



SimVenture
evolution

Study Programme Approval Process

(2018)

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Study Programme Overview

This self-service Study Programme is aligned with the strategic direction of Venture Simulations Limited (VSL). The SimVenture Evolution Study Programme provides an authentic, engaging and sustainable programme of studies for learners, and which also meets the needs of employers and prepares learners to succeed in a fast-changing competitive business world.

Since 2006, the VSL team has been designing and publishing business simulations for the education and corporate training sectors. All work is underpinned by a desire to create circumstances where people can learn effectively in an authentic, engaging and sustainable manner.

In 2016, VSL launched SimVenture Evolution. This on-line simulation lets people to run a business for up to 10 simulated years whilst tutors, trainers and instructors observe and assess progress in class or remotely. Evolution allows people to manage and scale-up an SME and learn about the challenges of leading a growing company in a competitive environment.

VSL collaborated with 10 partner universities throughout the design and build of the simulator. Following launch, Evolution was immediately embedded into both undergraduate and postgraduate lessons and programs of study.

Corporate trainers use simulation in a variety of ways to develop commercial awareness, team-building, consultancy and problem-solving skills. Since Evolution is an on-line resource, individuals can work individually or in teams and receive remote trainer guidance and assessment, rather than spend unnecessary time and money traveling to a single training location.

The learning and development team at VSL continue to work collaboratively with the education sector to provide learners with virtual real-world & work-related learning opportunities and explore professional accreditation possibilities and the development of relevant employability & business behavioural skills.

Integral to the study programme is the embedding of employability skills, continual professional development, and the behaviours and attitudes that employers are seeking from employees. The study programme specifically acknowledges the needs of employers and business learners alike by:

- embedding elements of employability
- virtual work-related global learning opportunities
- increasing the integration of personal and professional development elements across the lessons and the Study Programme itself
- introducing themed 'specialisms' reflecting the key skills identified by employers
- continuing professional development

The themed learning routes through the Study Programme reflect the key curriculum areas identified by employers which include the integration of significant hands-on experiential learning in each lesson. These provide alternative approaches for learners to gain real skills and experience, thus enhancing their prospective employment and career opportunities.

There is one 14-week Study Programme included in this rationalisation, with the Study Programme building on the successful implementations with several Higher Education Institutions including London South Bank University, University of Kent, University of Leicester and Swansea University.

The ethos behind the Study Programme is to develop a Study Programme that continually responds to the trends within the UK HE sectors and business industry including:

- Changes in student funding
- Challenging economic environment
- Demand for full-time education increasing
- Increase of students from a disadvantaged background
- Increasing internationalisation

Additionally, trends in on-line courses suggest that VSL products are in line with market trends towards:

- A greater emphasis on non-traditional credentials
- Increased use of “big data” to measure student performance
- Greater incorporation of artificial intelligence into classes
- Growth of non-profit online programs
- Online degrees in surprising and specialized disciplines
- Growth in demand for on line learning programmes

Whilst the market is highly competitive for all Business Study Programmes, more students are enrolling, and more schools are entering the market. A growing number of institutions are embracing qualifications that are delivered entirely or mainly over the internet with enrolments up 7%.

The shift to on-line study programmes has been driven by the tightening of visa conditions in the UK and elsewhere, schools and businesses attempting to reach overseas markets, advances in teaching technology and the growing credibility of such programmes.

With market data in mind the VSL study programme has several unique selling points.

Unique Selling Points of the Study Programme

- Range of 'hands-on experiential' learning opportunities
- Potential for professional accreditations which enable considered choices to optimise employability and career progression
- On-line available 24/7 to learners all over the world wherever there is a WIFI connection
- Themed 'specialisms' offering attractive career routes which respond to the graduate skills profiles as identified by local employers
- Competitive, integrated, and distinctive Study Programme clearly aligned with employability needs (identified locally and across the sector)
- Enhanced learner learning experience through contemporary teaching, learning and assessment techniques and increased levels of learner support built into the Study Programme via The Control Tower for tutors
- Flexible routes embedded within the Study Programme which acknowledge employment status and preferences of learners and different entry routes
- Strong personal and professional development integrated at all levels, with increasing focus on the development of employability & career management skills

Introduction of the new Study Programme

The Study Programme will be available from September 2018.

External Reference Points and Professional Body Requirements

This Study Programme has been benchmarked against the QAA Benchmark statement for Business and Management (2015). <http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>

The QAA document defines what can be expected of a graduate in the subject, in terms of what they might know, do, and understand at the end of their studies. Please refer to the subject benchmark statement in the link above for further information about Subject Benchmark Statements.

The QAA document was useful in the design of this Study Programme because:

- Venture Simulations Ltd are regularly involved with the design, delivery and review of programmes of study in business and management and related subjects.
- A prospective student thinking about studying business and management on-line via Venture Simulations Ltd can find out what may be involved
- Employers can find out about the knowledge and skills generally expected of a graduate in business and management.

Additionally, this Study Programme has been benchmarked with The Confederation of British Industry (CBI) definition of employability skills in the document Future Fit| Preparing

graduates for the world of work. The CBI skills document outlines the skills that are specifically needed by employers which are reflected in the Study Programme presented in this document.

There may be additional fees learners or institutions will need to pay on top of the standard licence fee and these will be dependent upon any professional body requirements for certification or for CPD accreditation purposes.

SimVenture Evolution Study Programme - structure

Academic Levels 3-7 – Beginner to Board Level

KEY - Lesson type: C = Core/compulsory| O = Option

Lesson	Content	Hours credit	Lesson Type	Mode	Assessment Weighting
Introductory study programme	Core skills 1	.20	C	All lessons can be delivered via multiple pathways	100%
	Core skills 2	.20	C		100%
	Core skills 3	.20	C		100%
	Core skills 4	.20	C		100%
	Core skills 5	.20	C		100%
	Core skills 6 - Passport	.20	C		100%
	Total hours	2			
1	Getting started	1	C		N/A
2	Introduction	1	C		N/A
3	Employability skills	1	O		N/A
4	Market Research	1	O		N/A
5	Company set-up	1	O		N/A
6	Product	1	O		N/A
7	Create new product	1	O	N/A	
8	Production	1	O	N/A	
9	Promotion	1	O	N/A	
10	Sales Channels	1	O	N/A	
11	Manufacture	1	O	N/A	
12	Finance	1	O	N/A	
13	Reflective thinking and writing	1	O	N/A	
14	Business Plans	6	O	N/A	

Resources	Generic Business Skills	1	O		N/A	
Assessment			C		100%	

Mode of delivery: ON = On Campus | BK = Block Delivery | BL = Blended Learning | DL = Distance Learning & Self-Directed Learning | EL = E-Learning | EX = Experiential | WB = Work Based Learning.

Different routes to complete this level are proposed:

Route 1: Learners will take one lesson at a time in sequential order as part of the whole Study Programme, but lessons 1 & 2 are compulsory for every learner

Learners will then undertake:

- 1) a consultancy project (real-world learning)
- 2) a strategic business or marketing plan
- 3) a Business Model Canvas
- 4) a reflective statement of skills learned/employability skills
- 5) a competition
- 6) a formative/summative assessment designed by the learner's organisation or SimVenture Evolution

Route 2: Learners take specific individual subject related lessons as required for a study programme or training programme with or without an assessment. All learners must take lessons 1 & 2.

Learners will then undertake:

- 1) a consultancy project (real-world learning)
- 2) a strategic business or marketing plan
- 3) a Business Model Canvas
- 4) a reflective statement of skills learnt/employability skills
- 5) a competition
- 6) a formative/summative assessment designed by the learner's organisation or SimVenture Evolution

Learners will be offered the opportunity to undertake the Study Programme studying in their own time for a period of up to 12 months. Should they successfully complete this, learners will be given a certificate of completion by Venture Simulations Ltd if they have completed a summative assessment of their learning.

Admissions

There are no standard admission requirements, the Study Programme is open to everyone although students under 18 will require parental permission.

There is no lower minimum of class size

There is no facility for students to apply for accreditation of prior learning because they will not have completed the entire Study Programme elsewhere.

Study hours

In the UK one credit = 10 hours of work.

Two credits = 20 hours of work.

CPD hours = see table above for the breakdown of study hours.

As stated, this 14-week Study Programme has been benchmarked against the QAA Subject Benchmark Statement: Business and Marketing (2015). This document will now explain the content of the Subject Bench Mark Statement how this Study Programme has been benchmarked.

1. Defining Principles

1.1 This Subject Benchmark Statement articulates the knowledge, understanding and skills to be expected of successful honours graduates in business and management and provides threshold descriptors of the standards expected of graduates.

1.2 The Statement is for business and management honours degree programmes which are broad based and general in their scope rather than being oriented towards a business function (for example marketing or finance) or sector (for example tourism or construction management). However, it can also be used to inform a wide range of provision, including those focused-on business functions or sectors, in relation to broad aspects of business and management. The Statement is also relevant to the first-degree elements of integrated master's programmes and to higher apprenticeships in business and management. It is the responsibility of individual providers to decide which of their programmes are appropriate to this Subject Benchmark Statement.

1.3 The Statement is intended to provide a broad framework within which higher education providers can develop and deliver relevant and challenging business and management programmes that respond to the needs of students and employers and reflect current knowledge and best practice. The Statement is not intended to be so prescriptive that it constrains innovation in programme design and delivery. It is hoped that this Statement will be of assistance to providers in the design of high quality business and management programmes and ensure that the standard of such degrees is maintained, and the quality of their graduates enhanced.

2. Nature and extent of business and management

2.1 The purpose of business and management programmes is threefold:

- increasing understanding of organisations, their management, the economy and the business environment
- preparation for and development of a career in business and management
- enhancement of a wide range of skills and attributes which equip Learners to become effective global citizens.

2.2 'Organisations' should be understood throughout this text to include a wide range of different types including, for example, public, private and not-for-profit (such as social enterprises), together with a comprehensive range of sizes and structures of organisations including small and medium enterprises. Similarly, the term 'business' should be interpreted generically.

2.3 'Preparation for business' should be taken to mean the development of a range of specific business knowledge and skills, together with the improved self-awareness and personal development appropriate to graduate careers in business with the potential for management positions and to employability in general. This includes the encouragement of positive and critical attitudes towards change and enterprise, to reflect the dynamism and vibrancy of the business environment.

2.4 Not every learner will engage subsequently in a business and management career or will have entered directly from secondary education. Therefore, 'skills and attributes' should be understood to include the development and enhancement of a range of general transferable intellectual and study skills, which, while being highly appropriate to a career in business and management, are not restricted to this and will also equip students to become effective and responsible global citizens.

2.5 While general degree programmes cover these three purposes, the actual balance will vary among individual higher education providers and programmes and may also reflect the requirements for recognition by professional bodies. The balance being delivered should be explicable and demonstrable in terms of the specified learning outcomes of programmes.

3 Subject knowledge, understanding and skills, Knowledge and understanding

3.1 There is an expectation that Study Programmes covered by this Subject Benchmark Statement should provide a broad, analytical and highly integrated study of business and management.

3.2 Learners should be able to demonstrate relevant knowledge and understanding of organisations, the business environment in which they operate and their management. Programmes emphasise understanding, responding and shaping the dynamic and changing nature of business and the consideration of the future of organisations within the global business environment, including the management of risk.

3.3 The interrelationships among and the integration between these areas are very important within the overall student learning experience and should be demonstrated in the capabilities of successful Learners from all modes of delivery.

3.4 Organisations: this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment.

3.5 The business environment: this encompasses the fast pace of change within a wide range of factors, including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations.

3.6 Management: this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision making within different organisations.

3.7 Within the framework of organisations, business environment and management (set out in paragraphs 3.4-3.6) Learners should be able to demonstrate knowledge and understanding in the following areas.

- Markets: the development, access and operation of markets for resources, goods and services.
- Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.
- Customers: management of customer expectations, relationships and development of service excellence.

- Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk.
- People: leadership, management and development of people and organisations including the implications of the legal context.
- Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values.
- Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems.
- Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations.
- Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools.
- Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.
- Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives.
- Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value.
- Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.

Skills and practice

3.8 Business and management Study Programmes are strongly related to practice and therefore provide a clear link between the development of relevant skills and employability of graduates.

3.9 Graduates should be able to demonstrate a range of cognitive and intellectual skills together with competencies specific to business and management. Graduates should also be able to demonstrate relevant personal and interpersonal skills. These include both subject-specific and generic skills.

Skills of relevance to business and management

Table – mapping QAA and CBI skills

QAA Subject Benchmark statement (2015)	CBI+Employability+Skills+final.pdf
QAA skills definition	CBI Skills definition
People management: to include communications, team building, leadership and motivating others.	Team working – respecting others, co-operating, negotiating/ persuading, contributing to discussion
Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions.	Problem solving - analysing facts and circumstances and applying creative thinking to develop appropriate solutions.
Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making.	No comparator
Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.	Business and customer awareness - basic understanding of the key drivers for business success and the need to provide customer satisfaction.
Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.	No comparator
Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.	Application of numeracy -manipulation of numbers, general mathematical awareness and its application in practical contexts.
Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts.	No comparator
Other generic skills and attributes	CBI employability skills
Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence.	No comparator
Ability to work with people from a range of cultures.	No comparator

Articulating and effectively explaining information.	Communication and literacy -application of literacy, ability to produce clear, structured written work and oral literacy, including listening and questioning.
Building and maintaining relationships.	No comparator
Communication and listening including the ability to produce clear, structured business communications in a variety of media.	Communication and literacy -application of literacy, ability to produce clear, structured written work and oral literacy, including listening and questioning.
Emotional intelligence and empathy.	A positive attitude (readiness to take part, openness to new ideas and activities, desire to achieve)
Conceptual and critical thinking, analysis, synthesis and evaluation.	No comparator
Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.	Self-management – readiness to accept responsibility, flexibility, time management, readiness to improve own performance
Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.	No comparator
No comparator	Application of information technology -basic IT skills, including familiarity with word processing, spread sheets, file management and the use of internet search engines.

3.10 Programmes covered by these standards address issues at national and international business levels. Where specific emphasis is placed upon the international context, for example, in the title of a programme, the programme enables graduates to develop and demonstrate appropriate business and cultural understanding. Where appropriate, foreign language capability and business and cultural awareness are also developed prior to periods of work or study abroad.

4. Teaching, learning and assessment

4.1 Business and management Study Programmes are diverse qualifications that may give emphasis to a function, context, ethos, skill-set, or analytical approach. Similarly, these qualifications may be heavily practice-based, or more conventionally academic. The emphasis or breadth of coverage is explicit in the intended learning outcomes, along with the expectations of wider skill development. The teaching, learning and assessment strategy is appropriate to the specific nature of a programme.

4.2 Programmes integrate theory and practice by a variety of means according to the mode of delivery (and intended learning outcomes). They provide inputs to student learning from practicing managers, entrepreneurs and other stakeholders through curriculum development, guest lectures, and in supporting assessment.

4.3 Teaching methods and situations are appropriate and supportive, inclusive in design and engage students. They need to take account of the diverse learning and teaching cultures that students may have experienced and provide opportunities for students to understand and appreciate the global context in which they will be operating. They may include face to face, blended or distance learning and make good use of supporting technology to aid student learning. Independent of mode of delivery, teaching in business and management includes some combination of:

- lectures
- seminars
- workshops
- field work
- work-based learning including placements and internships
- employer or organisation-based case studies
- live or 'real world' projects
- guided learning
- study trips
- simulations
- practical
- discussion groups
- virtual forums
- business mentoring
- business start-up
- formative feedback

4.4 The range of skills developed and assessed in a business and management programme is wide. This demonstrates the importance of having defined skill development and support in a programme. While summative assessment of communications skills, team/group work, and interpersonal skills may require careful guidance and governance, wider skills such as these are formally assessed either as a process or as a product of academic work.

4.5 While assessment methods need to be a reliable means of assessing the intended learning outcomes and inclusive in design, they can be diverse and assist in developing skills. Programmes reflect the consideration given to the appropriateness of authentic versus more conventional academic assessment, and how this can engage the student.

Assessment methods typically include, but are not limited to:

- reports, reviews and essays
- examinations (closed and open book)
- presentations
- projects
- posters
- learning journals and portfolios
- practicals
- simulations.

Possible Assessments & Weighting:

The Study Programme assessment is dependent on each client's requirements but might include:

- 1) a consultancy project (real-world learning)
- 2) a strategic business or marketing plan
- 3) a Business Model Canvas
- 4) a reflective statement of skills learnt/employability skills
- 5) an online quiz
- 6) a competition

4.6 Creative authentic assessment is encouraged, particularly where it maximises the learning in a context (for example in international group work).

4.7 Where assessment is completed in groups, careful consideration is given to the extent of group work in a programme and the attribution of group versus individual marks.

4.8 Peer review and assessment can play an important role in assessment and learning and can assist in engaging students with their learning. Whether undertaken for formative or summative purposes, clear guidance is provided to students, and limits set on the weighting of peer assessment in a unit/lesson.

4.9 Assessment is designed to provide opportunities to learn through formative assessment and feedback, and to support learning from level to level.

5 Benchmark standards

5.1 The standards of achievement expected of learners in business and management are set out in paragraphs 5.4 and 5.5. These relate to the areas of subject knowledge, understanding and skills set out in section 3.

5.2 Two categories which differentiate a learner's achievement have been identified, namely threshold and typical. These are based upon the perceived national norms, operating across the business and management area. 'Threshold' describes the minimum to be achieved by all learners. 'Typical' is set at the standard which is currently achieved by most learners. Paragraphs 5.4 and 5.5 seek to describe, particularly for the benefit of employing organisations, the capabilities that can be expected of such learners.

5.3 The factors which have been selected as the basis for differentiation between the two categories of achievement are the range and consistency of demonstration of:

- breadth, depth, integration and application of knowledge and understanding
- subject-specific skills
- generic skills and attributes, in particular: the capability to deal with uncertainty and complexity, and the capabilities of evaluation, reflection, creativity and originality.

Threshold standard

5.4 On completion of the Study Programme in business and management, students will have:

- knowledge and understanding of the key areas of business and management, the relationships between these and their application
- demonstrated competence within the range of subject-specific and generic skills and attributes
- a view of business and management which is predominantly influenced by guided learning with a limited critical perspective.

Typical standard

5.5 On completion of the Study Programme in business and management, students will typically:

- have a wide knowledge and understanding of the broad range of areas of business and management and the detailed relationships between these and their application to practice
- consistently demonstrate a command of subject-specific skills as well as proficiency in generic skills and attributes
- have a view of business and management which is influenced by a wide range of learning sources, based on a proactive and independent approach to learning
- be distinguished from the threshold category by their enhanced capacity to develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory and practice in a wide range of situations.

6. Analysis of Benchmark Areas – Subject knowledge, understanding & skills

CORE LESSONS

Knowledge and Understanding	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Resources
3.1. The programme of study provides a broad, analytical study of business and management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x
3.2 Learners should be able to demonstrate relevant knowledge and understanding of organisations, the external environment in which they operate and their management. Programmes emphasise understanding, responding and shaping the dynamic and changing nature of business and the consideration of the future of organisations within the global business environment, including the management of risk.	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓
3.3 The interrelationships among and the integration between these areas should be demonstrated in the capabilities of successful graduates.	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.4 Organisations – internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment.	✓	✓	x	x	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
3.5 External environment – this encompasses a wide range of factors, including economic, environmental, ethical, legal, political, sociological and technological together with their effects at local, national and international levels upon the strategy, behaviour, management and sustainability of organisations	x	x	x	x	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓
3.6 Management – this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management, including the management of people and corporate social responsibility, together with rational analysis and other processes of decision making within different organisations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.7 Markets - the development and operation of markets for resources, goods and services	x	x	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Resources
3.7 Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design	x	x	x	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.7 Customers: management of customer expectations, relationships and development of service excellence.	x	x	X	✓	X	✓	✓	x	✓	✓	x	x	✓	✓	✓
3.7 Finance: the sources, uses and management of finance and the use of accounting and other information systems for planning, control, decision making and managing financial risk.	x	x	x	x	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.7 People: leadership, management and development of people and organisations including the implications of the legal context.	x	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.7 Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values.	x	x	x	x	✓	x	x	x	x	x	x	x	✓	✓	✓
3.7 Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems.	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.7 Information systems - the development, management and exploitation of information systems and their impact upon organisations	x	x	✓	✓	X	x	x	x	x	x	x	✓	✓	x	x
3.7 Communications - the comprehension and use of relevant communications for application in business and management, including the use of digital tools.	x	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	x	✓
3.7 Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.	x	x	x	x	X	x	x	x	✓	✓	x	x	✓	✓	x
3.7 Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives.	x	x	x	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.7 Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value.	x	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

3.7 Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.		x	x	x	x	X	x	x	x	x	x	x	x	x	x	✓
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Resources
Skills and practice																
3.8 Business and management Study Programmes are strongly related to practice and therefore there should be a strong link between the development of skills and employability of learners.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.9 Learners should be able to demonstrate a wide range of cognitive and intellectual skills together with competencies specific to business and management. Learners should also be able to demonstrate relevant personal and interpersonal skills. These include both subject-specific and generic skills.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Skills of relevance to business and management	CBI skills definition															
People management: to include communications, team building, leadership and motivating others	Team working – respecting others, co-operating, negotiating/ persuading, contributing to discussion	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions.	Problem solving - analysing facts and circumstances and applying creative thinking to develop appropriate solutions.	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making.	No comparator	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Commercial acumen: based on an awareness of the key drivers for business success, causes of	Business and customer awareness - basic understanding of	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

failure and the importance of providing customer satisfaction and building customer loyalty.	the key drivers for business success and the need to provide customer satisfaction.																
Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes	No comparator	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena	Application of numeracy- manipulation of numbers, general mathematical awareness and its application in practical contexts.	X	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts.	No comparator	X	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Other generic skills and attributes	CBI employability skills																
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Resources	
Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence.	No comparator	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	
Ability to work with people from a range of cultures	No comparator	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	
Articulating and effectively explaining information.	Communication and literacy- application of literacy, ability to produce clear, structured written work and oral literacy, including listening and questioning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Building and maintaining relationships.	No comparator	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	

Communication and listening including the ability to produce clear, structured business communications in a variety of media.	Communication and literacy - application of literacy, ability to produce clear, structured written work and oral literacy, including listening and questioning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Emotional intelligence and empathy.	A positive attitude (readiness to take part, openness to new ideas and activities, desire to achieve)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
Conceptual and critical thinking, analysis, synthesis and evaluation.	No comparator	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time	Self-management – readiness to accept responsibility, flexibility, time management, readiness to improve own performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.	No comparator	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
No comparator	Application of information technology -basic IT skills, including familiarity with word processing, spread sheets, file management and the use of internet search engines.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.10 Programmes covered by these standards address issues at national and international business levels. Where specific emphasis is placed upon the international context, for example, in the title of a programme, the programme enables graduates to develop and demonstrate appropriate business and cultural understanding. Where appropriate, foreign language capability and business and cultural awareness are also developed prior to periods of work or study abroad.																	