ICM Level 6 Professional Diploma in Strategic Management with Corporate Governance and Ethics Qualification Specification

Statement of Intent

"ICM is committed to providing inclusive education in a changing world. We achieve this by responding to the needs of our Centres, Learners and other stakeholders in order to evolve our offer of fit for purpose, accessible qualifications. Taking a collaborative, open approach and to giving and receiving feedback, we are able to meet the needs of a range of employers in a range of sectors by preparing Learners for the challenges of the contemporary agile workplace.

This document is one in a series of policies, procedures and handbooks designed by ICM with consideration to equity, diversity and inclusion in the design, development, delivery and awarding of qualifications. Our continual endeavours aim to achieve accessibility in assessments (examinations for the assessment of knowledge and practical observations for the assessment of skills) and more specifically for the fair and valid assessment of Learners against educational standards."

Adair Ford
CEO

Our **Mission**

To help progress people's lives through providing affordable, inclusive and high-quality education for all, including hard to reach Learners.

Our **Vision**

We endeavour to demonstrate the provision of quality education by ensuring that we comply with all legal and regulatory requirements, our vision is twofold:

- To ensure, with professional advice as appropriate, that ICM complies with all constitutional, legal, regulatory and statutory requirements.
- To understand and comply with the constitution and rules that govern ICM, and to review the constitution regularly (at least every three years) to ensure it is fit for purpose.

Our **Values**

- ICM value transparency in the way we operate and in our charging structure.
- We value fairness in how we assess our Learners and in how we treat people.
- We value honesty, accountability and integrity in how our charity is governed.

Contents

1.0 Introduction

This qualification specification provides details about the ICM Level 6 Diploma in Strategic Management with Corporate Governance and Ethics; it outlines the qualification's objectives and explains how the learning outcomes are assessed. This is an essential reference document for Learners, Centres and Examiners which can be used before, during and after delivery of the qualification. ICM Approved Centres will be notified of any changes to this specification. The most up-to-date version of this qualification specification can always be found on ICM's website via the Centre SharePoint at: https://www.icm.education/centres/sharepoint and further information on ICM and our qualifications can be found at: https://www.icm.education/explore-our-qualifications.

2.0 ICM Qualifications

Established as a charity for global outreach in 1979, the Institute of Commercial Management (ICM) is an Awarding Organisation (AO) for commercial and business development staff. ICM provides a wide range of self-regulated qualifications in business, management and vocational areas. Our qualifications are designed to address and respond to the regional training needs, as well as the personal development of Learners, whether entering or continuing to work within the wide and varied commercial sector.

3.0 About this Qualification: ICM Level 6 Professional Diploma in Strategic Management with Corporate Governance and Ethics

The aim of the ICM Level 6 Professional Diploma in Strategic Management with Corporate Governance and Ethics is to enable Learners to develop an understanding of different types of business strategies, concepts and models to make appropriate strategic choices in organisations. The qualification also aims to provide Learners with the ability to demonstrate an understanding of corporate governance and how to adopt social responsibility and ethical approaches in businesses.

3.1 Qualification Objectives

The objectives of the ICM Level 6 Professional Diploma in Strategic Management with Corporate Governance and Ethics are to:

- Provide a qualification in strategic management with corporate governance and ethics that combines subject knowledge with relevant industrial examples that are essential for Learners to initiate or advance their career in strategic leadership roles.
- Equip Learners with the skills, knowledge and understanding necessary to select and implement appropriate business strategies in domestic and international business environments.
- Provide Learners with an understanding of the role of corporate governance and the use of corporate social and ethical practices in both local and international business context.
- Provide an applied balance between employability skills and knowledge and understanding essential for the Learners' career initiation, professional development or academic aspirations.
- Provide opportunities for Learners to develop the skills, techniques and personal attributes essential for successful working lives within the business industry at strategic management level.

3.2 Qualification Rationale

This qualification serves as a structured pathway for Learners to initiate or advance their careers in strategic leadership, management and corporate governance. This qualification is designed to accommodate Learners' career advancements by offering a focused study of directly applicable topics that have a broad relevance, particularly in the roles of strategic management and/or leadership roles within business organisations.

3.3 Overview of Knowledge, Understanding and Skills

On successful completion of this qualification, Learners are equipped with a range of knowledge and understanding including, but not limited to:

- Strategic Management
- External and Internal Assessment of Organisations' Strategic Positions
- Strategic Management Choices
- Strategies Implementation and Review
- Understanding the Role of Corporate Governance
- Corporate Social Responsibility Approaches and Ethical Corporate Practices

Entry requirements for Learners:

- While ICM do not set specific entry requirements for the qualification, ICM Approved Centres are required to review and make entry decisions based on learners' academic qualifications, prior knowledge and experience to ensure that learners have the ability and understanding at the right level to undertake the qualification.
- Where English is an additional language, ICM recommends Learners have a level of spoken and written English equivalent to CEFR level B2/IELTS level 6. Centres assess Learners' level of spoken and written English prior to the commencement of teaching. For more information about IELTS please go to https://www.ielts.org/what-is-ielts/ielts-introduction. For more information about CEFR levels please go to https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale.
- The minimum age for registration on ICM qualifications is 18 years.

3.4 Accreditation of Prior Learning (APL) and Unit Exemption

Accreditation of Prior Learning (APL) is a process for assessing and where appropriate, recognising prior learning and/or experience or prior certificated learning for academic purposes. This recognition may give the Learner unit(s) exemption and allow the previous learning to be counted towards the completion of a qualification. If a Learner has acquired any previous qualifications and can apply for Accreditation of Prior Learning (APL), they must inform the ICM Approved Centre when registering for ICM qualifications with a proof of relevant practical experience or relevant previous academic learning. For more information on APL, see the ICM Accreditation of Prior Learning (APL) Policy and Procedure.

3.5 Guided Learning Hours (GLH) and Total Qualification Time (TQT)

A qualification is made up of Guided Learning Hours (GLH) and Non-Guided Learning Hours (NGLH). The amount of GLH allocated to each specific unit is set out in the qualification overview section. These hours are given for guidance only and the amount of time required by individual Learners will vary. The Total Qualification Time (TQT) is the sum of guided learning hours and independent learning hours, representing the total amount of time a Learner may take to complete each unit.

3.6 Credit Value

The credit value for the ICM Level 6 Professional Diploma in Strategic Management with Corporate Governance and Ethics is 40 credits. The credit value of the qualification is based on the total notional learning hours and as a guide, 10 notional learning hours are equal to one credit.

3.7 Progression Opportunities

This qualification provides Learners with the knowledge, understanding and attributes required to pursue a career in strategic leadership, management or corporate governance. This qualification also enables Learners to gain an understanding of corporate social responsibilities approaches from a business ethics perspective. Upon successfully completing this qualification, Learners can explore various progression opportunities, including:

- Seek employment in strategic leadership and management related roles.
- Specialise further in strategic leadership, management, corporate governance and corporate social responsibility.
- Advance their academic journey by pursuing higher education in strategic leadership, management, corporate governance and corporate social responsibility.

For more information on the structure of qualification levels and ICM equivalencies, please visit https://www.icm.education/explore-our-qualifications/relative-equivalencies.

3.8 Assessment Overview

The assessment method for this qualification is via open book assignment-based assessment (set and marked by ICM). Further information about the assessment process can be found in section 5 of this document.

3.9 Levels of Attainment

Levels of attainment reflect the skills and knowledge set out in the level descriptors for the Regulated Qualifications Framework (RQF) below:

Level	Knowledge descriptor (the holder…)	Skills descriptor (the holder can…)
Level 6	Has advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.	Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors. Use and, where appropriate, design relevant research and development to inform actions.

	Understands different perspectives, approaches or schools of thought and the theories that underpin them. Can critically analyse, interpret and evaluate complex information, concepts and ideas.	Evaluate actions, methods and results and their implications.

3.10 Delivery Requirements
Centres are required to have the facilities and resources to effectively deliver the qualification. A number of resources and (GLH) are listed within each unit.

3.11 Requirements for Centres
To offer this qualification, Centres must apply for ICM Approved Centre status. To apply please visit https://www.icm.education/Centres/approved-Centre-application and fill in the application form.

3.12 Assessment Command Words
ICM have provided a list of assessment command words which can be used when writing assessments at this level.

Level 6 Command Words	
Analyse	Break an idea down into separate parts and examine each of these; explain how contemporary ideas are linked to practice of an idea/concept
Apply	Clearly explain how existing knowledge links to something different/new situation using relevant concepts/ideas using practices and standards and provide a logical conclusion/outcome
Assess	Use available information to make a judgement about an idea
Compare	Examine in detail two (or more) ideas and look for similarities
Contrast	Examine in detail two (or more) ideas and look for differences
Define	Describe the meaning of a word/term/concept
Demonstrate	Show detailed knowledge and understanding of a topic
Describe	Provide an extended account of a topic/concept in a logical manner
Discuss	Give a detailed account including a range of views about a particular concept with a detailed and logical conclusion
Evaluate	Examine strengths and weaknesses of an idea using a range of concepts and draw appropriate conclusions based purely on fact
Explain	Show understanding of underpinning concepts and ideas using a range of examples
Illustrate	Give clear information about an idea with detailed descriptions to highlight an argument
Judge	Form an opinion about an idea that is logical and based on knowledge and explaining all points made

Justify	Provide a comprehensive explanation/rationale for an idea presented/argued with a logical conclusion
Suggest	Form an opinion about an idea that is logical, based on knowledge and fully justified
Summarise	Select and then present the main ideas or arguments about a concept in a concise way

3.13 Guide to the Units

The qualifications are split into units specifying the knowledge and skills a Learner must demonstrate in their assessments.

Unit Title	Title of Unit
Unit Level	The RQF level of demand placed upon Learners in line with the RQF Level Descriptors.
Unit Code	A unique code assigned to a unit.
Credit Value	The credit value of the qualification based on the total notional learning hours and, as a guide, 10 notional learning hours equate to one credit.
Unit Aims	The unit aims help to define the scope, style and depth of learning of the unit.
Learning Outcomes	Sets out what is expected of the Learner and defines the knowledge, understanding and/or skills they will acquire on completion of the unit.
Indicative Teaching Content	Facts, concepts, theories, and principles that are taught and learned for a specific unit.
Assessment Method	Defines the type of assessment and the way it will be used to assess achievement.
Teaching and Learning Resources	Resources that support the learner in understanding the content of the unit being taught
Total Qualification Time (TQT)	Total hours required to complete the unit, including independent study and assessment.
Guided Learning Hours (GLH)	This indicates the number of teaching hours required.
Non-Guided Learning Hours (NGLH)	Recommended hours of independent study.

4.0 Qualification Overview

4.1 Unit List
Qualification Title: **ICM Level 6 Professional Diploma in Strategic Management with Corporate Governance and Ethics**
Total Credit Value: **40**
Total Guided Learning Hours (GLH): **200**
Total Qualification Time (TQT): **400**

ICM Unit Code	Unit title	GLH	TQT	Credits	Assessment Method
PDSMA06	Strategic Management and Assessment	50	100	10	Open book Assignment
PSDM06	Strategic Management Choice, Implementation and Review	50	100	10	Open book Assignment
PDCGE06	Corporate Governance	40	80	8	Open book Assignment
PDCSRE06	Corporate Social Responsibility and Ethics	60	120	12	Open book Assignment

4.2 Unit Descriptors

Unit Title	Strategic Management and Assessment
Level	6
Unit Code	PDSMA06
Credit Value	10

Unit Aims

Strategic Management and Assessment aims to equip learners with an understanding of different types of business strategies and how these can be appropriately chosen and deployed in business organisations.

Learning Outcomes

On completion of this unit the Learner will know and understand the:
  A. Theories and concepts in respect of the nature of strategic management; its core characteristics, components and benefits.
  B. The theoretical and practical benefits of developing mission and value statements, their key features and approaches to their development.
  C. Theories, concepts and approaches to undertaking an external assessment of a organisations' strategic position.
  D. Theories, concepts and approaches to undertaking an internal assessment of a organisations' strategic position.

Indicative Teaching Content

1. Nature of Strategic Management
1.1. Strategic management-definition, stages of strategic management, adapting to change
1.2. Key terms in strategic management-competitive advantage, strategists, vision and mission statements, external opportunities and threats, internal strengths and weaknesses, objectives, strategies, policies
1.3. Strategic management model
1.4. Benefits of strategic management-financial, non-financial
1.5. Reluctance to do strategic planning-reasons
1.6. Pitfalls in strategic planning
1.7. Business ethics and strategic management-ethical behaviour, training programs
1.8. Comparing business and military strategy
1.9. Global competition-advantages and disadvantages of global competition

2. Business Vision and Mission
2.1. Developing a mission statement-process
2.2. Importance of vision and mission statements-resolving divergent views
2.3. Characteristics of a mission statement-declaration of attitude, a customer orientation, declaration of social policy
2.4. Components of a mission statement

3. External Assessment
3.1. Nature of an external audit-key external forces, process of an external audit, economic forces, social/cultural/demographic and environmental forces, political, governmental and legal forces, technological forces, competitive forces
3.2. Sources of external information-media, the Internet
3.3. Forecasting tools and techniques

3.4.   Competitive analysis- competitive intelligence programs, cooperation among competitors, Porter's five forces model

3.5.   Industry analysis-the external factor evaluation matrix, the competitive profile matrix

4.   Internal Assessment

4.1.   Nature of an internal audit-key internal factors, process

4.2.   Resource-based view

4.3.   integrating strategy and culture

4.4.   Relationships among functional areas

4.5.   Management-planning, organising, motivating, staffing, controlling

4.6.   Marketing-customer analysis, selling products/services, product and service planning, pricing, distribution, marketing research, opportunity analysis

4.7.   Finance-functions, ratios

4.8.   Productions/operations-process, capacity, inventory, workforce, quality

4.9.   R&D internal and external

4.10. management information systems-strategic planning software, knowledge management

4.11. Value chain analysis-definition, process, benchmarking

4.12. Internal factor evaluation matrix-purpose, content, process

Assessment method

Strategic Management and Assessments is assessed by an open book assignment-based examination. There are 2 compulsory questions, each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of different types of business strategies and how these can be appropriately chosen and deployed in business organisations.

At level 6 Learners must demonstrate an ability to:
  (i)   Critically analyse, interpret and evaluate complex information, concepts and ideas related to Strategic Management and Assessments.
  (ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Strategic Management and Assessments to address defined questions that are complex and involve many interacting factors.
  (iii) Demonstrate a comprehensive awareness of different viewpoints and approaches to Strategic Management and Assessments and the theories that underpin them.
  (iv) Effectively communicate knowledge and understanding in written response(s).

Teaching and Learning Resources

David, F.R., and Forest, R. D (2022). Strategic Management: Concepts and Cases (Global Edition). 17th ed. London: Pearson

David, F.R., and Forest, R. D (2014). Strategic Management: Concepts and Cases. 15th ed. London: Pearson

Johnson, G., & Scholes, K. (2007). Exploring Corporate Strategy. 8th ed. Upper Saddle river NJ: Prentice Hall

Henry, A.E. (2021). Understanding Strategic Management. 4th ed. Oxford University Press

Lynch, R. (2021). Strategic Management. 9th ed. Sage Publications	
The Total Qualification Time (TQT) for this unit is 100 hours. **The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).**	
GLH = 50	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 50	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

Unit Title	Strategic Management Choice, Implementation and Review
Level	6
Unit Code	PDSM06
Credit Value	10

Unit Aims

Strategic Management Choice, Implementation and Review equips learners with an understanding of techniques, approaches and models required to make strategic choices and to be able to implement and assess the choices made.

Learning Outcomes

On completion of this unit the Learner will know the:
- A. The frameworks and influences on the development and selection of strategies.
- B. Types of strategies and their implementation.
- C. Managerial and operational issues in strategic implementation.
- D. Frameworks for evaluating management strategies and other important processes and tools that can be used for effective strategy evaluation.

Indicative Teaching Content

1. Strategy Analysis and Choice
1.1. Generating and selecting strategies-process
1.2. Strategy formulation framework-input stage, matching stage (SWOT, SPACE matrix, BCG matrix, IE matrix, Grand Strategy matrix), decision stage (QSPM matrix)
1.3. Cultural aspects of strategy choice
1.4. Politics of strategy choice
1.5. Role of board of directors

2. Strategies in Action
2.1. Long-term objectives-nature of long-term objectives, financial versus strategic objectives, not managing by objectives, balanced scorecard, types of strategies, levels of strategies
2.2. Integration strategies-forward, backward, horizontal
2.3. Integration strategies-market penetration, market development, product development
2.4. Diversification strategies-related, unrelated
2.5. Defensive strategies-retrenchment, divestiture, liquidation
2.6. Porter's Generic strategies
2.7. Means for achieving strategies-joint venturing/partnering, merger/acquisition, outsourcing,
2.8. Strategic management in nonprofit, government organisations and small firms

3. Strategy Implementation, Management and Operations Issues
3.1. Nature of strategy implementation-management perspectives
3.2. Annual objectives
3.3. Policies
3.4. Resource allocation
3.5. Managing conflict
3.6. Matching structure with strategy-functional structure, divisional structure, strategic business unit structure, matrix structure, borderless organisation
3.7. Restructuring and reengineering
3.8. Linking performance and pay to strategies
3.9. Managing resistance to change
3.10. Managing the natural environment
3.11. Creating a strategy-supportive culture

3.12. Production/operations concerns when implementing strategies

3.13. Human resource concerns when implementing strategies-stock ownership plans, work-life balance, benefits of a diverse workforce

3.14. Marketing issues-market segmentation, product positioning

3.15. Finance issues-acquiring capital, projected financial statements, budgets, evaluating the worth of a business

3.16. R&D issues

3.17. Management information systems issues

4. Strategy Review, Evaluation and Control

4.1. Strategy evaluation-nature and process

4.2. Strategy-evaluation framework-reviewing bases of strategy, measuring organisational performance, taking corrective action

4.3. The balanced scorecard

4.4. Published sources of strategy-evaluation information

4.5. Characteristics of an effective evaluation system

4.6. Contingency planning

4.7. Auditing

Assessment method

Strategic Management Choice, Implementation and Review is assessed by an open book assignment-based examination. There are 2 compulsory questions, each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of techniques, approaches and models required to make strategic choices, and also to be able to implement and assess the choices made.

At level 6 Learners must demonstrate an ability to:

(i) Critically analyse, interpret and evaluate complex information, concepts and ideas related to Strategic Management Choice, Implementation and Review.

(ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Strategic Management Choice, Implementation and Review to address defined questions that are complex and involve many interacting factors.

(iii) Demonstrate a comprehensive awareness of different viewpoints and approaches to Strategic Management Choice, Implementation and Review and the theories that underpin them.

(iv) Effectively communicate knowledge and understanding in written response(s).

Teaching and Learning Resources

David, F.R., and Forest, R. D (2022). Strategic Management: Concepts and Cases. 17th ed. London: Pearson

David, F.R., and Forest, R. D (2014). Strategic Management: Concepts and Cases. 15th ed. London: Pearson

Johnson, G., & Scholes, K. (2007). Exploring Corporate Strategy. 8th ed. Upper Saddle river NJ: Prentice Hall

Henry, A.E. (2021). Understanding Strategic Management. 4th ed. Oxford University Press

	Lynch, R. (2021). Strategic Management. 9th ed. Sage Publications
The Total Qualification Time (TQT) for this unit is 100 hours. **The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).**	
GLH = 50	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 50	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

Unit Title	**Corporate Governance**
Level	**6**
Unit Code	**PDCGE06**
Credit Value	**8**

Unit Aims

Corporate Governance aims to equip learners with the understanding of corporate governance and the role of corporate governance in a globalised market.

Learning Outcomes

On completion of this unit the Learner will know and understand the:
- A. The principles on which corporate governance is based
- B. Key policies in a system of corporate governance
- C. Key corporate governance practices within organisations
- D. Effect of corporate governance on a full range of stakeholders and decision makers

Indicative Teaching Content

1. Principles
1.1 Corporate governance: A frontier subject
1.2 Governance and management
1.3 Theories, philosophies, and concepts of corporate governance
1.4 The governance partnership: Investors, companies, and directors
1.5 The regulatory framework
1.6 Models of corporate governance

2. Policies
2.1 Functions of the board
2.2 The governance of corporate risk
2.3 The board and business ethics
2.4 The governance of listed companies
2.5 The governance of non-listed corporate entities
2.6 Corporate governance around the world

3. Practices
3.1 Board membership: Directors' appointment, roles, and remuneration
3.2 Board leadership: The reality of the boardroom
3.3 Board activities: Corporate governance in practice
3.4 Board effectiveness: Building better boards
3.5 Board evaluation: Reviewing directors and boards
3.6 Corporate governance: The next thirty years

4. The effect of corporate governance on the organisation and stakeholders
4.1 The role of stakeholders in corporate governance
4.2 Corporate governance and creating value for stakeholders
4.3 Stakeholders and stakeholder activism
4.4 The impact of corporate governance on organisational performance

Assessment Method

Corporate Governance is assessed by an open book assignment-based examination. There are 2 compulsory questions, each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open

book assignment-based examination. Learners must be able to demonstrate an understanding of corporate governance and the role of corporate governance in a globalised market.

At level 6 learners must demonstrate an ability to:
- (v) Critically analyse, interpret and evaluate complex information, concepts and ideas related to Corporate Governance.
- (vi) Apply theoretical/ technical knowledge to demonstrate an understanding of Corporate Governance to address defined questions that are complex and involve many interacting factors.
- (vii) Demonstrate a comprehensive awareness of different viewpoints and approaches to Corporate Governance and the theories that underpin them.
- (viii) Effectively communicate knowledge and understanding in written response(s).

Teaching and Learning Resources

Tricker, B. (2019) Corporate Governance: Principles, Policies and Practices. 4th edition Oxford University Press

Cannon, T. (2012). Corporate Responsibility: Governance, Compliance and Ethics in a Sustainable Environment. 2nd ed. Harlow: Pearson Education

McLaney E. (2011). Business Finance: Theory and Practice. 9th ed. Harlow: Prentice Hall

Menipaz, E., Menipaz, A., (2011) International Business: Theory and Practice. SAGE Publications

The Total Qualification Time (TQT) for this unit is 80 hours.
The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).

GLH = 40	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 40	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

Unit Title	**Corporate Social Responsibility and Ethics**
Level	**6**
Unit Code	**PDCSRE06**
Credit Value	**12**

Unit Aims
Corporate Social Responsibility and Ethics aims to equip learners with the ability to apply theoretical and technical aspects of socially responsible approaches to business and ethical business practice in an global business environment.

Learning Outcomes

On completion of this unit the Learner will know and understand the:
     A. Importance of adherence to the requirements of the Financial Conduct Authority (FCA)
     B. Comparative methods for voluntary and statutory corporate governance requirements
     C. Ways to identify and apply socially and environmentally responsible approaches to business development, projects, markets and global trade
     D. Ethical business practices required for effective corporate governance

Indicative Teaching Content
1. The role of the Financial Conduct Authority (FCA)   1.1 The role of the FCA in enhancing market integrity   1.2 The role of the FCA in promoting competition   1.3 The role of the FCA in protecting consumers   1.4 The FCA and international standards and regulation   1.5 Authorisation and enforcement   **2. Models of voluntary versus statutory corporate governance**   2.1 Rules based approaches to corporate governance   2.2 Principles based approaches to corporate governance   2.3 The advantages and disadvantages of self-regulation   2.4 A statutory basis for the corporate governance framework   **3. Socially and environmentally responsible approaches to business development, projects, markets and global trade**   3.1 The evolution of corporate social responsibility (CSR)   3.2 CSR models and frameworks   3.3 Social and global issues in CSR   3.4 Environmental sustainability in CSR   3.5 Stakeholders and CSR   3.6 Involving stakeholders in CSR   **4. Governance and ethics**   4.1 Codes of conduct, recognised good practice versus regulatory controls   4.2 Corruption risks   4.3 Anti-trust and fair competition initiatives   4.4 Ethics and consumer perspectives

Assessment Method
Corporate Social Responsibility and Ethics is assessed by an open book assignment-based examination. There are 2 compulsory questions, each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate

an understanding of socially responsible approaches to business and ethical business practice in an global business environment.

At level 6 learners must demonstrate an ability to:
  (i) Critically analyse, interpret and evaluate complex information, concepts and ideas related to Corporate Social Responsibility and Ethics.
  (ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Corporate Social Responsibility and Ethics to address defined questions that are complex and involve many interacting factors.
  (iii) Demonstrate a comprehensive awareness of different viewpoints and approaches to Corporate Social Responsibility and Ethics and the theories that underpin them.
  (iv) Effectively communicate knowledge and understanding in written response(s).

Teaching and Learning Resources

Blowfield, M. & Murray, A. (2019). Corporate Social Responsibility. 4th ed. Oxford University Press

Crane, A,, Matten, D., & Glozer, S. (2019) Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization. 5th ed Paperback Shop

Cannon, T. (2012). Corporate Responsibility: Governance, Compliance and Ethics in a Sustainable Environment. 2nd ed. Harlow: Pearson Education

Corporate Governance: Principles, Policies and Practices by Bob Tricker (2015) 3rd edition Oxford University Press

McLaney E. (2011). Business Finance: Theory and Practice. 9th ed. Harlow: Prentice Hall

Menipaz, E., Menipaz, A., (2011) International Business: Theory and Practice. SAGE Publications

The Total Qualification Time (TQT) for this unit is 120 hours.
The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).

GLH = 60	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 60	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

5.0 Assessment and Quality Assurance

ICM assessments are designed to fulfil the objectives of each qualification. The Learning Outcomes for each unit are set externally by ICM and can be found in the individual unit descriptors.

5.1 The Assessment

The assessment method for the ICM Level 6 Professional Diploma in Strategic Management with Corporate Governance and Ethics is an open book assignment-based examination comprised of two papers with two parts. One paper assesses the Strategic Management and Assessment (Part A) and Strategic Management Choice, Implementation and Review (Part B) units. Another paper assesses the Corporate Governance (Part A) and Corporate Social Responsibility and Ethics (Part B) units. Learners must answer all 4 compulsory 750-word, 25-mark questions in each paper from Part A and Part B. The open book assignment-based examination takes place four times each year, March, June, September and December and the assessment window is four weeks.

5.2 Grading

Achievement in this qualification requires a demonstration of an in-depth knowledge and understanding of each unit and the ability to acquire skills transferable to industry employment. To achieve each unit, the pass rate for each assessment component is set at a minimum of 40%. This threshold is indicative of the expected level of competence to achieve a pass grade for each unit. To achieve the qualification Learners must achieve a pass grade across all units.

5.3 Grade Boundaries

Grade boundaries are:

Grade	Percentage
A	70% and above
B	60% to 69%
C	50% to 59%
D	40% to 49%
F	39% and below
Ungraded is issued should evidence of malpractice or maladministration occur.	

5.4 Quality Assurance and ICM Business Development and Delivery Consultants

The ICM approved Centre must demonstrate a quality management system with a committed and supported Teaching team, (sufficient in number for the planned provision) adequate Learner resources and guidance; regular Learner feedback; evidence of equal opportunities; equity and inclusivity in learning and assessment. Refer to ICM's Inclusion and Diversity Policy for further information. ICM Business Development and Delivery Consultants will support Centres in the event that Centres need assistance in demonstrating progression routes for Learners and preparation for work, and/or further study of ICM Qualifications. ICM Business Development and Delivery

Consultants will carry out announced and unannounced spot check visits. It is important that Centres are able to provide safe access to a Centre's premises, office accommodation, data and other facilities as reasonably required by ICM.

6.0 Administration Arrangements

6.1 Results
Results are released to ICM Centres within three months, see the ICM website for important dates: https://www.icm.education/important-dates. ICM send results directly to ICM Approved Centres for collection by learners.

6.2 Enquiries About Results (EAR)
ICM Approved Centres are advised to submit **Enquiries about Results** (EAR) as soon as possible after results are issued. ICM will consider EAR if the application is made within the key deadlines published on the ICM website alongside the soft copy results dates: https://www.icm.education/important-dates.

ICM offer two services for EAR as follows:
1. Priority Review of Marking: ICM reviews original marking to ensure agreed mark scheme has been applied correctly. This includes a clerical re-check. Requests must be received from ICM Approved Centres within 5 business days of results being issued by ICM. The outcome is issued within 5 business days of request.
2. Review of Marking: ICM reviews original marking to ensure agreed mark scheme has been applied correctly. This includes a clerical re-check. Requests must be received from ICM Approved Centres within 10 business days of results being issued by ICM. The outcome is issued within 10 business days of request.

For more information, please see the ICM Enquiries About Results (EAR) Policy and Procedure.

6.3 Certificates
Certificates are only issued following the successful completion of a qualification. Certificates are printed and issued by ICM on watermarked paper for security purposes; these are then securely dispatched to the ICM Approved Centre or the Business Development and Delivery Consultant for distribution to the Learners. Each Learner's unique ID number is recorded which verifies the identification of the Learners' records. All information indicated on Certificates enables ICM to identify and verify authenticity. In potential cases of fraudulent reproduction of ICM qualifications, ICM investigates and prosecute where necessary. For more information, see the ICM Fraud Policy and Procedure.

6.4 Reasonable Adjustments
ICM and ICM Approved Centres have a duty to ensure the rights of individual Learners to have access to qualifications and examination materials, in a way in which is most appropriate for their individual needs. A Reasonable Adjustment is any action that helps to reduce the effect of a disability or difficulty that places the Learner at a substantial disadvantage in an assessment and

must be arranged before the assessment. A Learner may be granted reasonable adjustments in their assessments in accordance with ICM's Reasonable Adjustments and Special Considerations Policy and Procedure.

6.5 Special Consideration

Special Consideration may be given after a scheduled examination to Learners who suffer temporary illness, injury or indisposition at the time of the examination. The type of Special Consideration given will depend on the circumstances and reflect the difficulty faced by the Learner. For further guidance refer to ICM's Reasonable Adjustments and Special Considerations Policy and Procedure.

6.6 Integrity of Assessment

ICM and ICM Approved Centres have a duty to ensure the fairness and integrity of assessment and to identify, manage and prevent malpractice. Malpractice includes those actions and practices, which threaten the integrity of ICM's assessments and certification, and/or damage the authority of those responsible for conducting them. It also includes impersonation, use of Artificial Intelligence (AI) language models in generating content. For further guidance, please see ICM's Malpractice and Maladministration Policy and Procedure and ICM's Artificial Intelligence Policy and Procedure.

6.7 Plagiarism and the use of Artificial Intelligence

Plagiarism means claiming work to be one's own which has been copied from someone or created by someone else. ICM Approved Centres must put necessary mechanism in place to ensure that all the work submitted by learners is their own unless clearly and correctly referenced. This also includes learners using the content generated by AI or engines such as google translate which includes AI-powered features. Trainers at ICM Approved Centres must explain learners how to accurately reference, cite and create a reference list. If an ICM Approved Centre or ICM discovers evidence that learners work is copied from elsewhere, learners may be subject to the ICM Approved Centre's or ICM's malpractice procedures and relevant sanctions. For further guidance, please see ICM's Malpractice and Maladministration Policy and Procedure, ICM's Sanctions Policy and Procedure and ICM's Artificial Intelligence (AI) Policy and Procedure.

6.8 Appeals and Complaints

An appeal is defined as an ICM Approved Centre or Candidate asking ICM to review and, where appropriate, reconsider decisions on results given by ICM. This may be where a Candidate wants reconsideration of an ICM decision i.e. a sanction. Should a Learner wish to appeal, please refer to our Appeals Policy and Procedure for further information. To submit a complaint regarding any aspect of ICM services, contact info@icm.education. Refer to ICM's Complaints Policy and Procedure.

6.9 Resources and Available Support

ICM's website has a SharePoint dedicated to ICM Learners which provides access to resources and materials to support ICM Qualifications which are downloadable and free of charge, these include:

- Reading lists and main topics for each qualification.
- Sample Assessment Materials.

- Downloadable resources to facilitate study skills, including a revision timetable template.
- ICM examiner-led tutorials and webinars to reinforce skills and offer Learners the tips needed to perform well in their exams.
- eLearning

7.0 Policy and Procedures

ICM has policies and procedures in place to support Centres and Learners. All Centres must also implement their own policies, which comply with ICM's requirements; these will be checked during the Centre Approval process and in subsequent Centre monitoring activities. It is each Centre's responsibility to make relevant polices available to Learners.

Relevant policies include:
- **Appeals Policy and Procedure**: Allows Learners to take action if they feel they have been treated unfairly.
- **Reasonable Adjustment and Special Considerations Policy**: Allows Centres to make or request any necessary adjustments to assessments in light of a Learners individual circumstances.
- **Malpractice and Maladministration Policy**: Provides a framework through which any concerns about the delivery and assessment of the qualification can be addressed.
- **Inclusion and Diversity Policy**: Ensures Centres treat Learners fairly without any bias.
- **Conflict of Interest Policy and Procedure**: Explains how ICM prevents, identifies and manages activities that might give rise to actual or perceived conflicts of interest.
- **Adverse Effects and Event Notification Policy and Procedure**: Explains how ICM should act to prevent, manage and report 'adverse events' and ensures that the effects to Learners are mitigated.
- **Complaints Policy and Procedure**: Explains the ICM complaints process.
- **Whistle-blowing Policy and Procedure**: The aim of this policy is to encourage employees and others who have serious concerns about any aspect of ICM's operations and services to come forward and voice those concerns.

Learners should ensure they also refer to the policies and procedures of the Centre with which they are registered. ICM Policies and other key documents are available on our website at: https://www.icm.education/policies-and-handbooks.