Level 6 Diploma in Business Administration

Specification (For Centres)

November 2018

About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also recognised by Qualifications in Wales (QiW) and the Council for the Curriculum, Examinations and Assessment (CCEA) who are responsible for Awarding Organisations and quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

Contents

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organizations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organizations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organizational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organizational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognize and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of these qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognized set of skills, knowledge and understanding is realized.

1.3 Qualification Title and Code

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 6 Diploma in Business Administration – 603/1037/6

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

The qualification has been created to develop and reward the business managers of today and the future, and to continue to bring recognition and professionalism across several sectors.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and qualities.

It is envisaged that this programme will encourage both academic and professional development so that your learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The Diploma is accredited at Level 6 with a total equivalence of 120 credits. It is envisaged that learners completing the Level 6 Diploma will progress to either of the QUALIFI Level 7 Diplomas in Management.

2.2 Rationale for the Diploma

The rationale of the programme is to provide a career path for learners who wish to develop their care capabilities within the health and social care sector. The outcome of the Diploma, which is a recognised UK Qualification, is for learners to develop the skills required by organisations globally.

All QUALIFI programmes create learning that advances the thought leadership of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, we look to develop the team leaders, managers and leaders of the future through the creation and delivery of learning appropriate for industry.

The qualification will:

- prepare learners for employment; and
- support a range of roles in the workplace.

The qualification provides a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required across a number of business sectors.

The qualification is suitable for part-time learners in the workplace but equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Learners can progress into or within employment, either directly on achievement of the awards or following further study to QUALIFI Level 7 Diplomas.

2.3 Aims of the Diploma

The Level 6 Diploma in Business Administration meets the need of those wanting to gain a qualification that provides a firm grounding in business administration and a basis for further academic study.

This qualification focuses on the functional areas of management and administration within an organisation and how those disciplines integrate at the operational level, linking with the overall corporate strategy to achieve short-, medium- and long-term objectives.

At the end of this programme, learners will be able to,

- Develop problem-solving techniques and critical thinking skills in a business situation.
- Demonstrate an understanding of internal structure and external relationship for companies doing business at an international level.
- Demonstrate an understanding of the organisation and its management system.

- Examine the concept of entrepreneurship including behaviours, processes and skills relate to small business and enterprise.
- Manage budget and perform financial analysis of the organisation for effective decision making.
- Manage complex issues in the organisation to improve management practice.
- Perform environmental analysis for strategic marketing decision making to implement strategy.
- Develop managerial and leadership skills to manage team performance.
- Gain knowledge about the advanced economic literature and legal systems in which businesses operate.
- Understand strategic human resource techniques and tools to manage employees' performance.
- Apply research methodologies for effective decision making.
- Develop an ability to analyse information and to identify research questions and to apply advanced research techniques and tools to create new literature that is justifiable and measureable.

2.4 Learning Outcomes of the Diploma

Learners studying for the Diploma in Business Administration will be expected to develop the following skills during the programme of study:

1. The ability to read and use appropriate literature with a full and critical understanding the ability to think independently and solve problems
2. Apply subject knowledge and understanding to address familiar and unfamiliar problems
3. Recognise the moral and ethical issues of business practice and research; appreciating the need for ethical standards and professional codes of conduct
4. An appreciation of the interdisciplinary nature of business service provision
5. Capacity to give a clear and accurate account of a subject, in a mature way and engage in debate and dialogue both with specialists and non-specialists
6. Transferable skills and knowledge that will enable individuals to meet changes in business
7. To motivate individuals to progress to further professional development through future study or as part of their chosen career.

These are the overall learning outcomes in line with a Level 6 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support

learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

QUALIFI Level 6 Diploma in Business Administration:
The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to hold the following:

- qualifications at Level 5 and/or;
- work experience in the business sector and demonstrate ambition with clear career goals.

In certain circumstances, learners with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 5 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education post-graduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Business Administration is a Level 6 Qualification made up of 120 credits.

All units are 20 or 40 credits in value. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 20-credit unit approximates to a TQT of 200 hours incorporating 100 hours of GLH and the 40-credit unit has a TQT of 400 hours incorporating 200 GLH.

Examples of activities which can contribute to Total Qualification Time include:
- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

There are five mandatory units for this qualification. All units cover a number of topics relating to learning outcomes.

Learners are required to complete five units to achieve the 120 credits required to gain the Level 6 Diploma in Business Administration. Learners will be expected to attend lectures and workshops that will introduce the subject matter. Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas. Units require reflective exam sets and/or summative assessments for marking.

QUALIFI Level 6 Diploma in Business Administration comprises five units in total.

The Diploma requires five mandatory units.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
BA601	Management Control	6	200	20	100
BA602	Management of Salesforce	6	200	20	100
BA603	Strategic Marketing Management	6	200	20	100
BA604	Business Law	6	200	20	100
BA605	Research Project including Research Methods	6	400	40	200

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 6 Diploma in Business Administration** can progress to:

- any QUALIFI Level 7 Diploma, or
- the first year of postgraduate study, or
- directly into employment in an associated profession.

4.4 University Exemptions

QUALIFI has exemptions for learners to progress to a number of universities to complete a master's degree. This generally requires completion of a dissertation only.

The pathways are an indication of a learner's progress towards a university degree and are based on the university's review of QUALIFI's learning programmes and outcomes. Further information is available here http://www.QUALIFI.net/learning-pathways/

4.5 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:
- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful students through the registered centres.

8.2 Classification of Awards

Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI, and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 https://www.gov.uk/equality-act-2010-guidance. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0)115 888 2323 or +44 (0)208 123 2946

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net   www.QUALIFI-international.com

Appendix 1: Unit Descriptors

Unit BA601: Management Control

Unit code: J/615/4710
RQF level: 6

Aim

The primary aim of this unit is to familiarise learners with the concepts and application in business organisations of management control systems.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Be able to identify the characteristics of management control systems	1.1 Explain the evolutions of control systems in an organisation
	1.2 Identify organisational control systems for effective organisational performance
	1.3 Explain the importance of accounting and budgeting systems functions to influence human behaviour
	1.4 Identify leadership as a method of control.
2. Be able to evaluate management control systems for strategic planning and development in an organisation	2.1 Assess core control systems in an organisation
	2.2 Identify the relationship between planning and control
	2.3 Evaluate the contingency framework for strategic planning and development
3. Be able to evaluate the controls systems in an organisation	3.1 Evaluate the use of project management tools in an organisation
	3.2 Assess the nature of control systems in a small business
	3.3 Assess the process of discovering strategic core competence in a small business
	3.4 Evaluate the use of management control systems

Delivery Guidance

A range of learning and teaching methods can be employed including lectures, directed readings, case studies, group discussions and presentations.

Suggested Resources

Management Control Systems: Text and Cases Sekhar, McGraw-Hill, 2005

Organisational Behaviour and Analysis, An Integrated Approach 4th Edition Derek Rollinson Prentice Hall, 2008

Management Control Systems Performance Measurement, Evaluation and Incentives 2nd Edition Kenneth Merchant, Wim Van der Stede Prentice Hall, 2007

Unit BA602: Management of Salesforce

Unit code: R/615/4712
RQF level: 6

Aim

The unit aims to explore the concept of customer relationship management, planning and decision-making processes to meet salesforce targets for local and international markets.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to identify the important of customer relationship management	1.1 Identify the benefits of managing excellent customer relations
	1.2 Evaluate different working practices and methods to maintain customer relationship within the organisation
	1.3 Identify the use of the technological forces improve sales force management practices
2. Be able to critically evaluate the salesperson performance and motivation in local and global market	2.1 Identify the personal characteristics on salesperson motivation
	2.2 Critically analyse the components of salesperson performance model e.g. behaviour, role perceptions, and satisfaction
	2.3 Critically identify the cultural forces affecting the performance of salespeople
	2.4 Critically evaluate criteria of selecting the best salesperson to target international market
3. Be able to use sales planning and forecasting in order to meet sales target	3.1 Identify salesforce strategies to plan and implement salesforce tasks
	3.2 Identify how to deal with an internal and external environment in salesforce planning
	3.3 Use financial and non-financial information to assess the scope of resource requirements
	3.4 Evaluate the impact of sales forecasting on sales targets
	3.5 Plan the use of resources to meet sales target

Delivery Guidance

A range of learning and teaching methods can be employed including lectures, directed readings, case studies, group discussions.

Learners must be proactive in reading the following journal/book throughout the week and sharing their thoughts and summaries with the class and the tutor.

CRM Success stories at:

http://www.salesforce.com/showcase/stories/wsj.jsp

Suggested Resources

Leading the Sales Force, A Dynamic Management Process, René Y. Darmon, ESSEC Business School, Cambridge University Press, 2008

Sales management: a global perspective, Earl D. Honeycutt, John B. Ford, Antonis C. Simintiras, Routledge, 2003

Customer Relationship Management (CRM), Ed Peelen, Prentice Hall, 2005

Unit BA603: Strategic Marketing Management

Unit code: K/505/8395
RQF level: 6

Aim

The aim of this unit is to introduce learners to the strategic reflections on the major issues in marketing management. Learners will be able to understand marketing literature, planning process, segmentation and target marketing.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to build an effective marketing strategy	1.1 Identify main types of marketing strategies
	1.2 Conduct a market analysis for the organisation
	1.3 Use the market analysis to build a marketing strategy for the organisation
	1.4 Identify the strengths and weaknesses of the organisation marketing strategy
2. Be able to develop the marketing plan for effective decision-making	2.1 Identify the purpose of marketing plan
	2.2 Identify the benefits of developing sales and marketing plan
	2.3 Develop the marketing and operational plans for the organisation
3. Be able to plan, segment and position the product in to achieve the target market	3.1 Identify the buyer behaviour in consumer market
	3.2 Assess the role of pricing, distribution and communication in the process of marketing planning
	3.3 Analyse environmental factors the consumer buying process
	3.4 Identify criteria for successful marketing segmentation
	3.5 Use the marketing approaches in the planning and development of target marketing

Delivery Guidance

A range of learning and teaching methods can be employed including lectures, directed readings, case studies, group discussions and presentations.

Suggested Resources

Strategic Marketing Management: planning, implementation and control by Richard M.S. Wilson and Colin Gilligan, 2004

Strategic Market Management: Global Perspectives by David A. Aaker and Damien McLoughlin, 2010

Strategic Marketing Management: A Process-based Approach by Luiz Moutinho and Geoff Southern, 2009

Strategic Marketing Management 6th Ed. by David A. Aaker, 2001

Marketing Management: A Strategic Decision-Making Approach by Mullins, 2012 (Not Available in Market since May 2012)

Marketing Management: A Strategic Decision-Making Approach, 6th Edition (Mcgraw Hill/Irwin Series in Marketing) by John Mullins, 2006

Unit BA604: Business Law

Unit code: K/615/4716
RQF level: 6

Aim

The aim of this unit is to introduce the importance of law in businesses and organisations including main features of the English legal system, contract laws, sale of goods laws and credit transactions as well as intellectual property law. This unit will develop analytical skills in law and encourages their application to business contexts.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to understand the main features of EU law and the English legal system	1.1 Identify main rules of statutory interpretation
	1.2 Identify differences between civil and criminal law
	1.3 Describe ways in which EU law is created and the effect of the EU law in the United Kingdom
	1.4 Describe the features of the English legal system
2. Be able demonstrate knowledge of legal materials relating to contracts	2.1 Identify and explain main requirements for a legal contract
	2.2 Identify nature and remedies for misrepresentation
	2.3 Explain the types of contract which are illegal at common law
	2.4 Explicate the creation and discharge of contracts
3. Be able understand the key features and legal requirements for the Sale of Goods Act	3.1 Identify the Sales of Goods Act rules on passing of ownership
	3.2 Describe the duties of the buyer and the seller in the Sale of Goods Act
	3.3 Identify remedies of the buyer and the seller in the Sale of Goods Act to be breached
4. Be able understand the legal characteristics of a company and main features of credit transactions and intellectual property rights	4.1 Identify legal characteristics of a company as compare to partnership and sole trader under the Company Act 2006
	4.2 Identify the process of appointment and removal of directors
	4.3 Describe ways in which limited companies are controlled and managed
	4.4 Identify the creditor responsibility for dealer's misrepresentations and breaches of contract under the Consumer Credit Act 1974
	4.5 Describe the essential nature of copyright, a patent and a trade mark under the Copyright, Designs and Patent Act 1988 and the Trade Mark Act 1994

Delivery Guidance

Centre tutors can use a range of teaching methods for the business law unit, including case study, presentation and direct learning from supplementary texts/books.

Suggested Resources

Business Law MyLawChamber Pack by Ewan MacIntyre, 2011
Business Law by James Marson, 2011
Business Law by Ms Sarah Riches and Ms Vida Allen, 2009
The Sale of Goods ACT, 1893, with Notes (1894) by Frank Newbolt, 2010
Contract Law (Palgrave Macmillan Law Masters) by Ewan McKendrick, 2011
Intellectual Property Law by Lionel Bently and Brad Sherman, 2008

Unit BA605: Research Project including Research Methods

Unit code: M/615/4717
RQF level: 6

Aim

The aim of this unit is to introduce the learner to research methods and how to produce a project based on their findings.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Identify features of good research design	1.1 Identify a research question
	1.2 Describe the process of social research
	1.3 Explain the criteria and limitation of research design
	1.4 Identify the criteria for reliability and validity for the measurement of research data
	1.5 Identify the relationship between philosophy and methodology within research texts
2. Apply research techniques to design the research proposal	2.1 Explicate the qualitative-quantitative debate of social science research
	2.2 Explore the nature of pluralism in research methodology
	2.3 Describe the qualitative approach to research design
	2.4 Describe the quantitative approach to research design
	2.5 Apply suitable approach to design research proposal
3. Review the collection, presentation and analysis of data to complete research project	3.1 Perform literature review
	3.2 Create a sample of data from the findings
	3.3 Apply the suitable methods and statistical techniques to analyse data
	3.4 Present data and information from findings in suitable format to produce results
	3.5 Draw conclusions and recommendations from research findings
4. Investigate the quality issues associated with data handling	4.1 Explain the ethical issues of data handling
	4.2 Present guidelines for handling missing data while conducting research
	4.3 Critically review the importance of referencing system while recording data
	4.4 Investigate challenges and responses of handling social science data

Suggested Resources

Business Research Methods 3e by Alan Bryman and Emma Bell, 2011

Research Methodology: A Step-by-Step Guide for Beginners by Ranjit Kumar, 2010

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