rdi learning without boundaries

Higher Nationals

In

Business (Management)

Student Handbook

For Online Candidates

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Foreword

It is a pleasure to welcome you to RDI and wish you well in your studies.

Resource Development International (RDI) is at the forefront of distance learning provision, not only in the UK but also all over the World. It intends to maintain this position as a leader in supported open learning. This means combining appropriate communication technologies and knowledge media with personal tuition and counselling to ensure that you can learn effectively and enjoyably. In particular, RDI is making investment into new administrative mechanisms to ensure first class customer services are in place to provide you excellent support.

RDI takes its obligations to each of its students very seriously. You have registered for an RDI Higher National course with particular personal goals in mind, and all the staff want to help you achieve those goals successfully.

The purpose of this handbook is to describe the procedures and policies that are an essential element in sustaining an effective relationship between RDI and its students. These policies make explicit the expectations on both sides. I advise you to familiarise yourself with the contents pages and to read any sections that are of interest to you. The handbook should then be kept for more detailed consultation as particular issues arise. Most of the questions you have about RDI practices will be answered in these pages.

I trust that you will find your association with RDI a stimulating and rewarding experience.

Dr Philip Hallam
Managing Director
Resource Development International

This handbook has been prepared
by the Higher National Programme team of RDI.

RDI wishes to emphasise that, while every effort is made to ensure accuracy, the material in this Handbook is subject to alteration or amendment in the light of changes in regulations or in policy or of financial or other necessity.

Contents

Welcome from Resource Development International (RDI)

Welcome to the RDI Higher National Certificate (HNC) in Business (Management) and the Higher National Diploma (HND) in Business (Management).

You have joined a challenging course, which will enable you to develop your knowledge about the various elements of business alongside a number of skills which managers use.

Though you are expected to invest time and effort into your studies you should also take every opportunity to have fun and enjoyment. Whilst studying with us, you will make new friends from a variety of backgrounds.

We hope that you will find your learning experience to be productive, enjoyable and successful. Our aim is to provide you with the opportunity to establish a firm foundation for a successful career in management.

Aims and objectives of the Higher Nationals

The Higher National courses have been designed to:

- equip individuals with knowledge, understanding and skills for success in a range of administrative and management positions in business
- provide specialist routes of study which relate to individual professions within the business world in which learners are working or intend to seek employment
- enable progression to an undergraduate degree or further professional qualification in business or a related area
- support individuals employed or entering employment in the business field
- develop the individual's ability in the business field through effective use and combination of the knowledge and skills gained in different parts of the programme
- develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enable learners to make an immediate contribution to employment
- provide flexibility, knowledge, skills and motivation as a basis for future studies and career development in business.

Purpose of this Handbook

The purpose of this Handbook is to introduce candidates to the structure and content of the Higher Nationals programme in Business (Management) and outline key points about the online distance learning provision through RDI.

In addition, we lay down the standards which RDI requires from students and set out the criteria by which we operate.

Key themes are outlined and initial guidance is given regarding various key personal skills (such as reading and writing), which underpin effective study and also contribute directly to good management.

Section 1: General Information

1.1 Introduction to RDI

RDI has been working with various Universities and Professional Bodies, providing distance-learning courses to high-achieving students for 20 years. We are dedicated to providing you with a high standard of tutor and administrative support throughout your studies and always listen to the comments of our students in order to ensure the learning process is a satisfying and rewarding experience for all involved.

1.2 Access to help and advice

The RDI Student Support team are here to support you throughout your studies and will make regular contact with you to ensure you are progressing well with your studies. If you would like to visit the Midland Management Centre in Coventry then you will be able to meet with your Student Support Coordinators.

Your Student Support Coordinators will be able to help you with any administrative query relating to your studies.

1.3 Contacts

Carolyn Rowland **Kirsty Knott** **Jackie Gibbons** **Gabrielle Smith** **Emily Merrick** Student Support Team	Tel: +44 (0) 24 76 515700 e-mail: edexcelsupport@rdi.co.uk
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Dr Phillip Hallam CEO	Tel: +44 (0) 24 76 515700 e-mail: phallam@rdi.co.uk

1.4 Relationship with Edexcel

RDI are under licence to Edexcel. Edexcel are the Awarding Body who have validated and approved the Higher National qualifications to be run at RDI. As such, RDI are responsible for making sure that the quality of provision meets their prescribed levels and standards.

To enable quality to be monitored, Edexcel appoint an External Verifier to approve assessment procedures and results, as well as seeking feedback from students on the courses. As a result, selected students will be asked to submit copies of their assignments for scrutiny. **You must therefore make sure that you keep copies of all assignments in a portfolio for moderation purposes, as you may be asked for them**.

1.5 Enrolment

You will have joined one of four intakes: January, April, July or October. The start date for each of these intakes is actually the 1st day of the following month, e.g. February, May, August and November, so please do not worry if you have received access to your online study materials at the end of the intake month, you will not be penalised in any way.

At the start of the intake you will receive your log-in details to iLearn, RDI's Virtual Learning Environment (VLE) along with instructions on how to get started with your study on the Higher National programme online. By logging onto iLearn you will be able to access your HND Induction Module and your module learning material. Further information regarding the main features of iLearn can be found in the next section of this handbook.

1.6 Access to Modules

Modules will normally be released to distance learners so they have access to study two modules at a time. If you have paid for your programme in full you will be given access to two modules at a time as you progress through your study. If you are paying for your programme on a modular basis, you will only have access to the modules you have paid for at any one time. In order to avoid delays in receiving access to your next module, you are advised to make payment in advance (preferably 2 weeks before you take assessment in the preceding module).

The above may not apply for students who are studying the programme at a local centre. If you are studying at a local centre you should therefore contact your centre co-ordinator for a schedule of module delivery.

Please remember that once you are enrolled on a module, there is a maximum registration period by which you must complete that module. This maximum study period is calculated from the date on which you gain access to the module on ilearn. It is therefore essential that you plan your time in order to complete your study of each module before the maximum registration period.

Section 2: Learning Support

2.1 Induction

Before you commence study on your programme your are required to undertake a brief Induction programme which contains all the information you need to get you started on your study and an interactive quiz to consolidate your understanding of the processes and procedures you will encounter during your studies.The aims of the Induction are for you to:

- Get to know staff and fellow students
- Gain a comprehensive understanding of all aspects of your programme of study.
- Ask questions relating to any aspect of the learning experience.
- Become acquainted with Edexcel and RDI procedures and policies.

At the start of your intake you will receive your username and password for iLearn from your Student Support Programme Co-ordinator. By logging onto iLearn you will be able to access your Induction module. After you have completed the Induction tasks and successfully passed the interactive quiz, your results will be sent to your Programme Co-ordinator and you will be given access to your first module. If you experience any difficulties accessing any of this information please contact your Programme Co-ordinator.

2.2 Learning Materials

You will access all of your learning material for the programme on iLearn. You may also be supplied with a generic textbook for the programme as additional reference.

The module learning materials are designed to facilitate your learning and to allow you to achieve the learning outcomes for each module. The material is interactive and contains practical activities, which have been designed to enable you to apply theoretical principles and frameworks to the practical setting of the working environment.

Try to use your own background when completing the activities and draw the best ideas and solutions you can from your work experience. If possible, discuss your ideas with other students or your colleagues; this will make learning much more stimulating. Remember, if in doubt, or if you have any questions about the modules or how to study, ask your tutor.

2.3 Tutors

Each module you will study is supported and facilitated by a module tutor. They will be responsible for the academic progress and personal development of their tutees and to this end they will set tasks and activities in the appropriate discussion areas of iLearn.

The primary means of support will be delivered online via iLearn. Where appropriate, tutors will also be able to give you support by other means, e.g. by email.

The tutorial process is viewed as an essential aspect of development and support for students. It is informally based and designed to encourage two-way communication, either student-to- student or student-to-tutor. As such it includes the following:

- The channelling and dissemination of information
- The facilitation of discussion between students on the programme
- The giving and receiving of formative, as well as summative assessment feedback
- Discussion regarding candidate personal development needs
- Counselling, where appropriate.

At the end of each module, student feedback regarding all aspects of the learning experience is obtained via a Module Feedback Questionnaire. You can find this questionnaire on iLearn or alternatively you can request a copy from your Programme Co-ordinator.

2.4 Support Mechanisms

Your module tutors will provide you with academic advice and guidance and answer your questions of an academic nature. For all other queries you are encouraged to contact your Programme Co-ordinator for support. Contact with your Programme Co-ordinator can be made through:

- iLearn.
- E-mail.
- Telephone.

2.5 iLearn

This is a free facility and it is where most of your learning will take place. It is designed to enhance your learning experience and help you through your studies. It provides access to:

Your module materials	Assignment Area
Discussion forums	Online electronic resources
News forums	Course Information
Group Learning Space	E-mail/Messaging facility
My Learning Space	Links to Rules and Regulations

The site will be updated regularly with new and relevant information as it becomes available. Tutors may make announcements or add notes to relevant sections or they may even use it to engage with you in discussion forums.

There is also a page for your own personal profiles and photos. You are encouraged to add further information about yourself, as other students may find it interesting.

How to access iLearn

You can access iLearn from RDI's homepage:

1) Go to RDI's homepage at www.rdi.co.uk
2) Click on the **Student Login** link and select **iLearn**
3) Enter your username and password and click 'Login'.
4) Select the relevant Module from the "My Modules" menu on the right hand side.

Alternatively you can access the iLearn site directly by entering the following web address in your browser: www.ilearn.rdi.co.uk

2.6 Accreditation of Prior Learning

Accreditation of Prior Learning (APL) is an entitlement of all learners, which enables them to be accredited for past or present achievements gained outside of the prescribed programme of study. Further information can be found in the APL Policy in section 6 of this handbook. Alternatively, your Programme Co-ordinator at RDI will be able to help you.

Section 3: Staff/Student Obligations

3.1 Learning Contract

By embarking on this programme of study you confirm your commitment to RDI's **Learning Contract** (Form LC1). This learning contract is a 'partnership' between you, the student, and RDI as your learning provider to help you understand the roles and responsibilities of each party during the learning process.

As you read through the Learning Contract, you will note that there is a specific regulation about plagiarism. This describes the penalties that apply when students cheat in written assessment or present someone else's material for assessment as if it were their own (this is called plagiarism). In order to avoid plagiarism it is imperative you reference your work appropriately. Please be referred to RDI's Reference Policy (see Section 6), which is based on the Harvard Referencing System.

Very few students commit such offences, but RDI believes that it is important that all students understand why academic honesty is a matter of such concern and why such severe penalties are imposed. Please see RDI's Plagiarism Policy in Section 6.

3.2 Student Feedback and Questionnaires

As part of RDI's quality assurance obligations, students will be invited to complete a distance learning questionnaire at the end of each module.

In addition, you may be contacted via e-mail 1-2 weeks prior to the quarterly Course Committee Board meetings to give you the opportunity to raise any concerns or to highlight any positive feedback you wish for the Committee to discuss.

Note: All information is dealt with in strictest confidence and anonymity is maintained.

3.3 Complaints/Appeals

RDI is committed to providing the highest quality of education possible within the limits imposed by the resources available, to ensure that students benefit from the academic, social and cultural experience. Where candidates feel that their legitimate expectations are not being met, whether it is an academic or non-academic matter, students have the right of access to the **Grievance Complaints Procedure** and **Academic Appeals Policy** contained in this handbook (section 6) although it is hoped that most complaints can be settled at a local level.

Section 4: The Programme

4.1 Introduction

The following pages contain a brief description of the module(s) and the structure of the programme.

4.2 Learning Objectives

The ***general purpose*** of RDI's distance learning programmes is to provide a balance of study and assessment that enables participants to consolidate, develop and demonstrate business and management skills to enable students to work efficiently and effectively.

The ***aim*** is to enable and encourage participants to apply their learning in their work, and to take effective action using new knowledge and skills. By doing so the following objectives will be met:

- To increase personal effectiveness in action.

- To increase understanding of people, situations and management.

4.3 Key Features

BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate, with a strong work related emphasis. The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows progression direct into employment. BTEC Higher Nationals offer a strong emphasis on practical skills development alongside the development of requisite knowledge and understanding in their sector. Learners are attracted to this strong vocational programme of study that meets their individual progression needs whether this is into employment or to further study on degree or professional courses.

The BTEC Higher Nationals in Business have been developed to focus on:

- providing education and training for a range of careers in business such as administration, personnel, marketing, finance, law, purchasing and management
- providing a general qualification which allows flexibility of study to meet local or specialist needs
- providing specialist options which meet the needs of the major functions in business and allow specialisation with career progression and professional recognition in mind
- providing opportunities which underpin some of the knowledge and understanding required for the relevant NVQ level 4 units in Accounting, Management, Personnel, Administration and Procurement
- providing opportunities for learners to focus on the development of higher-level skills in a business context

- providing opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life
- providing opportunities for individuals in employment to achieve a nationally recognised level 4 vocationally specific qualification
- providing opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment in business or progress to higher education vocational qualifications such as a full-time degree in business or a related area.

4.4 Progression Opportunities

The distance learning programme is offered at both the **National Certificate** and **National Diploma levels.** Students who pass all the modules contained in the Higher National Certificate in Business (Management) will have the opportunity to progress their studies onto the Higher National Diploma in Business (Management).

A key progression path for BTEC Higher National Certificate and Diploma learners is to the second or third year of a degree or honours degree programme, depending on the match of the BTEC Higher National modules to the degree programme in question.

RDI provide progression from the Higher National Diploma courses into several programmes, including one year top-up degrees.

4.5 The Programme Structure

The programme of study is delivered online. Each module has a set of interactive learning materials accessed via iLearn. The interactive modules provide the information you need to complete the learning outcomes of the course. In addition, however, you are encouraged to expand your professional knowledge about Business and Management, especially by looking in the newspapers and in professional and technical journals and magazines and to look out for programmes on the radio and TV about Business and Management.

The Higher National Certificate in Business (Management) is made up of **10 modules**.

The Higher National Diploma in Business (Management) is made up of a further 6 modules that are taken in addition to the 10 HNC modules, making **16 modules in total**.

The Higher National Certificate is normally studied over a period of 15 months with the option of completing the HND over a further 9 months. Each module is equivalent to 60 hours of study requiring approximately 10 hours of study per week. To gain the respective qualification, each module <u>must</u> be successfully completed.

Please note the maximum study period for any single module is 9 months. If you have not progressed within this duration you will be withdrawn from the module. In order to be reinstated, you will be required to purchase the module again and make a full module payment.

The programme structure is shown on the following tables.
Please note that modules and the order in which they are delivered are subject to change. Please note that assessment methods are subject to change.

HNC in Business (Management)

Module Title	Assessment Type
Marketing	Assignment
Managing Financial Resources and Decisions	Assignment
Organisations and Behaviour	Assignment
Business Environment	Assignment
Business Decision Making	Assignment
Working With and Leading People	Assignment
Managing Professional Development	Assignment
Managing Activities to Achieve Results	Assignment
Managing Communications, Knowledge and Info.	Assignment
Research Project	Assignment

HND in Business (Management)

(In addition to all modules in the HNC shown above)

Module Title	Assessment Type
HNC Modules 1 to 10	As above
Common Law	Assignment
Business Strategy	Examination
Marketing Planning	Assignment
Human Resource Management	Assignment
Introduction to the Internet and E-Business*	Assignment
Project Management	Assignment

4.6 Module Content

Module Title: Marketing

Learning Hours: 60

Description of module

This module aims to provide learners with an introduction to the fundamental concepts and principles that underpin the marketing process. In addition, it examines the role and practice of marketing within the changing business environment. This broad-based module will provide all learners with a concise and contemporary overview of marketing, and give them the knowledge and skills to underpin further study in the specialist field of marketing.

Summary of learning outcomes

To achieve this module a learner must:

1 Investigate the **concept and process of marketing**

2 Explore the concepts of **segmentation, targeting and positioning**

3 Identify and analyse the individual elements of the **extended marketing mix**

4 Apply the extended marketing mix to **different marketing segments and contexts.**

Content

1 **Concept and process of marketing**

Definitions: alternative definitions including those of the Chartered Institute of Marketing and the American Marketing Association, satisfying customers' needs and wants, value and satisfaction, exchange relationships, the changing emphasis of marketing

Marketing concept: evolution of marketing, business orientations, societal issues and emergent philosophies, customer and competitor orientation, efficiency and effectiveness, limitations of the marketing concept

Marketing process overview: marketing audit, integrated marketing, environmental analysis, SWOT analysis, marketing objectives, constraints, options, plans to include target markets and marketing mix, scope of marketing

Costs and benefits: benefits of building customer satisfaction, desired quality, service and customer care, relationship marketing, customer retention, customer profitability, costs of too narrow a marketing focus, total quality marketing

2 **Segmentation, targeting and positioning**

Macro-environment: environmental scanning, political, legal, economic, socio-cultural, ecological and technological factors

Micro-environment: stakeholders (organisation's own employees, suppliers, customers, intermediaries, owners, financiers, local residents, pressure groups and competitors), direct and indirect competitors, Porter's competitive forces

Buyer behaviour: dimensions of buyer behaviour, environmental influences, personal variables — demographic, sociological, psychological — motivation, perception and learning, social factors, physiological stimuli, attitudes, other lifestyle and lifecycle variables, consumer and organisational buying

Segmentation: process of market selection, macro and micro segmentation, bases for segmenting markets ie geographic, demographic, psychographic and behavioural; multivariable segmentation and typologies, benefits of segmentation, evaluation of segments and targeting strategies, positioning, segmenting industrial markets, size, value, standards, industrial classification

3 **Extended marketing mix**

Product: products and brands — features, advantages and benefits, the total product concept, product mix, product life-cycle and its effect on other elements of the marketing mix, product strategy, new product development, adoption process

Place: customer convenience and availability, definition of channels, types and functions of intermediaries, channel selection, integration and distribution systems, franchising, physical distribution management and logistics, ethical issues

Price: perceived value, pricing context and process, pricing strategies, demand elasticity, competition, costs, psychological, discriminatory, ethical issues

Promotion: awareness and image, effective communication, integrated communication process — (SOSTT + 4Ms), promotional mix elements, push and pull strategies, advertising above and below the line including packaging, public relations and sponsorship, sales promotion, direct marketing and personal selling, branding, internet and online marketing

The shift from the 4Ps to the 7Ps: product-service continuum, concept of the extended marketing mix, the significance of the soft elements of marketing — people, physical evidence and process management

4 **Different marketing segments and contexts**

Consumer markets: fast-moving consumer goods, consumer durables, co-ordinated marketing mix to achieve objectives

Organisational markets: differences from consumer markets, adding value through service; industrial, non-profit making, government, re-seller

Services: nature and characteristics of service products — intangibility, ownership, inseparability, perishability, variability, heterogeneity — the 7Ps, strategies, service quality, elements of physical product marketing, tangible and intangible benefits

International markets: globalisation, standardisation versus adaptation, the EU, benefits and risks, market attractiveness, international marketing mix strategies

Suggested reading

There are a large number of textbooks and other resources which cover the areas contained within the module. Examples are:

Textbooks

Adcock D et al — *Marketing Principles and Practice 4th Edition* (Pitman Publishing, 2001) ISBN: 027364677X

Brassington F and Pettitt S — *Principles of Marketing 3rd Edition* (FT/Prentice Hall, 2003) ISBN: 0273657917

Jobber D — *Principles and Practice of Marketing 3rd Edition* (McGraw Hill, 2001) ISBN: 0077096134

Kotler P et al — *Principles of Marketing 3rd European Edition* (FT/Prentice Hall, 2001) ISBN: 0273646621

Magazines, journals and newspapers

Campaign

Harvard Business Review

Journal of Marketing Management Marketing Review

Marketing

Marketing Business

Marketing Week

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

Module Title: Managing Financial Resources and Decisions

Learning Hours: 60

Description of module

This module is designed to give learners a broad understanding of the ways in which finance is managed within a business organisation. Learners will learn how to evaluate the different sources of finance, compare the ways in which these are used and will learn how to use financial information to make decisions. Included will be consideration of decisions relating to pricing and investment, as well as budgeting. Finally, learners will learn techniques for the evaluation of financial performance.

Summary of learning outcomes

To achieve this module a learner must:

1 Explore the **sources of finance** available to a business

2 Analyse the implications of **finance as a resource** within a business

3 Make **financial decisions** based on financial information

4 Analyse and evaluate the **financial performance** of a business.

Content

1 **Sources of finance**

Range of sources: sources for different businesses, long term such as share capital, retained earnings, loans, third-party investment, short/medium term such as hire purchase and leasing, working capital stock control, cash management, debtor factoring

Implications of choices: legal, financial and dilution of control implications, bankruptcy

Choosing a source: advantages and disadvantages of different sources, suitability for purpose e.g. matching of term of finance to term of project

2 **Finance as a resource**

Finance costs: tangible costseg interest, dividends; opportunity costs e.g. loss of alternative projects when using retained earnings; tax effects

Financial planning: the need to identify shortages and surplusese.g. cash budgeting; implications of failure to finance adequately, overtrading

Decision making: information needs of different decision makers

Accounting for finance: how different types of finance and their costs appear in the financial statements of a business, the interaction of assets and liabilities on the balance sheet

3 **Financial decisions**

Budgeting decisions: analysis and monitoring of cash and other budgets

Costing and pricing decisions: calculation of unit costs, use within pricing decisions, sensitivity analysis

Investment appraisal: payback period, accounting rate of return, discounted cashflow techniques ie net present value, internal rate of return

Nature of long-term decisions: nature of investment importance of true value of money, cash flow, assumptions in capital investment decisions, advantages and disadvantages of each method

4 **Financial performance**

Terminology: introduction to debit, credit, books of prime entry, accounts and ledgers, trial balance, final accounts

Financial statements: basic form, structure and purpose of main financial statements ie balance sheet, profit and loss account, cashflow statement, notes, preparation not required; distinctions between different types of business ie limited company, partnership, sole trader

Interpretation: use of key accounting ratios for profitability, liquidity, efficiency, and investment, comparison both external ie other companies, industry standards and internal i.e. previous periods, budgets

Suggested reading

There are a large number of resources available covering the areas contained within the module. Examples are:

Textbooks

Cox D and Fardon M — *Management of Finance* (Osborne Books, 2003) ISBN: 1872962238

Dyson J R — *Accounting for Non-Accounting Learners* (Pitman, 2003) ISBN: 0273646834

Journals and newspapers

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

Websites

The professional accounting bodies all have websites with lots of useful information and links. *The Financial Times* website includes a free service providing copies of financial reports. Biz/ed provides a wealth of useful resources aimed at learners and teachers.

www.aat.co.uk	The Association of Accounting Technicians
www.accountingtechnician.co.uk	*Accounting Technician* magazine
www.bized.ac.uk	Provides case studies appropriate for educational purposes
www.ft.com	*The Financial Times*

Module Title: Organisations and Behaviour

Learning Hours: 60

Description of module

This module provides an introduction to the nature of organisations in relation to management practices. The module examines the internal nature of organisations from both a theoretical and practical viewpoint. The module is intended to develop an understanding of the behaviour of people within organisations and the significance of organisational design and characteristics. It also aims to provide the basis for, and to underpin further study in, specialist areas of business.

Summary of learning outcomes

To achieve this module a learner must:

1 Explore **organisational structure and culture**

2 Examine different **approaches to management and leadership** and theories of organisation

3 Examine the relationship between **motivational theories**

4 Demonstrate an understanding of **working with others, teamwork, groups and group dynamics.**

Content

1 **Organisational structure and culture**

Types of organisation and associated structures: functional, product-based, geographically based, multifunctional and multidivisional structures, matrix, centralisation and de-centralisation

Organisational networks and linkages: internal and external network structures, flexible working

Organisational culture: classification of organisational culture — power culture, role culture, task culture, person culture, cultural norms and symbols, values and beliefs, development of organisational culture

Authority and power: organisational charts, spans of control

The human resource function: a stakeholder perspective, personnel management roles, personnel policies, strategies and operating plans, strategic goals for personnel

Diagnosing behavioural problems: concepts, principles, perspectives, methodology

Perception: definition, perceptual selection, perception and work behaviour, attitude, ability and aptitude, intelligence

Significance and nature of individual differences: self and self-image, personality and work behaviour, conflict

Individual behaviour at work: personality, traits and types, its relevance in understanding self and others

2 **Approaches to management and leadership**

Development of management thought: scientific management, classical administration, bureaucracy, human relations approach, systems approach, contingency approach

Functions of management: planning, organising, commanding, co-ordinating, controlling *Managerial roles:* interpersonal, informational, decisional

Nature of managerial authority: power, authority, responsibility, delegation, conflict

Frames of reference for leadership activities: opportunist, diplomat, technician, achiever, strategist, magician, pluralistic, transformational, change

3 **Motivational theories**

Motivation theories: Maslow's Hierarchy of Needs, Herzberg's Motivation — Hygiene theory, Vroom and Expectancy theories, Maccoby, McCrae and Costa — personality dimensions

Motivation and performance: rewards and incentives, motivation and managers, rewards monetary and non-monetary

Leadership: leadership in organisations, managers and leaders, leadership traits, management style, contingency approach, leadership and organisational culture

Leadership and successful change in organisations: pluralistic, transformational, communications, conflict

4 **Working with others, teamwork, groups and group dynamics**

The nature of groups: groups and teams, informal and formal groups, purpose of teams

Teams and team building: selecting team members, team roles, Belbin's theory, stages in team development, team building, team identity, team loyalty, commitment to shared beliefs, multi-disciplinary teams

Team dynamics: group norms, decision-making behaviour, dysfunctional teams, cohesiveness

Impact of technology on team functioning: technology, communication, change, networks and virtual teams, global and cross-cultural teams

Suggested reading

There are a large number of textbooks available covering the areas contained within the module. Examples are:

Brooks I — *Organisational Behaviour, Individuals, Groups and Organisation 2nd Edition* (Prentice Hall, 2003) ISBN: 0877781265

Huczynski A and Buchanan D — *Organisational Behaviour: An Introductory Text* (Prentice Hall, 2000) ISBN: 0273651021

Maccoby M — *Why Work: Motivating and Leading the New Generation* (Simon and Schuster, New York, 1998) ISBN: 067147281X

Mullins L — *Management and Organisational Behaviour 5th Edition* (Pitman Publishing, London, 1999) ISBN: 0273651471

Robbins S — *Essentials of Organisational Behaviour 4th Edition* (Prentice Hall International, 2003) ISBN: 0582820758

Module Title: Business Environment

Learning Hours: 60

Description of module

The aim of the module is to encourage learners to identify the objectives of organisations and the influence of stakeholders. Learners are also encouraged to investigate the operation of organisations in relation to the local, national and global environment. The module also provides learners with a solid base of understanding of the parameters within which organisations act that can be built upon in further modules.

Summary of learning outcomes

To achieve this module a learner must:

1 Identify the mission, **objectives and responsibilities of an organisation** within its environment

2 Investigate the **economic, social and global environment** in which organisations operate

3 Investigate **the behaviour of organisations and the market environment**

4 Explore the significance of **international trade and the European dimension** for UK businesses.

Content

1 **Objectives and responsibilities of an organisation**

Categories of organisation: size, sector/type — private, public, voluntary, charitable; activity — primary, secondary tertiary

Mission, objectives and values of organisations: concept of corporate mission or vision, underlying values/philosophy, profit, market share, ROCE, sales, growth, level of service, customer/user perceptions and audits

Stakeholders: identification of stakeholders, stakeholder groups, conflict of expectations, attitude, power-influence matrix; satisfying stakeholder objectives, measuring performance

Responsibilities of organisations: to stakeholders, key legal responsibilities e.g. consumer, employment, disability discrimination and health and safety, diversity and equal opportunities, stakeholder pensions; wider responsibilities including ethical, environmental; ethical practice

2 **Economic, social and global environment**

Resource issues and types of economic system: basic economic problem, effective use of resources; type of economic systems — command, free enterprise, mixed, including transitional economies, public and private sector initiatives; private finance initiatives

Government policy: fiscal policy in the UK, monetary policy in the UK; MPC, industrial policy in the UK; social welfare policy in the UK; economic growth, economic performance/indicators influence of the CBI TUC stakeholder and interest groups, the influence of the global economy — trends, uncertainties, growth, impact on the economy, UK multinationals, World Bank

3 **Behaviour of organisations and the market environment**

Market types: perfect competition, monopoly, monopolistic competition, oligopoly, duopoly; competitive advantage, behaviour/strategies adopted by firms; role of Competition Commission, and regulatory bodiese.g. Oftel, Ofgas, Ofwat

Market forces and organisational responses: supply and demand, elasticity, customer perceptions and actions, issues relating to supply, cost and output decisions short run and long run, economies of scale, growth of organisations: reasons, methods, financing, MNCs/ TNCs joint ventures, outsourcing; core markets/skills, technology and innovation, labour market trends, cultural environment

4 **International trade and the European dimension**

The importance of international trade: to the UK economy, businesses, balance of payments, patterns and trends in international trade, UK trade with the EU, USA and other countries, trading blocs throughout the world, UK membership of the EU, enlargement of EU, direct/indirect exporting methods, trading opportunities, importance of global markets, implications for businesses of emerging markets, cultural diversity and clusters, TNCs, the economies of Europe EMU, EU budget import duties and levies, agricultural levies, VAT, competitor policy, European Single Market Act, social policy, The Social Chapter, tax harmonisation, CAP, regional policy

Suggested reading

There are a number of resources available covering the areas contained within the module. Examples are:

Textbooks

BPP — *Organisations, Competition and Environment* (BPP Publishing, 2003) ISBN: 0751712469

Brewster D — *Business Economics* (International Thompson Business P, 1998) ISBN: 1861524250

Dawes B — *International Business: A European Perspective* (Nelson Thornes Publishers, 1995) ISBN: 0748718605

Dicken P — *Global Shift Transforming the World Economy* (Paul Chapman Publishing, 1998) ISBN: 1853963674

Dunnett A — *The Macroeconomic Environment* (Prentice Hall, 1997) ISBN: 0582305810

Griffiths A and Wall S — *Applied Economics* (Financial Times Prentice Hall, 2001) ISBN: 0582025036

Hill B — *The European Union* (Heinemann, 1998) ISBN: 0435332147

Hornby W — *Business Economics* (Financial Times Prentice Hall, 2001) ISBN: 0273646036

Hurl B — *Privatisation and the Public Sector* (Heinemann, 1995) ISBN: 0435330322 Lipsey R — *Principles of Economics* (Oxford University Press, 1999) ISBN: 0198775881

Needham D et al — *Business for Higher Awards* (Heinemann, 1999) ISBN: 0435453149

Parkin M — *European Economics* (Pearson Education, 2002) ISBN: 0201596083

Samuelson P — *Economics* (McGraw Hill, 2001) ISBN: 0071180648

Sloman J — *Economics* (Financial Times Prentice Hall, 2002) ISBN: 0273655744

Journals

British Economy Survey — basic subscription and also single-user electronic and network electronic subscription (YPS Ltd, York)

Harvard Business Review The Economist

Module Title: Research Project

Learning Hours: 60

Description of module

This module is designed to introduce learners to the techniques and methods of research. The module addresses a variety of research methodologies, including the opportunity to carry out interventionist or action research.

Learners will be required to produce a project report based on independent research into an area of professional business practice that interests them and will add to their professional development.

The study should use both primary and secondary sources of information, and should be an exploration of a current major issue. The study undertaken should build on knowledge, skills and understanding that have been achieved in other modules. Tutor approval should be sought before commencing study.

Summary of learning outcomes

To achieve this module a learner must:

1 Prepare a **research proposal** relating to a specified area of business

2 Conduct research using **primary and secondary sources** of information

3 Carry out the **research project** into a specified area of business

4 **Present and evaluate** the findings with regard to the initial proposal.

Content

1 **Research proposal**

Research methodologies: intervention, non-intervention, action research

Hypothesis: definition, suitability, skills and knowledge to be gained, aims, objectives, terms of reference, duration, ethical issues

Action plan: rationale for research question or hypothesis, task dates, review dates, monitoring/reviewing process, strategy

2 **Primary and secondary sources**

Primary: questionnaires — type, layout, distribution, original research data gathered by the learner; interviews, selecting interviewees, bias, verification of data, time, place, style

Secondary:e.g. books, journals, library search, use of IT, internet, media

3 **Research project**

Preparation: identifying ideas/topics/areas of investigation, research question(s), scope and feasibility, hypothesis, literature search, agreeing the process, targets, milestones, action plan, timetable and procedure, monitoring and revision

Methodology: literature search,e.g. library, internet, sector data sources; pure and applied research, developmental, longitudinal, survey, case study, research and development, concepts and theories, terminology, validity and reliability

Qualitative data analysis: interpreting transcripts, coding techniques, categorisation, relationships, trends, use of computers; presentation of data

Quantitative data analysis: coding/values, manual/electronic methods, specialist software; presentation of data,e.g. bar/pie charts, graphs, statistical tables; comparison of variables, trends, forecasting

4 **Present and evaluate**

Presentation:e.g. formal written format, by viva voce or oral presentation, diagrammatic or graphical figures

Methodology: presentation,e.g. IT, audio, visual aids, time, pace; delivery critique of the methods used in the study, recommendations,e.g. using the findings, recommendations for the future, areas for future research

Evaluation: planning, objectives, focus, benefits, difficulties

Criteria: purpose, editing, format, sequencing success, critical analysis, discussion of evidence and findings

Module Title: Business Decision Making

Learning Hours: 60

Description of module

In business, good decision making requires the effective use of information. This module gives learners the opportunity to examine a variety of sources and develop techniques for four aspects of information: data gathering, data storage, and the tools available to create useful information and present it.

Computers are used in business for much of this and thus the appreciation and use of appropriate IT software is central to the completion of this module. Specifically, learners will use spreadsheets and other software for data analysis and the preparation of information. The use of spreadsheets for the manipulation of numbers, and understanding of how to apply the results, are seen as more important than the mathematical derivation of formulae used. They will also gain an appreciation of information systems currently used at all levels in an organisation as aids to decision making

Summary of learning outcomes

To achieve this module a learner must:

1 Use a variety of **sources for the collection of data,** both primary and secondary

2 Apply a range of **techniques to analyse data** effectively for business purposes

3 Produce **information in appropriate formats** for decision making in an organisational context

4 Use **software-generated information** to make decisions at operational, tactical and strategic levels in an organisation.

Content

1 **Sources for the collection of data**

Primary sources: survey methodology, questionnaire design, sample frame, acceptance sampling methods, sample error

Secondary sources: internet research, government and other published data, by-product data

2 **Techniques to analyse data**

Representative values: mean, median, mode, calculation from raw data and frequency distributions and using the results to draw valid conclusions

Measures of dispersion: maximum, minimum, standard deviation for small and large samples; typical uses — statistical processe.g. control, buffer stock levels

Calculation: use of quartiles, percentiles, correlation coefficient

3 **Information in appropriate formats**

Creation and interpretation of graphs using spreadsheets: line, pie, bar charts and histograms

Scatter (XY) graphs and linear trend lines: extrapolation for forecasting — reliability
Use of appropriate presentation software and techniques and report writing

4 **Software-generated information**

Management information systems: computers and information processing tools for operational, tactical and strategic levels of the organisation

Inventory control: economic order quantity, continuous and periodic review, Pareto analysis, material requirements, planning for manufacturing

Project management: networking and critical path analysis, Gantt and Pert charts
Financial tools: indices — discounted cash flow, internal rates of return (IRR function)

Suggested reading

There are a number of textbooks available covering the areas contained within the module. Examples are:

Textbooks

Bedward D — *Quantitative Methods — A Business Perspective 1st Edition* (Butterworth Heinemann, 1999) ISBN: 0750640936

Curwin and S later — *Quantitative Methods for Business Decisions 5th Edition* (Chapman Hall, 2001) ISBN: 1861525311

Schultheis R — *Management Information Systems 4th Edition* (McGraw Hill 1998) ISBN: 0071155481

Smailes J and McGrane A — *Essential Business Statistics* (Pearson Education, 2000) ISBN: 0273643339

Waters D — *Quantitative Methods for Business* (FT Prentice Hall, 2001) ISBN: 027364694X

Module Title: Managing Professional Development

Learning Hours: 60

Description of module

This module is designed to enable learners to assess and develop a range of professional and personal skills in order to promote future personal and career development. The module also aims to develop learners' abilities to organise, manage and practise a range of approaches to improve their performance as self-organised learners, in preparation for work or further career development.

The module emphasis is on the needs of the individual but within the context of how the development of self-management corresponds with effective team management in meeting objectives.

Summary of learning outcomes

To achieve this module a learner must:

1 Undertake responsibility for own **personal and career development**

2 **Evaluate progress** and achievement of personal development and learning targets

3 Develop a range of **interpersonal and transferable business skills**

4 Demonstrate self-managed learning **in a professional context.**

Content

1 **Personal and career development**

Self-appraisal: skills audit, evaluating self-management, leadership and interpersonal skills

Development plan: career and personal development, current performance, future needs, aims, objectives, targets, review dates, achievement dates, learning programme/activities, action plans

Portfolio building: developing and maintaining a personal portfolio

Constructing a CV: writing, maintaining and presenting

2 **Evaluate progress**

Evaluate progress: against original aims, objectives, targets, responding to feedback, resetting aims, objectives and targets

3 **Interpersonal and transferable business skills**

Problem solving: problem analysis, brainstorming, mind mapping, generating solutions, choosing a solution, creative thinking

Verbal communication: effective listening, respect of others' opinions, interviewing techniques, negotiation, persuasion, presentation skills, assertiveness

Time management: prioritising workloads, setting work objectives, using time effectively, making and keeping appointments, working steadily rather then erratically, time for learning, estimating task time (partitionable tasks, non-partitionable tasks)

4 **Self-managed learning**

Targets: aims and requirements, preferences, personal orientation achievement goals, identification of what has to be learnt, dates for achievement

Learning styles: activist, pragmatist, theorist, reflector, Kolb's learning cycle

Effective learning: skills of personal assessment, planning, organisation and evaluation

Online research methods: use of the internet, use of bulletin boards, newsgroups

Assessment of learning: improved ability range with personal learning, evidence of improved levels of skill, learning achievements and disappointments.

Suggested reading

Adair J — *Effective Leadership* (Pan Books, 1988) ISBN: 0330302302

Adair J — *Effective Time Management* (Pan Books, 1989) ISBN: 0330302299

Hartley P — *Interpersonal Communication* (Routledge, 1993)

Dubrin A — *10 Minute Guide to Leadership* (John Wiley & Sons, 1997) ISBN: 0028614062

Glass N — *Management Masterclass: A Practical guide to the New Realities of Business*

(Nicholas Brealey Publishing, 1996) ISBN: 1857881079

Godefroy and Clark — *The Complete Time Management System* (Piatkus, 1990)

ISBN: 0749910445

Jay — *How to Write Proposals and Reports That Get Results* (FT Prentice Hall 2000)

ISBN: 0273622021

Mullins — *Management and Organisational Behaviour* (Pitman Publishing, 1996)

ISBN: 0415013852

Perkins — *Killer CVs and Hidden Approaches* (FT Prentice Hall 2001) ISBN: 027365246X

Module Title: Working with and Leading People

Learning Hours: 60

Description of module

This module develops the knowledge and skills needed to work with and lead people. The module recognises that leadership operates within the internal framework of organisational values, culture, policies and practices. It also recognises that, externally, leadership should meet the requirements of current legislation and ensure ethical and environmentally friendly behaviour.

The module also considers the requirements for recruitment, selection and retention. It examines team working and leadership roles and identifies the work and development needs of individuals in the workplace.

Summary of learning outcomes

To achieve this module a learner must:

1. Explore **recruitment, selection and retention procedures**
2. Understand how to **build winning teams**
3. Evaluate the styles and impact of **leadership**
4. Analyse the **work and development needs of individuals considering performance monitoring and assessment**.

Content

1 **Recruitment, selection and retention procedures**

Procedures: legislation and requirements relating to recruitment and selection; internal and external recruitment processes; selection processes including job descriptions and person specifications, interviewing, use of CVs, assessment centres; diversity issues, including legal requirements and obligations and business and ethical cases regarding diversity; legislation and requirements relating to employment, workers' welfare and rights, health and safety, retention, succession planning

2 **Build winning teams**

Building teams: conflict resolution processes, flexible working practices, theories of team formation, structures and interactions; politics of working relationships, diversity issues within teams, working cultures and practices; promotion of anti-discriminatory practices and behaviours, team building processes, support, supervision, monitoring and evaluation

3 **Leadership**

Theories, *models and styles of leadership and their application to different situations*: impact of leadership styles, theories and practices of motivating, influencing and persuading others, influence of cultural environment within the organisation, differences between leadership and management, leadership power and control, delegation

4 **Work and development needs of individuals considering performance monitoring and assessment**

Identifying development needs, learning styles and processes: supporting individual learning and encouraging lifelong learning, planning, recording, monitoring and evaluating; group development processes and behaviour

Planning, *work orientation and job design*: application of motivation theories and empowerment techniques, communication styles and techniques, delegation techniques and processes, supervision styles, working culture and practices, regulations and codes of practice, diversity issues

Performance monitoring and evaluation: measuring effective performance, providing feedback, appraisal processes, benchmarking performance processes, mentoring and counselling, methods of correcting under-performance, legislation, codes of practice and procedures relating to disciplinary situations, diversity issues, management principles, promotions of anti-discriminatory practices and behaviours

Suggested Reading

Textbooks

Biddle D and Evenden R — *Human Aspects of Management 2nd Edition* (Chartered Institute of

Personnel and Development, 1989) ISBN: 0852923953

Huczynski A and Buchanan D — *Organisational Behaviour An Introductory Text*

(Pearson Higher Education, 2003) ISBN: 0582843219

Maund L — *An Introduction to Human Resource Management: Theory and Practice*

(Palgrave Macmillan, 2001) ISBN: 033391242X

Mullins L — *Management and Organisational Behaviour 6th Edition* (FT Prentice Hall, 2004)

ISBN: 0273651471

Price A — *Human Resource Management in a Business Context 2nd Edition*

(Thomson Learning, 2004) ISBN: 186152966X

Other reading

A daily broadsheete.g. *The Times*, *The Guardian*

Management Today

People Management

Module Title: Managing Activities to Achieve Results

Learning Hours: 60

Description of module

This module focuses on the effective and efficient planning and management of work activities. It provides learners with the knowledge and skills to design, implement and change operational systems to improve their effectiveness and efficiency and to achieve the desired results.

Learners are encouraged to consider the importance and interrelationship of business processes and the implementation of operational plans, together with quality systems and health and safety in achieving satisfactory results.

Summary of learning outcomes

To achieve this module a learner must:

1 Evaluate the importance of **business processes in delivering outcomes based upon business goals and objectives**

2 Develop **plans for their areas of responsibility and implement operational plans**

3 Design and monitor **appropriate systems to ensure quality of product and services**

4 Manage **health and safety in the workplace**

5 Improve **organisational performance.**

Content

1 **Business processes in delivering outcomes based upon business goals and objectives**

Processes and functions: inter-relationships of functions, mission, aims, objectives and culture; principles and models of effective process management; types of business process measures and how to evaluate their suitability

2 **Plans for their areas of responsibility and implement operational plans**

Areas of responsibility: internal and external customers, customer orientation, market research, product development, principles and methods of short- to medium-term planning, PERT, critical path analysis, work flow, prioritising workloads, how to develop SMART objectives, time management, how to analyse and manage risk, how to align resources with objectives

Operational plans: product and service specifications and standards, meeting quality, quantity, time and cost objectives, systemse.g. Just-in-Time, value-added chains, statistical process control, co-ordinating activities, working within organisational constraints and limitations

3 **Appropriate systems to ensure quality of product and services**

Systems: Total Quality Management (TQM), TQM philosophy, principles, methods and techniques; quality systems, quality circles, ISO9000/EN29000, managing and monitoring quality

4 **Health and safety in the workplace**

Health and safety: legislation and regulations relating to health and safety at work, organisational policies and procedures regarding health and safety, risk assessment and monitoring, practical application of regulations, public attitudes and concerns relating to health and safety

5 **Organisational performance**

Organisational performance: principles of models which underpin organisational performance, types of performance measures and how to determine and set them, cost/benefit analysis, risk analysis, the value of a customer-focused culture, the importance of prevention rather than correction, importance of developing a continual improvement culture and how to involve others, planning, proposing, implementing and evaluating change, identifying wider implications of change within the organisation, Business Process Re-engineering (BPR)

Suggested Reading

There are a large number of resources available covering the areas contained within the module. Examples are:

Textbooks

Harrison A et al — *Cases in Operations Management 3rd Edition* (FT Prentice Hall, 2003) ISBN: 0273655310

Naylor J — *Introduction to Operations Management 2nd Edition* (FT Prentice Hall, 2002) ISBN: 0273655787

Oakland J S and Porter L J — *TQM: Text with Cases 3rd Edition* (Butterworth-Heinemann, 2003) ISBN: 0750657405

Slack N et al — *Operations Management* (FT Prentice Hall, 2003) ISBN: 0273679066

Journals/newspapers

A daily broadsheete.g. *The Times, The Guardian, The Financial Times*

Many professional and academic institutions publish journals relevant to this module. Examples are:

Production, Planning & Control

International Journal of Productivity & Performance Management The TQM Magazine

Module Title: Managing Communications, Knowledge and Info

Learning Hours: 60

Description of module

This module recognises that communications do not automatically take place effectively in organisations and thus both information and work-based knowledge is often deficient when decisions are made. This suggests that managers need to look to improve the planning of their communications processes as well as improving their communication skills. It also promotes the need for managers to adopt a more inclusive approach to stakeholders affected by the decisions they make and thus maintains the need for managers to network on a more structured basis. It also suggests that managers need to make the information and knowledge they gain accessible to other parts of the organisation.

This module is designed to develop an understanding of the interaction between communications, knowledge and information. The module also looks at how IT systems can be used as a management tool for collecting, storing, disseminating and providing access to knowledge and information.

Summary of learning outcomes

To achieve this module a learner must:

1 Assess **information and knowledge needs** internally and externally to improve decision making and taking

2 Create strategies to increase **personal networking** to widen involvement in the decision-making process

3 Develop **communication processes** to improve the gathering and dissemination of information and organisational knowledge

4 Design and improve **appropriate systems** for the collection, storage and dissemination of and access to the information and knowledge gathered.

Content

1 Information and knowledge needs

Sources: internal and external, primary and secondary, formal and informal, team workers, customers and other stakeholders

Types: qualitative and quantitative, tacit and explicit, official and unofficial, policy and opinion

2 Personal networking

Sources: stakeholders and useful contacts, internal and external *Methods:* formal, informal

Strategies: formal and informal, direct or via media, relating and interacting trust and confidentiality, forming business relationships, decision making and decision taking

3 **Communication processes**

Types: meetings and conferences, workshops and training events, internet and email, written, telephone, video conferencing one-to-one meetings

Approaches: structured and coordinated, planned, formal and informal

Strategy: advantages, disadvantages; informal, face-to-face, formal in writing, emotional, intelligence

4 **Appropriate systems**

Type: hard and soft, websites and mailings, access and dissemination

Style: trends and patterns, diagrams and text, consistent and reliable, current and valid; legal and confidential

Suggested reading

There are a large number of textbooks available covering the areas within the module.

Avgerou C — *Information Systems and Global Diversity* (Oxford University Press, 2003) ISBN: 0199240779

Boddy D, Boonstra A and Kennedy G — *Managing Information Systems; An Organizational Perspective* (FT Prentice Hall, 2002) ISBN: 0273655957

Kovacic B — *New Approaches to Organizational Communication* (State University of New York Press, 1994) ISBN: 0791419185

Little S, Quintas P and Ray T — *Managing Knowledge: An Essential Reader* (Sage Publications, 2002) ISBN: 0761972137

McKenzie J and van Winkelen C — *Understanding the Knowledgeable Organisation* (Thomson Learning, 2004) ISBN: 1861528957

Preston P — *Reshaping Communications* (Sage Publications, 2001) ISBN: 0803985630 Quirke B — *Communicating Corporate Change* (McGraw-Hill, 1996) ISBN: 0077093119

Stewart T A — *Intellectual Capital: The New Wealth of Organisations* (Nicholas Brealey Publishing Ltd, 1998) ISBN: 1857881834

Module Title: Business Strategy

Learning Hours: 60

Description of module

The aim of this module is to develop learners' abilities to evaluate and select strategies appropriate to business organisations. This will involve an analysis of the impacts of the external operating environment and the need to plan organisational strategies to ensure effective business performance.

Summary of learning outcomes

To achieve this module a learner must:

1 Analyse how the business environment is considered in **strategy formulation**

2 Understand the process of **strategic planning**

3 Examine approaches to **strategy evaluation and selection**

4 Analyse how **strategy implementation** is realised.

Content

1 **Strategy formulation**

Strategic contexts and terminology: role of strategy, missions, visions, strategic intent, objectives, goals, core competencies, strategic architecture, strategic control

Stakeholder analysis: stakeholder significance grid, stakeholder mapping

Environment auditing: political, economic, socio-cultural, technological, environmental and legal analysis (PESTEL), Porter's 5 force analysis, the threat of new entrants, the power of buyers, the power of suppliers, the threat of substitutes, competitive rivalry and collaboration

Strategic positioning: the Ansoff matrix, growth, stability, profitability, efficiency, market leadership, survival, mergers and acquisitions, expansion into the global market place

The organisational audit: benchmarking, SWOT analysis, product positions, value-chain analysis, demographic influences, scenario planning, synergy culture and values

2 **Strategic planning**

Strategic thinking: future direction of the competition, needs of customers, gaining and maintaining competitive advantage, Ansoff's growth-vector matrix, portfolio analysis

Planning systems: informal planning, top-down planning, bottom-up planning, behavioural approaches

Strategic planning issues: impact on managers, targets, when to plan, who should be involved, role of planning

Strategic planning techniques: BCG growth-share matrix, directional policy matrices, SPACE, PIMS

3 **Strategy evaluation and selection**

Market entry strategies: organic growth, growth by merger or acquisition, strategic alliances, licensing, franchising

Substantive growth strategies: horizontal and vertical integration, related and unrelated diversification

Limited growth strategies: do nothing, market penetration, market development, product development, innovation

Disinvestment strategies: retrenchment, turnaround strategies, divestment, liquidation *Strategy selection:* considering the alternatives, appropriateness, feasibility, desirability

4 **Strategy implementation**

The realisation of strategic plans to operational reality: communication — selling the concepts, project teams, identification of team and individual roles, responsibilities and targets, programme of activities, benchmark targets at differing levels of the organisation

Resource allocation: finance, human resources, materials, time

Review and evaluation: an evaluation of the benchmarked outcomes in a given time period of corporate, operational and individual targets

Suggested reading

There are a large number of textbooks available covering the areas contained within the module. Examples include:

Textbooks

HNC/HND BTEC Business Course Book, Core Unit 8 Business Strategy (BPP Publishing, London, 2000) ISBN: 0751770388

Coulter M — *Strategic Management 2nd Edition* (Prentice Hall, 2001) ISBN: 0130400068

Johnson G and Scholes K — *Exploring Corporate Strategy* (Prentice Hall, 2002) ISBN: 0273651129

Lynch R — *Corporate Strategy* (Prentice Hall, 1999) ISBN: 0273643037 Thompson J L — *Understanding Corporate Strategy* (Thomson Learning, 2001)

ISBN: 1861527551

Newspapers

The Financial Times and other quality newspapers

Module Title: Common Law

Learning Hours: 60

Description of module

The aim of this module is to provide an introduction to the law of contract, with a particular focus on the formation and operation of a business contract. Learners are encouraged to explore the contents of such an agreement and, in particular, to appreciate the practical application of standard-form business contracts. Additionally, the module enables learners to understand how the Law of Tort differs from the law of contract and examines the Tort of Negligence and issues of liability pertinent to business.

Summary of learning outcomes

To achieve this module a learner must:

1 Understand the **essential elements of a valid** and legally binding **contract** and its role in a business context

2 Explore the significance of **specific terms in a business contract**

3 Examine the role of the **Law of Tort in business activities** assessing **particular forms of tortious liability**

4 Understand and apply the **elements of the Tort of Negligence.**

Content

1 **Essential elements of a valid contract**

Essential elements: types of contractual agreements and their application in business; the making of a valid offer and its unconditional acceptance; the essential existence of a clear and unambiguous intention supported by sufficient consideration; the parties to the agreement possessing the necessary capacity and being privy to the agreement

2 **Specific terms in a business contract**

Specific terms: contents of a valid agreement and standard form business contracts; comparative analysis of express and implied terms; the effects of the breach of a condition, warranty or an innominate term; the legal effect on the agreement of the incorporation of an exemption clause

3 **The Law of Tort in business activities and particular forms of tortious liability**

The Law of Tort: fundamental aspects of tort; tortious liability and business operations; advantages of using tortious, as opposed to contractual, remedies

Types of tortious liability: the tortious liability of occupiers, employer's liability including vicarious liability for employees, health and safety issues, strict liability, difficulties of practical application

4 **Elements of the Tort of Negligence**

Negligence: the nature and scope of the duty of care and the standard of care; breach of duty, issues of causation and remoteness of damage

Suggested Reading

There are a large number of resources available covering the areas contained within the module. Examples are:

Textbooks

Atiyah P S — *Introduction to the Law of Contract* (Clarendon Press, June 1995) ISBN: 0198259530

Beale/Bishop and Furmston — *Contract — Cases and Materials* (Butterworth, October 2001) ISBN: 040692404X

Cheshire/Fifoot and Furmston — *Law of Contract* (Butterworth, October 2001) ISBN: 0406930589

Cooke J — *Law of Tort* (Prentice Hall, May 1997) ISBN: 0273627104

Elliott and Quinn — *Contract Law* (Longman, December 2002) ISBN: 0582473306

Elliot and Quinn — *Tort Law* (Longman, July 1997) ISBN: 05824381 1X

Harvey and Marston — *Cases and Commentary on TORT* (Prentice Hall, 2000) ISBN: 0582423511 NB: Will be republished 2004 (5th Edition ISBN: 0406971382)

Hodgson J and Lewthwaite J — *Law of Torts* (Blackstone, October 2001) ISBN: 1841742759

Jones M — *Textbook on Torts* (Oxford University, August 2002) ISBN: 0199255334

Pannett A — *Law of Torts* (Prentice Hall, March 1997) ISBN: 0712110704

Treitel G — *Law of Contract* (Sweet & Maxwell, June 2003) ISBN: 042 178850X

Young M — *Cases and Commentary in Contract Law* (Prentice Hall, June 1997) ISBN: 0273625705

Journals

Law Society Gazette New Law Journal

Module Title: Marketing Planning

Learning Hours: 60

Description of module

This module will consolidate and integrate previous knowledge and understanding of marketing and enable the learner to apply and evaluate analytical tools in the development of marketing plans. Upon completion, learners will be able to understand the planning needs of organisations, present a marketing plan to meet target market needs, and achieve specified strategic marketing objectives.

Summary of learning outcomes

To achieve this module a learner must:

1 Compile **marketing audits**

2 Examine the main **barriers to marketing planning**

3 Formulate a **marketing plan** for a product or service

4 Examine **ethical issues** in marketing.

Content

1 **Marketing audits**

Changing perspectives: changing perspectives in marketing planning, market-led strategic change

Assessment of capability: evaluate issues relating to the aspects of competing for the future and balancing strategic intent and strategic reality

Organisational auditing: evaluating and coming to terms with organisational capability: balancing strategic intent and strategic reality, the determinants of capability, managerial, financial, operational, human resource and intangible (brand) capability, approaches to leveraging capability, aspects of competitive advantage

Environmental auditing: approaches to environmental analysis, the identification and evaluation of key forces using the PEST framework, the implications for marketing planning of different environmental types, Porter's five forces, identifying the organisation's competitive position and relating this to the principal opportunities and threats, market, product and brand life-cycles

2 **Barriers to marketing planning**

Barriers: objective/strategy/tactics confusion, isolation of marketing function, organisational barriers, organisational culture, change management, ethical issues, McDonald's 'Ten S' approach

3 **Marketing plan**

The role of marketing planning in the strategic planning process: the relationship between corporate objectives, business objectives and marketing objectives at operational level; the planning gap and its impact on operational decisions

The strategic alternatives for new product development: an overview of the marketing planning process, SWOT, objectives in differing markets, products and services, product modification through to innovation, evaluation of product and market match, use of Ansoff matrix in NPD and meeting customer needs, product failure rates and implications for screening ideas against company capabilities and the market, product testing, test marketing, organisational arrangements for managing new product development, unit costs, encouraging and entrepreneurial environment, the importance of celebrating failure

Pricing policy: price taking versus price making, the dimensions of price, approaches to adding value, pricing techniques — cost-based versus market-oriented pricing; the significance of cash flow, the inter-relationships between price and the other elements of the marketing mix, taking price out of the competitive equation

Distribution: distribution methods, transport methods, hub locations and distribution centres, choice of distribution medium to point-of-sale, distribution and competitive advantage

Communication mix: evaluation of promotional mix to influence purchasing behaviour, media planning and cost, advertising and promotional campaigns and changes over the PLC, field sales planning

Implementation: factors affecting the effective implementation of marketing plans, barriers to implementation and how to overcome them, timing, performance measures — financial, non-financial, quantitative, qualitative; determining marketing budgets for mix decisions included in the marketing plan; methods of evaluating and controlling the marketing plan; how marketing plans and activities vary in organisations that operate in virtual marketplace

4 **Ethical issues**

Ethical issues in marketing: ethics and the development of the competitive stance, different perspectives on ethics across nations, ethical trade-offs and ethics and managerial cultures

Ethics of the marketing mix: management of the individual elements of the marketing mix

Product: gathering market research on products, identification of product problems and levels of customer communication, product safety and product recall

Price: price fixing, predatory pricing, deceptive pricing, price discrimination

Promotion: media message impact, sales promotion, personal selling, hidden persuaders and corporate sponsorship

Distribution: abuse of power — restriction of supply *Counterfeiting:* imitation, faking, pre-emption, prior registration

Consumer ethics: warranty deception, misredemption of vouchers, returns of merchandise, recording of music and videos, software copying, false insurance claims

Suggested Reading

There are a number of resources available covering the areas contained within the module. Examples are.

Textbooks

Dibb S et al — *Marketing: Concepts and Strategies 4th Edition* (Houghton Mifflin, 2001) ISBN: 0395962447

Fifield P — *Marketing Strategy 2nd Edition* (Butterworth Heinemann, 1998) ISBN: 075063284

Hatton A — *The Definitive Guide to Marketing Planning* (FT/Prentice Hall, 2000) ISBN: 0273649329

McDonald M — *Marketing Plans: How to Prepare Them, How to Use Them 5th Edition* (Butterworth Heinemann, 2002) ISBN: 0434912301

Journals and newspapers *Campaign*

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

Harvard Business Review

Journal of Marketing

Journal of Marketing Management

Journal of Services Marketing

Marketing

Marketing Business

Marketing Review

Marketing Week

Module Title: Human Resources Management

Learning Hours: 60

Description of module

This module provides an introduction to the concepts and practices of human resource management within the United Kingdom. The aim of the module is to provide an understanding of the human resource management role and function within the key areas of resourcing, reward, development and relations.

Summary of learning outcomes

To achieve this module a learner must:

1 Investigate the traditional view of **personnel management and the new approach of human resource management**

2 Evaluate the **procedures and practices used for recruiting and selecting suitable employees**

3 Establish the effectiveness of **principles and procedures for monitoring and rewarding the employee**

4 Explore **rights and procedures on exit** from an organisation.

Content

1 **Personnel management and the new approach of human resource management**

The nature and development of personnel management and human resource management: historical development of personnel management; the change in context which has led to the term human resource management

The roles and tasks of the human resource management function: the range of tasks and activities of the human resource management practitionere.g. recruitment and selection, payroll administration and reward management, training and development and performance management and employee relations; the changing roles of human resource specialistse.g. the move from reactive/welfare to proactive/strategic and increasing requirement to work in partnership with the business; the involvement of line managers in human resource practicese.g. selection, disciplinary handling, absence management, coaching and appraising

2 **Procedures and practices used for recruiting and selecting suitable employees**

Human resource planning: definition, purpose, processes and stages involved, the types of data needed as a basis for human resource planning, limiting factorse.g. supply and demand for labour

The systematic approach to recruitment: recruitment policies, recruitment procedures, job analysis, job description, person specification, recruitment methods and media including design of application form

The systematic approach to selection: aims and objectives of the selection process; the interview — advantages and disadvantages, interviewer skills and questioning techniques; alternative selection methods to supplement the interviewe.g. assessment centres, psychological testing, work simulations, references

The legislative framework and benchmark evidence guiding the recruitment and selection process: reference to Sex Discrimination Act (1975), Race Relations Act

(1976), Equal Pay Act (1970), Disability Discrimination Act (1995); exploration of a range of organisational approaches to recruitment and selection highlighting 'best practice'

3 **Principles and procedures for monitoring and rewarding the employee**

Reward management: the process of job evaluation and the main factors determining pay, different types of reward systems, the relationship between motivation theories and reward, approaches to monitoring and managing performance

4 **Rights and procedures on exit**

Tribunals: role, composition, powers and procedure

Dismissal: wrongful, unfair, justified

Termination of employment: resignation, retirement, termination of contract *Redundancy:* definition, procedures, selection, redeployment, retraining *Management of exit:* procedures, notice, counselling, training

Suggested Reading

There is a wide range of resources which cover the areas contained in the module. Examples are:

Textbooks

Armstrong M — *A Handbook of Human Resource Practice* (Kogan Page, 2001) ISBN: 0749433930

BPP — *Business Basics: Human Resource Management 2nd Edition* (BPP Publishing, London, 1997) ISBN: 0751720763

Corbridge M and Pilbeam S — *Employment Resourcing* (FT Prentice Hall, 1998) ISBN: 0273625276

Dransfield R/Howkins S/Hudson F and Davies W — *Human Resource Management for Higher Awards* (Heinemann, 1996) ISBN: 0435455281

Foot, M and Hook, C — *Introducing Human Resource Management 3rd Edition* (FT Prentice Hall, Harlow, 2002) ISBN: 0273651439

Torrington D/Hall L and Taylor S — *Human Resource Management 5th Edition* (FT Prentice Hall, Harlow, 2002) ISBN: 027364397

Journals and newspapers

Human Resource Management Journal

People Management

Personnel Review

Personnel Today

The Guardian and any other quality broadsheet newspapers

Training

Module Title: Introduction to the Internet and E-Business

Learning Hours: 60

Description of module

This module introduces the learner to the scope of e-business and the benefits it offers to an organisation through the different business models. It also provides sufficient understanding of internet technology for learners to appreciate the potential, and the limitations, of using the internet for business. The features of good website design (ease of navigation, speed) are also covered.

Summary of learning outcomes

To achieve this module a learner must:

1 Explain the **scope of e-business**

2 Describe **how the internet works**

3 Differentiate between **e-business models**

4 Investigate features of good **website design.**

Content

1 **Scope of e-business**

Definitions: the internet, the worldwide web (www) intranets, extranets, e-business and e-commerce and the distinction between business-to-consumer (B2C) and business-tobusiness (B2B) transactions

Benefits to businesses: why a company should have a web presence, how the use of internet technology can reduce transaction costs

Trust for e-business: the risks of conducting business through the internet, the importance of trust for e-business transactions

Security and data protection: how security and data protection play an important part in e-business

Nature of communication: difference between mass communication (one-to-many), personal communication (one-to-one) and internet communication (many-to-one and many-to-many)

2 **How the internet works**

Internet technology: the importance of agreed non-proprietary standards, how messages are transferred across the global communications network using packet switching, TCP/IP, FTP, HTTP, POP, IMAP and the use of URLs, bandwidth as a measure of capacity; why this is an important consideration

Introduction to HTML: the main features of HTML as the language of the www, defines format of the information and how it is presented, but not its content as in EDI; (Elements (<Tags>)) — head, body, title, break, headings, forms, paragraphs, lists, tables, links and images); highlight the number of software packages available to users who can now build pages without learning HTML brief overview of XML

Clients, servers and browsers: the functions of servers and clients and use of two-tier and three-tier architectures, the role of the browser to interpret the HTML and present the data

to fit the user's computer screen, the way information is presented varies according to user's screen size and set-up

Intranets and extranets: the differences between the use of the internet, an intranet and an extranet, explain how they can improve security

3 **E-business models**

The five business models: the different ways in which the internet may be used to generate revenue by supporting the sale of a product, or servicee.g. CDs, flights; supplying electronic information, or media servicese.g. reports or music; charging per transaction for the provision of a servicee.g. airline booking; charging a subscription for an information servicee.g. news; advertising revenue, from an attractive website

4 **Website design**

Search engines: to find specific information on the internet (the logic of structuring search questions using venn diagrams) and identify the elements of a web page that may be used by search engines (head — title, description, keywords; body — content and links)

Attractive web pages: the design features that make a web page attractive to the visitor ie speed, attractive page layout, colour scheme, pictures and links, clear and informative, consistent with image of the business (brand), builds trust, encourages visitor to return

Website usability: what makes a website easy for the visitor to use (meets needs of different stakeholders, good website navigation, availability in different languages to suit the visitor); what legal requirements must be met (disabled user —e.g. visually impaired and colour blind)

Suggested reading

There are a number of resources available covering the areas contained within the module. Examples are:

Newspapers

The Guardian Online — supplement (available with the Thursday edition of *The Guardian* newspaper)
The Sunday Times — the Doors supplement

Module Title: Project Management

Learning Hours: 60

Description of module

The aim of this module is to provide a basic knowledge of project management principles, methodologies, tools and techniques that may be used in any industry, the professions and the public sector. Organisational and human resource factors are also included.

Learners will develop an understanding of what constitutes a project and the role of a project manager. They will be able to analyse and plan the activities needed to carry out the project, including how to set up a project, how to control and execute a project, and how to carry out project reviews. Learners will also understand how the project fits into the company or other organisational environment.

Summary of learning outcomes

To achieve this module a learner must:

1 Investigate **project management principles**

2 Examine project **organisation and people**

3 Examine project processes and procedures**.**

Content

1 **Project management principles**

Project management: principles of projects, project management and the role of the project managere.g. management of change, understanding of project management system elements and their integration, management of multiple projects, project environment and the impact of external influences on projects; identification of the major project phases and why they are required, an understanding of the work in each phase, the nature of work in the lifecycles of projects in various industries

Success/failure criteria: the need to meet operational, time and cost criteria, and to define and measure successe.g. develop the project scope, product breakdown structure (PBS), work breakdown structure (WBS), project execution strategy and the role of the project team; consideration of investment appraisale.g. use of discount cash flow (DCF) and net present value (NPV); benefit analysis and viability of projects; determine success/failure criteria, preparation of project definition report, acceptance tests

Project management systems: procedures and processes, knowledge of project information support (IS) systems, how to integrate human and material resources to achieve successful projects

Terminating the project: audit trails, punch lists, close-out reports and post-project appraisals; comparison of project outcome with business objectives

2 **Organisation and people**

Organisational structure: functional, project and matrix organisational structurese.g. consideration of cultural and environmental influences, organisational evolution during the project lifecycle; job descriptions and key rolese.g. the project sponsor, champion, manager, integrators; other participantse.g. the project owner, user, supporters, stakeholders

Control and co-ordination: the need for monitoring and controle.g. preparation of project plans, planning, scheduling and resourcing techniques, use of work breakdown structure to develop monitoring and control systems, monitoring performance and progress measurement against established targets and plans, project reporting, change control procedures

Leadership requirements: stages of team developmente.g. Belbin's team roles, motivation and the need for team building, project leadership styles and attributes; delegation of work and responsibility, techniques for dealing with conflict, negotiation skills

Human resources and requirements: calculation, specification and optimisation of human resource requirements, job descriptions

3 **Processes and procedures**

Project management plans: the why, what, how, when, where and by whom of project managemente.g. contract terms, document distribution schedules, procurement, establishing the baseline for the project

Project organisation: the product breakdown structure (PBS) and the work breakdown structure (WBS), project execution strategy and the organisation breakdown structure (OBS),e.g. preparation of organisation charts, task responsibility matrix, statement of work (SOW) for project tasks

Scheduling techniques: relationship between schedules, OBS and WBS, bar charts, milestone schedules, network techniques, resourcing techniques, computer-based scheduling and resourcing packages, project progress measurement and reporting techniques, staffhours earned value and progress 'S' curves, critical path analysis and reporting, milestone trending

Cost control: cost breakdown structuree.g. types of project estimate, resources needed, estimating techniques, estimating accuracy, contingency and estimation, bid estimates, whole-life cost estimates, sources of information, cost information sensitivity, computerbased estimating

Techniques: allocation of budgets to packages of work, committed costs, actual costs, cash flow, contingency management

Performance: cost performance analysise.g. budgeted cost for work scheduled (BCWS) budgeted cost for work performed (BCWP); concept of earned value, actual cost of work performed (ACWP), cost performance indicators

Change control: the need for formal control of changese.g. project impact of changes, principles of change control and configuration management; changes to scope, specification, cost or schedule; change reviews and authorisation, the formation of project teams, project initiation and start-up procedures

Suggested reading

This is a practical module and textbook materials should be used for reference purposes only There are a number of textbooks available covering the areas contained within the module. Examples are.

Textbooks

Buttrick R — *Project Workout 2nd Edition* (Financial Times Prentice Hall, 2000) ISBN: 027364436X

Lock D — *Project Management 8th Edition* (Gower Publishing, 2003) ISBN: 0566085518

Lock D — *The Essentials of Project Management 2nd Edition* (Gower Publishing, 2001) ISBN: 0566082241

Smith N J — *Project Cost Estimating* (Thomas Telford Publications, 1995)

Smith K — *Project Management and Teamwork 2nd Edition* (McGraw Hill, 2003) ISBN: 0071216332

Turner J R — *The Handbook of Project-Based Management 2nd Edition* (McGraw Hill, 1998) ISBN: 0077091612

Section 5: Assessment

5.1 Assessment Methods

The exact requirements will be specified in the assessment instructions provided with each assessment. Assessment instructions will be released via iLearn. Assessment methods are varied and two modules will each be subject to an examination.

The assignments instructions will contain the following:

1. A top-sheet detailing: Module number, Module level, Assignment title and No. and Learning outcomes
2. The indicative content of the assignment, i.e. what you will have learnt upon completion.
3. A scenario or background preferably related to the application of the student's own working experience/environment.
4. An assignment brief/tasks detailing what the candidate needs to do.
5. Student Guidelines where applicable to assist candidates in their understanding of the exact requirements of the assessment.
7. A submission hand-in date.
8. Specific performance criteria contextualised against the grading structure.

5.2 Higher Nationals Grading Structure

Modules and exams are assessed as **pass**, **merit, distinction** or refer.

A **pass** grade is achieved by meeting all the requirements defined in the assessment criteria for each module. Merits and distinctions are achieved as outlined below:

Merit	Distinction
In order to achieve a merit, students must: ▪ Identify and apply strategies to find appropriate solutions. ▪ Select/design and apply appropriate methods/techniques. • Present and communicate appropriate findings	In order to achieve a distinction, students must: ▪ Use critical reflection to evaluate own work and justify valid conclusions. ▪ Take responsibility for managing and organising activities ▪ Demonstrate convergent, lateral and creative thinking

Note: The grade descriptors listed above are for grading the total evidence produced for each module and as a result will be contextualised and incorporated into the design of the assessment activity/ies. In addition some assessments will not warrant the use of all the merit or distinction grade descriptors. <u>The above table is therefore for guidance only</u>.

Students who do not meet all the requirements defined in the assessment criteria for each module will be deemed to have failed. Referred modules may be retaken, but the award will be assessed only to either pass or refer.

5.3 Procedures

The assessment procedures reinforce your learning, as well as testing it. In the language of evaluation, there is *formative* assessment, which helps you with your learning and *summative* assessment, which enables us and you to make a judgement, at a particular time, about your knowledge and skills, as shown in written assignments, tests and examinations.

We make clear to you the standards, which RDI and Edexcel requires, and the criteria by which we operate, so that you can, as the course progresses, develop your understanding of the requirements. We give you feedback on your assignments, together with the grade awarded.

5.4 Examinations

Examinations are two and a half hours long.

Each exam will be awarded a distinction, merit, pass or refer. Students who receive a refer result will be allowed the opportunity to re-sit an exam at the next or subsequent examination period. A new exam paper will be issued and the candidate will only be able to achieve either a pass or refer. For further details about reassessment, please see the relevant section later in this handbook.

5.5 Registering to Take Coursework Assignments

The programmes are designed to be as flexible as possible, so you can study in your own time and at your own pace, ensuring your study fits into your life pattern.

There are four assessment points during each calendar year: February, May, August and November. You are normally required to undertake assessment in a module at one of these assessment opportunities. A maximum of three assessments may be taken at each assessment period.

You must register to take each assessment in a module a minimum of six weeks prior to the assessment submission date. **It is your responsibility to register to take each assessment yourself.** If you fail to do so you will not be permitted to take the assessment and any work submitted will not be marked.

To register for an assessment, you must complete an *Intent to Submit* (ITS) form, The ITS form can found on each module page on ilearn.

Resubmissions
If your Intent to Submit is for a module that previously received a “refer” grade (that is a re-submission), a payment of £50 must be made to RDI for that re-submission.

Payments should be made online at http://payments.rdi.co.uk. Once payment has been received you will be issued with a code to include on your Intent to Submit form.

Resubmitted assessments will not be accepted or marked unless payment has been made

5.6 Registering to take an examination

Students are required to register to take an examination in a module a minimum of six weeks prior to the date of the exam. To register for your exam you must complete an *Intent to Submit* (ITS) form. The ITS form can found on each module page on ilearn.

When completing your ITS form, please ensure you clearly mark details of the venue where you wish to take your examination and that you include the appropriate examination fee (please see section 5.4 below).

Cost of Examinations

Students can register to take their exams at one of the following RDI venues at no additional cost by contacting the Examination Officer at exams@rdi.co.uk.

Coventry Venue (full details to be confirmed by the Examination Officer)

Hong Kong
Students registered via RDI Hong Kong can arrange to take their examination at the RDI Hong Kong Office free of charge – to do this please annotate your venue on the Intent to Submit form as RDI HK.
RDI Management Learning
7th Floor
South China Building
1-3 Wyndham Street
Central
Hong Kong

***An additional fee will apply to all examinations undertaken at any other venue, as detailed below.**

UK Special Centres
If you are in the UK but are unable to take your examination at one of the above-mentioned venues, you may organise a more convenient venue to take the examination. Students will be responsible for identifying and arranging the local venue. Venues must be a registered College or University that is approved to facilitate Distance Learning examinations.
Students will also be responsible for paying venue charges directly to the venue. Charges are set by the venue and will therefore vary.
Once you have identified a venue, you will need to provide the Exams Team with details so quality assurance checks can be undertaken. Details should include the main contact person, email address, telephone number, postal address and website of the venue.

RDI will contact the venue to confirm the examination arrangements and dispatch of the examination documents.

North America/Caribbean Special Centres

Students will be responsible for identifying and arranging the local venue. Venues must be either a British Council or a registered College or University that is approved to facilitate Distance Learning examinations.

Students will also be responsible for paying charges directly to the venue. Charges are set by the venue and will therefore vary.

Once you have identified a venue, you will need to provide the Exams Team with details so quality assurance checks can be undertaken. Details should include the main contact person, email address, telephone number, postal address and website of the venue.

RDI will contact the venue to confirm the examination arrangements and dispatch of the examination documents.

Special Centres Elsewhere

If you are located elsewhere in the world, you should make arrangements to take your examination at your nearest British Council offices. Once you have agreed the arrangements with your local British Council, you will need to provide the details of the venue on your Intent to Submit form. Details should include the main contact person, email address, telephone number, postal address of the venue and website

Students will be responsible for paying British Council charges directly to the venue

RDI will contact the venue to confirm the examination arrangements and dispatch of the examination documents

5.7 Assignments

The skills that you employ in your studies, and in writing assignments, are not simply a set of academic skills, which are relevant only to doing coursework, but are 'job skills'.

As a Higher National student, you need to develop coherent arguments, which reflect an understanding of the matters in hand; use tools and techniques appropriately and accurately; base your assertions and ideas upon evidence; be original and creative. The processes you use are the everyday processes of management, employed in a particular situation. So, in writing assignments, you should bring to bear the lessons about reasoning, thinking, reading and note-taking, communicating, handling information, using charts, diagrams and numbers, project management, problem-solving, writing and presenting, all of which are part of the course.

You should keep any relevant assignment in mind as you study, and at least start collecting ideas from the moment you begin the relevant study modules. You may want to do the assignment in parallel with your study; or you might prefer to leave it until the end of the module. It depends on your own learning and management style, and on the circumstances, as well as the nature of the assignment. As in life and business, **you leave it all to the last minute at your peril!**

You will be given clear instructions on each assignment question as to the length of your answer. If you fail to supply an adequate answer to a question, your marks for that assignment will be reduced. It is essential that you attempt all assignments and that you answer all questions.

5.8 Assignment Guidelines

1 Read the assignment questions thoroughly and identify key words and points of issue.

2 Formulate a draft assignment plan featuring the main headings and sub-headings of the assignment.

3 Ensure you have good paragraphs of introduction and conclusion with a bibliography reflecting research sources.

4 Produce a contents list at the commencement of the assignment.

5 The assignment must be in English and preferably typed with each page numbered. Appendices may be included to feature tabulations and other specified relevant data.

6 The sequence of points discussed in the assignment should be logical.

7 The text should be a rational and analytical commentary. Assignments full of assertions and opinions will receive poor (even referred) grades. Logical and well-reasoned arguments will receive high grades. Avoid checklists and any slang language. Summary lists should be fully explained in the text. Ideally use shorter sentences rather than longer sentences. Overall the assignments should have a strategic focus. It should be professionally presented and, where appropriate, be illustrated by examples drawn from your own experiences.

8 All research data used should be referenced in the text and the bibliography.

9 The assignment must represent all your own work and not extracts without acknowledgement from research sources or colleagues/students. Assignments, which copy material from the module or textbooks without acknowledgement, will be given a Refer grade. Do **NOT** copy **any** material from a fellow students' assignment. **BOTH** assignments will be given a Refer grade so don't give your assignment to another student.

10 Keep to the terms of the assignment and do not introduce irrelevant information. Answer the question set not the one you wish had been set.

11 Ensure the assignment is completed by the date specified and has the required number of words.

5.9 Assignment Structure

Structures will vary but to help create a coherent and logical structure, use the following as a guide:

1 **Introduction -** Introduce the topic of study including clear objectives and state what you are hoping to achieve.

2 **Findings/Discussion -** This is the main section of the report, which should be used to communicate the main points of your argument. There is no set format for layout but the easier it is to read the better. As a result, include sub-headings where appropriate.

3 **Conclusion/Summary -** This section should be used to base firm and relevant concluding points based upon your findings and is a means of 'tying in' all your key points.

4 **Recommendations -** Where appropriate, make recommendations as a direct result of the points raised in your **conclusion/summary**.

5 **References -** Refer to the Guide to Referencing in Section 6

6 **Bibliography -** All texts used to help support and structure your argument should be cited using the Harvard System. Refer to Section 2 – 2.3 Guide to Referencing.

7 **Appendices -** To include any supplementary information.

5.10 Report Structure

Use the guide below for the effective structuring of formal reports:

1 **Title Page** - Specify the title of the report, who wrote the report and for whom it is intended.

2 **Summary of Major Findings** - This should be clear and understandable.

3 **Introduction and Terms of Reference -** A clear statement about why the report is necessary.

4 **Procedure -** A methodology for investigation with a clear justification of why a particular procedure/s were chosen.

5 **Findings**

6 **Conclusions/Summary**

7 **Recommendations**

8 **Bibliography**

9 **Appendices**

5.11 Assignment Submission

Assignments will normally be submitted electronically via ilearn. . You can find instructions on how to submit your work in the Guide to Submitting an Assessment document in your induction module.

When you are ready to submit your assignment, go to the Assignment area on ilearn and follow the on-screen instructions.

If you know of a reason why you will not be able to submit your assignment electronically via ilearn, please contact your Student Support Team immediately to arrange an alternative submission method.

By submitting your assignment you will be agreeing to the Student Assignment Declaration, which confirms the submitted work is your own. You will also be agreeing for your work to be scanned through RDI's plagiarism detection system. It is RDI's policy to scan all assessments through the Turnitin plagiarism detection system.

Before your assignment submission deadline, you can use Turnitin for yourself to help you avoid an allegation of plagiarism being made against you. If you submit your work in advance of the deadline Turnitin will generate an originality report that gives a percentage mark to identify the originality of the piece of work, and you can use this report to assist you in presenting satisfactory work for marking. However, please note that if your assessment is uploaded for a second time e.g. after amendments are made, it will take 24 hours for the Turnitin report to update.

For instructions on how to view the Turnitin originality report for your draft assessment, please refer to the Guide to Submitting an Assessment document. Once the assignment deadline has elapsed your submission will be final and your tutor will use the originality report to assist with the marking of your work.

5.12 Submission Format

Word Process

We expect that, unless previously agreed, you will submit assignments in word-processed form.

Identify it

All sheets must have your name, ID number and page number clearly shown. In addition, you should include a word count on your front page.

Space it

We advise you to submit word-processed work at least one-and-a-half spaced, with wide margins.

5.13 Deadlines

Submission dates are **printed on each assignment brief.** Please ensure that you submit your assignment to RDI on or before the date stated on the assignment brief.

Failure to submit your assessment on the specified deadline will mean that your assignment will not be accepted.

Candidates who do not meet assignment deadlines will be required to complete **a new assignment question**. It will not be appropriate for them to submit their original assignment. It is the **responsibility of the student** to ensure that if they have not met an assignment deadline, they complete the appropriate new assignment question.

Students should be warned that RDI take this point very seriously and that those who do find themselves in this situation must liaise with RDI directly to ensure that they submit the appropriate assignment. **Assignments received by RDI after the final closing date will be returned to the candidate unmarked and their records will indicate a refer grade.**

5.14 Notification of Assignment Grades

RDI normally returns marked feedback sheets and provisional grade direct to candidates, or via their local resource centre, within six weeks from the official submission date. The earliest a student will receive the marked feedback sheets and provisional grades is four weeks from the published assignment deadline date.

5.15 Results

The RDI internal moderators and Assessment Board will moderate all students' work prior to final awards being made. The function of the Assessment Board is to ensure that standards are consistent and the board has the right to scrutinise all course materials, assignments, projects and other issues relevant to the assessment of a student's performance before ratification of grades.

5.16 Failed Assessments

If your assessment in a module is referred (i.e. you do not achieve a pass grade), at the discretion of the Examining Board you may be permitted up to three further attempts to redeem the failure in each module. The maximum grade that can be awarded for a re-assessment is the minimum pass only. If you fail a module at your final attempt, you will have no further assessment opportunities in that module and will be withdrawn from the programme.

If you do not achieve a pass grade in a module that is assessed by assignment and you are granted a reassessment opportunity, you will normally be given the opportunity to re-work and re-submit your assignment. Re-worked assignments should be submitted at the next available assessment submission date. You will be required to register an Intent to Submit in the normal way for all re-worked assignments.

If you do not achieve a pass grade in a module that is assessed by examination and you are granted a reassessment opportunity, you will be required to re-sit the examination at the next available timetabled examination sitting. You will be required to register an Intent to Submit in the normal way for all re-sit examinations. Please note that students referred in examinations will be required to sit a new paper and will not be permitted to re-work their previous exam paper.

Please note that **ALL re-assessments (including re-worked assignments and examinations) will be charged an additional £50 charge per submission or sitting,** which must be paid in advance. RDI are unable to mark any assessment for students who have not paid the appropriate fees.

Once you make the re-submission payment online you will receive a receipt which has a code called an 'Order #'. This code is made up of a selection of numbers and letters and has your STU number showing at the front. This is your resubmission payment code. You will need to copy and paste the whole resubmission payment code including your STU number into the payment code box.

Section 6: Policies

6.1 Academic Honesty

Academic Impropriety covers a range of infringements within the assessment process. These regulations seek to define what is covered and to provide a process for dealing with suspected cases. They apply to any situation where a student is attempting to gain credit by unfair or improper means and while they cover cheating, attempts to cheat, plagiarism and collusion they apply to any similar allegation. The term ‘assessments’ covers any type of assessment.

Unfair Practice

It is an unfair practice to commit any act whereby a person may obtain for himself/herself or for another, an unpermitted advantage. This shall apply whether the candidate acts alone or in conjunction with another/others. Any action or actions shall be deemed to fall within this definition whether occurring during, or in relation to, a formal examination, a piece of coursework, or any form of assessment undertaken in pursuit of the qualification.

Without prejudice to the generality of the foregoing, examples of unfair practice are shown below. These examples are not exhaustive and other cases may fall within the general definition of unfair practice.

- Introduction into an examination room and/or associated facilities any unauthorised form of materials such as a book, manuscript, data or loose papers, information obtained via any electronic device, or any source of unauthorised information.
- Copying from or communication with any other person in the examination room and/or associated facilities except as authorised by an invigilator.

What Constitutes Plagiarism?

Plagiarism is presenting someone else’s work as your own. Some examples of plagiarism are:

- Reproducing or paraphrasing published material without acknowledging the source.
- Presenting information from electronic sources without acknowledging the source.
- Passing off ideas, designs, inventions or any other creative work as your own.
- Copying the work of another student.
- Undeclared collusion with another student.
- Getting someone else to do the work for you.

There are degrees of plagiarism, particularly where published work is concerned. Minor instances of plagiarism are at the discretion of the Subject Tutor, for example;

- A student fails to reference work properly.
- A student fails to acknowledge the source of a short section of an assignment.

Where an instance of plagiarism has been treated as minor, a warning will be issued about future conduct. The assignment may receive a lower mark than might otherwise have been awarded. More serious infringements, which cannot be treated as minor, will result in a report to the Programme Manager and a record placed on the students' file. The RDI Assessment Board will penalise students who are found to have presented plagiarised work for assessment.

The Need to Monitor Plagiarism

Throughout your studies you will gather information from many sources. When you present your work for assessment, you are asking the markers to judge your opinions and conclusions from the studies you have undertaken. This judgement will be carried forward into the outside world as a means of telling future employers, universities, financial sponsors, and others who have an interest in your capabilities that you have undertaken the academic work required of you by course regulations, that you are capable of performing at a certain intellectual level, and that you have the skills and attributes consistent with your range of marks and the level of your award.

6.2 Referencing Policy

It is very important that you reference all your written work correctly; you will lose marks for not doing so. According to Saunders *et al* (1997) there are three important points in relation to referencing:

- Credit must be given when quoting or citing other people's work, words and ideas
- Adequate information must be provided in the reference list to enable a reader to locate the references for themselves; and
- Referencing should be as consistent as possible.

The most commonly used referencing system is the **Harvard system**.

Referencing is a two-stage process: you need to reference in the text of the report or essay and at the end in a reference list.

REFERENCING IN THE TEXT

The Harvard system uses the **author's surname and date of publication** to identify cited documents **in the text of an essay or report**. For example:

> Brown (1994) notes that traditionally occupations within museums have been undertaken on perceived gender roles.

Or

> Traditionally, occupations within museums have been undertaken on perceived gender roles (Brown, 1994).

When referring generally to the work of a number of different authors on a topic, put the authors in **alphabetical order**:

Tourism is the world's fastest growing industry (Holloway, 1998; Pearce, 1987; Williams, 1999)

When there are **two authors**, give both names in the order they appear on the publication:

Shaw & Williams (1994) suggest that the concept of themes is now widespread in the tourism industry.

When there are **more than two authors**, use the surname of the first author and *'et al'* (Latin for 'and others'):

According to Cooper *et al* (1997), tourism planning can fail at both the design and implementation stages.

For **corporate authors**, for example a company report, use the company or organisation's name:

Over 35,000 volunteers worked for the National Trust in 1997 (The National Trust, 1998).

For publications with **no obvious author**, for example a government publication, give the title:

Employment Gazette (1999).

For **direct, i.e. word-for-word quotes**, put the quotation in inverted commas and give the author's surname, date, and page number from which the quote was taken:

"A sound tourism strategy will therefore seek a balance between large, tourism-orientated events and local and regional events" (Getz, 1991:128).

Or

Markwell *et al* (1997:96) note that the 'typical' historic property is small scale, with "incomes insufficient to warrant full-time professional management".

If you have several references by the **same author**, they should be put in the order of date of publication, the earliest first.

You can use a, b, c etc in the text to differentiate between publications by the same author, but be sure to use them in your reference list and make sure they correspond. For example:

Binning this data vector gives the fold of the operator in model-space Claerbout (1998a); and its inverse.

With the development of the helical coordinate system Claerbout (1998b), recursive inverse filtering is now practical in multi-dimensional space.

Quoting from the **Internet**:

The recently published Global Code of Ethics for Tourism state that tourism should contribute to a "mutual understanding and respect between peoples and societies" (WTO, 1999:1).

HOW THE REFERENCE LIST SHOULD LOOK

The reference list at the end of the work should only include those sources that have been *directly* referred to in your text, i.e. all texts mentioned in the report or essay should be on your reference list, and vice versa: all the text on your reference list should be in your discussion. If you wish to include other sources that might be of interest to the reader but which you have not directly referred to you need to include a separate list called the **Bibliography**. References should be in **alphabetical order** by authors' surnames.

The following sequence ought to be followed when writing a reference for a reference list:

1) **Author**, editor, organisation, artist or corporate author.
2) **Year** of publication.
3) **Edition** as appropriate.
4) **Editor** in addition to author where appropriate.
5) ***Title*** **–** in italics and followed by a full stop.
6) **Translator** where appropriate.
7) **Place** of publication.
8) **Publisher**.

You MUST be consistent with all your references.

Some examples:

One author:

Williams, S (1999) *Tourism Geography*. London, Routledge.

Two authors:

Shaw, G & Williams, A M (1994) *Critical Issues in Tourism: a geographical perspective.* Oxford, Blackwells Publishers Ltd.

More than two authors:

A text with more than two authors can be cited in the text as Dobbin et al (2004), however, in the reference list all the authors must be named.

Dobbin C, Miller J, van de Hoek R, Baker DF, Cumming R & Marks GB 2004. The effects of age, death period and birth cohort on asthma mortality rates in Australia. The International Journal of Tuberculosis and Lung Disease 8(12):1429–36.

More than one edition:

Cooper, C (1998) *Tourism: principles and practice.* Second Edition. Harlow, Longman.

More than one reference by the same author:

Claerbout, J. F., 1998a, Geophysical estimation by example: Stanford Exploration Project.

Claerbout, J. F., 1998b, Multidimensional recursive filters via a helix: Geophysics, 63, 1532-1541.

From a website:

WTO (1999) *Global Code of Ethics for Tourism* [Online] http://www.world-tourism.org/pressrel/CODEOFE.htm [Accessed: 10 December 1999].

A journal article:

Remember to include the pages and the issue number.

Devenny A, Wassall H, Ninan T, Omran M, Khan SD & Russell G 2004. Respiratory symptoms and atopy in children in Aberdeen: questionnaire studies of a defined school population repeated over 35 years. British Medical Journal 329:489–90.

A newspaper article – when the author is known:

Swanton, O. 14.4.1998 "Trouble in Paradise? As a top US university develops a cyber campus Oliver Swanton explores its aims." *The Guardian* Higher Education Supplement p.vi cols 1-5.

A newspaper article – when the author is unknown:

Title of newspaper or journal underlined or in italics, date of newspaper or journal, title of article in inverted commas, page number, column number if in a newspaper.

Hackney Today June 1998 (Issue 45) "Fifty Years on Windrush Season" (p.9); "Hudson's Choice. Hackney resident Martin Luther Hudson, now aged 79, was one of those aboard the Empire Windrush fifty years ago this month. *Hackney Today* hears his story (pp 10-11).

Or

The title of newspaper/journal, the date, and the page number:

Hackney Today June 1998 p.11

COMMON ERRORS

- Check that all the authors/text referred to in the text are in the reference list and vice versa
- Reference the source of statistics, including date in tables and figures
- Put the page number when using a direct quotation, and put the quote in "inverted commas"
- In your reference list, put page numbers for journal articles and book chapters.
- And remember: be consistent!

6.3 Academic Appeals Policy

RDI have established an appeals procedure for candidates wishing to appeal against an academic decision. Students should note that appeals against the academic judgement of assessors cannot be accepted. Please refer to the policy below for full details of the appeals process.

PRINCIPLES AND GROUNDS FOR APPEAL

1. An appeal is a process by which a student requests that an examining board reconsider: a decision or mark awarded for assessment.

2. RDI/IBAM will only consider appeals on the following grounds:

    <u>APPEALS AGAINST ASSESSMENT DECISIONS OF THE EXAMINING BOARD</u>

    2.1 An assessment mark contains an arithmetical or other error of fact;

    2.2 Defects or irregularities that were not known to the examining board occurred in the assessment process, or the assessment, in whatever format, was not conducted in accordance with current regulation, or some other irregularity has occurred; and such defects or irregularities are shown to have adversely affected student performance;

    2.3 There are exceptional personal circumstances that were not known to the examining board, where the student can show good reason why circumstances could not be made known prior to the relevant meeting of the Examining Board.

    <u>APPEALS FROM STUDENTS FOUND GUILTY OF UNFAIR PRACTICE/ACADEMIC MALPRACTICE</u>

    2.4 Defect or irregularities in the conduct of the unfair practice/assessment malpractice investigation process (this point applies only to appeals by student found guilty of unfair practice/assessment malpractice)

    2.5 There are exceptional mitigating circumstances that were not known to the examining board, where the student can show good reason why circumstances could not be made known prior to the relevant meeting of the Committee of Enquiry.

3 Disagreement with the academic judgement of an Examining Board in assessing an individual piece of work or in reaching a decision on a student’s progression or on the final level of award, based on the marks, grades and other information relating to a student's performance, cannot in itself constitute grounds for a request for reconsideration by a student.

4. The acceptance of an award does not limit the student’s right to pursue an appeal within the provisions of these regulations.

PROCESS

APPEALS AGAINST ASSESSMENT DECISIONS OF THE EXAMINING BOARD

5. This is a two-stage process consisting of an initial verification stage and a formal appeal stage.

INITIAL VERIFICATION

6. In the event that a student has a concern about an assessment decision then she/he will be offered the opportunity to resolve this via an initial verification process.

7. The student's request for verification will be made in writing and will be submitted, along with the necessary documentary evidence, to the Quality Manager.

8. Requests for verification will be considered by the Chair of the Examining Board, or his/her nominee, who will take the necessary steps to verify the facts to which the request for verification refers. The Chair of the Examining Board, or his/her nominee, will take the following actions:

    8.1 If the verification process shows there to be no error, or defect/irregularity in the assessment process (as set out in point 2.2. above), or that exceptional circumstances have already been considered, the Chair of the Examining Board will notify the Quality Manager that no remedial action is required.

    8.2 It the verification process identifies there has been an arithmetical error in the assessment grade or defects or irregularities in the assessment process (as set out in point 2.2 above), the Chair of the Examining Board, or his/her nominee, shall arrange for the Examining Board to reconsider the student's assessment performance.

    8.3 If the verification process identifies that there were exceptional mitigating circumstances of which the Examining Board was not aware and that may have affected the student's performance, the Chair of the Examining Board, or his/her nominee, shall refer the case to the Student Affairs Committee for consideration and the outcome presented to the Examining Board through the normal mitigating circumstances arrangements.

9. The Quality Manager, or his/her nominee, will notify the student of the outcome of the verification process and any action taken (if applicable), normally within 14 days of receipt of the request for appeal.

10. In the event that the verification process does not bring the matter to a satisfactory conclusion, the student has the right to submit an appeal by which the formal appeal process below will be followed.

FORMAL APPEAL

11. Appeals must be made in writing to the Quality Manager within ten working days of dispatch of the examining board decision. In exceptional cases the appeal may be accepted later, but there is an absolute limit of three months. The written appeal must clearly state the grounds for appeal and must be accompanied by relevant documentary evidence.

12. The Quality Manager, or his/her nominee, will acknowledge receipt of the appeal normally within five working days. Where appropriate, the Quality Manager may consult with the Chair of the Examining Board or the relevant department head to obtain evidence of facts relating to the appeal.

13. The appeal will then be passed to the Director of Academic Affairs, or his/her nominee, who is responsible for hearing the appeal. Appeals should only be heard by individuals who were members of the examining board at which the decision in question was taken.

14. The Director of Academic Affairs will hear the appeal within 21 days unless there are exceptional circumstances. In such a case the appellant will be advised in writing of the reasons for the delay.

15. If it is decided by the Director of Academic Affairs that there is a *prima facie* case to be considered, he/she will refer the case back to the next meeting of the Examining Board for further consideration. Where such a delay would seriously disadvantage the student then, exceptionally, an Examining Board may be reconvened. In such a case the written advice of the external examiner must be sought. The decision of the Examining Board will be final.

16. The student will be notified in writing of the outcome of the appeal, including any decision to refer the matter to the Examining Board, within 30 days of receipt of the appeal. Full reasons for the decision on the appeal must be provided in the outcome letter.

17. Where applicable, following a successful appeal the Quality Manager, or his/her nominee, will take all necessary steps to ensure the student's record is amended to reflect the decision of the Examining Board.

APPEALS BY STUDENTS FOUND GUILTY OF UNFAIR PRACTICE/ACADEMIC MALPRACTICE

18. Appeals against decisions of a Committee of Enquiry must be made in writing to the Quality Manager within ten working days of dispatch of the unfair practice outcome notification. In exceptional cases the appeal may be accepted later, but there is an absolute limit of three months. The written appeal must clearly state the grounds for appeal and must be accompanied by relevant documentary evidence.

19. The Quality Manager, or his/her nominee, will acknowledge receipt of the appeal normally within five working days. Where appropriate, the Quality Manager may consult with the Chair of the Committee of Enquiry or Head of Operations to obtain evidence of facts relating to the appeal.

20. The appeal will then be passed to the Director of Academic Affairs, or his/her nominee, who is responsible for hearing the appeal.

21. The Director of Academic Affairs will not accept or consider appeals that are based on information that was already known and has been considered by the Committee of Enquiry or that the student could have made available to the Committee prior to the relevant meeting.

22. If it is decided by the Director of Academic Affairs that there is a *prima facie* case to be considered, he/she can either:

    22.1 refer the case to the Committee of Enquiry to review the penalty imposed in light of new evidence;

    22.2 refer the case back to the next meeting of the Examining Board to reconsider the case.

23. The decision of the Committee of Enquiry or Examining Board will be final.

24. The student will be notified in writing of the outcome of the appeal, including any decision to refer the matter to the Committee of Enquiry or to the Examining Board, within 30 days of receipt of the appeal. Full reasons for the decision must be provided in the outcome letter. A copy of this letter should be sent to the Chair of the Examining Board.

25. Where applicable, following a successful appeal the Quality Manager, or his/her nominee, will take all necessary steps to ensure the student's record is amended to reflect the outcome of the appeal.

6.4 Complaints Procedure

PROCESS | **TIME-SCALE**

INFORMAL PROCESS

- Discuss complaint with person involved.

- If the matter is not resolved, proceed to Stage One of the Formal Process

FORMAL PROCESS

STAGE ONE

- Put complaint into writing to Programme Leader/Line Manager
- Meeting arranged

Within 5 working days

- If no resolution, the complaint should be copied to the Group Director.
- A meeting will convened.

Within 5 working days

- If no resolution, got to Stage Two.

STAGE TWO

- Issue raised with Edexcel through the Quality Standards Manager for Adult Learning and Employment.

Within 5 working days

- Meeting convened with Group Director, student/employee
- Resolution sought.

Within 10 working days

Notes:

1. Student/Employee has the right to be accompanied by union representative or other.
2. This Policy relates to specific issues not covered by either the Appeals Procedure or the Grievance Procedure.

6.5 Grievance Procedure

PROCESS	TIME-SCALE
INFORMAL PROCESS	
• Discuss grievance with a member of the Management Team (but not the General Manager).	
• If the matter is not resolved, proceed to Stage One of the Formal Process.	
FORMAL PROCESS	
STAGE ONE	
• Meeting held between designated senior manager, student • Record discussion using **Form SGP1.**	Within 5 working days
• Outcome of grievance sent to student.	Within 5 working days
• If no resolution, go to Stage Two.	
STAGE TWO	
• Meeting held between the General Manager and student.	Within 5 working days
• Final decision made and sent to student.	Within 5 working days

Notes:

1. Student has the right to be accompanied by a friend, student representative, relative etc.
2. If the grievance is against a member of staff, they should be present at each hearing.
3. If their grievance were against the senior manager appointed, they would be replaced by another member of the Senior Management Team.

6.6 Health and Safety Policy

Health and Safety Policy Statement

In accordance with the regulations detailed under the Management of Health and Safety Regulations 1992 and the Health and Safety at Work Act 1974, RDI is making a positive commitment to achieving the highest standards of health, safety and welfare for employees, students, visitors and all others who may be affected by the activities of it's operations.

It is the duty of every employee, student and external contractor under Section 7 of the Health and Safety at Work Act 1974 to take reasonable care for their own safety and the safety of others who may be affected by their acts or omissions.

As a result these groups of people are actively encouraged by RDI to communicate Health and Safety matters, which may affect themselves or others.

RDI as an employer will, as far as is reasonably practicable, meet its statutory obligations in the maintenance and provision of Health and Safety.

Full Health and Safety regulations and procedures are available from RDI.

6.7 Accreditation of Prior Learning Policy

Introduction

Accreditation of Prior Learning (APL) is an entitlement of all learners, which enables them to be accredited for past or present achievements gained outside of the prescribed programme of study.

The underpinning values of APL are as follows:

- All learners will have equality of access to APL.
- The process will be learner-centred.
- APL will focus on the learning outcomes, not the process.
- APL will be flexible in its assessment methods in order to meet the needs of the learner.

2. How APL operates

2.1 APL Requirements

In order for a student to claim a module or course, they must demonstrate that they possess the relevant evidence of prior learning. This can be from a number of areas including:

- Formal and informal education and training.

- Experience from a work-related environment.
- Voluntary work or leisure activities.

2.2 Planning

Students will have the opportunity to discuss and plan the process of APL with RDI so that each student:

- Has a clear understanding of what APL is and how it operates
- Is able to identify possible areas of APL and understand how these could be integrated within their chosen programme of study
- Is able to action plan for future activities by setting realistic attainable targets

An APL planning and reference sheet (Form APL1) is shown at Annex 5.

2.3 Role of the APL advisor

All staff involved in implementing APL will be appropriately trained to provide the necessary support and guidance to facilitate students through the APL process. This will involve:

- Providing information and advice on all matters relating to APL.
- Counselling students to help them gain a feeling of self-worth and self-confidence with regard to how prior evidence could contribute to the learning process.
- Monitoring and evaluating the APL process thereby contributing to the Quality Assurance mechanisms of RDI.

2.4 Assessment Opportunities

All students will have access to the following assessment opportunities in order to derive evidence for APL:

- Oral questioning.
- Letters of authentication from work regarding previous learning.
- Qualification certificates.
- Employer references.
- Independent references.
- In-company training.
- Supporting documentation such as job descriptions.

2.6 Evaluating Evidence

In order for the evidence collected to contribute to APL it must be:

- Current.
- Sufficient to cover the learning outcomes of a unit/units or part thereof.
- Authentic.
- Relevant to the module or part thereof to which the student wishes to apply for APL.
- Valid.

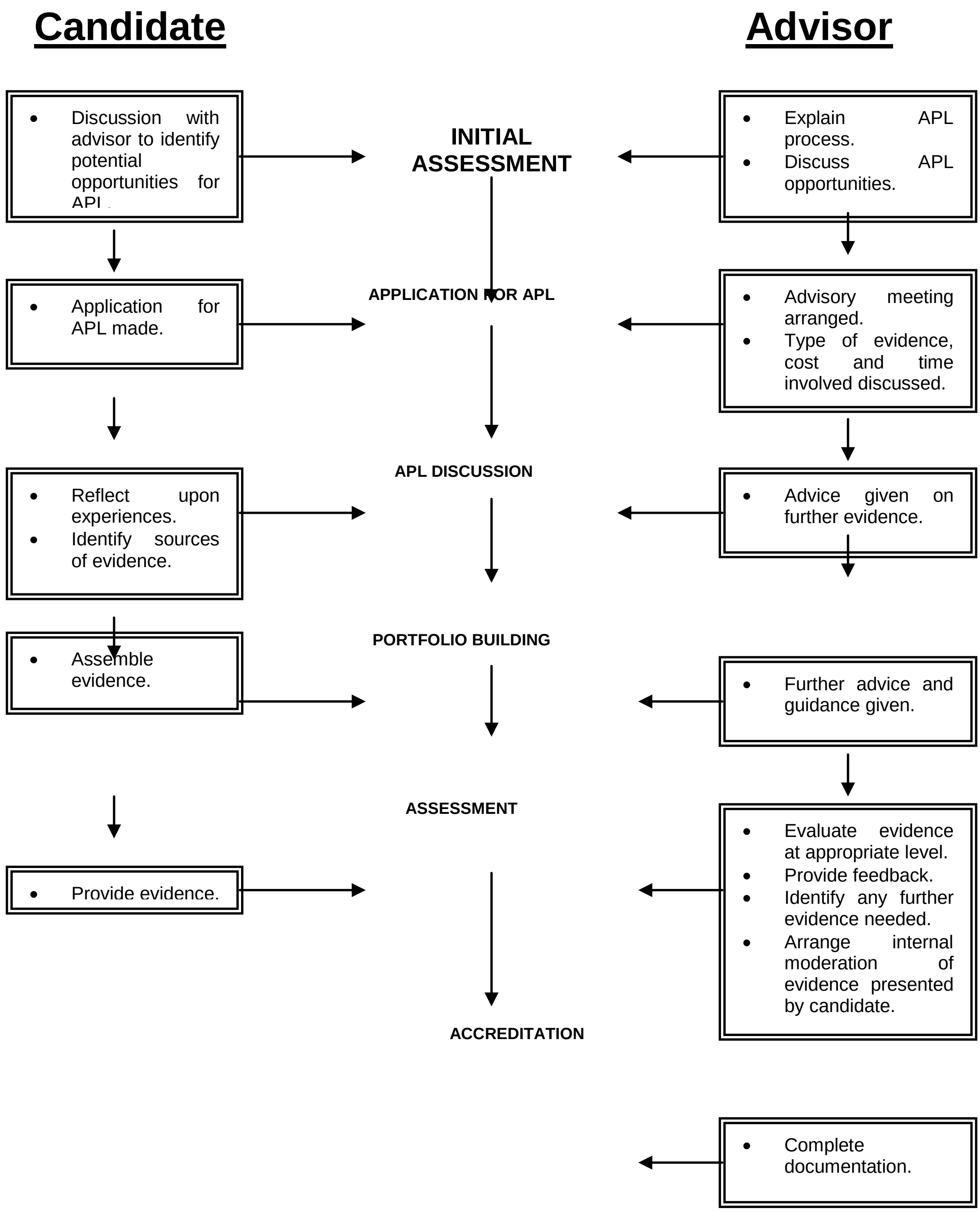
In the event that the evidence collected does not meet the above criteria or is not deemed adequate against the awarding body standards, additional advice and guidance will be made available by the APL advisor/assessor.

3. Quality Assurance

APL will be governed by the Quality Assurance mechanisms of RDI. This will involve the monitoring of APL as a process and evaluating APL as to its use and effectiveness by analysing the feedback of students who have undergone APL for awarding body qualifications **(Refer to the attached APL Questionnaire).** In addition RDI will ensure that:

- Information provided for APL is accurate.
- All APL candidates are given individual advice and guidance.
- All APL activities are planned and assigned pre-determined time scales, which are communicated to those involved.
- Learners are given full support to enable them to gather evidence for APL.
- APL Policy is reviewed annually and resulting action taken.

Accreditation of Prior Learning Procedure



6.8 Equal Opportunities Policy

Introduction

RDI are committed to providing equal opportunities for staff, external contractors and students and will not tolerate any discriminatory behaviour with respect to any of the following:

- Colour.
- Ethnic origin.
- Gender.
- Creed.
- Marital status.
- Sexual orientation.
- Disability.
- Other.

Aims

RDI will continually develop strategies and procedures to tackle the varying forms of discrimination, which may occur. These will broadly fit into the following categories:

- Direct discrimination – where a person in not treated equally due to any of the categories listed above.
- Indirect discrimination – where a requirement, situation or condition, which is applied for all groups, has an adverse effect on one or more groups.
- Harassment – where someone is subjected to unwanted conduct, i.e. unwelcome sexual attention or racial harassment.
- Victimisation – where someone is treated less favourable due to action taken against others.
- Segregation – where someone is segregated due to his or her beliefs, attitudes or opinions.

Roles and responsibilities

It is the duty of all individuals and groups associated with RDI to avoid discriminatory practices themselves to condone and discourage discriminatory practices from others.

RDI will encourage those who wish to report instances of discrimination and provide a confidential process by which all discriminatory matters can be dealt with by means of the formal Grievance Procedures.
A designated RDI senior manager who will be responsible for equal opportunity monitoring and the point of contact for those who may wish to discuss any discriminatory practice informally in the first instance.

RDI will take action against anyone who is in breach of the Equal Opportunities Policy.

Students

RDI will offer equality for access to all it's courses and will encourage the recruitment of students from the widest possible audience both nationally and internationally. RDI will also offer flexibility of access to the curriculum by enabling students to enrol for both modules of programmes and full awards. This will be reinforced by:

- Marketing literature, which is produced for all courses.
- An admissions process, which is sensitive and supportive to the needs of all students, includes an enrolment process and provides for assessment of learning support for those students who may have special needs.
- The course review process will monitor the curriculum, student progress and achievement to ensure that equality of opportunity has taken place.
- All materials used for distance learning study and assessment will be subject to evaluation prior to issue to make sure that they do not contain anything which could be considered discriminatory or offensive to individual students or groups.

Statistical Analysis

Equal opportunities statistical information will be provided to compare Edexcel provision with RDI provision and will focus primarily on:

- Comparing equal opportunities statistics of those who register for Edexcel courses and those who register for other RDI courses
- Data for analysis will be taken from the enrolment form.

Documentation relevant to Equal Opportunities

- Admissions Procedures.
- Induction Procedures.
- Assessment Policy.
- Grievance Procedure.
- Complaints Procedure.
- Assessment Policy.
- Staff Development Policy.
- Accreditation to Prior Learning (APL) Procedures.
- Unit Evaluation Forms.
- Academic Appeals Policy.

6.9 Assessment Policy

Underpinning Values of Assessment

All assessments will be designed to ensure both equity and consistency for students and will be monitored as part of the quality assurance and monitoring process.

The culture of assessment will be communicated and embraced by all staff and students who are involved with academic/vocational programmes of study

The requirements of all awarding bodies will be adhered within the assessment Policy

Student Focused Principles of Assessment

The assessment Policy and procedures relating to specific programmes will be made available to all students prior to the commencement of their course and reinforced throughout their programmes of study. This is to ensure they understand the reason for assessment is to confirm that the learning and understanding that has taken place is matched against the learning outcomes/assessment objectives laid down by the Awarding Bodies.

- Assessment opportunities will be based on good practice and will comprise the following elements:

    - Assessment planning.
    - Common and agreed assessment procedures amongst course teams.
    - Interesting, challenging and realistic assessments.
    - The inclusion of common/basic skills as appropriate.
    - Comprehensive feedback mechanisms.
    - Clear and accurate recording of grades.
    - Quality assurance via internal verification and moderation.
    - Continual monitoring of candidate performance.

- Support mechanisms will give student's equality of opportunity for assessment. This will be enabled by:

    - Provision of appropriate resources to enhance learning.
    - Appropriately qualified staff to carry out and monitor assessment.
    - Provision of appropriate resources for student's with special learning needs.
    - Provision of appropriate resources to take into account differing cultural and linguistic needs.
    - Provision of appropriate quality assurance measures related to the assessment process.

- All students will be entitled to the following;

  - Advice and guidance on assessment given by specialist tutors appropriate to their programme of study.
  - Access to the Assessment Policy as part of their induction process
  - Where appropriate student's will be encouraged to self-assess their own work.
  - All assessments will be planned by subject tutors to avoid bunching of assessments. This will be given to students prior to the commencement of the programme.
  - The opportunity to have prior knowledge and experience assessed by Accreditation to Prior Learning (APL).
  - Written and, where appropriate, oral feedback will be given on the outcome of all assignments.
  - A copy of the Academic Appeals Procedure which is given to all student's as part of the induction process.
  - All documents relating to assessment will be contained within this **Handbook**.

Review of Assessment

In addition to being able to communicate assessment issues with subject tutors, students will also have the opportunity to make comment via the distance learning module questionnaires. Course team and Examination Boards will also provide further evidence of the quality of assessment

Evaluation of Assessment

Assessments will be evaluated by subject tutors and course teams as part of the annual review process to ensure continuous high quality assessments. The findings will be presented to the Managing Director for comment and if necessary assessment strategies will be changed and/or adapted to meet student needs. Assessment quality will be monitored by analysing:

- Grades across subject areas.
- Grades across programme areas.
- Entry level qualifications and final achievements.

6.10 Mitigating Circumstances Guidelines

A claim for mitigating circumstances will only be accepted in exceptional circumstances. A successful claim for mitigating circumstances will normally be based on evidence of circumstances that satisfies the criteria below. Namely that the circumstances are: *non-academic; unexpected; significantly disruptive; arising from matters beyond a student's control; likely to have affected the student's academic performance to an extent that is material.*

In order to be admissible, evidence submitted in support of a claim for mitigating circumstances should satisfy as many as possible of the following criteria: the evidence should be objective (for example medical certificate, death certificate or evidence from a counsellor), verifiable, and relevant. Self-certification will not normally be admissible. The burden of proof is on the student to establish the claim and to submit supporting evidence.

Claims for mitigating circumstances will normally be limited to:

(a) serious personal Illness which is not a permanent medical condition in the run-up to an assessment deadline, or during an examination;

(b) acute personal or emotional trauma, e.g. acute anxiety or depression, family breakdown, breakdown of close personal relationship;

(c) the death or serious illness of a family member, or other person with whom the student had a close relationship, before the date of the assessment;

(d) significant and unplanned changes to employment circumstances or patterns of employment (EXCEPT Full Time study students);

(e) traumatic event (e.g. being assaulted, or witnessing an accident or assault);

(f) Domestic upheaval (for example fire, burglary or eviction);

(g) impact of natural disaster, civil disruption or other major hazard.

A student may not claim extenuating circumstances on the grounds that:

(a) lack of preparation at an assessment event;

(a) s/he considers the marks given to be too low;

(b) s/he did not understand or was unaware of the programme regulations;

(c) s/he misread or missed the published assessment timetable;

(d) normal assessment stress or anxiety experienced running up to the assessment (unless corroborated by medical evidence as a chronic condition and undergoing treatment);

(e) non-serious domestic or personal disruptions (for example moving house, change of job, holidays, weddings, normal job pressure, failed travel arrangements);

(f) study related circumstances (equipment failure or lack of suitable equipment) including failure to have taken back up copies, bunching of deadlines, poor time management).

(g) uploaded wrong assessment

The examples detailed in both lists are not exhaustive, and are intended only as a guide. In all cases, the convening Board has the ultimate authority to use its discretion, taking into account the full circumstances of a particular case.

Requests for consideration of mitigating circumstances should normally be submitted within 14 days of the date of the assessment affected. Students should complete the *Evidence of Mitigating Circumstances form* (Annex 7) and submit to your Programme Co-ordinator along with any supporting evidence.

Section 7: ANNEXES

ANNEX 1 Learning Contract

Form LC1

This learning agreement is a 'partnership' between you, the student, and RDI as your assessment centre. To help you understand the roles and responsibilities of each party during the learning process. As a result could you please complete the form below:

Programme of Study:

I____agree to:

- Abide by RDI rules and regulations.
- Be responsible for my own learning.
- Attend in-centre workshops / tutorials as and when required.
- Utilise the tutoring system when required to do so via the RDI Virtual Learning Environment.
- Utilise the student support mechanisms whenever I need guidance or advice.
- Take responsibility for recording my common skills grades.
- Retain copies of the assignment and common skills feedback sheets.
- Submit my own work and not plagiarise the work of others.

Signed: ____________________

We RDI, agree to:

- Give you advice and guidance regarding all aspects of your programme of study.
- Provide you with the necessary learning and resource materials to enable you to undertake the learning process.
- Give you regular feedback via the tutorial system regarding your progress on the course including assessments and common skills.
- Respond to queries within 2 working days.
- Return assignments to students graded within six weeks of the official submission date.
- Provide you with tutorial/learning support via the RDI Virtual Learning Environment.

Signed: ____
(Pathway Leader on behalf of the course team)

Date:_______________________

PLEASE RETURN THIS FORM TO RDI

BTEC
from Edexcel

ANNEX 2 Student Assessment Feedback

Form SAF

PROGRAMME DETAILS

Name: Surname/ Family name		Initials.		ID Number	
Course Title:		Enrolment date: mm/yy			
Module Number		Assignment No.		Assignment Due date:	

ASSESSMENT FEEDBACK

Grade Awarded

STUDENT DECLARATION:
I declare that this assignment is my own work, that all sources of reference are acknowledged in full and that it has not been submitted for any other course. I have enclosed with my assignment a disc containing an electronic copy of my work. I understand that RDI may scan my assignment through its plagiarism detection system.

Signed: --- Date: ---

(<u>All</u> copies of this form must be sent to the tutor with your assignment)

Office use only

Date received:		**Date Marked:**		**Signed tutor:**	

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ANNEX 3 Complaints Procedure

Form CP1

Student Name____

Reference Number_______________ **Course**____________________________

Tutor __________________________ **Programme Leader**__________________

COMPLAINT PROCEDURES – STAGE 1

Reason for Complaint:____

____

____

____

Response:____

____

____

____

Agreed:

Signed. Pathway Leader Signed Student

__________________________ _____________________

Date: _______________

COMPLAINT PROCEDURE – STAGE 2

Response:____

____

____

____

Agreed:

Group Director:___________________ Signed Student: _______________

Date: _______________

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ANNEX 4 APL Planning and Record Sheet

Form APL1

Candidate Name:___________________________________

Programme of Study: ________________________________

Learning Outcome/Assessment Criteria	Evidence	Target Date	Feedback	Action

Achieved

Signed Candidate:_______________________________

Signed Advisor:_______________________________

ANNEX 5 APL Questionnaire

Form APLQ

As part of our quality monitoring process we would like to know what you thought about the APL process. This will help us to make any changes, which will enhance the quality of our APL provision.

Please circle the number which best corresponds to the statements given below:

(4) If you strongly agree with the statement
(3) If you agree with the statement
(2) If you disagree with the statement
(1) If you strongly disagree with the statement

Course Name: ....

Module Title:…………………………………………

(Please circle)

I was given accurate information regarding the role and process of APL.	**4**	**3**	**2**	**1**
I had access to individual advice and guidance.	**4**	**3**	**2**	**1**
The process of APL was planned and target dates set.	**4**	**3**	**2**	**1**
I was given full support to enable me to gather evidence for APL.	**4**	**3**	**2**	**1**
I received valid and useful feedback from my APL advisor regarding the evidence I collected.	**4**	**3**	**2**	**1**
I found the process of APL useful in helping me achieve my learning goals.	**4**	**3**	**2**	**1**
I was encouraged to develop further learning plans for APL.	**4**	**3**	**2**	**1**
I found my APL advisor to be helpful and approachable.	**4**	**3**	**2**	**1**
I was not subject to any discrimination regarding my access to APL.	**4**	**3**	**2**	**1**

Please add any further comments:

Thank you for your cooperation. Please return this form to your APL Advisor.

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ANNEX 6 – Mitigation Form

EVIDENCE OF MITIGATING CIRCUMSTANCES

Please type details in the space provided below or write clearly in block capitals.

Please note that claims for mitigation will only be considered in supporting evidence is included/attached.

FIRST NAME:

FAMILY NAME:

REGISTRATION NO.:

CENTRE/COLLEGE:

PROGRAMME:

MODULES AFFECTED	ASSIGNMENT DUE DATE	DATE ASSIGNMENT SUBMITTED	TIME ASSIGNMENT SUBMITTED	**OFFICE USE ONLY** DATE/TIME RECEIVED

TYPE OF MITIGATION

Illness ☐ Family/personal circumstances ☐

Late submission (with due cause) ☐ Other ☐

EXPLANATION OF MITIGATION CIRCUMSTANCES:

FORM OF EVIDENCE e.g. Doctors note:

SIGNATURE: **DATE:**

☐ **Tick to confirm enclosure of evidence**