



# Level 6 Extended Diploma in Management (Operations Management)

Objective of the qualification:

- It should be available to everyone who is capable of reaching the required standards
- It should be free from any barriers that restrict access and progression
- It should give equal opportunities for all those wishing to access the qualifications.

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## Entry Requirements

These qualifications are designed for learners who are typically aged 19 and above.

For learners who have recently been in education or training the entry profile is likely to include:

- one or two years' study of Business, Management or related qualifications at a Higher Education Institution
- a level 5 qualification in Business, Management or related subjects for example an Level 5 Extended Diploma in Management
- other equivalent international qualifications.

Or

- Relevant work experience at managerial level.

Learners must also have an appropriate standard of English to enable them to access relevant resources and complete the unit assignments.

## Introduction to the Level 6 Diploma in Management (Operations Management)

These qualifications in Management have been developed to conform to the requirements of the RQF, and to meet the requirements of higher education.

Level 6 diploma in management provides flexible route for learners who have already achieved management qualifications at a lower level and for learners who do not have business or management qualifications, but may have qualifications in other areas and/or prior management experience in the work place.

These qualifications are designed to provide:

- opportunities for learners to acquire knowledge and understanding and develop a range of skills, personal qualities and attitudes essential for successful performance in working life
- specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- opportunities for learners who wish to undertake a full time course of study leading to an Extended Diploma
- learners with the opportunity to acquire a broader range of knowledge and understanding and to develop the skills they require to work in the field of management,

## Progression

On successful completion of this Qualification there are a number of progression opportunities available.

Learners may progress to:

- larger qualifications at the same level e.g. from a diploma to an extended diploma
- other qualifications at the next level for example to a Level 7 Diploma or Extended Diploma in Strategic Management or Healthcare Management.
- an MBA programme.

## Level 6 Extended Diploma in Management (Operations Management)

Learners taking the Operations Management Pathway take two of the four core units and then two of the five units from the Operations Management Pathway.

### Core Units

Unit Title	Level	GLH	Credit
Leadership and Management	6	60	15
Research Project	6	60	15
Managing Quality and Service Delivery	6	60	15
Personal Leadership and Management Development	6	60	15

### Operations Management pathway units

Unit Title	Level	GLH	Credit
Information Systems	6	60	15
Logistics and Supply Chain Management	6	60	15
Managing Change	6	60	15
Risk Management	6	60	15
Project Management	6	60	15

## Unit Specifications

### Unit Format

Each unit is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

### Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

### Unit Aims

The unit aims section summarises the content of the unit.

### Unit Code

Each unit is assigned a unit code that will appear on the qualification certificate

### Level

All units and qualifications have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors.

### Credit Value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

### Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

### Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 6 you would see words such as analyse, evaluate, synthesise.

### Unit Indicative Content

The unit indicative content section provides details of the range of subject material for the programme of learning for the unit.

<b>Leadership and Management</b>			
<b>Unit aims</b>	The aim of this unit is to enable the learner to understand the role of leadership and management in organisations; and the use of leadership and management skills to improve organisational performance.		
<b>Unit level</b>	6		
<b>Unit code</b>	H/615/2706		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	<p>To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit.</p> <p>In order to achieve this unit, the learner will need to demonstrate a full understanding of the concepts of leadership and management, the difference between them and how they are used in organisations. The work must be illustrated with exemplar material from research and where possible from the learner's practical experience in employment, as a learner and from working in teams.</p>		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand strategic leadership and management in organisations	1.1 Analyse strategic leadership and its links to management in organisations 1.2 Evaluate key leadership and management theories 1.3 Explain how leadership and management styles should change to meet the needs of different situations found in organisations	1M1 Assess the impact that theories of leadership and management may have on strategic decision making	
2. Understand how to improve organisational performance	2.1 Analyse the skills which are needed by strategic leaders and	2M1 Assess the qualities and skills of a named leader in achieving	2D1 Evaluate how specific organisations use motivation in improving organisational performance

<p>through the application of relevant leadership and management skills</p>	<p>managers to improve organisational performance</p> <p>2.2 Analyse key motivational theories and how they may influence organisational success</p> <p>2.3 Analyse the contribution of performance management techniques in organisational processes</p>	<p>organisational success</p>	
<p>3. Understand how leaders and managers utilise teams in improving organisational performance</p>	<p>3.1 Explain the development of teams</p> <p>3.2 Analyse the characteristics of high performance teams</p> <p>3.3 Evaluate the role of the team leader in creating high performance teams</p> <p>3.4 Assess the impact of teams on organisational performance</p>	<p>3M1 Analyse the challenges of developing effective virtual teams</p>	<p>3D1 Evaluate the importance of using different types of teams to achieve the required outcomes of a project</p>



## Indicative Content

### 1. Understand strategic leadership and management in organisations

#### Concepts of leadership and management

- Definitions of leadership and the role of leaders, classification of leadership (e.g. dimensions, processes, personality), leadership as a process, power and influence, strategic and operational, the importance of common goals, leaders and followers/ leadership of groups, leadership skills, Mintzberg's 10 managerial roles.

#### Leadership and management theories

- Trait theories, process theories, functional leadership, transactional e.g. Bennis and Bass, leadership/management styles, situational theories e.g. Hersey and Blanchard, contingency theory e.g. Fiedler, path-goal theory, Transformational Leadership, psychodynamic theory

#### Styles

- Autocratic, bureaucratic, laissez-faire, persuasive, participative, charismatic ; adapting styles to different situations.

### 2. Understand how to improve organisational performance through the application of relevant leadership and management skills

#### Skill sets

- Different skills sets for leaders and managers. Leaders need to be able to create vision, set direction, communicate, risk taker, plan, listen etc. Managers need to build the team, lead and work in teams, communicate, time management, meet deadlines, manage performance, delegate, project management, problem solve

#### Motivation

- Taylorism, Mayo, Maslow, Herzberg and Broad theories (e.g. temporal motivation theory), cognitive theory, power, behavioural theories; social constructivism
- How leaders motivate and practical aspects of motivation

#### Performance management

- Clarity of end results and goal setting, agreement with staff, reward, performance monitoring and measurement, gathering feedback, use of data and outputs, job design and characteristics and employee needs

### **3. Understand how leaders and managers utilise teams in improving organisational performance**

#### Development of teams

- Stages of team development e.g. Tuckman, Honey, Leigh and Maynard.
- High performance teams; shared purpose and established goals; clear roles; strong interdependencies; agreed decision making process; use of review and feedback; stable team membership; strong learning environment; team based rewards system

#### Team leadership

- Roles and models of team leadership, establishing the culture of team performance, giving direction, establishing reporting lines, celebrating success, managing conflict, communications, collaboration and team decision making, creativity of teams; monitoring performance and measuring team success

#### Impact on organisational performance

- Teams - utilising skills of individual members; shared goals and ambitions; working with and supporting colleagues; wanting success for the team, common understanding of the plan and its impact on the organisation; individual performance of a team member and impact on the work of others
- Underperforming teams and negative impact on organisational performance, goals not achieved, blame culture; conflict; staff absence, retention

#### Virtual teams

- Working with real time; common message and communication; lack of clarity and direction and second guessing; lack of empathy and personal connection; different work ethic and culture in team members; hidden incompetence; diminished productivity; availability.

<b>Research Project</b>			
<b>Unit aims</b>	The aim of this unit is to develop the knowledge, understanding and skills required to produce a research question and carry out independent research using appropriate research techniques. The learner will analyse and present their research findings, evaluate the research methodology and their personal learning.		
<b>Unit level</b>	6		
<b>Unit code</b>	M/615/2708		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. In order to achieve this unit, learners must carry out a comprehensive piece of research on a chosen area. Learners will need to carefully select a topic for research and may require guidance from the tutor to ensure that it is appropriate. Learners must provide sufficient evidence to meet all the learning outcomes at the required standards.		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Be able to consider appropriate research methodologies in preparation for conducting research	1.1 Explain the scope and objectives for a valid research question or hypothesis 1.2 Present a proposal that clearly demonstrates a grasp of the question or hypothesis 1.3 Explain the research methods and techniques that will be used		1D1 Evaluate the chosen research methods and techniques, showing how they support achievement of the stated objectives
2. Be able to conduct research based on the research question or hypothesis and analyse the findings	2.1 Use different research methods to gather relevant primary and secondary data to address the research question and hypothesis 2.2 Analyse the information gathered from the data collected	2M1 Evaluate the strengths and limitations of the data collection and analysis	

<p>3. Be able to present findings from research investigations</p>	<p>3.1 Present research findings to a given audience using appropriate formats                      3.2 Appraise the relevance and value of information gathered                      3.3 Review the validity of the research outcomes against the stated objectives</p>	<p>3M1 Respond orally to questions on research findings</p>	
<p>4. Be able to review own personal learning</p>	<p>4.1 Reflect on own learning in carrying out research investigations</p>	<p>4M1 Identify and analyse actions for improvement in future research projects                       4M2 Recommend future opportunities for own professional learning based on outcomes from research investigation and the reflection on own learning</p>	<p>4D1 Create a plan to improve own skills for future research</p>

## Indicative Content

### 1. Be able to consider appropriate research methodologies in preparation for conducting research

#### Research proposal

- Possible questions or hypothesis; proposal identifies the purpose of the research and the objectives; the desired outcomes and scope.
- Research methods e.g. survey, questionnaire, observations; literature review. Application of Saunders' Research Onion; ways to test reliability and validity; definitions of data e.g. primary and secondary sources, qualitative and quantitative; ways to reference sources. Research methods chosen are appropriate. They will enable purpose, objectives and outcomes of the research to be met.

### 2. Be able to conduct research based on the research question or hypothesis and analyse the findings

- Conduct research, for example; primary sources, secondary sources, sampling.
- Methods of collating information including electronic and paper-based for example; note taking, photographs, video recordings, mind mapping.
- Legal aspects of data collection including confidentiality, data protection, ethics.
- Analysis of data including trend analysis, coding or grouping of types.

### 3. Be able to present findings from research investigations

#### Presentation of research findings

- Appropriate report format so research findings are presented logically to aid understanding, for example; title, acknowledgements, contents page, introduction, summary of literature review, research methods used, findings, recommendations, references, bibliography, appendices including questionnaires, surveys, etc.
- Methods for statistical data for example graphs and charts.
- Research leads to realistic recommendations and evaluative conclusions linked to stated objectives of the research.
- Potential audience for example colleagues, external stakeholders and tutors.
- Oral responses need to be detailed, clear, logical and show understanding.

#### **4. Be able to review own personal learning**

##### Own performance

- Examples may include; reflection on methods used, challenges faced, new learning, skills and knowledge used to enable progress, skills and knowledge gap, personal learning and development.
- Use of feedback from others for example colleagues, audience for presentation, those who took part in primary research.
- Actions for improvement should be linked to personal reflection and feedback. They need to be specific, challenging but achievable with timescales and incorporated into future planning.

<b>Managing Quality and Service Delivery</b>			
<b>Unit aims</b>	To enable learners to develop the knowledge and understanding required to manage and deliver excellent customer service.		
<b>Unit level</b>	6		
<b>Unit code</b>	T/615/2712		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standard specified by the assessment criteria for the unit. Learners can approach this unit theoretically although the assignment work must be in context and include examples and illustrations from the learner's own experience or research. The work can be applied across the business sectors or in a specific context, for example, public service or healthcare.		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand how to identify and meet stakeholder needs when managing quality and service delivery	1.1 Identify the different stakeholder groups in organisations and describe their expectations for quality and service delivery 1.2 Evaluate the processes used in organisations to identify stakeholder needs	1M1 Evaluate the importance of identifying stakeholder needs when managing quality and service delivery	1D1 Assess the impact of poor quality and service delivery for the stakeholders of a named organisation
2. Understand how to manage quality and service delivery	2.1 Analyse the concept of quality when delivering a service 2.2 Review quality standards which can be used for measuring quality and service delivery 2.3 Explain how quality standards are set, monitored and maintained	2M1 Assess approaches to quality management and service delivery	2D1 Analyse the potential issues associated with embedding a chosen approach for achieving quality and service delivery
3. Understand how to embed quality improvement and service delivery	3.1 Analyse the role of leaders and managers in embedding quality improvement and service delivery 3.2 Explain the issues related to	3M1 Evaluate the importance of continuous quality improvement in ensuring organisational success	3D1 Review the implementation of continuous quality improvement and service delivery in a named organisation

	embedding continuous improvement and service delivery and propose possible solutions		
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## Indicative Content

### 1. Understand how to identify and meet stakeholder needs when managing quality and service delivery

- Identification of different stakeholder groups and their needs; External customers, Internal customers, Other business stakeholder groups, for example, employees, Perceptions, Expectations, Individual needs.
- Impact of poor quality service; Organisational reputation, Brand loyalty, Organisational position in the market, Meeting of organisational strategic aims, Accountabilities, for example, public sector  
–stakeholders, Government; private sectors – shareholders, lenders, Meeting required standards, for example, healthcare impacts of failure in delivering healthcare services, impact on financial figures.
- Meeting the needs of stakeholder groups: Balancing needs of different stakeholder groups, Delivering and measuring excellent service, Setting service standards and Service Level Agreements, The importance of managing and monitoring service delivery, How to manage and record service delivery, customer driven management.

### 2. Understand how to manage quality and service delivery

- Quality and Quality Standards: Quality definition, Dimensions of quality for service delivery, Quality systems, ISO9000/9001, Other quality systems, for example, IIP Quality management, Total quality management.
- Implementing standards; Excellence model, Theories of quality – Deming, Juran, Crosby, Quality strategies in service delivery, Developing a quality led organisation, Job roles in quality management, Staff involvement in organisational quality management.
- Setting, monitoring and maintaining standards: How standards are set, Implementation of ISO9000/90001, Auditing quality feedback mechanisms, for example, questionnaires and surveys, Good practice in standard setting and methods for evaluating quality, service delivery.



### 3. Understand how to embed quality improvement and service delivery

- Concept of continuous quality improvement:
  - History in manufacturing and application to service delivery, theories and techniques, for example, Kaizen, Total Quality Management, Lean Production and Lean Management, Deming Cycle, Benchmarking, Pareto analysis, Force Field Analysis, etc.
- Embedding continuous quality improvement and service delivery is required to meet stakeholder: Needs, Perceptions, Expectations.
- Investment in staff and resources
- Value for money and best practice

Embedding and implementation: Encouraging staff involvement and rewarding it, Competence standards, implementing change in the business organisation, Managing and monitoring continuous quality improvement, Performance management.

<b>Personal Leadership and Management Development</b>			
<b>Unit aims</b>	This unit aims to help learners develop their own personal leadership and management skills to support the achievement of organisational objectives and personal progression.		
<b>Unit level</b>	6		
<b>Unit code</b>	A/615/2713		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	<p>Learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit.</p> <p>To achieve the standards for this unit, learners will be required to identify their own skills development needs for leadership and management based on real evidence. Learners must actually apply the plan which is produced so they may need an extended time to carry out this assignment.</p>		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand how personal leadership and management skills support the achievement of organisational objectives	1.1 Evaluate the terms leadership and management and their application in organisations 1.2 Evaluate the personal leadership and management skills required to support achievement of organisational objectives	1M1 Analyse the impact of organisational objectives, values and cultures on the leadership and management role	1D1 Analyse the leadership and management skills of a leader in a named organisation
2. Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives	2.1 Carry out an audit of own personal leadership and management skills 2.2 Set objectives to meet personal development and organisational needs 2.3 Identify and explain opportunities to meet objectives set 2.4 Prepare a personal development plan to develop own leadership and management skills and to support	2M1 Justify how opportunities selected for the personal development plan support achievement of organisational objectives	.

	organisational objectives 2.5 Carry out appropriate personal development activities in accordance with the plan to develop skills identified in the audit		
3. Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills	3.1 Review progress and outcomes of the personal development plan against the objectives set	3M1 Compare current personal leadership and management skills with the outcomes of original audit	3D1 Analyse areas for further development and update personal development plan

**Indicative Content**

**1. Understand how personal leadership and management skills support the achievement of organisational objectives**

Organisational objectives:

- Different organisational visions and aims, for example; financial, customer focused, product focused etc.: stakeholder requirements, for example; profitability, ethical operation, legal compliance, strategic plans, accountability of leaders and managers for organisational objectives, impact of organisational type, purpose, values and culture on leadership and management roles, the wider environment requirements affecting organisation.

Personal leadership and management skills:

- Leadership and management characteristics, skills, competence and knowledge required, behaviours, attitudes associated with effective leadership, personal skills.

**2. Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives**

Development opportunities:

- Coaching, mentoring, networking, professional bodies and professional recognition, formal training, education opportunities, formal qualifications, reflective learning models and techniques, feedback – obtaining, evaluating, using feedback, carrying out different tasks in an organisation, taking on different roles.

Personal development plans:

- Contents of plans – activities, timescales, milestones, deadlines, aims and objectives, writing SMART objectives

Personal development:

- Continual review and reflection, different opportunities for learning including formal (organised training activities) and informal (on-the-job experience, personal reading, learning from colleagues), learning from activities, using feedback on activities, recording achievement

**3. Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills**

Review:

- Review of original objectives, review of achievement against original objectives, competences and results, importance of review, identifying objectives not yet achieved.

Evaluation:

- Measuring effectiveness, evaluating effectiveness, benchmarking with others.
- Identifying activities that were not effective, areas needing further development.

Further development:

- Further development needs and opportunities, building on success, addressing areas of weakness, updating plans, the importance of continuous development and reflection.

<b>Management Information Systems</b>			
<b>Unit Aims</b>	To enable learners to examine the use of information systems within organisations. The learners will develop knowledge and understanding of the contribution information systems make to the development and management of organisations.		
<b>Unit Level</b>	6		
<b>United Code</b>	D/615/2722		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass / Merit / Distinction		
<b>Assessment Guidance</b>	<p>To achieve this unit, learners must meet the learning outcomes at the standards specified by the assessment criteria for the unit.</p> <p>In this unit learners can approach learning outcomes 1, 2 and 3 from a theoretical perspective, using examples to illustrate their work.</p> <p>For Learning Outcome 4, learners will be required to relate their work to a named organisation.</p> <p>In order to meet the standards learners should use an organisation they know well; where they are employed, work in a voluntary capacity or where they are currently studying.</p>		
<b>Learning Outcome The learner will:</b>	<b>Assessment Criteria The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the role of information systems in organisations	1.1 Analyse how information systems are used in different organisations 1.2 Evaluate the role of information systems and technologies in transforming organisations 1.3 Evaluate the role of information systems in global e-business	1M1 Assess the challenges to developing global information systems	
2. Understand the relationships between information systems, organisational strategy and e-strategy	2.1 Examine the role of information systems in developing organisational strategy 2.2 Assess how information systems	2M1 Review the relationship between information systems, organisation strategy and e-strategy	2D1 Assess the impact of internet technology and social media on traditional business models

	<p>contribute to achieving competitive advantage</p> <p>2.3 Explain the benefits to organisations of having an e-strategy</p> <p>2.4 Analyse the use of applications and social media in organisational information systems</p>		
<p>3. Understand how information systems and information technology improve organisational performance</p>	<p>3.1 Analyse the relationship between information systems and decision making</p> <p>3.2 Assess how key information systems can improve organisational performance</p> <p>3.3 Analyse the issues of using Big Data collected through the use of information technology</p>	<p>3M1 Assess the importance of having a balanced portfolio of information systems that support organisational performance</p>	<p>3D1 Evaluate the impact of key emerging information technologies on business performance</p>
<p>4. Understand how to manage effective, secure information systems</p>	<p>4.1 Determine the information system requirements for a named organisation</p> <p>4.2 Assess the security risks faced by a named business organisation when using information systems</p> <p>4.3 Prepare a plan to manage an</p>	<p>4M1 Review the implications of ethical and social issues for managing information systems in a named business organisation</p>	<p>4D1 Evaluate the tools and technologies a named business organisation uses to protect information systems security</p>

	information system for a named organisation		
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## Indicative Content

### 1. Understand the role of information systems in organisations

- Purposes of information: Operational Support, Monitoring and controlling activity, Analysis of patterns or trends, Decision making – operational, tactical, strategic, Gaining commercial advantage.
- Sources of information: Internal information, for example; financial, personnel, marketing, purchasing, sales, manufacturing data, administration information, External information, for example; government information, trade data, commercially provided databases, research, Reliability of data sources.
- Reliable information: Valid, Timely, Fit for purpose, Accessible, Cost-effective, Accurate, Relevant, Appropriate level of detail, Understandable.

### 2. Understand the relationships between information systems, organisational strategy and e-strategy

- Types of information system: Management Information Systems (MIS), Marketing (Sales Performance, Competitors, etc.), Financial (Financial Costs, Investment Returns, etc.), Human Resources (Staffing, Continuing Professional Development, etc.).
- Information flows: Internal information flows, Information flows to external bodies, Information flow diagrams.
- Legal requirements, for example: Data Protection Act, Freedom of Information Act, Computer Misuse Act.
- Ethical issues, for example: Codes of practice, Use of email / internet, Whistleblowing, Organisational policies, Information ownership.
- Operational issues, for example: Security of information, Backups, Health and safety.
- Costs, for example: Additional resources required, cost of development, Increasing cost of training personnel.
- More complex software
- Big Data: Four dimensions – volume, variety, velocity and veracity; Different types of data – text, machine generated, audio, twitter, video, internet, sensory techniques; Stages of analysis – checking, cleaning, sorting, modelling, mining, characteristics, analytics; Technological challenges, for example memory storage space, physical location, scope of data.

### **3. Understand how information systems and information technology improve organisational performance**

- Key information systems features: Data, People, Hardware, Software, Telecommunications.
- Key information systems functions: Input, Storage, Processing, Output, Control, Feedback loops.
- Distinction between data and information: Collection, Storage, Processing, Manipulation, Retrieval, Presentation.
- Management Information Systems: Features, Benefits, Costs.
- Effectiveness criteria and analysis: Accuracy, Sustainability, Confidence, Response times.

### **4. Understand how to manage effective, secure information systems**

- Tools: Software, Databases, Artificial intelligence, Predictive modelling, Internet, Data mining systems.
- Information gathering: Requirements, Establishment of sources of information, Constraints, Selection of appropriate information.
- Information analysis: Quality, Validity, Accuracy, Currency, Relevance, Alternatives.
- Management information, for example, sales reports, college enrolment data, marketing analysis reports.



<b>Logistics and Supply Chain Management</b>			
<b>Unit aims</b>	This unit will allow learners to gain knowledge and understanding of why supply chains are important to business organisations. The unit will allow learners to gain an understanding of how to resolve strategic supply chain management issues and to consider the impact of technology on supply chains.		
<b>Unit Code</b>	H/615/2723		
<b>Unit Level</b>	6		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	<p>To achieve this unit, learners must meet the learning outcomes at the standards specified by the assessment criteria for the unit.</p> <p>Learners need to use exemplar material to show that they understand the theories and application of supply change management and the role of logistics.</p>		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand theories of supply chain management and their contribution to achieving business objectives	1.1 Review theories of supply chain management 1.2 Assess the importance of the strategic wheel in developing supply chain strategies 1.3 Explain how supply chain management supports achievement of business objectives	1M1 Evaluate how organisations manage barriers to achieving an integrated supply chain strategy  1M2 Compare the characteristics of relationships with suppliers that relate to different supply chain strategies	1D1 Assess how organisations can secure competitive advantage through implementing an appropriate supply chain management strategy
2. Understand the role of logistics in supply chain management	2.1 Explain the role of logistics in supply chain management 2.2 Assess factors that need to be considered when improving logistics' practices in organisations		2D1 Analyse the logistics practices used in a named organisation
3. Understand the role information technology plays in supply chain management	3.1 Analyse how information technology is used to integrate different parts of the supply chain in organisations 3.2 Explain the issues which may arise in the use of information technology in supply chain management	3M1 Evaluate the strategies organisations use to mitigate the risks associated with information technology in supply chain management	3D1 Evaluate how information technology has contributed to the supply chain management of a named organisation

	3.3 Assess how information technology is used to develop an organisation's relationship with suppliers		
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## Indicative Content

### 1. Understand theories of supply chain management and their contribution to achieving business objectives

- Theories: Porter's Five Forces, intensity of rivalry, power of customers, power of suppliers, threat of market entry and threat of substitutes, Kraljic's product and service positioning, Impacts on business organisations, Supply structure and design, Supplier selection, Supply and Demand Economic theory, Lean Production, for example Just in Time, EOQ, etc.
- Strategic business objectives:
  - The strategic wheel, 1 - Creation of list of offered products, 2 - Identification of customer needs and market requirements. 3 - Estimation of the degree of meeting market expectations by the existing offer, 4 - Definition of existing knowledge, competences, experience and infrastructure, 5 - Determine the limit for supply chain upstream flows, 6 - Determine the ability of the company to carry out tasks that occur after delivery, 7 - Define the limit for downstream flows, 8 - Selection of an optimal range of products to be offered, 9 - Establishment of goals for development of the necessary skills, experience and infrastructure. Basic approaches to strategic supply, Interrelationships between each of the strategic elements of an organisation, Financial impacts and financial objectives, HR / Personnel considerations.
- Supply and corporate strategies, for example supply chain strategy supports and facilitates: Corporate strategy, Information sharing, Translation of competitive priorities into supply function objectives, Translation of supply function objectives into supply chain practices.

### 2. Understand the role of logistics in supply chain management

- Role of logistics: Organisation of the storage and distribution of goods, Ensure the right products are delivered to the right location on time at an appropriate and agreed price, Co-ordination of transportation, stock control and warehousing, Monitoring of the flow of goods.
- Performance Measurement: Measurement of costs, Cost benefit analysis, Price versus cost, purchasing activities contributing to total cost of ownership, Management of purchasing function, Delivery Administration,
  - Point of origin to consumption – managing movement of goods, time and storage of inventory, customer needs and consumer satisfaction.
- Cost Measurement: Service costs, Communication costs, Price negotiations, Quality costs.

- Inter-business relationships Management: Development of supply chain and relationship management, Strategic Relationship Positioning Model (SRPM).

### **3. Understand the role of information technology in supply chain management**

- Information technology and communication: Electronic Data Interchange (EDI), Development of Open Systems Integration (OSI), Internet technologies.
- Electronic exchanges: Marketplace in which goods and services are traded – global, connecting buyers and sellers, auctions, VPNs, one to many, many to many, web marketplace, vortices, butterfly hubs, Inventory tracking, Economic Order Quantities, Automated inventory ordering.
- Environmental issues: Suppliers and new product development (NPD), Current issues, Competitive advantage, Increasing product complexity, Reduced product life cycles, Managing technological change, Resources and knowledge required to innovate, Benefits of involvement.
- Industry framework, four main drivers: Demand variation or demand profile, Market mediation costs, Product lifecycle, Relevance of the cost of assets to the total cost.

<b>Managing Change</b>			
<b>Unit aims</b>	The aim of this unit is to develop the knowledge, understanding and skills required to manage change within an organisation. Learners will develop an understanding of the need for managing change and the different models that can be used to support this process.		
<b>Unit level</b>	6		
<b>Unit code</b>	K/615/2724		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	<p>To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit.</p> <p>In order to achieve LO1 and LO2 learners can approach their work from a theoretical perspective, using examples to illustrate the points which are made. For LO3 learners must apply their learning in a real context or base their evidence on a case study.</p>		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand how models or frameworks of strategic change can support the change process in organisations	1.1 Analyse factors that may bring about the need for strategic change in an organisation 1.2 Evaluate different models of strategic change 1.3 Assess benefits of using models or frameworks to support organisations through change		1D1 Analyse the models or frameworks used by a named organisation to facilitate strategic change
2. Understand strategies to encourage the involvement of stakeholders in the management of change	2.1 Assess the different approaches to involving stakeholders in the change process 2.2 Evaluate causes of resistance to change 2.3 Assess the impact on the change process of the different demands made by internal and external stakeholders	2M1 Analyse management techniques that can be used to manage resistance to change	
3. Be able to develop a change strategy against business aims and objectives	3.1 Justify the need for change within an organisation 3.2 Use appropriate organisational change models or frameworks to develop a change strategy	3M1 Evaluate the role of the leader in creating and implementing the change strategy	3D1 Create a plan for implementation of the change strategy

	<p>3.3 Evaluate different measures and systems to monitor the progress and effectiveness of the change strategy</p>		
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**Indicative Content**

**1. Understand how models or frameworks of strategic change can support the change process in organisations**

Factors that may influence need for change:

- Examples may include political, environmental, financial pressures, economics, emerging markets, mergers and acquisitions, technology, internal organisational changes.

Implications of not embracing change:

- Negative outcomes may include business closure, financial implications, redundancies, human resources e.g. restructuring, recruitment, training, deterioration of equipment resulting in increased costs at a later stage.

Change management models and frameworks:

- Examples may include; John P Kotter’s eight steps to successful change; Prosci’s five building blocks ADKAR; action research, gap analysis; Kurt Lewin’s change management model; McKinsey’s 7S; Burke-Litwin’s causal change model.
- EFQM model, the balance score-card, Kailzen Blitz, Six Sigma, The Change Curve.

**2. Understand strategies to encourage the involvement of stakeholders in the management of change**

Change management strategies:

- Identify and prioritise stakeholders, develop engagement strategy, maximise support, involve stakeholders using different methods e.g. forums, presentations, group facilitation, sharing information.
- Examples may include conducting a stakeholder analysis, use of multiple-cause diagrams, effective use of motivational and influencing skills, systems modelling, team development to enhance commitment, divergence and convergence.

Resistance to change:

- Types of resistance may include resistance to the process of change, resistance from individual colleagues, resistance from groups, passive versus active resistance, significant resistance versus minor.

Managing resistance to change:

- Effective communication strategy, training and information programmes, staff forums, empowering colleagues, giving ownership, gaining support from key players.

### **3. Be able to develop a change strategy against business aims and objectives**

The need for change:

- Analysis of business aims and objectives and feasibility of achieving them in context of economic downturn, changes in global markets, budget pressures, internal resources, changes to legislation, new technologies, changing markets, change in direction, new CEO.

Strategies:

- Business Process Re-engineering (BPR), organisational development, introducing new structures e.g. matrix or network organisations, virtual organisations, right sizing, push and pull strategies.

Measures and systems to monitor progress:

- Examples may include; reporting, project management systems, goal-based evaluations, process based evaluation, progress reviews against milestones and deadlines, quality circles, data analysis.

Role of Leader:

- Vision, planning, leading stakeholders, appointing change agents, communication at different stages e.g. need for change, progress with change, motivation, taking account of outcomes from monitoring processes, making adjustments, celebrating success.

Implementation plan:

- Plan is able to deliver identified outcomes, within resource constraints, structured, staged, clarity of task, responsibilities and accountabilities, milestones and review points, deadlines, communication flows, contingency planning.

<b>Risk Management</b>			
<b>Unit Aims</b>	The aim of this unit is to help learners develop knowledge and understanding of the importance of managing risks in business organisations and enable them to develop an effective risk management plan.		
<b>Unit Level</b>	6		
<b>Unit Code</b>	M/615/2725		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass / Merit / Distinction		
<b>Assessment Guidance</b>	<p>To pass this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit.</p> <p>Learners will approach their work from a theoretical perspective and will need to use exemplar material to illustrate the points that are made. This may be taken from their own experience or from research. In LO4 there is also a requirement for learners to apply the learning and produce a risk management plan.</p>		
<b>Learning Outcome The learner will:</b>	<b>Assessment Criteria The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the effects of risks on business organisations	1.1 Assess the impact of different types of risk on organisations 1.2 Evaluate the activities which are high risk of different sectors in the economy		
2. Understand the risk management function in organisations	2.1 Explain what is meant by a business risk 2.2 Explain the role of the risk management function in organisations 2.3 Assess the role of business functions in the management of risk		2D1 Evaluate different approaches associated with risk assessment and management in organisations
3. Understand approaches to crisis management and business continuity planning	3.1 Evaluate the vulnerability of organisations to breaks in continuity 3.2 Assess approaches to crisis management and business continuity planning	3M1 Assess how an actual organisation has managed crises	
4. Be able to prepare an effective risk management plan	4.1 Assess activities for an organisation to identify the probability of risks	4M1 Justify strategies used in the risk management plan	4D1 Evaluate the strategic benefits to an organisation of

	4.2 Evaluate the potential impact of identified risks to the business 4.3 Prepare a risk management plan to help mitigate potential risks		an effective risk management plan
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## Indicative Content

### 1. Understand the effects of risks on business organisations

#### Risk assessment

- Analysis, identification, description, estimation, control measures and evaluation, review

#### Risk management frameworks

- ERM programmes, COSO, ISO 3001, corporate governance/compliance, actuarial approaches, insurance, legal issues

#### Drivers

- Strategic risks (e.g. competition, changes in society or markets), financial risks (e.g. liquidity, foreign exchange, credit risk), operational risks (e.g. product failure), hazard risks (e.g. natural Disasters), information risks (e.g. computer hacking).
- Operations: Identifying risks in business operations (as above)

#### High risk areas

- Data, systems integrity, reputation, financial theft, health and safety. Risks vary between organisations in different sectors e.g. primary – importance of mitigating risks associated with health and safety

#### Risk management strategies

- Employment practices, fraud prevention measures, health and safety policy, protection of physical assets and business continuity, process and product management, benchmarking, disaster management

### 2. Understand the risk management function in organisations

#### Business risk

- Internal and external risks i.e. events taking place within the organisation; risks outside the control of the organisation



## Role of risk management

- Purpose of risk management – why risks need to be managed, identifying risks, review of activities and internal environment, setting objectives, risk assessment (impact and likelihood), risk response plans and control, monitoring

## Functions that have a role in managing risk

- Strategic planning, marketing, compliance operations, legal and accounting, insurance, treasury/accounting, management and quality assurance, internal audit, health and safety, environmental

## Risk management process

- Risk assessment, risk reporting, decisions, risk treatment, residual risk reporting, monitoring – ongoing and formal audit, modification

### **3. Understand approaches to crisis management and business continuity planning**

#### Vulnerability

- Factors – size of business, operating environment, physical environment etc.
- Impacts – loss of profits, loss of assets, inability to trade

#### Approaches

- Business continuity planning, impact assessment, threat assessment, scenario definition, recovery solution design (including customer / stakeholder management), implementation and communication, testing

#### Risk management strategies

- Employment practices, fraud prevention measures, health and safety policy, protection of physical assets and business continuity, process and product management, benchmarking, disaster management

### **4. Be able to prepare an effective risk management plan**

#### Potential risks

- Uncertainty in profits e.g. legal issues, market trends, stock market fluctuations, increase in production costs, changing trends and fashions, inadequate forecasting
- Danger of loss e.g. natural disasters such as floods and earthquakes, technology failures, physical factors such as machine failure, fire, theft; personnel issues such as strikes, talent management
- Events e.g. political factors such as change of government, compliance and regulations, global incidences, security breaches

### Business impact analysis

- Analysing level of risk (consequence x likelihood), rating risks e.g. severe, high, moderate, low

### Risk management plan

- Prevention, preparedness, response, recovery

<b>Project Management</b>			
<b>Unit aims</b>	The aim of this unit is to enable learners to understand the process of identifying appropriate and feasible projects. Learner will also understand how the projects can be planned and monitored in order to achieve business objectives.		
<b>Unit level</b>	6		
<b>Unit code</b>	T/615/2726		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	Learners should refer to actual business objectives and produce relevant plans in order to achieve LOs 1 and 2 at the standard required. The other LOs can be approached from a theoretical perspective but learners must use actual examples from organisations to support the points which are made.		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Be able to analyse business objectives to identify potential projects, their feasibility and the methodology which may be used	1.1 Analyse business objectives 1.2 Identify potential projects required from an appraisal of established business objectives 1.3 Review project methodologies suitable for the chosen project 1.4 Assess the feasibility of a proposed project	1M1 Justify the project methodology chosen for the given project	1D1 Analyse the contribution the chosen project will make in achieving the business objectives
2. Be able to design systems and plans for initiating and managing projects	2.1 Devise a structure for the management of a project 2.2 Explain the role and responsibilities of the project manager 2.3 Prepare a detailed project plan with high level estimates of time, resources and costs that meet agreed milestones	2M1 Evaluate the skills and experience needed to fulfil the role of a project manager	2D1 Justify the chosen management structure for a project and explain the contribution made by other team members
3. Understand how to monitor and control the progress of projects	3.1 Identify potential issues and risks associated with projects 3.2 Design systems and measures to monitor and appraise the status and progress of projects 3.3 Design contingency plans to help mitigate potential delays in the progress of projects		

4. Understand how to close and review the success of a project	4.1 Assess tasks needed to close a project 4.2 Devise ways to review the success of a project	4M1 Assess the importance of reviewing projects after their completion	
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## Indicative Content

### 1. Be able to analyse business objectives to identify potential projects, their feasibility and the methodology which may be used

#### Analysis of business needs

- Reviewing operations and procedures, business data, business performance, bench marking, market analysis, strategic and operational plans, vision and mission, strategic direction.

#### Project identification and feasibility:

- Criteria to steer selection of projects, alternative project cost-benefit analyses.

#### Project methodology:

- Traditional approach, critical change approach, event change approach or proprietary/formalised approaches, for example PRINCE, AGILE.

#### Feasibility:

- Risk Management; identifying risk, impact analysis, risk management/planning, review cost-benefit and risk equation for projects. Consider other issues impacting on project e.g. issues of globalisation (advantages and disadvantages of cross-country/culture projects).

### 2. Be able to design systems and plans for initiating and managing projects

#### Team structures:

- Hierarchical, virtual, networked, functional team, pure project teams, matrix management.
- Change control: formal change requests, review of critical path, impact on resources and timelines.

#### Roles and responsibilities of project manager:

- Managing team and stakeholders, change management, project environment, understanding life cycle of projects, setting schedule, budget and timing, developing the project plan, managing project risks, interfaces with other projects, conflict resolution

including role of project manager and sponsor, constructive vs. destructive conflicts, compromise, skill complementarities, goal congruence.

Project plan:

- Value proposition, sponsorship, accountability, deliverables, responsibilities, resource allocations, timeline, milestones, critical path project sub-division: work breakdown, identifying time scales, identifying resources, project budgeting, reporting and accountability.

Interpersonal and Communication Skills:

- Leadership, for example motivating others, delegation, and decision-making.
- Networking, for example network building, communication skills, teamwork, collaboration, mentoring.
- Communication for example negotiating, persuasion, assertive, listening skills, effective writing and oral skills.

### **3. Understand how to monitor and control the progress of projects**

Issues and risks:

- Project creep, gaps in the scope or accountability of the project, changing dependencies (other projects, business conditions etc.), delays, planning errors, skills or other resource deficits.
- Financial constraints, lack of decision making, lack of ownership for the project, communication failures, 'meaningless' plan without buy-in, changes to project team, priority changes within the organisation.

Project monitoring:

- Status and plan documentation and regular monitoring meetings, performance management against targets, defining responsibilities and accountability, communications, traceability, audit trails, formalised frameworks and stages, contingency planning.

### **4. Understand how to close and review the success of a project**

Project closeout:

- Formal evaluation of project and team performance, application of PERT, review of project process and outcomes, feedback from stakeholders, document learning points for future, assess success factors, post-implementation report, sign off on deliverables, hand over/archive documentation, contract closures, closing out financial accounts, reassign team.