

Note that for a unit delivered in standard mode, the ICM examinations calendar accommodates a teaching year of approximately 2 x 20 teaching weeks, and four weeks of revision/end of year assessment.

Furthermore, each unit is assigned to a particular 'Level', with each Level corresponding to the group of subjects contained within the programmes leading to the award of a Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma), Graduate Diploma (Level 6 Diploma) or Post Graduate Diploma (Level 7 Diploma).

5 ICM Qualifications and Progression

Understanding your qualification is important and the following guidelines outline how ICM qualifications fit within the UK National Qualifications Framework and support vocational learning.

ICM has benchmarked its qualifications against the UK National Qualifications Framework (NQF). In recognition of the NQF levels and with reference to appropriate National Occupational Standards, the Institute has produced the following level descriptors which should be read in conjunction with the table provided in section 5.6.

5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)

ICM Certificates are awarded to those who have passed Part 1 (the first four or five subjects, depending on the course) of an ICM Diploma programme. See below for ICM Diploma Entry Requirements. ICM Certificates represent a level of qualification that recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Certificate holders should be able to display competence in the application of knowledge in the performance of a range of work activities, some of which may be routine and predictable, with some being complex or non-routine.

Learning at this level involves gaining knowledge and skills appropriate for individuals working semi-independently, or receiving basic supervision and training from others in their field of work.

Students should begin to develop a degree of individual responsibility or autonomy in their study as well as the ability to collaborate with others, for example through participation in work groups or teams.

Successful completion of the ICM Certificate enables entry to the first year of appropriate degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)

Entry to an ICM Diploma programme requires completion of secondary education or an equivalent and recognised programme of study.

ICM Diplomas represent a level of qualification which recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

7 Examinations and Results

7.1 Examinations

In order to achieve a consistent global standard the Institute sets all examination papers and all candidate scripts are returned to the Institute for marking.

Invigilation of examinations is undertaken either by external Invigilators who are appointed by the Institute or by the British Council. Examinations are held in March, June, September and December and the Examination Timetable can be found on the ICM website.

Candidates must be registered and paid-up Student Members of the Institute at the time they undertake their examinations. Examination papers are securely distributed to ICM Approved Centres and scripts are assessed and moderated in the UK by ICM Appointed Examiners.

Full details of Examination dates can be found on the ICM website.

7.2 Examination Entry Fees and Forms

Examination Entry fees are shown on the appropriate Examination Entry form for the subject/programme you are undertaking. In general, the standard Examination fee is £26.00 Pounds Sterling per subject. There are however some specialist programmes where a higher subject fee may be payable. If you have any queries relating to fees please contact your Teaching Centre.

In order to undertake any ICM Professional or Single Subject examination you must be a Registered and paid-up ICM Student Member.

To enter for an examination you need to complete the relevant Examination Entry form and submit it to the Institute.

7.3 Examination Timetable

ICM examinations take place four times each year, in March, June, September and December. The Timetable for each year states the Closing Date for receipt of entries for each examination Series. Please visit the website to view the ICM examination timetable.

7.4 Examination grades and re-marking

You can request that your examination script is re-marked if you are unhappy with your result.

The fee for this is £35.00 Pounds Sterling per script. The Institute operates a triple marking and moderation system. In the event that the moderator increases the original marks awarded, the fee for re-marking your script will be refunded to you. Should the Grade awarded remain the same, you will be issued with a full Examiner's Report detailing your examination performance. The Institute retains answer scripts for a maximum period of six months. Examination scripts/answer books are not returned to candidates under any circumstances.

Certification

On successful completion of all the examinations in Part 1, students are awarded the ICM Certificate in Business Studies. Similarly, on successful completion of all the examinations in Parts 1 & 2 students are awarded the ICM Diploma in Business Studies. On successful completion of all 12 subjects, students are awarded the ICM Advanced Diploma in Business Studies.

12.3 Continuing Education

The Business Studies programme will serve as an excellent route for students who ultimately seek full professional status and will provide first class underpinning knowledge for the mainstream UK degrees in Business Studies and Business Management. Holders of an ICM Diploma in Business Studies may enter the ICM Advanced Diploma programme and completion of this will enable entry to the final year of appropriate Honours degree programmes.

12.4 Entry Requirements

Students holding relevant recognised qualifications from other institutions or professional examining bodies may apply for exemptions on a subject-for-subject basis.

The Institute operates an 'Open Access' policy in respect of many of its vocational programmes but prospective students should note that the following entrance qualifications are recommended for those wishing to undertake the ICM Diploma programme:

- The ICM Certificate in Commercial Studies
- One GCE A level (plus Three GCSEs or equivalents)
- A suitable BTEC National Award
- Any qualification equivalent to one or more of the above

The minimum age for registration for this programme is 18.

Applicants over the age of 20 who do not hold one of the recommended entrance qualifications may also register for the programme providing they have been in full-time employment for a minimum of two years.

Advanced Diploma in Business Studies

The minimum age for registration for this programme is 18.

- The ICM Diploma in Business Studies (or an equivalent level business studies qualification)
- A suitable BTEC National Award
- Any business studies qualification equivalent to one of the above

13.1.1 Business Management & Administration Syllabus

| | |
|----------------|--------------------------------------|
| Unit Title | Business Management & Administration |
| Unit Code | BMA-0605 |
| Level | 6 Diploma |
| Credits | 20 |
| Unit Leader | GW |
| Pre-requisites | |

Main Aim(s) of the Unit:

The unit introduces the student to a range of studies which are useful in understanding people in the workplace. It examines the concept of management within the global business environment and through the appraisal of business cases, a variety of approaches are considered.

The unit prepares students for their likely future roles as managers in organisations. It encourages them to synthesize knowledge and experience gained in other units by considering competing perspectives on the nature of management. It encourages them to reflect upon the contribution that they might make as individuals to the management process, and to explore their own skills as potential managers, within the context of their peer group. The unit touches practical, moral and ethical dimensions of the management role and examines the key problems and dilemmas that may emerge for stakeholders in contemporary organisations.

Main Topics of Study:

The Organisational Background to Business Administration

The Management Framework to Business Administration

- ▶ What are business administration and management?
- ▶ The board of directors
- ▶ Functions within an organisation
- ▶ The 'systems' approach to organisation
- ▶ Planning-control feedback cycles

Characteristic Features of Organisations

- ▶ The structure of organisations and the need for authority
- ▶ The features of bureaucratic and non-bureaucratic organisations
- ▶ Traditional principles and types of organisation
- ▶ More about systems and subsystems

The Structure of Business Enterprises

- ▶ The pattern of organisations
- ▶ Business types including: sole-trader enterprises, partnerships, limited partnerships, the limited liability company, non-profit-making units (clubs and societies), public enterprises
- ▶ Public sector organisations: autonomous public corporations, nationalised industries, local government institutions, central government departments

Functions within Organisations

The Production Function

- ▶ The production process and types of production
- ▶ Site selection and factory planning

Indicative Reading for this Unit:

Main text

Business Management & Administration, Whitehead, G. & Whitehall, G., ICM

Alternative Texts and Further Reading

Modern Business Administration, Appleby, R.C., Pitman

The Structure of Business, Buckley, M., Pitman

Students should also be prepared to read other suitable accounting text books

Guideline for Teaching and Learning Time (10 hrs per credit):

| | |
|-----------|---|
| 50 hours | Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes. |
| 50 hours | Directed learning Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc. |
| 100 hours | Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries. |

Preview from Notesale.co.uk
Page 23 of 84

13.1.2 Numeracy & Statistics Syllabus

| | |
|----------------|-----------------------|
| Unit Title | Numeracy & Statistics |
| Unit Code | NS-1016 |
| Level | 4 Diploma |
| Credits | 20 |
| Unit Leader | GW |
| Pre-requisites | |

Main Aim(s) of the Unit:

The aims of this unit are to equip students with the necessary skills to interpret information, carry out calculation and interpret the results of that information and later, to equip students with some of the analytical skills that are relevant to the study of Accounting & Finance as a whole.

Main Topics of Study:

Revision of Basic Mathematical Techniques

- ▶ Integers, fractions and decimals
- ▶ Order of operations – brackets
- ▶ Percentages and ratios – percentages, profits, proportions and ratios
- ▶ Roots and powers – powers, roots, rules for powers

Equations and Graphs

- ▶ Formulae and equations – manipulating equations, linear equations
- ▶ Graphs – Linear equations and graphs, simultaneous equations, non-linear equations

Data Presentation and Measurements of Location and Dispersion

- ▶ Data – data and information, quantitative and qualitative data, primary and secondary data, discrete and continuous data
- ▶ Data presentation – pictograms, tables, charts (bar charts, pie charts), frequency distributions, histograms, frequency polygons, ogives, scatter diagrams
- ▶ Averages – the arithmetic mean, the mode, the median
- ▶ Dispersion – the range, quartiles and the semi-interquartile range

Probability

- ▶ The concept and rules of probability
- ▶ Expected values
- ▶ Expectation and decision-making

Frequency Distributions, the Normal Curve and Sampling

- ▶ Probability distributions
- ▶ The normal distribution
- ▶ The standard normal distribution

Financial Mathematics

- ▶ Interest – simple interest, compound interest, inflation, changes in the rate of interest
- ▶ Savings and loans – regular savings, sinking funds, loans, mortgages

- ▶ Consumer rights
- ▶ The green movement
- ▶ Green marketing

Customers, Buyers, Clients and Consumers

- ▶ Customers, buyers, clients or consumers
- ▶ Consumer buying behaviour
- ▶ Influences on buying behaviour
- ▶ Social factors
- ▶ Personal factors
- ▶ Psychological factors
- ▶ Models of buying behaviour
- ▶ Organisational buying behaviour

Marketing Segmentation and Positioning

- ▶ Market segmentation
- ▶ Segmenting consumer markets
- ▶ Social status and social class
- ▶ Family life cycle
- ▶ Psychographics and culture
- ▶ Segmenting industrial markets
- ▶ Positioning products and brands

Part C: The Extended Marketing Mix

Product

- ▶ Reviewing the product
- ▶ The Product Life Cycle (PLC)
- ▶ Product range and portfolio
- ▶ Branding
- ▶ The Ansoff growth matrix

New Product Development

- ▶ The NPD process
- ▶ Risks of new product development
- ▶ Screening new product ideas
- ▶ New product adoption
- ▶ Other issues

Place: The Importance Distribution

- ▶ Place
- ▶ What are distribution channels?
- ▶ Points in the chain of distribution
- ▶ Selection of distribution channel
- ▶ Distribution

Preview from Notesale.co.uk
Page 27 of 84

| Learning Outcomes for the Unit: | | | | |
|--|---|-----------------------|------------------------------|--------------------------------|
| At the end of this Unit, students will be able to: | | | | |
| 1. | Understand key concepts and techniques useful in recording and analysing accounting information. | | | |
| 2. | Produce solutions to accounting problems, which make appropriate use of accounting practice and principles and which are well organised and clearly stated. | | | |
| 3. | Prepare statements reporting the financial performance and financial position of business entities. | | | |
| 4. | Analyse accounting data and accounting reports using appropriate tools and techniques. | | | |
| 5. | Demonstrate an awareness of the context within which accounting operates and through which it relates to the business environment. | | | |
| The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills: | | | | |
| Knowledge & Understanding | Analysis | Synthesis /Creativity | Evaluation | Interactive & Group Skills |
| 1,5 | 4 | 3 | 4 | - |
| Self-appraisal/ Reflection on Practice | Planning and Management of Learning | Problem Solving | Communication & Presentation | Other skills (please specify): |
| 5 | 1-5 | 2 | 3 | |
| Learning and teaching methods/strategies used to enable the achievement of learning outcomes: | | | | |
| Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience. | | | | |
| Assessment methods which enable the student to demonstrate the learning outcomes for the Unit: | | | | Weighting: |
| Examination: 3 hours duration EXAMINER'S NOTE: The only ratios that will be tested in the Accounting exam are: profitability, liquidity (short-term solvency) and efficiency ratios. | | | | 100% |
| Indicative Reading for this Unit: | | | | |
| Main Text Finance & Accounting, Giles, R., ICM – Chapters 1-4, 17-21, 22-27, 29-30, 31-33, 35-37 and 40. | | | | |
| Alternative Texts and Further Reading A Complete Course in Business Accounting, Giles, R., Nelson Thornes Frank Wood's Business Accounting 1, Wood, F. & Sangster, A., Pitman | | | | |
| Note: Students should also be prepared to read other suitable accounting text books. | | | | |

| Guideline for Teaching and Learning Time (10 hrs per credit): | |
|--|--|
| 50 hours | <p>Lectures / Seminars / Tutorials / Workshops</p> <p>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</p> |
| 50 hours | <p>Directed learning</p> <p>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</p> |
| 100 hours | <p>Self managed learning</p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p> |

Preview from Notesale.co.uk
Page 37 of 84

Organisation Design

- ▶ Weber and bureaucracy
- ▶ Fayol and classical management theory
- ▶ Mintzberg's management roles
- ▶ Contingency approach
- ▶ Strategic choice

Organisational Architecture

- ▶ Era of self-contained organisation structures
- ▶ Era of horizontal organisation structures
- ▶ Era of boundaryless organisations
- ▶ Collaboration with suppliers, competitors and third parties

Management Processes

Change

- ▶ Making it happen and making it stick
- ▶ Transformational change
- ▶ Change and the individual
- ▶ Readiness and resistance
- ▶ Participation and dictatorship
- ▶ Organisation and development

Leadership

- ▶ Leadership versus management
- ▶ Trait spotting
- ▶ Style counselling
- ▶ Contextual fitting
- ▶ New leadership
- ▶ Distributed leadership

Decision-Making

- ▶ Models of decision-making
- ▶ Decision conditions: risk and programmability
- ▶ Individual and group decision-making
- ▶ Problem and group decision-making
- ▶ Organisational decision-making

Managing Conflict

- ▶ Emotional labour
- ▶ Contrasting frames of reference: unitarist, pluralist and interactionist
- ▶ The radical frame of reference
- ▶ Conflict frame of reference
- ▶ Coordination, failure and conflict

Preview from Notesale.co.uk
Page 47 of 84

13.1.8 Strategic Management Syllabus

| | |
|--|----------------------|
| Unit Title | Strategic Management |
| Unit Code | SM-0605 |
| Level | 6 Diploma |
| Credits | 20 |
| Unit Leader | KE |
| Pre-requisites | |
| Main Aim(s) of the Unit: | |
| This unit aims to develop understanding of the operational and strategic dimensions of organisations and raise awareness of the current discourse in strategic management theory. | |
| Main Topics of Study: | |
| Nature of Strategic Management | |
| <ul style="list-style-type: none">▶ Definitions▶ Stages of strategic management▶ Key terms in strategic management▶ Strategic management model▶ Benefits of strategic management▶ Business ethics and strategic management▶ Business and military strategy | |
| Strategies in Action | |
| <ul style="list-style-type: none">▶ Types of strategies▶ Integration strategies▶ Intensive strategies▶ Diversification strategies▶ Defensive strategies▶ Guidelines for pursuing strategies▶ Mergers and leveraged buyouts▶ Generic strategies▶ Strategic management in governmental organisations▶ Strategic management in small firms | |
| Business Mission | |
| <ul style="list-style-type: none">▶ Importance of a clear mission▶ Nature of a business mission▶ Components of a mission statement▶ Writing and evaluating mission statements | |
| External Assessment | |
| <ul style="list-style-type: none">▶ Nature of an external audit▶ Economic forces▶ Social, cultural, demographic and environmental forces | |

- ▶ Telephones and customer service
- ▶ Words to use/avoid
- ▶ Power phrases
- ▶ Power of eye contact
- ▶ Appeal to the senses
- ▶ Communication and technology

Managing Difficult Customers

Coping with Challenging Customers

- ▶ Who are challenging customers?
- ▶ Why they are challenging
- ▶ Creating challenging customers
- ▶ Characteristics of challenging customers
- ▶ Respect
- ▶ Empathy
- ▶ Responsibility check
- ▶ What to do when you are wrong
- ▶ Benefits from dealing with challenging customers

Motivation and Leadership

Motivation

- ▶ What is motivation?
- ▶ Needs and wants
- ▶ Motivating factors
- ▶ Understanding morale
- ▶ Self-concept and motivation
- ▶ Improving self-concept
- ▶ Power of self motivation
- ▶ Teamwork
- ▶ Motivating others

Leadership in Customer Service

- ▶ Leadership defined
- ▶ Knowing yourself
- ▶ Formal and informal leaders
- ▶ Coach or counsellor
- ▶ Characteristics of excellent leaders
- ▶ Leadership and goals
- ▶ Creating a customer service culture
- ▶ Benefit of job aids
- ▶ Leadership without position

Preview from Notesale.co.uk
Page 62 of 84

| | |
|--|---|
| Learning and teaching methods/strategies used to enable the achievement of learning outcomes: | |
| Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience. | |
| Assessment methods which enable the student to demonstrate the learning outcomes for the Unit: | Weighting: |
| Examination: 3 hours duration | 100% |
| Indicative Reading for this Unit: | |
| Main Text | |
| Customer Service: A Practical Approach, 6th edition, Harris, Elaine K., Prentice Hall ISBN 978 1 292 04035 6 | |
| Alternative Texts | |
| Managing Customer Service, Hayes, Jenny & Dredge, Frances, Gower | |
| Once a Customer, Always a Customer, Daffy, Chris, Oak Tree Press | |
| Guideline for Teaching and Learning Time (10 hrs per credit): | |
| 50 hours | Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes. |
| 50 hours | Directed learning Advance reading and preparation/Class preparation/Background reading/Group study/Portfolio/Diary etc. |
| 100 hours | Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries. |

The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills:

| | | | | |
|--|-------------------------------------|-----------------------|------------------------------|--------------------------------|
| Knowledge & Understanding | Analysis | Synthesis /Creativity | Evaluation | Interactive & Group Skills |
| 1-6 | 4,5 | 3,4 | 6 | - |
| Self-appraisal/ Reflection on Practice | Planning and Management of Learning | Problem Solving | Communication & Presentation | Other skills (please specify): |
| - | - | - | 1,2,4,5 | - |

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

During the early stages of the unit, contact time will combine lectures and discussion with tutors. Contact time will be used to identify the key approaches and components of consultancy work, methods of problem identification and research, and techniques for conducting academic research. The need for appropriate professional and practical skills and effective communication techniques will also be addressed. Tutor contact will focus on providing support and advice for the particular project undertaken.

Over the following weeks, students should make regular appointments with their supervision tutor to discuss their individual academic research and their project. At the same time, the students may be developing their consultancy and communication skills through regular meetings and contact with the target organisation where appropriate.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:

| | |
|---|--------------------|
| Written report (4,000 words) (Incorporating the project proposal, literature review, methodology, results, conclusions and specific recommendations) | Weighting: 100% |
|---|--------------------|

Indicative Reading for the Unit:

Note: there is no single recommended text for this unit. Most importantly, reading should incorporate the latest information on the target organisation where appropriate.

Main Text

The Commercial Manager, Boyce, T. & Lake, C., ICM

Additional Sources of Information

Synthesising Research: A Guide for Literature Reviews, 3rd ed., Cooper, H. (1998), Sage

Research Methods for Managers, Gill, J. & Johnson, P. (1991), Paul Chapman

The Top Consultant – Developing your Skills for Greater Effectiveness, 4th ed., Markham, C. (2004), Kogan Page

Management Consulting, Wickham, P.A. (1999), Pitman

Website references

A variety of associated websites on areas such as consulting including:

<http://www.mckinsey.com/locations/london/index.asp>

<http://www.consultant-news.com/BCG.asp>

<http://www.adl.com/insights/prism/>

<http://www.environment-risk.com/>