



Specification

Level 7

Diploma in Management

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Ofqual regulated

Specification ISM Level 7 Qualifications Authorised by F McCabe Publication code ISMSPEC7. Copyright ISM 2021 ©

ISM Education

ISM Education is an Awarding organization recognised and regulated by the UK Government's regulator OFQUAL to develop and award qualifications.

Our qualifications combine the practice and principles to offer universal relevance, whatever sector, organisation or country you work in. They are based on principles that set out the knowledge, skills, and behaviours expected of competent professionals. The programmes are designed to accommodate every potential professional along their career path from the earliest stages through to when they are at true exponents of their craft.

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Section 1 General information

1.1 Introduction

This booklet is to inform ISM learners and centres about the delivery and assessment of the ISM Level 7 Management qualification on the Regulated Qualifications Framework (RQF). The latest version of this document will always be posted on the ISM website at www.ismeducation.com

It should be read in conjunction with the Centre Guide which gives detailed guidance on running the qualifications in your centre. The Centre Guide is available on request please email; admin@ismeducation.co.uk

1.2 REGULATED QUALIFICATIONS FRAMEWORK (RQF)

The RQF provides a single framework for cataloguing all qualifications regulated by Ofqual.

There are eight levels of the RQF, underpinned by three 'entry' levels. A qualification's level indicates the difficulty and complexity of the knowledge and skills associated with the qualification.

The size of the qualification is determined by the estimated number of study hours both supervised and self-study a typical learner will need to achieve the qualification is expressed in terms of Total Qualification Time (TQT).

For further information on the RQF, please visit Ofqual's website: <https://www.gov.uk/find-a-regulated-qualification>

1.3 Who is the qualification aimed at?

The level 7 qualification has been approved for use with the following age group:

- 19 and above

It was designed for managers who want to develop their skills and understanding in management.

1.3a Entry requirements

We do not specify entry requirements for these qualifications, but centres are required to ensure that learners admitted to the programme have sufficient experience, aptitude and ability at the right level to undertake the learning and assessment.

Learners are likely to have a degree or achieved other academic qualifications at a Level 6 or above and/or sufficient experience in a managerial role.

Mature learners may have a more varied profile.

Learners must also have an appropriate standard of English to enable them to access relevant resources and complete the unit assignments. This should be at IELTS 5.5 or equivalent.

1.4 Qualification definitions

There are three sizes of qualifications in the RQF: Awards, Certificates and Diplomas. These are determined by the total number of credits for the units that make up the qualification. An Award is between 1 and 12 credits, a Certificate between 13 and 36 credits and a Diploma 37 credits or more.

The terms Award, Certificate and Diploma do not describe qualification levels. It is possible to have an Award at Level 7, for example, and a Diploma at level 3.

This specification details the ISM's management qualification at level 7. Other specifications are available for other levels.

1.5 Unit definition

ISM qualifications are composed of one or more unit(s). A unit is defined as a coherent and explicit set of learning outcomes and assessment criteria with a title, credit value and level. The term 'unit' refers to a unit of assessment. ISM units share a common set of characteristics, are submitted on a template and can be combined to support the creation of coherent programmes of learning and qualifications.

1.6 Delivering the qualifications

The ISM does not prescribe any method of delivery to training organisations, which are free to use any methods of delivery suitable to their learners. Methods may include open, distance, blended or online learning. In qualifications with more than one unit, units may be delivered and assessed in any order.

1.7 Recognition of Prior Learning and Achievement

Within this suite of qualifications, learners have the opportunity to build their achievements from a single unit into a composite qualification. Learners may apply via their centre to claim for credit transfer and exemption where they have completed relevant units and qualifications from other Awarding Organisations. Credit transfer in the RQF will be based on confirmation of achievement of RQF units.

There will still be instances where learners will wish to claim recognition of prior learning which has not been formally assessed and accredited. In those instances, centres are free, after discussion and agreement with the ISM, to allow these learners direct access to the relevant assessment for the unit, without unnecessary repetition of learning. Details of the process for recording such RPL (Recognition of Prior Learning) are available from the ISM.

1.8 Total Qualification Time (TQT) and Guided Learning hours (GLH)

TQT is comprised of GLH which is under the immediate guidance of a trainer or supervisor including induction, face to face training, e-learning with the co-presence of learner and tutor, invigilated exams and non-supervised directed, private and online study and non-invigilated assessment. Qualifications can be delivered in a classroom or through e-learning.

1.9 Credit

Each ISM qualification has a Credit value. Credit is calculated by dividing the TQT by ten. For example, a qualification with TQT of 120 hrs would have a credit value of 12.

1.10 Indicative content

In addition to the Learning Outcomes and Assessment Criteria, the ISM qualifications are provided with extensive indicative content advice. The indicative content is provided to guide tutors towards the appropriate topics, theories and models to be covered. However, variation can be made within this advice to suit the needs of both teachers and learners. Tutors should choose from a range of theories and models. Qualifications can only be updated periodically so it is expected that tutors will adapt the content to present the most up to date theory and

examples. For example, promotional tools such as social media are being updated constantly and the teaching should reflect this. It is also acceptable to adapt teaching to suit local conditions. For example, to reflect the local legal system.

This content is not prescriptive but is intended to provide helpful guidance to teachers and learners relating to the kinds of evidence that should be provided for each assessment objective to enable the learner to achieve the unit.

In summary, provided the Learning Outcomes and Assessment Criteria are covered, the indicative content can be adapted to reflect current thinking and local conditions.

1.11 Progression

The qualifications provide opportunities for progression to other qualifications at the same or higher levels including MBA programmes, and they support learners in meeting the knowledge and skills requirements for employment within sales.

1.12 Language

The qualification is offered in the medium of the English language.

1.13 Level descriptor

This qualification has been designed to suit learners working towards a level 7 qualification. Level descriptors are divided into two categories:

- I. Knowledge and understanding
- II. Skills

There is a knowledge descriptor and a skills descriptor for each Level within the framework. The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that Level.

For more information please follow this link to the Ofqual website:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461637/qualification-and-component-levels.pdf

1.14 Qualification overview

The qualification title given below is the title as it will appear on the certificate when awarded to the learner. The qualification reference number is the number allocated to the qualification by Ofqual upon accreditation. Each unit also has a unique RQF unit number which can be found within the content of each unit in this specification.

Qualification title	ISM qualification code	Ofqual qualification reference number (QAN code)	Credit
Level 7 Diploma In Management	A701	603/7173/0	120

1.15 Unit overview

The following units are offered within the Diploma:

Unit title	Unit level	ISM unit number	RQF reference number	unit	Credit	Assessment method(s)
Operations Management	7	U751	L/618/7420		20	Assignment
Strategic Planning	7	U752	Y/618/7422		20	Assignment
Leadership	7	U753	D/618/7423		20	Assignment
Financial Management	7	U754	H/618/7424		20	Assignment
Human Resource Management	7	U755	M/618/7426		20	Assignment
Marketing Management	7	U756	T/618/7427		20	Assignment

1.16 Rules of combination

Unit combinations for this qualification are listed below.

The **Level 7 Diploma in Management** consists of six units. To achieve the diploma learners must complete all 6 mandatory units giving a total credit value of 120.

Level 7 Diploma in Management

Unit code	Unit title	Mandatory/ Optional	Assessment	Credit
U751	Operations Management	Mandatory	Assignment	20
U752	Strategic Planning	Mandatory	Assignment	20
U753	Leadership	Mandatory	Assignment	20
U754	Financial Management	Mandatory	Assignment	20
U755	Human Resource Management	Mandatory	Assignment	20
U756	Marketing Management	Mandatory	Assignment	20

1.17 Assessment

All units will be internally assessed by the centre and externally moderated by the ISM. No units are assessed by examination in these qualifications. Learners will need to show that they meet each of the assessment criteria detailed within each unit, to the required standard for the level of the unit. For further details on the assessment please refer to the ISM Centre Guide.

Centre assessment staff

The centre is required to appoint at least one Assessor who is responsible for assessing the learning against the assessment criteria in the unit. The Assessor may be the teacher or trainer who delivers the learning.

The centre is also required to appoint an Internal Quality Assurer who is accountable for the moderation of all assessment decisions in the centre for the ISM qualification(s). The Assessor and Internal Quality Assurer roles must be carried out by different people.

ISM assessment staff

An ISM-appointed External Quality Assurer is linked to the centre for the purposes of support, guidance and external moderation. The External Quality Assurer checks that the centre is applying the correct standards and either approves the centre's assessment decisions or gives guidance until centre decisions are deemed to be accurate.

Assessment routes

There are three possible routes to fulfilling the assessment criteria for each unit, and each route is equally valid:

- Route A is via Model Assignment
- Route B is via Contextualised Model Assignment
- Route C is via Centre Devised Assignment

One route must be chosen per learner per unit. A centre with more than one learner may assess some learners through one route and other learners through another route at the same time or over a period of time. Learners taking qualifications consisting of more than one unit can provide evidence through one route for one unit and through other routes for other units. However, where the route chosen does not adequately cover some of the assessment criteria, evidence from other routes may be added to fulfill the assessment criteria.

Centres are asked to indicate which route(s) they intend to offer, when applying for ISM centre recognition. Model Assignments are provided on request.

Route A: Model Assignment

A Model Assignment is available for each internally assessed unit, which provides the learner with the opportunity to meet all the assessment criteria in the unit. The Model Assignment consists of one or more tasks, based on a fictional yet realistic sales situation. Centres are responsible for providing the Model Assignment to learners and for setting deadlines, monitoring progress and assessing learner work against the assessment criteria.

Centres use the ISM Model Assignment exactly as they receive it, with no amendments. The Model Assignment will be sent to centres on request.

Route B: Contextualised Model Assignment

A Contextualised Model Assignment gives centres the opportunity of adapting the Model Assignment, to tailor it to the needs and interests of the centre or learners. For example the centre may change the setting of the Model Assignment from a car sales situation to a pharmaceuticals sales situation. A Contextualised Model Assignment must enable learners to meet all of the assessment criteria for the unit and must be approved by the ISM in advance of issuing it to learners.

Route D: Centre Devised Assignment

Centres can create their own Centre Devised Assignment from scratch using the ISM Assignment Template. A Centre Devised Assignment must enable the learner to meet all of the assessment criteria for the unit and must be approved by the ISM in advance of issuing it to learners. The assignment may consist of one or more tasks.

Centres choosing this route must ensure that each Centre Devised Assignment:

- permits the learner to meet all of the assessment criteria in the unit
- is relevant to the content of the unit
- has clear instructions to the learner as to what is expected
- has clear instructions to the learner regarding the duration of the assignment (if it is a timed activity), and what reference or other material they may use (if any) to complete it
- contains language free from any bias
- contains language and technical terms at the appropriate level for the learner

1.18 Grading

Each unit and this qualification is graded Pass, Merit, Distinction or Fail.

Unit Grading

Each unit is equally weighted. Assessment decisions are made using judgements against the 'Pass', 'Merit' and 'Distinction' Assessment Criteria standards.

Pass: Learner must achieve a pass for all the learning outcomes meeting the pass assessment criteria standards to pass the unit.

Merit: Learner must achieve a pass for all the learning outcomes meeting the pass assessment criteria standards and in addition where available the Merit assessment criteria standards to gain a Merit for the unit.

Distinction: Learner must achieve a pass for all the learning outcomes meeting the pass assessment criteria standards and where available the Merit assessment criteria standards and in addition where available the Distinction assessment criteria standards to gain a Distinction for the unit.

Fail: Learner who does not achieve a pass for all the learning outcomes by not meeting the pass assessment criteria standards fails the unit.

Unit grade points for each 20 credit Unit

Level 7 Diploma in Management	
Composite of six mandatory Units	
Points per one credit - Pass 3, Merit 4, Distinction 5	
Credits per Unit	20
Pass	60
Merit	80
Distinction	100

Qualification Grading

The calculation of the overall qualification grade is based on the learner's achievement in all six mandatory units.

To achieve a Pass, Merit or Distinction qualification grade the learners must achieve the minimum number of points in the table below.

Qualification minimum grade points:

L7 Qualification Grading	Minimum Units combination	Minimum No of points
Pass	6 units at Pass	360
Merit	4 units at Merit and 2 units at Pass	440
Distinction	4 units at Distinction and 2 units at Merit	560

Different combinations of units can be used for Merit and Distinction grades so long as they add up to the minimum number of points.

1.19 Centre approval

Centres must pass through the ISM centre approval process to become an ISM Recognised Centre before offering any RQF qualifications. An application form is available from the ISM email admin@ismeducation.co.uk

1.20 Support and guidance for centres

Each centre is allocated an ISM External Quality Assurer whose role is to support and advise all of the centres in the region as well as to verify assessment decisions. The External Quality Assurer will contact the centre at the Centre Approval stage so that support may start immediately.

A handbook is provided to centres to give guidance on administrative procedures.

For up to date details of the above support, visit the ISM website at www.ismeducation.com

1.21 Equality of opportunity

The ISM endeavours in setting the structure and content of our qualifications, and in its processes and arrangements for assessment and awarding, to:

- Ensure access and equality of opportunity wherever possible without affecting the integrity of the qualification
- Not create unnecessary barriers to achievement.
- Guarantee fair assessment for all candidates, including those with particular assessment requirements.
- Comply with the requirements of equalities legislation in force from time to time
- Ensure that it does not discriminate on the grounds of race, disability, gender and transgender, political or religious belief, age, marital/civil partnership status, sexual orientation, or on any other ground or status
- Ensure that all staff and associates are aware of the policy and receive adequate training to ensure its implementation and compliance

Section 2 Units

Unit U751: Operations Management

Unit aim				This unit enables learners to develop understanding of and skills in the principles of operations management. As well as reviewing the tools of operations management it links these ideas to business strategy and shows how operations management can be used to create competitive advantage.	
Level:	7	ISM Unit no.	U751	RQF unit reference no.	L/618/7420
Credit Value	20	TQT	200	Guided Learning Hours	80

Learning outcomes The learner will:	Assessment criteria The learner can:			Indicative content
	Pass	Merit	Distinction	
1. Understand the primary aims of operations management	1.1 Critically review the concept of operations management and its history 1.2 Review the concept of operations performance and analyse the main ways	1M1. Make recommendations for the development of measuring performance.		1.1 The history of operations management, its primary contributors, its relationship with business strategy generally. 1.2 The importance of operations performance. Measuring operations performance. The trade off of operational components when assessing performance.

	<p>of measuring performance.</p> <p>1.3 Analyse the concept of operations strategy.</p>			<p>1.3 Different types of operations strategy. The relationship between operations strategy and marketing. The four perspectives of operations strategy.</p>
<p>2. Understand the principles of operational design and technology.</p>	<p>2.1 Critically review process design and the various options available.</p> <p>2.2 Critically analyse operational layout and look.</p> <p>2.3 Evaluate the importance of process technologies</p> <p>2.4 Review the importance of people in operations.</p>			<p>2.1 Types of process design, the balance of volume and variety, the key objectives of process design.</p> <p>2.2 The main layout options available to the operations manager. The look of an operation. The impact and look of operations on performance.</p> <p>2.3 Types of process technology and evolving technologies. The development and evaluation of technologies.</p> <p>2.4 Organising people, job design, the allocation of work times.</p>
<p>3. Understand how to deliver operational solutions.</p>	<p>3.1 Critically explore the concept of planning and control.</p> <p>3.2 Review the concept of capacity management.</p>	<p>3M1.Evaluate the concept of supply and demand for the operation</p>	<p>3D1.Critically review the supply chain to maximise output for the operation</p>	<p>3.1 The concept of planning and control and its relationship with supply and demand.</p> <p>3.2 Measuring capacity and demand. The management of supply.</p>

	3.3 Critically investigate the concept of supply chain management.			3.3 Supply chains, relationships, the dynamics of supply chains. Inventory management.
4 Understand how operations can be developed	<p>4.1 Review the importance of development in operations management.</p> <p>4.2 Analyse the concept of quality management and its impact on operational development.</p> <p>4.3 Critically review the management of risk and recovery.</p> <p>4.4 Review the key elements of project management.</p>	4M1 Make recommendations for the development of the quality management of the operation	4D1. Critically analyse the quality systems of the operation	<p>4.1 Operations improvement, its key elements, and techniques of operations improvement.</p> <p>4.2 What is quality? the importance of quality. Total Quality Management. SPC.</p> <p>4.3 The notion of risk. The identification of reasons for failure. Failure modes, the mitigation of risk. Risk recovery.</p> <p>4.4 What is a project. The management of projects. Understanding the project environment.</p>

Unit U752: Strategic Planning

Unit aim				This unit enables learners to develop understanding of and skills in strategic planning. Emphasis is placed on the three main areas of strategy; analysis, choice and implementation.	
Level:	7	ISM Unit no.	U752	RQF unit reference no.	Y/618/7422
Credit Value	20	TQT	200	Guided Learning Hours	80

Learning outcomes The learner will:	Assessment criteria The learner can:			Indicative content
	Pass	Merit	Distinction	
1 Be able to assess the strategic position of the organisation.	1.1 Critically review the history and development of strategic planning. 1.2 Analyse the macro environment using	1M1. Conduct an environmental analysis	1D1. Make conclusions and recommendations for the competitive advantage of your chosen	1.1 Examples of strategic planning development from 1800 to date. 1.2 PESTEL analysis, Forecasting and Scenario analysis.

	<p>models.</p> <p>1.3 Review the industry Environment using appropriate models.</p> <p>1.4 Evaluate resources and capabilities.</p> <p>.</p>		<p>organisation.</p> <p>1.3 Competitive rivalry, the five forces, industry types and structure, strategic groups and market segments.</p> <p>1.4 Resources and capabilities, VRIO analysis, the value chain, benchmarking and SWOT. Stakeholders, CSR and ethics. The importance of culture.</p>
<p>2. Understand the options available when making strategic choices.</p>	<p>2.1 Critically review strategic choice and its implications for strategy.</p> <p>2.2 Critically analyse strategic direction and strategic moves.</p> <p>2.3 Critically investigate international strategy, its benefits and implications.</p> <p>2.4 Analyse and evaluate the notion.of mergers, acquisitions and alliances.</p>	<p>2M1.Evaluate your chosen operation against a range of strategic models</p>	<p>2.1 Generic strategy options, the strategy clock, game theory, types and patterns of business models.</p> <p>2.2 Strategic direction, Ansoff Model, vertical and horizontal integration, portfolio management and models.</p> <p>2.3 Models of international strategy, The Porter Diamond, Market selection and entry.</p> <p>2.4 Types of M and A, Strategic Alliances. Types of Acquisitions.</p>

3 Be able to demonstrate how to implement the strategic choices made.	<p>3.1. Evaluate strategic decisions.</p> <p>3.2 Identify and evaluate processes in strategy.</p> <p>3.3 Evaluate Organisation structure and strategy</p>	3M1. Identify a range of strategies for a chosen area of an operation of your choice	3D1. Critically review the strategic options and make recommendations to implement a chosen strategy	<p>3.1 The evaluation of organizational performance. Suitability, acceptability and feasibility.</p> <p>3.2 Deliberate strategy including planning models. Emergent strategy and logical incrementalism.</p> <p>3.3 Organisational structure and strategy. Types of structure. Systems, configurations and adaptability.</p>

Unit U753: Leadership

Unit aim				This unit aims to develop understanding and skills in the field of Leadership. The unit reviews the main approaches to leadership styles and looks at leadership in different contexts, including culture and gender. The relationship between leadership and strategy is emphasized	
Level:	7	ISM Unit no.	U753	RQF unit reference no.	D/618/7423
Credit Value	20	TQT	200	Guided Learning Hours	80

Learning outcomes The learner will:	Assessment criteria The learner can:			Indicative content
	Pass	Merit	Distinction	
1. Understand the features and demands of leadership.	1.1 Critically review traditional leadership styles 1.2 Review the	1M1.Differentiate leadership styles in a chosen operation	1D1.Critically analyse leadership styles identify strategies for leadership in an	1.1 Introduction to leadership. The differences between management and leadership. "Great Man" theory. The trait theory of leadership. Trait theory and Emotional Intelligence. 1.2 The Behavioural view of leadership.

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	<p>contingency approach to leadership.</p> <p>1.3 Evaluate more recent approaches to leadership and their application in the workplace.</p>		operation	<p>Situational models such as Fiedler and Hersey and Blanchard.</p> <p>1.3 Transactional versus Transformational leadership approaches. Servant leadership. Authenticity in leadership. Charisma.</p>
2. Understand leadership as a process.	<p>2.1 Critically review the role of leadership in teams and groups.</p> <p>2.2 Review the importance of followers in the leadership construct.</p> <p>2.3 Evaluate the importance of leadership in the change process.</p>	2M1. Plan a strategy for an aspect of the operation ready for change management	2D1. Critically analyse the change management options for an operation	<p>2.1 Models of team leadership. Team roles and team development. The role of leadership in different team contexts. Leadership in the larger organisation.</p> <p>2.2 Models and examples of followers. Types of followers and their impact on leadership. Case examples of following.</p> <p>2.3 Models of change. The impact of leadership on change implementation.</p>
3. Understand the importance of leadership in different contexts.	<p>3.1 Critically review leadership in different cultural contexts.</p> <p>3.2 Evaluate the relationship between gender and leadership.</p>	3M1. Identify leadership strategies for different cultural contexts in an operation		<p>3.1. Types of culture. Cultural models. Leadership and organisational culture. Leadership and international culture. The leadership of transnational organisations.</p> <p>3.2 Studies of gender and leadership. Women and leadership. Case examples of women leaders.</p>

	3.3 Critically review the concept of strategic leadership.			3.3 Models of strategy. The relationship between leadership and strategy. Case examples of strategic leaders.
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Unit U754: Financial Management

Unit aim				This unit aims to develop an understanding and skills in the field of financial management. As well as reviewing the key tools it links these ideas to business strategy and shows how a critical understanding of financial management is essential in business management.	
Level:	7	ISM Unit no.	U754	RQF unit reference no.	H/618/7424
Credit Value	20	TQT	200	Guided Learning Hours	80

Learning outcomes	Assessment criteria			Indicative content
The learner will:	The learner can:			
	Pass	Merit	Distinction	

<p>1. Understand the key roles of finance and financial markets in the management of the organisation.</p>	<p>1.1 Critically review the finance function and its role in business management.</p> <p>1.2 Analyse the role of capital markets and critically analyse market efficiency and rational analysis.</p> <p>1.3 Critique the sources of short-term finance and the management of working capital.</p>	<p>1M1. Analyse and differentiate the key roles of finance and financial markets in the management of the organisation.</p>		<p>1.1 Corporate finance. The role of the finance manager. Corporate governance. Agency theory.</p> <p>1.2 Sources of business finance. The role of capital markets. Assessing financial performance.</p> <p>1.3 Working capital management and policies. The cash conversion cycle. Managing cash and overtrading.</p>
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<p>2. Understand sources of financing</p>	<p>2.1 Critically review sources of equity and long-term finance.</p> <p>2.2 Review hybrid financing and leasing.</p> <p>2.3 Critically review investment appraisal methods</p> <p>2.4 Review the application and risk elements of investment appraisal.</p>			<p>2.1 Equity finance. The Stock Exchange. Rights issues, scrip issues. Preference shares.</p> <p>2.2 Bonds, Loans, international debt finance. Convertible bonds. Warrants, Valuation of bonds. Leasing.</p> <p>2.3 Appraisal methods including payback, ROCE, NPV, IRR, Profitability index and discount payback.</p> <p>2.4 Taxation and capital investment decisions. Risk, foreign direct investment appraisal.</p>
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<p>3. Understand capital structure and applicable models</p>	<p>3.1 Critique Portfolio theory and the CAPM.</p> <p>3.2 Review the cost of capital and capital structure.</p> <p>3.3 Critically review dividend policy</p>	<p>3M1. Contrast and debate capital structure and applicable models</p>	<p>3D1 Apply capital structure and applicable models to demonstrate its effects on the management of the organisation</p>	<p>3.1 Measuring risk, diversification of risk. Markowitz's portfolio theory. CAPM</p> <p>3.2 The sources and cost of capital. WACC. CAPM and investment appraisal. Gearing. Miller and Modigliani. Market imperfections. Pecking order theory.</p> <p>3.3 The features of dividend – relevance and irrelevance. Alternatives to cash dividends.</p>
<p>4. Understand the financial challenges of strategic moves.</p>	<p>4.1 Critically review Mergers and Acquisitions and their strategic challenges,</p> <p>4.2 Assess the level of risk in an organisational strategy using appropriate models.</p>	<p>4M1. Examine financial challenges in relation to strategic moves</p>	<p>4D1. Choose and justify appropriate solutions to financial challenges that appear from strategic moves.</p>	<p>4.1 Justifications for strategic moves. Trends in activity. Target company valuation. Divestment. Private equity.</p> <p>4.2 Interest and exchange rate risk. External risk management. Futures contracts. Options swaps. Political risk</p>

Unit U755: Human Resource Management

Unit aim				This unit aims to develop understanding and skills in the field of Human Resource Management (HRM). The Unit covers the primary roles of HRM and looks to integrate these roles in the context of the organisation as a whole. The importance of organisational success through the performance of people is emphasised.	
Level:	7	ISM Unit no.	U755	RQF unit reference no.	M/618/7426
Credit Value	20	TQT	200	Guided Learning Hours	80

Learning outcomes	Assessment criteria			Indicative content
The learner will:	The learner can:			
	Pass	Merit	Distinction	
1. Understand the key role of Human Resource Management in organisations.	1.1 Critically review Human Resource Management (HRM) in the context of Management generally. 1.2 Critically discuss human resourcing and its importance in achieving organisational goals.	1M1. Analyse the HR strategy and its impact on achieving organisational goals		1.1 The development of HRM. HRM in the global context. Strategic Human Resources Management. Workplace planning. 1.2 The need for organizational flexibility. Recruitment and selection methods. Employability and skills.

<p>2. Understand how organisational success can be achieved through the achievement or individuals and groups.</p>	<p>2.1 Evaluate the role of performance management in achieving greater organisational performance.</p> <p>2.2 Diagnose the importance of HRM in the development of the organisation.</p>	<p>2M1. Evaluate the performance management policies and draw conclusions on its effectiveness in achieving greater organisational performance</p>	<p>2D1. Develop an improved performance management system with recommendations</p>	<p>2.1 Managing employee performance. The role of leadership. Engagement and retention. Attendance management. Employability skills.</p> <p>2.2 The processes of organisational change and development. Organisational and employee learning. Talent and career development.</p>
<p>3. Understand the importance of employee relations and rewards in the broader organisational context.</p>	<p>3.1 Critically review the key tools of employee relations.</p> <p>3.2 Identify and critically analyse the place of rewards in organisational performance.</p> <p>3.3 Evaluate the increasing importance of ethical treatment of workers in the HRM contexts.</p>	<p>3M1. Evaluate the ER policy of the operation and its impact on the reward system</p>	<p>3D1. Make recommendations for the improvement of the ER and rewards systems.</p>	<p>3.1 The legal background behind employee relations. Equal opportunities. Diversity. The voice of the employee.</p> <p>3.2 Reward management theory. Total rewards and pay. Pensions and benefits. Incentives. The relationship between employability skills and rewards.</p> <p>3.3 Ethics and reputational management. Health and wellbeing.</p>

Unit U756: Marketing Management

Unit aim				This unit aims to develop understanding and skills in the field of Marketing Management. There is a focus on the key skills needed for marketing management and encompasses conventional and digital approaches. The unit considers the subject of marketing from a strategic point of view	
Level:	7	ISM Unit no.	U756	RQF unit reference no.	T/618/7427
Credit Value	20	TQT	200	Guided Learning Hours	80

Learning outcomes The learner will:	Assessment criteria The learner can:			Indicative content
	Pass	Merit	Distinction	
1. Understand the key tools of marketing and its role in the organisation.	1.1 Critically review the place of marketing as a creator of value. 1.2 Analyse the marketing environment and its implications for marketing strategy. 1.3 Evaluate the changing nature of consumer behaviour.	1M1.Critically evaluate the current STP strategy of the operation		1.1 The marketing concept and marketing orientation. Creating customer value and loyalty. The market driven business. 1.2 PEST analysis. The role of technology. The digital revolution. Changes in culture and society. Analysing the market environment. 1.3 The dimensions of consumer behaviour. Models of consumer behaviour.

	<p>1.4 Review the development of Business-to-Business marketing</p> <p>1.5 Critically review the role of marketing analytics and market research in the marketing process.</p> <p>1.6 Critically analyse three key tools in marketing – Segmentation, Targeting and Positioning.</p>			<p>1.4 The nature of business-to-business marketing. People and processes in business-to-business marketing. The decision-making unit. Creeping commitment and centre of gravity.</p> <p>1.5 Marketing analytics, the market research process.</p> <p>1.6 The process of segmentation markets, segmentation bases. Target marketing strategies. Positioning and positioning errors.</p>
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<p>2. Understand how marketing can create value for customers.</p>	<p>2.1 Diagnose the role of a brand in the marketing process.</p> <p>2.2 Review how to create value through:</p> <ul style="list-style-type: none"> ● The provision of services ● Relationships ● Innovation ● Price strategy 	<p>2M1. Create a strategy to increase the brand value of the operation</p>		<p>2.1 Developing brands. The importance of brands. Brand building. Rebranding.</p> <p>2.2 The nature of services. Services v products. Service marketing strategies.</p> <p>Relationship marketing, developing customer relationships. Customer retention.</p> <p>New product development. Creating a culture of innovation.</p> <p>Different approaches to pricing – Economists, cost plus etc. Ethical issues in pricing.</p>
<p>3. Understand the importance of the marketing mix elements in the creation of marketing</p>	<p>3.1 Critically investigate the tools of Integrated Marketing Communications.(IMC)</p> <p>3.2 Evaluate mass marketing communication tools.</p> <p>3.3 Evaluate direct marketing</p>	<p>3M1.Critically assess the IMC of the operation</p>	<p>3D1.Recommend improvements of the IMC of the operation</p>	<p>3.1 The IMC approach. Planning IMC. IMC and marketing strategy.</p> <p>3.2 Advertising. Organising advertising campaigns. Public relations. Sales promotion. Ethical issues in mass communication.</p> <p>3.3 Direct marketing strategy Managing direct marketing campaigns. Sales and Sales</p>

strategy.	<p>communication tools.</p> <p>3.4 Review digital marketing tools.</p> <p>3.5 Critically analyse the management of marketing and distribution channels.</p>			<p>management</p> <p>3.4 Digital marketing and media. Planning a digital marketing campaign.</p> <p>3.5 Channel management. Channel strategy. Types of distribution channel members. Ethical issues in distribution.</p>
4. Understand the importance of planning in marketing the development of marketing strategy.	<p>4.1 Propose a suitable structure for a marketing plan.</p> <p>4.2 Analyse competitiveness and create competitive advantage.</p> <p>4.3 Understand the product life cycle and its application.</p> <p>4.4 Review how to manage markets on a global scale.</p>	4M1. Draw conclusions on the competitiveness of the operation	4D1. Critically analyse and make recommendations for the future competitiveness of the operation	<p>4.1 The functions of market planning. The elements of a marketing plan. The marketing planning process. Using a marketing audit.</p> <p>4.2 Competitor analysis. Defining competitive advantage. Generic marketing strategies.</p> <p>4.3 The product life cycle. Managing products and brands through the cycle.</p> <p>4.4 Opportunities in the global market. Market entry strategies.</p>