PEARSON BTEC LEVEL 7 DIPLOMA

in Strategic Management and Leadership

HANDBOOK

globaledulink

Edexcel & BTEC qualifications

Edexcel & BTEC qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognized and benchmarked. For further information, please visit our qualifications website at https://www.globaledulink.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at https://www.globaledulink.co.uk/contact-us-2/

Purpose of this Handbook

The purpose of this Handbook is to introduce students to online distance learning study through Global Edulink, and to lay down the standards that Global Edulink requires from students. It also sets out the way in which we operate.

In this document, you will also find guidance on (work with this course) various key personal skills, which underpin effective study and also contribute directly to good working practices.

The Handbook should be read in conjunction with the course-specific Handbook which contains the information you need to know about the structure and aims of your course and the modules you are required to study.

About us

Global Edulink is a leading online learning and training provider. We believe that everyone should have the opportunity to learn, no matter what their situation, which is why we strive to keep our resources cutting edge and easy-to-understand.

Education is just one aspect of life that can shape who you are and who you want to be as an employee. In a time-poor world, sometimes you need a flexible approach to help you achieve your goals. Online learning with Global Edulink offers just that – professional and vocational training to fit in with your life.

Global Edulink is well-established in the UK, but reaches out to learners all over the world. The company aims to bridge the gaps in a three step process of training, skills, and jobs, where you can learn at your own pace using interactive teaching techniques.

Welcome to BTEC Level 7 in Strategic Management and Leadership

Focusing on the BTEC Level 7 in Strategic Management and Leadership

BTEC Level 7 Professional qualifications in Strategic Management and Leadership are designed to provide focused and specialist vocational short courses, linked to professional body requirements and National Occupational Standards where appropriate, with a clear work-related emphasis. The qualifications provide short vocational programs of study that meet the individual needs of learners. There is a strong emphasis on practical skills development alongside the development of requisite knowledge and understanding in the sector. They are particularly suitable for more mature learners who wish to follow a short program of study that is directly related to their work experience or to an aspect of employment that they wish to move into in due course. On successful completion of these qualifications, national recognition by employers enables learners to progress into or within employment and/or continue their study in the vocational area. Learners are able to progress across the range of Level 7 qualifications, from Award to Certificate to Diploma to Extended Diploma. These BTEC qualifications also support Continuing Professional Development (CPD), as well as enabling sideways progression to Masters Degrees, such as an MBA, or a Level 7 NVQ in Management. BTEC Professional qualifications are designed to meet a range of different needs. The qualifications offer:

- Maximum flexibility with a range of different-sized Level 7 programs.
- The opportunity to certificate smaller blocks of learning designed to motivate learners and encourage widening participation in education and training.
- Courses that relate to the particular training and employment patterns in a sector.
- Courses that may offer preparation for specific jobs when in employment.
- The opportunity to use a range of delivery methods.
- Opportunities for learners to develop skills that support career and professional development.
- Underpinning knowledge, skills and understanding linked, where appropriate, to named NVQs.
- Programs that can enable progression either to higher levels of study or to other courses at the same level of study.

Straightforward to Implement, Teach and Assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognized by a large number of organizations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and student needs — in this case the Council for Administration (CfA). Many industry and professional bodies offer successful BTEC students exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- Information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence.
- Explanations of the content's relationship with the learning outcomes.
- Guidance on assessment, and what the learner must produce to achieve the unit. Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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It is a pleasure to welcome you to Global Edulink and I wish you well in your studies.

Global Edulink is at the forefront of distance learning provision, not only in the UK but also all over the world. It intends to maintain this position as a leader in supported online distance learning. This means combining appropriate communication technologies and knowledge media with personal tuition and counselling to ensure that you can learn effectively and enjoyably.

Global Edulink takes its obligations to each of its students very seriously. You have registered for an online distance learning course with particular personal goals in mind; our staff want to help you achieve those goals successfully.

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

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

-Director, Global Edulink

1. General Information's

1.1 Useful Contacts

- Student Support Team
  - info@globaledulink.co.uk
  - Tel: +44 (0) 2034097966
- Tutor support
  - mentor@globaledulink.co.uk
  - Tel: +44 (0) 2034097966
- Program Manager
  - programme@globaledulink.co.uk
  - Tel: +44 (0) 2038809577

1.2 Key Support Roles

The role of the Global Edulink Student Support Team is to ensure that you are progressing well in your studies and they will assist you throughout your program with any administrative query relating to your studies. At the enrollment of course, your Student Support coordinator will help to ensure that you are familiar with processes, procedures, rules and regulations and will support you with working through the Induction Module on Learning portal. After completion of your Induction Module your Student Support coordinator will be in regular contact to support and guide you. They will also email you reminders of upcoming deadlines.

The Team can be contacted at info@globaledulink.co.uk

Student Finance queries should be directed to accounts@globaledulink.co.uk

1.3 Tutors
Each course you study has a dedicated tutor. All tutors appointed are experienced academics and subject specialists. They will help you by facilitating your academic progress and to this end they will set tasks and activities in the appropriate discussion areas of Global Edulink Forum, Online learning portal.
The primary means of support will be delivered on-line through student learning portal. Where appropriate, tutors may also provide support by other means, e.g. by email.
The tutoring process is viewed as an essential aspect of development and support for students. It is informally based and designed to encourage two-way communication, either peer-to-peer or student-to-tutor.

Your course Tutors will provide you with academic advice and guidance and answer your questions of an academic nature. For all other queries you are encouraged to contact your Student Support Team directly for support at info@globaledulink.co.uk.

2. What are BTEC Level 7 Professional qualifications?

BTEC Professional qualifications are qualifications at Level 4 to Level 8 and are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centers. BTEC Professional qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Professional qualifications are recognized as the knowledge components of Apprenticeships Frameworks. On successful completion of a BTEC Professional qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

2.1 Pearson BTEC Level 7 Diploma

The Pearson BTEC Level 7 Diploma extends the work-related focus from the Pearson BTEC Level 7 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

2.2 Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification. Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a center delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions. In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research. TQT is assigned after consultation with employers and training providers delivering the qualifications.

BTEC Professional qualifications are generally available in the following sizes:

- Diploma - a qualification with a TQT value of 600 or more.

3 Rules of combination

3.1 Rules of combination for the Pearson BTEC Level 7 qualifications

When combining units for a Pearson BTEC Level 7 Professional qualification in Strategic Management and Leadership, it is the center's responsibility to ensure that the following rules of combination are adhered to.

3.2 Pearson BTEC Level 7 Diploma in Strategic Management and Leadership

1. Total Qualification Time: 600

2. Guided Learning Hours: 150

3. Credit value: minimum of 60 credits

4. Minimum credits to be achieved at or above the level of the qualification: 55 credits. Learners must achieve 25 credits from the mandatory units and a minimum of 35 credits from the optional units.

4. Course Contents

4.1 Pearson BTEC Level 7 Diploma in Strategic Management and Leadership

The Pearson BTEC Level 7 Diploma in Strategic Management and Leadership is a 600 TQT, 60-credit qualification that consists of three mandatory units plus optional units that provide for a combined total of 60 credits (where at least 55 credits must be at Level 7 or above).

Pearson BTEC Level 7 Diploma in Strategic Management and Leadership			
Unit	Mandatory units	Credit	Level
1	Developing Strategic Management and Leadership Skills	10	7
2	Professional Development for Strategic Managers	5	7
3	Strategic Change Management	10	7
Unit	Optional units (choose a minimum of 35 credits)		
4	Developing Corporate Culture	5	7
5	Leading E-strategy	10	7
6	Creative and Innovative Management	10	7
7	Strategic Marketing Management	10	7
8	Corporate Communication Strategies	10	7
9	Managing Corporate Responsibility in the Wider Business Environment	10	7
10	Strategic Human Resource Management	10	7
11	Strategic Quality and Systems Management	10	7
12	Strategic Planning	15	7
13	Managing Financial Principles and Techniques	15	7
14	Strategic Supply Chain Management and Logistics	15	7
15	Developing Successful Business Teams	5	5
16	Research Methods for Strategic Managers	15	7

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[1] We selected the following units to balance the course:
Unit 7: Strategic Marketing Management.
Unit 12: Strategic Planning
Unit 16: Research Methods for Strategic Managers

4.2 Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes. To achieve a 'pass' a learner must have successfully passed all the assessment criteria.

4.3 Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- Meet the standard determined by the assessment criteria

- Achieve the learning outcomes.

All the assignments created by centers should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centers should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments. Centers are encouraged to emphasize the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasized. The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardization processes. It will also help to ensure that learner feedback is specific to the assessment criteria. When designing assignments briefs, centers are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- Current, i.e. to reflect the most recent developments and issues

- Local, i.e. to reflect the employment context of the delivering center

- Flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

4.4 Qualification Grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

4.5 Unit format

All units in the Pearson BTEC Level 7 Professional qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards. Each unit has the following sections.

4.6 Unit title

This is the formal title of the unit that will appear on the learner's certificate.

4.7 Unit reference number (Unit code)

Each unit is assigned a unit reference number (unit code) that appears with the unit title on the Register of Regulated Qualifications.

4.8 Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Equal (Office of Qualifications and Examinations Regulation), the qualifications regulator.

4.9 Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units. Guided learning hours Guided Learning Hours (GLH) is the number of hours that a center delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

4.10 Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarizes the learning outcomes of the unit.

4.11 Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

4.12 Learning outcomes

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

4.13 Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

4.14 Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a program of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the program of learning and specifies the skills, knowledge and understanding required for achievement of the unit. Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

4.15 Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content. It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a program of learning in order for learners to be able to meet the standard determined in the assessment criteria.

4.16 Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.

- Italicized sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicized sub-heading.

- Elements of content: the elements are in plain text and amplify the subheading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.

- 'e.g.' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

4.17 Submitting your Assessment

Your assessment brief will include instructions on how to submit your assessment. If your module is assessed by examination. Normally, you will be required to submit your assessment electronically to the assessment submission area on your module page on Student portal by following the assignment submission link. By submitting your assignment you will be agreeing to the Student Declaration, which confirms that the work you have submitted is your own original work. You will also be agreeing for your work to be scanned through Global Edulink's plagiarism detection system. It is Global Edulink's policy to scan all assessments through the Turnitin plagiarism detection system. Before your assignment submission deadline, you are advised to upload a draft assessment to. You will then be able to view the Originality Report generated by Turnitin, which will show any matches in your work to external sources that have not been correctly referenced. Please allow 24 hours for the Turnitin report to be generated by the system and become available to you, particularly when you re-upload for a second time or more. To view your Turnitin originality report, click on the percentage 'similarity index score' which will appear next to your assessment once the report has been generated by the system. If you experience difficulties uploading your work to Student Portal, you should contact the Student Support Team immediately.

Pearson BTEC Level 7 Diploma in Strategic Management and Leadership

1. Number of units: 6

2. Time (Maximum in days): 365

3. Time (Minimum in days): 180

4. First trimester student will have to submit at least 2 assignments, namely:

- unit 01 (Developing Strategic Management and Leadership skills);
- unit 02 (Professional Development for Strategic Managers);
- unit 03 (Strategic change management)

The second trimester student has to submit at least 2 assignments, namely:

- unit 07 (Strategic Marketing Management);
- unit 12 (Strategic Planning);
- unit 16 (Research Methods for Strategic Managers).

If student is not able to finish within the 6 months (180 days) he/she can use the remaining time to complete the other assignments.

4.18 Help with Referencing and Avoiding Plagiarism

You must ensure that you carefully check the level of plagiarism before submitting your assignment. Please note that the maximum level tolerated is 15% of the total assignment. This policy is applied since this is a level 7 course.

4.19 Failure to Submit

If you fail to submit your assessment or attend your examination, and have not been granted a deferral, you will automatically receive a mark of zero. If you are entitled to reattempt the module (i.e. you have a referral opportunity), your next submission will be capped at 40%. You will also be required to complete the new assessment for the new assessment period. If you are referred in a module (i.e. you do not achieve a pass) you will have one further opportunity to be re-assessed in the module.

4.20 Inactivity, Re-registration and Withdrawal

Global Edulink requires all of its students to undertake annual re-registration. Each year on the anniversary of your enrolment, you will notice that when you log into your Student Portal account that you will asked to confirm your personal details and make payment of your reregistration fee. If you fail to complete the required re-enrolment process on Student Portal when prompted, this will result in you not being able to access your student Portal materials. It will also mean that you will not be registered as an active student and will therefore be unable to continue on your course.

4.21 Notification of Assignment Grades and Examination Boards

Global Edulink normally returns marked feedback forms for assignments directly to candidates within 20 working days from the official submission date. For major projects and dissertation modules, the return of feedback will be within 30 days. For examinations, feedback will normally be returned within 20 days from the date of receipt of your physical examination script from the examination venue. You will receive your provisional grade and assessment feedback from Global Edulink via email. All grades must be confirmed by the Examination Board before confirmed grades can be released to students. Grades are therefore provisional and subject to change until they have 30 been confirmed by the Examination Board. Where marks have not been confirmed by the Examination Board, the feedback will indicate this. Examination Boards will consider and confirm students' progress and final award classifications. Examination Boards are a key part of the quality assurance processes to ensure that standards are comparable with those of other schemes within the UK higher education system. The Examination Board is attended by External Examiners who will review the work of students, the marks awarded and the assessment process as a whole before confirming grades. Examination Boards normally take place in March, June, September and December of each year. Students will normally receive notification of confirmed grades within 5 working days of the Examination Board.

4.22 Re-assessment

Global Edulink operates re-assessment procedures that are designed in compliance with Global Edulink's Regulatory Framework, which can be downloaded from the following web address: http://www.globaledulink.co.uk/. If you are referred in a module (i.e. you do not achieve a pass grade) you will have one further opportunity to be re-assessed in the module. If you have already released your next module you would normally be required to wait until the following study period to retake the assessment. If you fail your resubmission of the assessment, you may be permitted to re-study the module and to be granted two further re-assessment opportunities. However please note that:

- This is subject to the discretion of the Examination Board
- You can only re-study up to a maximum of 40 credits at any level of the program
- The option to retake failed modules does not apply to major projects and dissertations

If you have no further re-assessment opportunities in a module you will be contacted by your student support coordinator to discuss your options. The maximum grade that can be awarded for any re-assessment including re-taken modules is capped at 40%. Marks achieved for individual assessment elements undertaken on the original take are not carried forward to the re-take of the module. Please note that fees will apply for module re-takes, please contact the Student Support Team for details of the current fees. As assessments change at every assessment period, please note that it is your responsibility to ensure you submit the correct paper. If in doubt, please contact the Student Support Team.

5 Unit 1: Developing Strategic Management and Leadership Skills

Unit code: F/602/2058

Level 7: BTEC Professional

Credit value: 10

Guided learning hours: 30

5.1 Unit aim

This unit provides the learner with an understanding of the links between strategic management, leadership and organizational direction, and the skills to be able to apply this understanding.

5.2 Unit introduction

The main aim of this unit is to investigate how current thinking on leadership influences an organization's planning to meet current and future leadership requirements. Learners will gain an insight into the current thinking on leadership from an organizational perspective. They will examine the links between strategic management and leadership, particularly the skills a leader needs to support organizational direction. The unit will help learners understand the impact of management and leadership styles on strategic decisions in differing situations, through examining the competences and styles of successful leaders.   Applying management and leadership theories and models to specific situations will enable learners to assess their impact on organizational strategy. The unit will draw on a selection of established principles, including the influence of emotional intelligence on leadership effectiveness. This will enable learners to assess how organizations can plan to meet current and future leadership requirements. This unit gives an organizational perspective, but it offers learners an insight into how it can contribute to development of their strategic management and leadership skills through assessing requirements for their current or future job roles and measuring these against relevant National Occupational Standards. Learners will develop analytical and long-term planning skills through the use of case studies and research. Finally, this unit will enable learners to research a range of management and leadership development methods and evaluate their in meeting the skills requirements for effective leadership.

5.3 Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit. On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the relationship between strategic management and leadership	1.1 explain the link between strategic management and leadership 1.2 analyse the impact of management and leadership styles on strategic decisions 1.3 evaluate how leadership styles can be adapted to different situations
2 Be able to apply management and leadership theory to support organisational direction	2.1 review the impact that selected theories of management and leadership have on organisational strategy 2.2 create a leadership strategy that supports organisational direction
3 Be able to assess leadership requirements	3.1 use appropriate methods to review current leadership requirements 3.2 plan for the development of future situations requiring leadership
4 Be able to plan the development of leadership skills	4.1 plan the development of leadership skills for a specific requirement 4.2 report on the usefulness of methods used to plan the development of leadership skills

5.4 Unit content

5.4.1 Understand the relationship between strategic management and leadership

Strategic management and leadership: functions of strategic management e.g. reviewing strategic aims and objectives, improving organizational performance, creating, communicating and implementing change, developing and leading high performance teams, strategic decision making; definitions of leadership e.g. Mintzberg 10 Managerial Roles; followership; direct versus indirect leadership; link between strategic management and leadership e.g. the skills of the leader to achieve the strategic objectives Management and leadership style: style e.g. autocratic, bureaucratic, charismatic, laissez-faire, persuasive, participative; influences on style e.g. culture of organization, characteristics of the manager/leader; impact of styles on strategic decisions; adapting management and leadership styles in different situations

5.4.2 Be able to apply management and leadership theory to support organizational direction

Theories: universal theories such as Transformational Leadership, Transactional Leadership (Bennis, Bass), charismatic leadership (Weber, Conger and Kanungo); contingency theory e.g. Fiedler; situational theories e.g. Hersey and Blanchard, Vroom and Yetton, tri-dimensional leadership theory (Yukl) Emotional intelligence: influence on leadership effectiveness, drivers; constrainers and enablers; studies on Emotional Quotient (EQ) e.g. Goleman, Higgs and Dulewicz Applicability to support organizational direction: factors e.g. efficiency, reliability, innovation, adaptation and human resources in sectors, organizations and subunits; size and stage of development of organization e.g. business start-up versus established business; turnaround leadership, cultural issues

5.4.3 Be able to assess leadership requirements

Assess leadership requirements: generic challenges e.g. virtual organizations, diversity, globalization, economic climate, world threats, ethics and corporate social responsibility; e-leadership, mergers and takeovers, restructuring, integrity leadership, diverse teams, partnerships and alliances, regulatory compliance, changes in reporting and control, new technology, interim leadership.

5.4.4 Be able to plan the development of leadership skills

Development of leadership skills: different methods of developing leaders through formal learning, self-help and developmental activities e.g. training courses, job rotation, seminars, executive coaching, mentoring, companies' own universities, developmental assessment centers, action learning, self-directed learning, reading articles, partnership with key academics; changing methodology in leadership development programs; benefits of self-help activities e.g. learning from mistakes, viewing events from multiple perspectives; developing leaders versus recruiting as needed; creating a learning climate; model for assessing future leadership requirements e.g. Council for Excellence in Leadership and Management diagnostic tools; leadership competencies e.g. thinking and acting strategically, emotional intelligence, social intelligence, ability to learn, systems thinking.

5.5 Assessment

Learners can use their own workplaces as a base for much of the assessment for this unit. However, if they are not a part of a suitable organization, other strategies may have to be used, for example a work placement, a detailed investigation of an organization or the use of suitable case study material.

For AC1.1, learners need to explain the link between strategic management and leadership. Learners need to use examples to explain the links between functions, with particular emphasis on meeting strategic objectives.

For AC1.2, learners can draw on their own practices as managers/leaders, using examples from their organizations or a suitable case study to analyze the impact of different management and leadership styles on strategic decisions. This can be developed to evaluate how these styles have been adapted to meet challenges in at least two different situations and organizational contexts for AC1.3.

For AC 2.1 and 2.2, learners need to apply theory to specific situations and create a realistic leadership strategy. They need to review a range of management and leadership theories and models, with the emphasis on current thinking. Learners do not need to use lots of different theories to demonstrate wide-ranging knowledge, but should draw on two or three relevant theories to illustrate understanding in the context of the selected organization.

Learning outcomes 3 and 4 relate to the assessment of current and future leadership requirements to meet the challenges for a specific situation. Learners need to plan for the development of leadership skills and report on the usefulness of the planning methods used to meet the requirements of AC 3.1, 3.2, 4.1 and 4.2.

6. Unit 2: Professional Development for Strategic Managers

Unit code: F/602/2061

Level 7: BTEC Professional

Credit value: 5

Guided learning hours: 10

6.1 Unit aim

This unit provides the learner with the methods and techniques to assess the development of their own skills to support the achievement of strategic direction.

6.2 Unit introduction

This unit is designed to enable learners to take responsibility for their learning and development needs to gain the personal and professional skills needed to support the strategic direction of an organization. Learners can achieve this through analyzing their current skills and preparing and implementing a personal development plan. This unit highlights the importance of seeking feedback from others to improve performance by continuously reviewing learning needs. The development of appropriate personal and professional skills will allow learners to cope with demanding responsibilities and career progression. Learners will conduct a skills audit to evaluate the strategic skills they need to meet current and future leadership requirements and then use it to identify their preferred learning style. This will also inform the structure of a personal development plan. Evidence for this unit needs to be generated continuously throughout the qualification, enabling learners to take ownership of their development needs. Learners will need to demonstrate that they have a regularly updated and realistic personal development plan that fits with their preferred learning style. This unit will also enable learners to evaluate the effectiveness and impact of their learning against the achievement of strategic goals and their chosen career path.

6.3 Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit. On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to assess personal and professional skills required to achieve strategic goals	1.1 use appropriate methods to evaluate personal skills required to achieve strategic goals 1.2 apply techniques to assess the professional skills required to support the strategic direction of the organisation
2 Be able to conduct a skills audit to identify learning style	2.1 carry out a skills audit to evaluate the strategic skills needed to meet current and future leadership requirements 2.2 apply appropriate techniques to identify preferred learning style
3 Be able to implement a personal development plan	3.1 construct a personal development plan that meets leadership development requirements identified in the skills audit 3.2 use suitable methods to assess the outcomes of a personal development plan against personal work objectives 3.3 evaluate the impact of own learning against the achievement of strategic goals

6.4 Unit content

6.4.1 Be able to assess personal and professional skills required to achieve strategic goals

Personal skills: time management e.g. using time effectively, analyzing time spent to improve productivity, setting SMART (specific, measurable, achievable, realistic, time-based) objectives, prioritizing work tasks, dealing with time wasters, effective delegation; stress management; problem solving; decision making; effective communication e.g. active listening, questioning, handling conflict Professional skills: counselling and mentoring to support staff with their own learning and development requirements; coaching skills; leadership skills; multi-tasking; using occupational standards to identify competencies; continuing self-development to meet requirements for professional bodies e.g. learning new skills and knowledge, developing in current and future job roles; leading and chairing meetings; delivering effective presentations Achieving strategic goals: importance e.g. to ensure that staff can perform their job effectively, to provide opportunities to meet individual learning needs, to improve flexibility and adaptability when responding to change, to ensure business success, to create a learning culture; methods

e.g. using conceptual tools to identify own strengths and limitations, developing personal networks, management development and Continuing Professional Development (CPD) programs.

6.4.2 Be able to conduct a skills audit to identify learning style

Skills audit: to assess skills and competencies against organizational and personal objectives; personal profile using appropriate self-assessment tools, psychometric testing, personal SWOT (strengths, weaknesses, opportunities, threats) analysis – listing strengths, weaknesses, identifying opportunities for improvement or career progression, identifying threats to progress; assessment against relevant National Occupational Standards (NOS) and NVQ competence standards; importance of feedback from others e.g. peers, line manager, customers; methods of feedback e.g. appraisal, supervision, performance review, mentoring; defining the gap, identifying learning and development needs to meet strategic objectives Identify preferred learning style: methods such as learning style inventories and questionnaires, psychometric testing e.g. Kolb (converge, diverge, assimilator, accommodator), Honey and Mumford (activist, reflector, theorist, pragmatist), Fleming's VAK/VARK model (visual, auditory, reading/writing, kinesthetic), Myers-Briggs Type Indicator (MBTI); criticisms of learning style theories.

6.4.3 Be able to implement a personal development plan

Personal development plan: importance of having a plan – to provide a systematic or structured approach to decisions about what is needed to learn and how to plan to learn it; setting objectives for life and career planning, identifying resources and support needed and available to meet objectives, identifying obstacles to achieving objectives and how to overcome them, reviewing and monitoring plan; the importance of self-review, providing a reflective record of management experience; gaining support from others to achieve goals and work objectives Monitoring and evaluation: importance of keeping a working document; to help manage learning; to evaluate progress of achievement towards goals; to become a critical, self-directed learner; to develop a clear understanding of strengths and areas for development of leadership skills; review on regular basis; compare achievements against original objectives, reflect on learning, record results, agree whether objectives were achieved or not, set date for next review; set new objectives when others have been achieved.

6.5 Assessment

Assessment for this unit needs to be evidenced through a personal development plan that is monitored throughout the programme. It is important that learners evaluate their current skills using a skills audit to identify and inform their preferred learning style. The personal development plan needs to demonstrate learner ability to reflect on their learning and development needs, identify target dates for review, and show how their needs have been met.

For AC 1.1 and 1.2, learners need to use appropriate methods to evaluate personal skills and assess the professional skills needed for effective leadership and management. To meet the strategic goals and

direction of the organization, learners need to link their evaluation to leadership requirements for a specific goal.

For AC2.1, learners will need to demonstrate they can conduct a skills audit, to evaluate current and future leadership requirements. Learners need to benchmark against suitable criteria such as National Occupational Standards for Management and Leadership. This can help inform their preferred learning style for AC2.2.

For AC 3.1 and 3.2, learners will construct a personal development plan using the information from their skills audit. They can use a standard template or construct their own plan, but it must include SMART objectives and an identification of the resources needed to achieve the objectives, as well as assessing the outcomes against personal work objectives. To be of value, the plan needs to be implemented for at least six months in order for learners to evaluate the impact of their learning against the achievement of strategic goals for AC3.3.

7. Unit 3: Strategic Change Management

Unit code: J/602/2062

Level 7: BTEC Professional

Credit value: 10

Guided learning hours: 30

7.1 Unit aim

This unit provides the learner with the understanding and skills to support active engagement in the process of strategic change management.

7.2 Unit introduction

Alvin Toffler's famous comment 'There is only one constant today and that is change' was made some decades ago, but now change itself is changing at a fast rate. The phenomenal pace of change in countries such as China and India is impacting on older, established economies in the western world. With such change comes uncertainty and insecurity. Organizations, even those in the public sector where 'steady state' was ever the watchword, can no longer sit back. All organizations are being increasingly challenged by change. Consequently, they need to understand the issues that drive the need for change in their own organizations. This means that organizations need to have a proactive approach to strategic change management. Strategic change management is most effective when an organization actively seeks the participation of all relevant stakeholders. A change management strategy will be effective only if it has the support of all stakeholders. If they are to have a sense of ownership, stakeholders need to have the opportunity to contribute to the development of the change strategy. Strategic change impacts on the human resources structure of the organization and this often means a restructuring of the workforce or changes in working practices. Almost inevitably, change will generate resistance from some, particularly those who feel that the change will have no positive benefits for them. Other people may resist change simply because they prefer the status quo. Organizations need to ensure that they have strategies in place to manage resistance to change and this should be part of the overall model that they adopt for managing the change. Once in place, progress towards change will need to be monitored. Learners will develop an understanding of the models of strategic change and the role that stakeholders play in this process. They will then examine the need for change in a selected organization and plan the implementation of a model for change.

7.3 Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit. On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the background to organisational strategic change	1.1	discuss models of strategic change
		1.2	evaluate the relevance of models of strategic change to organisations in the current economy
		1.3	assess the value of using strategic intervention techniques in organisations
2	Understand issues relating to strategic change in an organisation	2.1	examine the need for strategic change in an organisation
		2.2	assess the factors that are driving the need for strategic change in an organisation
		2.3	assess the resource implications of the organisation not responding to strategic change
3	Be able to lead stakeholders in developing a strategy for change	3.1	develop systems to involve stakeholders in the planning of change
		3.2	develop a change management strategy with stakeholders
		3.3	evaluate the systems used to involve stakeholders in the planning of change
		3.4	create a strategy for managing resistance to change
4	Be able to plan to implement models for ensuring ongoing change	4.1	develop appropriate models for change
		4.2	plan to implement a model for change
		4.3	develop appropriate measures to monitor progress

7.4 Unit content

7.4.1 Understand the background to organizational strategic change

Models: John P Kotter's eight steps to successful change; Kübler-Ross five stages transition (grief) cycle; Prosci's five building blocks ADKAR (awareness, desire, knowledge, ability, reinforcement) model; McKinsey's 7S (strategy, structure, systems, shared values, skills, style, staff) framework; Kurt Lewin's change management model - unfreeze, transition and refreeze; Burke-Litwin's causal change model; action research; gap analysis Strategic interventions: teambuilding consensus and conflict, game play, contingency theory, autocratic versus participative style, proactive and reactive, creating synergy; human process interventions; techno-structural interventions; human resources management interventions; organizational and external environment interventions.

7.4.2 Understand issues relating to strategic change in an organization

Need for change: reasons for change e.g. changes in markets, economic downturns, changes in global markets, customer expectations, competitive edge, budget pressures, legislation, size, demographics, mergers, acquisitions, change in mission, restructuring operations, new technologies, major collaborations, rightsizing, new programs such as Total Quality Management (TQM), re-engineering Factors driving the change: change drivers e.g. economics, political factors, environmental, financial pressures, new markets, loss of markets, technological advances, transition to a new chief executive, funding cuts, need to be competitive Resource implication: human resources e.g. restructuring, interviewing and hiring, redundancies, training; physical resources e.g. equipment, vehicles, buildings; financial resources e.g. costs of training, redundancy costs, relocation costs; new building, refurbishment of existing buildings.

7.4.3 Be able to lead stakeholders in developing a strategy for change

Systems to involve stakeholders: stakeholder analysis, systems modelling, systems and sub-systems, input transformation-output modelling, multiple cause diagrams, 'tropics' factors, configuration, divergence and convergence, functional and divisional structures, cultural web, images of organizations, team development, influencing skills, awareness raising, commitment development Involving stakeholders in the change management strategy: six steps stakeholder circle (identify stakeholders, priorities stakeholders, map their profiles, develop an engagement strategy, 28optimize their support, monitor changes); methods of involvement e.g. dialogue with individuals and groups, meetings, presentations, group facilitation, team building, coaching, delegating, developing and sharing a change plan. Resistance to change: types of resistance e.g. individual versus collective, passive versus active, direct versus indirect, behavioral versus verbal or attitudinal, minor versus major, resistance to the content of change, resistance to the process of change. Strategies: e.g. open communications, education, involvement, forums, listening to stakeholders, feedback, addressing needs, ownership of the change, change champions, communicate the vision, getting the support of all key power players, focus on the positives, delivering training programs.

7.4.4 Be able to plan to implement models for ensuring ongoing change

Plan to develop appropriate models for change: choice of appropriate model e.g. John P Kotter's eight steps to successful change; Kübler-Ross five stages transition (grief) cycle; Prosci's five building blocks ADKAR (awareness, desire, knowledge, ability, reinforcement) model; McKinsey's 7S (strategy, structure, systems, shared values, skills, style, staff) framework; Kurt Lewin's change management model - unfreeze, transition and refreeze; Burke-Litwin's causal change model; action research; gap analysis Plan to implement a model for change: organizational development, Business Process Re-Engineering (BPR), learning organization, Kaizen, delayering and right-sizing, matrix organizations, network organizations, adhocracy, virtual organization, push and pull strategies, conflict handling, transformational leadership, empowerment, consultation, contextual planning, contingency planning, adjustments, flexibility Develop appropriate measures to monitor progress: e.g. goal-based evaluation, process-based evaluation, outcome-based evaluation, regular reports, meetings, quality circles, progress reviews, milestones, deadlines.

7.5 Assessment

Learners need to research information from a chosen organization and develop a report on planning strategic change in that organization.

For AC1.1, learners need to show that they understand the different approaches to models of change management. They need to discuss a minimum of three established models, highlighting the differences in approach.

For AC1.2, in the introduction to their report learners need to evaluate the relevance of the models of strategic change, using examples from organizations. They need to explain why the models for change are appropriate in their selected examples.

For AC1.3, learners will be expected to assess the value of using strategic intervention techniques that are used in organizations. These need to be applied to the organization in their report.

For AC 2.1 and 2.2, it is expected that learners will show an understanding of the forces that are impacting on an organization and driving the need for change. Showing understanding needs to be more than just a list of forces and change drivers. Learners need to demonstrate that they have researched and examined the current position of the organization and that they are able to assess the factors in the organization that are driving the need for change.

For AC2.3, learners need to assess the resource implications of the organization not responding to change. It is expected that learners will assess the relevant financial, human and physical resources. They are not expected to cost the resource implications for the organization.

For AC3.1, learners need to develop systems to involve stakeholders in the planning of change. The systems need to be appropriate and workable in the selected organization.

For AC3.2, learners need to show that they understand the different strategies that are available in the process of change management. They need to develop an appropriate strategy for change in the selected organization and show how they would involve stakeholders in the development of this strategy.

For AC3.3, learners need to make judgments on the effectiveness of the systems used to involve stakeholders in the development of a change strategy. They need to evaluate the process, taking account of anything that worked well and anything that did not work well or could have worked better.

For AC3.4, learners need to show that they recognize that resistance to change can show itself in different ways. If managed badly, resistance can become entrenched and spread throughout the organization. Learners need to create a strategy for managing resistance to change that is appropriate to their selected organization. It needs to address the issues and provide a workable approach to overcome the resistance.

For AC4.1, learners need to develop appropriate models for ongoing change in their selected organization. The models need to reflect the circumstances facing the organization.

For AC4.2, learners need to show how they would plan to implement the model for change in their selected organization. Internal and external circumstances impacting on the organization also need to be considered.

For AC4.3, learners need to develop measures to monitor the progress of the change model once it is launched. The measures will need to be practical, workable and appropriate to the organizational context.

8 Unit 7: Strategic Marketing Management

Unit code: Y/602/2065

Level 7: BTEC Professional

Credit value: 10

Guided learning hours: 30

8.1 Unit aim

This unit provides the learner with the understanding and skills to support active engagement in the process of strategic marketing management.

8.2 Unit introduction

Marketing is at the core of business. Outperforming the competition requires solid marketing knowledge and precise marketing decision making. An organization's positioning, and the positioning of its products and services, depend on the formulation and implementation of intelligent and well-informed strategic marketing plans. All organizations operate in a dynamic marketplace. Competition, consumers, technology and market forces constantly redefine the way organizations operate. Staying competitive means that organizations need to continuously adjust and adapt their customer approach to meet changing needs and expectations. This is increasingly important with the globalization of markets and the rapid increase in competition from emerging nations such as China, India and Brazil. In today's markets, it is imperative that organizations focus on establishing, developing and adjusting their strategic marketing plans if they are to remain competitive. Strategic marketing is a way of focusing an organization's energies and resources on a course of action that can lead to increased sales and dominance of a targeted market. A strategic marketing strategy combines product development, promotion, distribution, pricing, relationship management and other elements of marketing. It identifies an organization's strategic marketing goals, and explains how they will be achieved, ideally within a designated timeframe. Without a strategic marketing plan, organizations can waste resources, miss opportunities or, in a worst case scenario, threaten their own survival. Strategic marketing executives have up-to-date knowledge of competitive dynamics and know how to integrate marketing strategy into an overall business strategy. Strategic marketing management provides a comprehensive examination of all the major components of marketing strategies and their integration into organizations. It is the basis for continued success in highly competitive markets.

8.3 Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the principles of strategic marketing management	1.1 discuss the role of strategic marketing in an organisation
	1.2 explain the processes involved in strategic marketing
	1.3 evaluate the links between strategic marketing and corporate strategy
2 Understand the tools used to develop a strategic marketing strategy	2.1 assess the value of models used in strategic marketing planning
	2.2 discuss the links between strategic positioning and marketing tactics
	2.3 analyse the merits of relationship marketing in a given strategic marketing strategy
3 Be able to use strategic marketing techniques	3.1 use appropriate marketing techniques to ascertain growth opportunities in a market
	3.2 plan how to use marketing strategy options in a market
	3.3 create appropriate strategic marketing objectives for a market
4 Be able to respond to changes in the marketing environment	4.1 report on the impact of changes in the external environment on a marketing strategy
	4.2 conduct an internal analysis to identify current strengths and weaknesses in a marketing strategy
	4.3 propose strategic marketing responses to key emerging themes in a marketing strategy

8.4 Unit content

8.4.1 Understand the principles of strategic marketing management

Role of strategic marketing: key definitions of strategic marketing from the Chartered Institute of Marketing and key authors (e.g. Hugh Davidson; Peter Doyle; Philip Kotler; Malcolm McDonald); role and importance of strategic marketing in an organization; concepts; systematic approach; sequencing and scheduling of activities; integration of activities; resource requirements; time scaling; monitoring and control elements Processes: strategic marketing planning processes (e.g. Peter Doyle, Malcolm McDonald) including strategic marketing analysis, marketing strategy objective setting, perceptual mapping, factor analysis, option evaluation, choice, formulation, implementation and control Links to corporate strategy: the nature of strategy and marketing links to corporate strategy e.g. Michael Porter; links to mission statement, organizational structure, corporate responsibility and ethics; dynamic strategy (Carpenter and Sanders); knowledge management systems

8.4.2 Understand the tools used to develop a strategic marketing strategy

Models: organization, industry and market environment situation analysis; Porter's Five Forces model; structure, conduct and performance; SWOT (strengths, weaknesses, opportunities, threats) analysis, STEEPLE (social, technological, economic, environmental, political, legal, ethical) analysis, PEST (political, economic, social, technological) analysis, marketing audit; portfolio analysis techniques e.g. BCG matrix, Product Life Cycle model, Ansoff matrix Links between strategic positioning and marketing tactics: strategic positioning, defining the future position, information collection, analysis, choice of strategy, implementation, monitoring; links to strategic plan e.g. internal growth, market penetration, market development, product development, marketing tactics; product tactics e.g. selection, range, quality, branding; price tactics e.g. skim pricing, penetration pricing, cost price, market price, price discrimination; promotion tactics e.g. customer loyalty schemes, product sampling, dealer loaders, extended credit, point of sale (POS) materials; place tactics e.g. distribution channels, transport management, stock and handling, run through times, terms of delivery Relationship marketing: direct response marketing strategies e.g. offensive strategies, obtaining new customers, increasing customer purchase frequency; defensive strategies, increasing customer satisfaction and increasing switching costs; customer retention strategies e.g. product bundling, cross-selling, cross promotions, loyalty programs; customer satisfaction, customer life cycle value; personalized marketing; Payne and Ballantyne's six markets model (internal markets, supplier markets, recruitment markets, referral markets, influence markets, customer markets).

8.4.3 Be able to use strategic marketing techniques

Marketing techniques: setting marketing objectives and marketing strategy, targeting markets; segmenting markets e.g. geographic, demographic, psychographic, behavior; profiling markets e.g. revenue potential, market share potential, profitability potential; positioning segmented markets e.g. market leader or product line extension, mass marketing or targeted marketing, direct or indirect sales Strategy options: Porter's generic strategies (focus, cost leadership and differentiation); core competences (G Johnson and K Scholes, G Hamel and C K Prahalad); competitive advantage (H Davidson, M Porter); investment opportunity evaluation (D F Abell and J S Hammond); General Electric model; Shell directional policy matrix; market leadership; market dominance strategies; market leader, market challenger, market follower, market niche; innovation strategies; market pioneer; close followers, late followers; offensive, defensive and value-based marketing strategies Strategic marketing objectives:

marketing mix – 7 Ps (Product, Price, Place, Promotion, People, Process, Physical evidence); marketing activity strategies for product/service, pricing, distribution, promotion (advertising, sales promotion, personal selling, direct marketing, public relations), people (internal, intermediaries, customer service), processes and physical evidence, e-marketing strategy; customer relationship management; resource requirements (financial, people, marketing); integration of marketing activity strategies

8.4.4 Be able to respond to changes in the marketing environment

Changes in the external environment: shift from supply to demand environment; fashionisation of markets; micro-markets; rising expectations; technological change; competition; globalization; importance of customer service; commoditization; erosion of brands; new constraints Strengths and weaknesses: focus of marketing objectives, links to corporate strategy, speed of new product developments, ability to customize, ability to handle information to gain competitive advantage; e-marketing position, core focus, target markets, nature and potential of key market segments, partnerships with customers and other stakeholders, organizational structure, innovation strategies, timescales, resource requirements, budgets, monitoring, review and control mechanisms Strategic marketing responses: emerging themes e.g. impact of globalization, the strength or weakness of competitors, importance of environmental factors, changes in the political environment, the state of the economy, the exchange rate, health and safety factors.

8.5 Assessment

For assessment of this unit, learners will need to apply knowledge and understanding of strategic marketing management and research information and apply their knowledge to their selected organization.

For AC1.1, learners need to show that they understand the difference between strategic and tactical marketing. They need to use established models and definitions to develop their discussion.

For AC1.2, learners will be expected to understand and explain the processes involved in strategic marketing. This will involve looking at a range of processes and learners may wish to draw on their own experiences in the workplace to amplify their points.

For AC1.3, learners are expected to understand that the process of strategic marketing does not take place in a vacuum. They will need to show that they can evaluate the links between strategic marketing and corporate strategy and provide examples of those links.

For AC2.1, learners need to research the models used in strategic planning. They will need to make judgments and assess the value of the models for strategic marketing planning.

For AC2.2, learners need to understand that when strategic plans are put into operation, day-to-day tactical decisions have to be made. In their discussion, they need to provide examples of how tactics are related to strategic positioning decisions.

For AC2.3, learners need to show that they understand the nature of relationship marketing. They need to discuss the place of relationship marketing in a strategic marketing plan and then analyze the merits of using this marketing technique.

For AC3.1, learners need to use a selected organization to research and ascertain growth opportunities in a specific market. Evidence needs to be more than anecdotal and include real-time data to support the research, for example statistical data, current economic data, data from the organization and data on markets.

For AC3.2, learners need to show that they understand the importance of marketing strategy options. They need to plan appropriate options and apply them to the organizational context they are using. For AC3.3, learners need to pull all the strands of their learning together successfully to create appropriate strategic marketing objectives for their selected market. The objectives should follow logically from the research undertaken on the organization and the selected market.

For AC4.1, learners need to research the current external environment. They need to report on the extent to which identified changes will impact on the marketing strategy for their selected organization.

For AC4.2, learners need to look closely at their selected organization. They need to conduct an internal analysis to identify current strengths and weaknesses in their marketing strategy as applied to their selected organization.

For AC4.3, learners need to identify key emerging themes affecting their selected organization. These could be local, national or global. They will need to apply their understanding and propose strategic marketing responses to these emerging themes.

9. Unit 12: Strategic Planning

Unit code: H/602/2330

Level 7: BTEC Professional

Credit value: 15

Guided learning hours: 45

9.1 Unit aim

This unit provides the learner with an understanding of how to review current organizational management strategies and the skills to develop a strategy plan in an organizational context.

9.2 Unit introduction

A Chinese proverb states that if you are planning for one year, grow rice. If you are planning for 20 years, grow trees. If you are planning for centuries, grow men. This unit focuses on how organizations undertake strategic planning and its importance in a fast changing, turbulent marketplace. Learners will understand why it is important to develop a strategic vision and mission, establish objectives and decide on a strategy. Strategy and strategic plans map out where the organization is headed, its short- and long-range performance targets, and the competitive moves and internal action required to achieve targeted business results. Learners will understand that a well-constructed strategic plan is essential for organizations to cope with industry and competitive conditions. In this unit, learners will discover how important it is for an organization to understand what is happening in their external environment and how the environment is changing. This will then enable learners to review an organization's existing business plans, using appropriate tools and techniques. Having explored the competitive environment, learners will understand how to develop strategic options using modelling tools and then develop a strategic plan, giving due consideration to the core values, vision and mission of the organization. Learners will then look at planning the implementation of a strategic plan and the creation of monitoring and evaluation systems to measure progress.

9.3 Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit. On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the external environment affecting an organisation	1.1	explain the importance of external factors affecting an organisation
	1.2	analyse the needs and expectations of stakeholders of an organisation
	1.3	analyse the major changes taking place in the external environment that will affect strategy
2 Be able to review existing business plans and strategies of an organisation	2.1	use appropriate tools to analyse the effects of current business plans
	2.2	review the position of an organisation in its current market
	2.3	evaluate the competitive strengths and weaknesses of an organisation's current business strategies
3 Be able to develop options for strategic planning for an organisation	3.1	use modelling tools to develop strategic options for an organisation
	3.2	develop a comparative understanding of activity from organisations in the market
	3.3	create options to form the basis of future organisational strategy
4 Be able to construct a strategy plan for an organisation	4.1	propose a suitable structure for a strategy plan that ensures appropriate participation from all stakeholders of an organisation
	4.2	develop criteria for reviewing potential options for a strategy plan
	4.3	construct an agreed strategy plan that includes resource implications

Learning outcomes	Assessment criteria
5 Be able to examine factors affecting an organisational strategy plan	5.1 compare core organisational values (ethical, cultural, environmental, social and business) with the current business objectives of an organisation
	5.2 develop appropriate vision and mission statements for an organisation
	5.3 produce agreed future management objectives for an organisation
	5.4 develop measures for evaluating a strategy plan
6 Be able to plan for the implementation of a strategy plan	6.1 develop a schedule for implementing a strategy plan in an organisation
	6.2 create appropriate dissemination processes to gain commitment from stakeholders in an organisation
	6.3 design monitoring and evaluation systems for the implementation of a strategy plan in an organisation

9.4 Unit content

9.4.1 Understand the external environment affecting an organization

External environmental factors: needs and expectations of customer groups, shareholders, suppliers and sub-contractors, the workforce and the community as a whole; review the success and direction of competitors and the market sector as a whole; effects of potential longer-term changes – in politics, and legislation, technology, product design, trends and expectations; use of external surveys and statistics; use of appropriate tools; SWOT (strengths, weaknesses, opportunities, threats) analysis, STEEP (social, technological, economic, environmental and political) analysis; market research; primary and secondary information; customer complaints and feedback; feasibility; competitor analysis; customer analysis; market analysis**.**

9.4.2 Be able to review existing business plans and strategies of an organization

Business plans and strategies: use of appropriate tools e.g. value chain analysis, Porter's Five Forces, Boston growth-share (BCG) matrix, SWOT analysis; internal surveys and statistics; product life; strategic drift; market share; measures for monitoring and evaluating; unrealized and emergent strategy; life cycle analysis; effects of globalization; sustainable competitive advantage; pricing strategies; resources analysis; economies of scale and scope; core skills and competences; organizational culture analysis; market equilibrium; experience curves; comparative analysis.

9.4.3 Be able to develop options for strategic planning for an organization

Strategic planning: Ansoff matrix strategies; vertical, backwards and forwards integration; horizontal integration; differentiation; cost leadership; Mintzberg's strategies (deliberate, emergent); leadership and differentiation; strategic alliance; merger, acquisition; competitive strategies; value-based strategy; contingency strategy; market niche; market segmentation; adding value; market share; workforce competence development; product portfolio; reconfiguration; gap analysis; profitability; niche markets; present portfolio analysis; benchmarking.

9.4.4 Be able to construct a strategy plan for an organization

Management strategy: reviewing options; attractiveness to stakeholders; stakeholder participation; criteria for judging options; feasibility studies; risk assessment; reviewing additional recent material; cost-benefit analysis; consistency with organizational values; effects on market position and share; costs and investments; opportunity costs; scenario planning; simulation modelling; sensitivity analysis; balanced scorecard approach; potential globalization and internet advantages; resources issues e.g. financial, workforce.

9.4.5 Be able to examine factors affecting an organizational strategy plan

Vision versus mission: core organizational values e.g. ethical, cultural, environmental, social and business; growth; profit; customer orientation; workforce expectation; management style Objectives and measures: SMARTER (specific, measurable, achievable, realistic, time-based, evaluate, reevaluate) objectives; business ethics; raising awareness; promoting good practice; role modelling; stakeholder involvement; managing diversity; spiritual and cultural issues; environmental considerations.

9.4.6 Be able to plan for the implementation of a strategy plan

Planning: gaining general organizational agreement; communication with stakeholders; organizational development; timetable for implementation; Business Process Re-Engineering (BPR); management by objectives; action planning, performance appraisal; structure and strategic fit; developing policy; communication systems; guidelines; focus and realignment; contingency planning; monitoring and evaluation control systems; dissemination and cascading processes.

9.5 Assessment

Learners need to research information from an organization and develop a full strategic review of the organization based on their research.

For AC 1.1 and 1.3, learners need to show that they understand and explain the importance of the various external factors that impact on the way their chosen organization conducts its business. Learners need to use tools and techniques such as SWOT and STEEP to help analyze the external environment of their chosen organization and to consider what happens when significant changes occur in the external environment that may cause their organization's strategic plans to change. Learners need to ensure that their analysis considers customers, competitors and the marketplace in which their organization operates.

For AC1.2 learners, will be expected to analyze the needs and expectations of all stakeholders of their chosen organization and how they may have influenced strategic decision making within their organizations.

For AC 2.1, and 2.3, learners will be expected to use appropriate tools to analyze the effects current business plans are having within their chosen organization and evaluate the competitive strengths and weaknesses of current business strategies in place.

For AC2.2, learners need to review their organization's current position in its marketplace. This could include market share information and a discussion on competitor activity. For AC3.1, learners need to use the various modelling tools available to develop strategic options for their chosen organization.

For AC3.2, learners need to develop a comparative understanding of activity from organizations in the market. They could achieve this by reviewing what other organizations are doing in the marketplace and what this activity will mean for their chosen organization.

For AC3.3, learners need to create options to form the basis of a future strategy for their organization. For example, this could be entering new markets or developing new products.

For AC4.1, learners need to propose a suitable structure for a strategy plan. They need to show that the plan will be developed in such a way that all stakeholders in their chosen organization will be able to participate in its formation.

For AC4.2, learners need to develop criteria for reviewing potential options for their strategic plan. For example, if one strategic option is to raise prices, then the learner would describe how the effect of this would be measured.

For AC4.3, learners need to construct an agreed strategy plan that includes the resources that will be needed to implement the plan. They will need to examine factors affecting their plan, including a comparison of their organization's values against their current business objectives (AC5.1). From this comparison, they need to develop appropriate vision and mission statements that will guide the plan (AC5.2) and produce agreed future management objectives (AC5.3).

For AC5.4, learners need to develop measures for evaluating their strategy plan.

For AC6.1, learners need to develop a schedule for implementing their strategy plan in their chosen organization.

For AC6.2, learners need to create appropriate processes to disseminate information to stakeholders in their chosen organization that will gain their commitment to the strategy plan when it is implemented.

For AC6.3, learners need to design systems that will monitor and evaluate the implementation of their strategy plan.

10. Unit 16: Research Methods for Strategic Managers

Unit code: R/602/2422

 Level 7: BTEC Professional

Credit value: 15

Guided learning hours: 20

10.1 Unit aim

This unit provides the learner with an understanding of the methods and techniques used and required when carrying out formal research. The unit addresses a variety of research methodologies and offers the learner the opportunity to develop research skills.

10.2 Unit introduction

This unit is designed to introduce learners to the techniques and methods required to carry out formal research. The unit addresses a variety of research methodologies. Learners will be required to propose a unique research question related to an area of professional business practice that interests them and will add to their professional development. They will carry out a literature review on the topic, critically evaluating its relevance to their research question. Learners will understand the techniques, both quantitative and qualitative, used in research to analyze data. They will select an appropriate research methodology for their question, and record and present their findings. Tutor approval should be sought before learners begin their research and their final report should be presented in a format agreed by the tutor.

10.3 Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit. On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to select a research question	1.1 select a research question 1.2 explain the factors that contribute to the process of successful research question selection 1.3 justify their choice of research question
2 Be able to conduct a literature review	2.1 conduct research to find literature relevant to the research question 2.2 undertake a critical review of the key literature for inclusion in a research proposal
3 Understand techniques used to interpret data in a research proposal	3.1 evaluate techniques for use with quantitative data in a research proposal 3.2 evaluate techniques for use with qualitative data in a research proposal
4 Be able to choose the appropriate methodology to research the question	4.1 evaluate appropriate research methodologies in terms of the research question 4.2 choose an appropriate methodology in terms of the research question 4.3 justify the methodology selected in terms of the research question
5 Be able to present the findings of a research proposal	5.1 record findings on a research question, literature review and methodology in an agreed format 5.2 summarise the findings using suitable methods 5.3 present the findings using suitable methods 5.4 critically analyse the findings

10.4 Unit content

10.4.1 Understand how to select a research question

Research question: definition; suitability; skills and knowledge to be gained; aims; objectives; terms of reference; duration; rationale for selection; methodology for data collection and analysis; type of research e.g. qualitative, quantitative, systematic, original; methodology; resources; statistical analyses; validity; reliability; control of variables; literature review; implications e.g. resources; ethical issues Action plan: rationale for research question or hypothesis; task dates; review dates; monitoring/reviewing process; strategy Preparation: identifying ideas/topics/areas of investigation; research question(s); scope and feasibility; hypothesis; literature search; agreeing the process; targets; milestones; action plan; timetable and procedure; monitoring and revision Methodology: literature search e.g. library, internet, sector data sources; pure and applied research, developmental, longitudinal, survey, case study; research and development; concepts and theories; terminology; validity and reliability.

10.4.2 Be able to conduct a literature review

Secondary research: books; journals; papers; conferences; library search; use of IT; internet; media Evaluation of literature: credibility; validity; reliability; frequency of references and esteem in which publications are held; use and acceptance by others.

10.4.3 Understand techniques used to interpret data in a research proposal

Qualitative data analysis: interpreting transcripts and records, coding techniques, categorization, relationships, trends, processes, use of computers; presentation of data and information Quantitative data analysis: coding/values, manual/electronic methods, specialist software; presentation of data e.g. bar/pie charts, graphs, statistical tables; comparison of variables, trends, forecasting.

10.4.4 Be able to choose the appropriate methodology to research the question

Research methodologies: intervention, non-intervention, action research Implement: according to research design and method; test research question/ hypotheses; considering test validity; reliability Methodology for quantitative data: questionnaires (type, layout, questions, distribution, original research data); interviews (selecting interviewees, bias, verification of data, time, place, style, preparation, format, recording); surveys Methodology for qualitative data: case study; observation; interviews Data collection: selection of appropriate tools for data collection; types e.g. qualitative, quantitative; systematic recording; methodological problems e.g. bias, variables and control of variables, validity and reliability Data analysis and interpretation: qualitative and quantitative data analysis – interpreting transcripts; coding techniques; specialist software; statistical tables; comparison of variables; trends; forecasting.

10.4.5 Be able to present the findings of a research proposal

Presentation: e.g. formal written format, by viva voce or oral presentation, diagrammatic or graphical figures Methodology: presentation e.g. IT, audio, visual aids, time, pace; delivery critique of the methods used in the study, recommendations, e.g. using the findings, recommendations for the future, areas for future research Evaluation: planning, objectives, focus, benefits, difficulties; an overview of the success or failure of the research project planning, aims and objectives, evidence and findings, validity, reliability, benefits, difficulties, conclusion(s) Future consideration: significance of research investigation; application

of research results; implications; limitations of the investigation; improvements; recommendations for the future, areas for future research Criteria: purpose, editing, format, sequencing success, critical analysis, discussion of evidence and findings Format: professional delivery format appropriate to the audience; use of appropriate media.

10.5 Assessment

Evidence for this unit should be generated through a written report, demonstrating a sound understanding of research methods and protocol. The report should show evidence of secondary research through a critical review of the relevant key literature relating to the selected research question. It should also show primary research through the selection of a new research question, and then by selecting the appropriate research methodology for this question and evaluating and justifying its use. Crucially, research needs to be focused on meeting its objectives and the outcomes need to be credible. The research question needs to be well-thought-out, appropriate, unique and researched and planned thoroughly. Learners will need to demonstrate the ability to work independently and provide evidence of an individual approach in their finished work. Learners will require close supervision and organized tutor support in order to design a research question/hypothesis which is realistic, achievable and economically viable within the scope of the unit. Tutor approval should be sought before learners begin the research. Tutors will need to establish the availability of resources to support independent study before learners proceed with their proposals.

For AC1.1, learners select an individual research question. Learners should adopt a critical and realistic approach in this selection exercise and gain tutor support before progressing further.

For AC 1.2 and 1.3, learners must explain the factors that contribute to the process of successful research question selection and justify their choice of research question. This will require careful planning and preparation in relation to the selected research question as well as consideration of alternative questions before final selection.

For AC2.1, learners need to conduct research to find literature relevant to their research question. The literature review should be comprehensive and thorough. It should include all key material and show an understanding of the concepts in the material and their relevance to the current question. Learners should be selective and disregard irrelevant material.

For AC2.2, learners must undertake a critical review of the key literature for inclusion in their research proposal. The review should be critical and consider the validity, credibility and esteem in which material is held as well as its use by other researchers, and its relevance to the current research question.

For AC 3.1 and 3.2, learners need to evaluate techniques for use with quantitative and qualitative data in their research proposal. This requires understanding of both types of data and the relevant techniques, and an evaluation of their appropriateness to the research question.

For AC 4.1, 4.2 and 4.3, learners need to evaluate appropriate research methodologies in terms of their research question, choose an appropriate methodology and justify the selected methodology in terms of the research. This needs to include a thorough evaluation of all methodologies, with clear reference to the research question, from selection through to justification.

For AC 5.1, 5.2, 5.3 and 5.4, learners must record their findings on the research question, literature review and methodology in an agreed format, summarizing, presenting and critically analyzing them in the process. The presentation must be appropriate in format and content. It must also be professional and show in-depth knowledge and understanding of the research, its context and a critical analysis of its success and findings.

It is possible to assess work orally, with learners explaining and describing things to the assessor in discussion, in group work or a presentation. If oral assessments are used, then the work must be directly attributable to the individual learner and, in this unit, needs to be backed up by a written report. The assessor must provide a signed statement that includes detail of the oral evidence presented and how it is aligned to the criteria.

11 Access and recruitment

Global Edulink's policy regarding access to its qualifications is that:

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

Centers are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centers should take appropriate steps to assess each applicant's potential and make a professional judgment about their ability to successfully complete the program of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the center during their program of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centers should consult Pearson's policy on learners with particular requirements. Centers will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

11.1 Restrictions on learner entry

The Pearson BTEC Level 7 Professional qualifications in Strategic Management and Leadership are for learners aged 19 and above.

11.2 Access arrangements and special considerations

Centers are required to recruit learners to Pearson qualifications with integrity. Appropriate steps should be taken to assess each applicant's potential and a professional judgment should be made about their ability to successfully complete the program of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the center during their program of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centers should consult Pearson's policy on learners with particular requirements. Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications

11.3 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning. Pearson encourages centers to recognize learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a

given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

12.1 Academic Appeals Policy

There are two grounds on which you may appeal against the decision of the Examination Board. These are:

• If you believe your performance was adversely affected by 'factors' which you were unable or unwilling, on valid grounds, to divulge to the Examination Board;

• If there was material administrative error, or the assessment was not conducted according the regulations.

If you wish to lodge an appeal you should do so in writing within 25 days of the Examination Board. Appeals should be addressed to the Academic Director and emailed to support@globaledulink.co.uk

The full appeals process is detailed within Arden University's Quality Assurance Document QA 24 – Academic Appeals Process.

12.2 Mitigating Circumstances Guidelines

Introduction

Mitigating circumstances or ("Mitigation") are circumstances which have occurred during the assessment process and which have, in some way, detrimentally impacted on your performance or even prevented you from completing one or more assessment tasks (Mitigation is sometimes alternatively referred to as "extenuating circumstances" or "extenuation").

If you believe that there have been serious sudden and unforeseen circumstances which were beyond your control (e.g. : illness):
• prevented you from undertaking an assessment task (e.g.: you were unable to attend an examination, give a presentation or submit a coursework assignment) OR • Impaired your performance when undertaking an assessment task (e.g.: you became ill during an examination)

Then you can submit a claim for mitigation. The circumstances should be current and have been unanticipated and beyond your control rather than disadvantageous conditions experienced throughout your studies (students with serious, long-term/permanent difficulties should contact Student Support Services).

Please note that the mitigation process is designed to assist students with serious circumstances which have prevented them, for example, from either attending an examination/submitting a piece of coursework or which have impaired their performance during an examination/presentation. It is NOT designed to be used by students who, for example, have failed to ensure that they know the time and date of their examination, failed to prepare properly (e.g.: revise!) for an examination or simply not completed a piece of coursework due to poor time management.

Grounds for Mitigation

The following reasons may be considered as acceptable grounds for mitigation at Global Edulink:
• A serious personal illness which is not a permanent condition
• The death, or serious illness, of a close family member, a friend or person for whom the student has a responsibility of care
• Sudden or unforeseen circumstances beyond the reasonable control of the student
The following reasons are NOT considered as acceptable grounds for mitigation at Global Edulink:
• Family, work, financial or other general problems which lie outside of the circumstances identified above
• Poor awareness of Global Edulink's Academic Regulations
• Being unaware of, or misunderstanding, a submission deadline or the date of an examination.
• Computer, disc, printer or any other technical failure for which the student is responsible (students should ensure that they keep a back-up copy of their work). Submitting your claim

The deadline for all claims are 5 Working Days after the relevant Examination Date / Presentation Date / Assignment Submission Date

All claims must be submitted by using the official Mitigation form available from your Student Support Co-ordinator.

Documentary evidence in support of your claim

This is very important - you will need to provide details of any medical certificates or supporting documentation or statements from responsible third parties to explain the absence of/from any assessment. Medical certificates must be in the English Language or, if not, accompanied by a notarised translation, together with precise dates of illness specified. In the case of bereavement, please provide a copy of the death certificate.

Process

Your claim will be considered in strict confidence by the formally constituted Mitigation Panel, making formal recommendations on the outcome of your claim to the Examination Board.

Outcome

Please note that a successful mitigation claim means that any mark you achieve for the assessment task in question will be annulled and you will be given another opportunity to undertake the assessment task in the future.

You will be notified in writing of the outcome of your application once the Mitigation panel has considered your case.

12.3 Complaints Policy

This procedure applies to:

• Complaints arising from a student's educational experience, other than disputes relating to assessment and examinations (see below);

• Complaints in respect of academic and/or administrative support or other services provided by Global Edulink;

• Complaints regarding alleged harassment by staff of Global Edulink;

• Complaints arising from alleged discrimination by staff of Global Edulink in relation to gender, race, disability, sexual orientation or otherwise.

This list is not exhaustive – complaints falling outside those listed above will be considered and investigated at the discretion of Arden University. Formal complaints relating to matters which have occurred more than twelve months previously will be stet at the discretion of Global Edulink.

This procedure does not apply to:

• Candidates wishing to appeal against an academic decision – separate procedures exist for such appeals. Candidates should also note that appeals against the academic judgement of examiners cannot be accepted;

• Disciplinary matters – will be dealt with in accordance with separate procedures in place within Global Edulink; Informal Process Wherever possible, Global Edulink would wish to see any complaint resolved as close as possible to its point of origin, and with a minimum of formality.

The complaint should be discussed with the person involved. In some circumstances the student may prefer to approach a different member of staff e.g. Module Leader, Programme Leader or Student Support Co-ordinator. If the matter is not resolved the student should proceed to the formal process outlined below.

Formal Process

• The complaint should be put in writing to the Student Support Manager.

• A formal response will be provided and/or a meeting will be convened to discuss the issue. This will normally be within 5 working days of receipt of the complaint.

• If there is no resolution, the complaint will be copied to the CEO. A further meeting will be convened to discuss the issue normally within 5 working days.

12.4 Equal Opportunities Policy

Introduction

Global Edulink is committed to providing equal opportunities for staff, external contractors and students and will not tolerate any discriminatory behaviour with respect to any of the following:
• Colour.
• Ethnic origin.
• Gender.
• Creed.
• Marital status.
• Sexual orientation.
• Disability.
• Other.

Aims

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

• Direct discrimination – where a person in not treated equally due to any of the categories listed above.
• Indirect discrimination – where a requirement, situation or condition, which is applied for all groups, has an adverse effect on one or more groups.

• Harassment – where someone is subjected to unwanted conduct, i.e. unwelcome sexual attention or racial harassment.

• Victimisation – where someone is treated less favourably due to action taken against others.

• Segregation – where someone is segregated due to his or her beliefs, attitudes or opinions.

Roles and responsibilities

It is the duty of all individuals and groups associated with Global Edulink to avoid discriminatory practices. They should also discourage discriminatory practices from others.

Global Edulink will encourage those who wish to report instances of discrimination and provide a confidential process by which all discriminatory matters can be dealt with by means of the formal Grievance Procedures.

A designated Global Edulink senior manager is responsible for equal opportunity monitoring and is the point of contact for those who may wish to discuss any discriminatory practice informally in the first instance.

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

Students

Global Edulink will offer equality of access to all its courses and will encourage the recruitment of students from the widest possible audience both nationally and internationally. Global Edulink will also offer flexibility of access to the curriculum by enabling students to enroll for both modules of Courses and full awards. This will be reinforced by:

• Marketing literature; this is produced for all courses.

• An admissions process, which is sensitive and supportive to the needs of all students, includes an enrolment process and provides for assessment of learning support for those students who may have special needs.

• The course review process will monitor the curriculum, student progress and achievement to ensure that equality of opportunity has taken place.

• All materials used for distance learning study and assessment will be subject to evaluation prior to issue to make sure that they do not contain anything which could be considered discriminatory or offensive to individual students or groups.