



Consulting Fundamentals and Frameworks Course Descriptor

Course Title	Consulting Fundamentals and Frameworks	Faculty	EDGE Innovation Unit (London)
Course code	NCHNAP685	Course Leader	Professor Scott Wildman (interim)
Credit points	15	Teaching Period	This course will typically be delivered over a 6-week period.
FHEQ level	6	Date approved	June 2020
Compulsory/Optional	Compulsory for IT Consultant Specialism, or, Business Analyst Specialism		
Pre-requisites	None		
Co-requisites	None		

COURSE SUMMARY

This course introduces learners to the core managerial skills that are useful in all consultative roles. Content includes design of a basic consulting engagement and template for use in future business or consulting ventures. The course offers learners an opportunity to learn critical and analytical thinking, how to challenge assumptions in an ongoing business, how to gain and exercise influence within both consulting firms and clients, as well as the business rationale for consulting (from a client company perspective).

COURSE AIMS

- Introduce learners to the framework of consulting best practices.
- Give learners the tools to practice critical and analytical thinking skills in business.
- Train learners on how to challenge assumptions in business.
- Give learners the skills to gain influence in a professional setting.

LEARNING OUTCOMES

On successful completion of the course, learners will be able to:

KNOWLEDGE AND UNDERSTANDING

- K1c Systematically understand and have detailed knowledge of the role of a consultant and the fundamental concepts and framework of consultancy.
- K2c Critically understand the techniques for gaining and exercising influence with clients and colleagues and appreciate the uncertainty, ambiguity and limits of those techniques.

SUBJECT SPECIFIC SKILLS

- S1c Design a consulting engagement template.
- S2c Critically evaluate the principles and framework of consultancy against ethics and individual and organisation drivers.

TRANSFERABLE AND PROFESSIONAL SKILLS

- T1ci Use critical and analytical thinking skills in a professional setting.
- T1cii Utilise an advanced level of technical proficiency of written English, while effectively applying scholarly terminology, to critically evaluate, analyse and make judgements and apply these appropriately to a range of diverse contexts.
- T2c Engage in negotiations.
- T3c Plan and organise time and activities effectively to deliver outputs.

TEACHING AND LEARNING

This is an e-learning course, taught throughout the year.

This course can be offered as a standalone short course.

Teaching and learning strategies for this course will include:

- On-line learning
- On-line discussion groups
- On-line assessment

Course information and supplementary materials will be available on the College's Virtual Learning Environment (VLE).

Learners are required to attend and participate in all the formal and timetabled sessions for this course. Learners are also expected to manage their self-directed learning and independent study in support of the course.

The course learning and teaching hours will be structured as follows:

- Off-the-job learning and teaching (6 days x 7 hours) = 42 hours
- On-the-job learning (12 days x 7 hours) = 84 hours (e.g. 2 days per week for 6 weeks)

- Private study (4 hours per week) = 24 hours

Total = 150 hours

Workplace assignments (see below) will be completed as part of on-the-job learning.

ASSESSMENT

FORMATIVE

Learners will be formatively assessed during the course by means of set assignments. These will not count towards the final degree but will provide learners with developmental feedback.

SUMMATIVE

Assessment will be in two forms:

AE	Assessment Type	Weighting	Online submission	Duration	Length
1	Written assignment (workplace case study)	70%	Yes	-	2,000 words +/- 10%, excluding data tables
2	Set exercise (workplace scenario)	30%	Yes	Requiring on average 10-20 hours to complete	

FEEDBACK

Learners will receive formal feedback in a variety of ways: written (via email or VLE correspondence) and indirectly through online discussion groups. Learners will also attend a formal meeting with their Academic Mentor (and for apprentices, including their Line Manager). These bi- or tri-partite reviews will monitor and evaluate the learner's progress.

Feedback is provided on summatively assessed assignments and through generic internal examiners' reports, both of which are posted on the VLE.

INDICATIVE READING

Note: Comprehensive and current reading lists for courses are produced annually in the Course Guide or other documentation provided to learners; the indicative reading list provided below is used as part of the approval/modification process only.

BOOKS

- Block, P, (1981), *Flawless Consulting: A Guide to Getting Your Expertise Used*.
- Wickham, L. and Wilcock, J., (2016). *Management Consulting 5th edn.: Delivering an Effective Project*. Pearson Higher Ed.

JOURNALS

Learners are encouraged to consult relevant journals on consulting best practices.

ELECTRONIC RESOURCES

Learners are encouraged to consult relevant websites on consulting best practices.

INDICATIVE TOPICS

- Consulting Framework
- Understanding resistance
- Negotiation

Title: NCHNAP685 Consulting Fundamentals and Frameworks					
Approved by: Academic Board					
Location: Academic Handbook/Programme specifications and Handbooks/ Undergraduate Apprenticeship Programmes/BSc (Hons) Digital & Technology Solutions Programme Specification/Course Descriptors					
Version number	Date approved	Date published	Owner	Proposed next review date	Modification (As per AQF4) & category number
2.1	May 2022	May 2022	Scott Wildman	June 2025	Category 1: Corrections/clarifications to documents which do not change approved content.
2.0	January 2022	April 2022	Scott Wildman	June 2025	Category 3: Changes to Learning Outcomes
1.0	June 2020	June 2020	Scott Wildman	June 2025	