific Publications, India

Needle, D. and Burns, J. (2019) *Business in Context: An Introduction to Business and its Environment* 7th edition, Cengage, London

Additional Resources

Business Strategy and the Environment Journal

International Journal of Business Environment

COMMUNICATION IN BUSINESS

Unit Reference Number	M/650/1146
Unit Title	Communication in Business
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass / Fail

Unit Aims

The effectiveness of a business's approach to communication can often be critical to the achievement of strategic and operational objectives. The ways in which a business connects with its internal and external stakeholders, and overcomes different barriers to communication, will determine its short and long-term success. The aim of this unit is, therefore, to provide learners with the fundamental knowledge and skills to engage in meaningful and appropriate communication irrespective of the context in which the communication is located.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Understand the concept and purpose of communication in a business context.	1.1 Explain what is meant by the term 'business communication.' 1.2 Compare different stages of a communication model. 1.3 Discuss why effective communication is important to a business.	• Concept of communications • Communication as a process Upward, downward, lateral, and vertical communication • Models of communications; Berlo's Model of Communication, Shannon and Weaver Model of Communication, Schramm's Model of Communication. • Linear, interactional, and transactional communication models • Driving change

		• Effective stakeholder engagement • Positive branding • Successful marketing campaigns

2. Be able to effectively communicate in a business context.	2.1 Explain different elements of communication.
	2.2 Demonstrate effective verbal and non-verbal communication.
	2.3 Demonstrate effective written communication.
		• Elements:
		  o Source and receiver
		  o Medium
		  o Coding
		  o Feedback
		• Communication.
		  o Pitch and tone of voice
		  o Body language
		  o Listening skills
		  o Emotional intelligence
		  o Digital
		  o Written
		  o Face to face

3. Understand how a business communicates internally.	3.1 Explain what is meant by the term 'internal communication.' 3.2 Compare ways in which a business communicates internally. 3.3 Conduct an internal stakeholder analysis. 3.4 Discuss internal barriers to effective communication in a business.	• Internal communication: information sharing, receiving and giving feedback, conflict resolution • Tools: emails, briefings, meetings, intranet • Inter and cross function communication • Internal stakeholder analysis. process of identifying these people before the project begins; grouping them according to their levels of participation, interest, and influence in the project; and determining how best to involve and communicate each of these stakeholder groups throughout. • Barriers: cultural, language, technology barriers, interpersonal
4. Understand how a business communicates externally.	4.1 Explain what is meant by the term 'external communication.' 4.2 Compare ways in which a business communicates externally. 4.3 Conduct an external stakeholder analysis.	• External communication: placing/receiving orders, seeking external advice • Marketing • Public relations • Newsletters

	4.4 Discuss external barriers to effective communication in a business.	• Press releases • Barriers: terminology, language, technology, physical/geographic barriers

Assessment

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

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

Indicative Reading List

Jovin, E. (2019) *Writing for Business*, Nicholas Brealy Publishing, London

Newman, A. (2017) *Business Communication; in person, in print, online*, Nelson Education Ltd, Boston

Prince, E.S. (2017) *Practical Business Communication*, Red Globe Press, London

Additional Resources

Journal of Business Communication

Effective Business Communication Journal

Management Help

FINANCE AND ACCOUNTING

Unit Reference Number	R/650/1147
Unit Title	Finance and Accounting
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	20 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass / Fail

Unit Aims

Having and effective finance and accounting function will not only help secure the financial strength of a business but will also support managers to develop and implement a business strategy. The aim of this unit is, therefore, to develop, in learners, the theoretical and applied knowledge to prepare, interpret and adjust financial statements alongside the preparation of budgets.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Know about the context and purpose of finance and accounting.	1.1 Explain the purpose of finance and accounting. 1.2 Explain the regulatory and legal influences on a business's finance and accounting function. 1.3 Explain how the finance and accounting function supports a business's decision making.	• Different branches of accounting • Recording financial transactions • Presenting financial information • Regulatory and legal influences: national regulations, international regulations and conventions • Producing balance sheets • Producing income statements • Producing P and L statements

2. Be able to prepare financial statements for different types of businesses.	2.1 Differentiate between different financial statements.
	2.2 Prepare financial statements for a sole trader.
	2.3 Prepare financial statements for a partnership.
	2.4 Apply techniques to make adjustments to financial statements.
		• Different Financial Statements:
		• Balance sheets
		• Income statements
		• Cashflow statements
		• Statement of shareholder equity
		• P and L statement
		• Techniques:
		  o Accruals and prepayments
		  o Interest adjustments
		  o Depreciation
		  o Debt allowances

3. Be able to interpret financial statements.	3.1 Calculate financial ratios from a set of business accounts.
	3.2 Compare organisational performance using historical financial data.
		• Ratios:
		  o Profitability ratios
		  o Liquidity ratios
		  o Solvency ratios
		  o Valuation ratios
		  o Financial audits
		• Historical: audited accounts

4. Be able to prepare a budget.	4.1 Differentiate between different types of budgets.
	4.2 Prepare different types of budgets.
		• Budgets:
		  o Operating budget
		  o Cash budget
		  o Fixed budget
		  o Master budget
		  o Incremental budgeting
		  o Activity-based budgeting
		  o Budgeting based on value proposition
		  o Zero-based budgeting

Assessment

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

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

Indicative Reading List

Fields, E. (2018) Essentials of Finance and Accounting for Non-financial Managers 3rd edition, Amacom, New York

McLaney, E. and Atrill, P. (2020) Accounting and Finance: An Introduction 10th edition, Pearson, Henlow

Additional Resources

Journal of Finance and Accounting

Management Help

Association of Accounting Technicians

LEADING AND MANAGING TEAMS

Unit Reference Number	T/650/1148
Unit Title	Leading and Managing Teams
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass / Fail

Unit Aims

Having hard management and soft leadership skills is often stated by employers as being key to the success of a business but few people have sufficient quantities of both to make a significant impact on business operations and strategy. The aim of this unit, therefore, is to support a learner's understanding of leadership as a role and management as a function so that they are able to develop the knowledge, skills and traits to make a meaningful contribution to a business's success.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Know about leadership and management.	1.1 Differentiate between leadership and management. 1.2 Explain key leadership theories. 1.3 Explain key management theories.	• Soft leadership (inspiration, motivation) • Hard management (policymaking, planning) • Difference between leader and manager • Leadership Theories • Trait theory • Behaviour theories, • Autocratic style, Democratic style, Laissez-faire style • Situational theory • Contingency theory

		• Transactional vs transformational Leadership management schools/approaches • Scientific management • Bureaucratic management • Human relations • Systems management • Situational theories
2. Know how teams are developed.	2.1 Explain what is meant by the term 'team development.' 2.2 Explain what is meant by the term 'high performance team.' 2.3 Compare different team development models.	• Aligned goals • Mutual trust and respect • Collaboration • Effective communication • Tukman's model of team stages: forming, storming, norming, performing. • Adair's task, team, individual framework • McGregor's X/Y theory: authoritarian (Theory X) and participative (Theory Y)
3. Understand how to improve individual and team performance.	3.1 Explain techniques used to improve individual and team performance. 3.2 Explain the importance to an individual of improving own performance. 3.3 Explain the importance to a business of effective individual and team performance. 3.4 Discuss the role of motivation theories in improving individual and team performance.	• SMART: Specific, Measurable, Achievable, Realistic, and Timely goals • Training and development • Appraisals • Coaching and mentoring • Develop own skills • Enhanced promotion opportunities • Increased productivity • Increased quality • Maslow's hierarchy of needs: physiological, safety, social, esteem and self-actualisation • Herzberg's 2 factor theory: Motivating factors; causes employees to work harder. Hygiene factors: absence of hygiene factors will cause employees to work less hard. • Vroom's expectancy theory: employee's motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the

		likelihood that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality).
4. Be able to determine own capacity to be an effective leader and manager.	4.1 Apply techniques to determine own capacity to be an effective leader and manager. 4.2 Assess own ability to improve knowledge and skills to be an effective leader and manager.	• Personal SWOT • Leadership/management assessments • MBTI • Emotional intelligence assessment • Reflective journals • Reflective statements

Assessment

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

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

Indicative Reading List

Adair, J. (2018) *Develop Your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow*, Kogan Page, London

Kelly, P. and Cole, G. (2020) *Management: Theory and Practice* 9th edition. Cengage, Boston

Additional Resources

Journal of Leadership & Organisational Studies

Journal of Management

OPERATING IN A GLOBAL CONTEXT

Unit Reference Number	Y/650/1149
Unit Title	Operating in a Global Context
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass / Fail

Unit Aims

From a business perspective, the world is becoming a smaller place. Businesses need to be open to new ideas, new opportunities and a new way of operating. This means businesses need to expand and transform in what is a fast paced and dynamic environment. The aim of this unit is to encourage the exploration of key globalisation theories, concepts and models which will enable learners to gain an appreciation of the complexities of globalisation as well as the benefits globalisation presents to a business.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content

1. Understand the context of globalisation.	1.1 Explain how globalisation has evolved.
	1.2 Compare different types of globalisation.
	1.3 Discuss the positive and negative effects of globalisation.
		• First, second and third waves
		• Globalisation 4.0
		• Types:
		  o Political globalisation
		  o Social globalisation
		  o Economic globalisation
		  o Technological globalisation
		• Jobs and skills creation
		• Cross-cultural integration
		• Social and economic mobility

		• Rich dominate poor • National businesses cease trading • Ideological conflicts
2. Understand the factors which drive globalisation.	2.1 Explain what is meant by the term 'global economy.' 2.2 Explain what is meant by the term 'global business environment.' 2.3 Discuss key global issues which drive globalisation.	• Economic interdependence • Aggregate economic outputs • Global PESTEL • Economic alliances • Political alliances • National, regional and international dimensions • Factors and drivers of Globalisation (Push /Pull factors, Demand /Supply-side factors) drivers. • Economies of scale • Protectionism • Role of WTO • Regional integration • Decline in investment barriers
3. Understand how and why a business would want to operate in global markets.	3.1 Discuss why a business would want to enter global markets. 3.2 Compare ways in which a business can enter a global market. 3.3 Recommend a preferred mode of entry to a business.	• Reasons for going global • Organisation specific- resources/efficiency Market seeking • Accessing a new customer base • Diversification • Access to resources • Gain a competitive advantage • Exporting • Licensing/contracting • Joint ventures • Direct investment
4. Understand how operating in a global market impacts a business.	4.1 Explain how operating in a global market impacts a business's structure and culture. 4.2 Explain how operating in a global market impacts a business's strategic and operational decision making. 4.3 Suggest ways in which a business could respond to the impact of globalisation.	• McKinsey's 7-S model: • Horfstede's Cultural Dimensions: • Sustainability • International approach to leadership and management • Impact on strategy capability

		• Allocation of resources
		• Environmental impact
		• Risk management
		• Impact of global factors on operational strategies such as marketing, HRM and leadership practices in different countries.

Assessment

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

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

Indicative Reading List

Daniels, J.D. et al (2018) *International Business Global Edition*, Pearson, Harlow

Ritzer, G. (2019) *Globalization: The Essentials* 2nd edition, Wiley-Blackwell, New Jersey

Additional Resources

International Journal of Globalisation and Small Business

Journal of Globalization and Growth

Management Help

IMPORTANT NOTE

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

For updated information please visit our website www.othm.org.uk.