QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 7 Diploma in Executive Management

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 organisations 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 organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational 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, organisational 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 recognise 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 recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Title and Code

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has tits 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 qualifications is as follows:

> Qualifi Level 7 Diploma in Executive Management: 601/7656/8

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 to the management sectors.

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

It is envisaged that these programmes will encourage both academic and professional development so that you 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 the postgraduate Level 7. The programme has a total equivalence of 120 credits. Completing the Diploma allows access to a dissertation at one of our University partners for a related master's degree.

2.2 Rationale for the Diploma

This qualification is aimed at those who are seeking middle and executive level roles in medium or large corporations. The qualification will:

- provide access and progression in learning within the management, leadership and strategy vocational area
- improve Learners career development opportunities, enhancing their career prospects in their chosen area of employment.

The qualification scope covers the primary business functions and aims to provide a holistic study of core organisational issues that executive management would be expected to take responsibility for.

The qualification provides a programme of learning for those who want to develop their knowledge, skills and understanding of organisations and how executive management can help to achieve organisational and strategic objectives.

Part of the assessment for this qualification will require study of large complex organisations (with excess of 250 staff and/or £5.75 million turnover) that operate internationally. The qualification aims to help individuals appreciate and develop their personal and professional abilities and skill sets.

The qualification programme requires Learners to understand and apply management concepts, models and techniques, and demonstrate skills associated with management operating at the strategic level in organisations. The qualification explores some of the main functions and disciplines that underpin effective and successful organisations, namely finance, human resources, operations, marketing and project management. It also explores how supply chain, quality and trade consideration impact organisations.

The Level 7 programme will require Learners to critically evaluate, challenge and apply a wide range of management theory, techniques and models and discipline specific theory, practice and tools. By analysing and critiquing national and international organisations Learners will examine how the different functions and disciplines affect the organisation's strategy, success and way it operates.

The qualification also requires learners to demonstrate a range of skills required of executive level management including problem solving and report writing. Learners will also develop their research and analytical skills. The qualification will enable learners to become independent, self-directed, with the tools and motivation to continue learning, developing and reflecting on practice throughout their careers.

2.3 Aims of the Diploma

Level 7 qualifications are designed to develop the knowledge, understanding and skills learners require to deal with the complexities of leadership and strategic management in a business context, and to develop their ability to lead change in organisations.

The Qualifi Level 7 Diploma in Strategic Management and Leadership aims to give learners the opportunity to:

1. Gain a recognised qualification from an internationally recognised awarding organisation.
2. Learn from a curriculum supported by the most recent content relevant to a contemporary business environment.
3. Develop new skills and knowledge that can be immediately applied.
4. Prepare for higher-level positions in management through personal and professional develop as a leader who thrives in complex and globally diverse environments.
5. Have assessments marked and moderated by respected professionals with practical experience across a number of business sectors and management fields.
6. Be supported by a digital online platform and develop a personalised e-portfolio to improve the transparency and portability of the qualification.
7. Progress along a pathway to gain a higher level qualification.

2.4 Learning Outcomes of the Diploma
The overall learning outcomes of the Diploma are:

1. To understand and apply the principles of strategic leadership in a business environment
2. Review and apply the principles of business management within industry
3. To understand and apply the principles of strategic management in a specific environment
4. To improve the employability of learners by allowing them to explore the relationship between management theories and their practical application in the business world
5. Analyse problem-solving techniques specific to business and industry
6. Select, collate, review and analyse information form a wide range of sources
7. Work independently and as part of a team
8. Manage one's own personal development and growth.

These are the overall learning outcomes in line with postgraduate programmes. The learning outcomes for each unit are identified in Appendix 1 within the unit 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

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the Qualifications will be through centre interview and learners will be expected to hold the following

- Level 6 Qualification or;
- First Degree.

In certain circumstances, managers 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 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate 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 Executive Management is a Level 7 Qualification made up of 120 credits.

All units are 15 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 15-credit unit approximates to a TQT of 150 hours incorporating 70 hours of Guided Learning. This equates to 1200 hours of TQT.

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

The overall structure of the course is based on eight mandatory units that cover a number of topics relating to learning outcomes. Each unit has the equivalency of 15 credits. Learners will be invited to attend lectures and workshops that will introduce the subject matter.

Learners must complete all units successfully and achieve 120 credits before the Diploma can be issued. 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.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
EXE 1.1	Corporate Strategy	7	150	15	60
EXE1.2	Corporate Finance and Financial Strategy	7	150	15	60
EXE 1.3	Human Resource Practice, Leadership and Management	7	150	15	60
EXE 1.4	Global Trade and its Impact on Strategy	7	150	15	60
EXE 1.5	Research, Problem Solving and Business Reporting	7	150	15	60
EXE 1.6	Operations, Quality and Supply Chain Management	7	150	15	60
QF708	Strategic Marketing	7	150	15	60
EXE1.7	Project Management	7	150	15	60

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 7 Diploma in Executive Management** can progress to:

- the QUALIFI Level 8 Diploma in Strategic Management and Leadership, or
- a university partner to complete a dissertation to then receive a full master's degree, 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 EXE1.1: Corporate Strategy

Unit code: T/507/8097
RQF level: 7

Aim

This unit is aimed at developing learners' critical analysis of corporate strategy and the role of supply chains in a global context. It explores how functional strategies are integrated and the relationship between strategy and organisation. It also requires learners to demonstrate professional skills that enable effective business management at the strategic level.

The unit will examine theoretical and conceptual frameworks and their use in evaluating and recommending practical applications in business areas such as market entry, internationalisation, global sourcing, globalisation, alliances and corporate growth.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Evaluate strategy in the global corporate context and apply different concepts and approaches; and address ethical considerations	1.1 Critically analyse strategic theories and models
	1.2 Assess and determine how successful different strategies are when applied in the global marketplace
	1.3 Evaluate how individual and organisational ethics, also global ethical issues can impact corporate strategy
2. Critically assess the role played by global supply chains in organisations	2.1 Critically analyse supply chain methods, models and theories
	2.2 Critically assess the role of global supply chains in organisations
	2.3 Identify the factors that can affect global supply chains and how they can impact on corporate strategy, and any mitigating actions organisations can take to reduce any negative impacts
3. Evaluate strategies in a range of areas	3.1 Evaluate how corporate strategy can be applied in a range of organisation functions
	3.2 Critically assess how corporate strategy can be successfully integrated into organisations

Learning Outcomes	Assessment Criteria
	3.3 Discuss how different organisation functions can affect the success of corporate strategy across the organisation.
4. Demonstrate a range of professional skills including critical thinking, negotiation skills, leadership and team work, and communication skills	4.1 Evaluate personal skills against the skill set needed to operate effectively in a global organisation at strategic level.
	4.2 Understand and make use of theory, relevant techniques and practices that enables learners to develop their individual skill set
	4.3 Provide personal examples where a range of professional skills where demonstrated
	4.4 Communicate effectively with fellow professionals and competently present ideas and proposals

Suggested Resources

Textbooks

Harrison, A and van Hoeck, R. (2008), Logistics Management and Strategy: Competing through the Supply Chain (3rd edition)

Johnson, G. Scholes, K. and Whittington, R., 2008, Exploring Corporate Strategy (8th edition)

Lasserre, P., 2003, Global Strategic Management

Journals

The Strategic Management Journal

Journal of Supply Chain Management

Harvard Business Review

Websites

Cranfield Research papers

The McKinsey Quarterly

Unit EXE1.2: Corporate Finance and Financial Strategy

Unit code: A/507/8098
RQF level: 7

Aim

This unit addresses the issues around making investment decisions and corporate finance at the global level. It highlights strategic approaches, risk and needs for maintaining working capital. The unit explores different capital structures, foreign exchange options and corporate finance, restructuring.

Learners will be expected to use case study material to explore these issues and be able to manipulate financial information.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Contrast investment strategies and determine the factors that affect investment decision making in organisations	1.1 Understand and critically assess the organisational and operational factors that affect investment decisions
	1.2 Critically evaluate how corporate strategy can determine investment decisions
	1.3 Apply a range of models that can influence investment strategy and decisions
2. Evaluate and appraise the financial strategies of different organisations	2.1 Critically understand the financial strategies of a range of different organisations across different business sectors
	2.2 Use case study information to evaluate the financial strategies of organisations in at least two different business sectors
	2.3 Critically appraise the financial strategies of governmental, charitable and private sector organisations
3. Analyse the impact of foreign exchange risk on organisations	3.1 Explain how the foreign exchange market works and how it can influence business and organisational decisions
	3.2 Understand the risks involved with foreign exchange and critically assess potential impacts on a range of different organisations in different sectors
	3.3 Critically assess whether foreign exchange markets can be a viable method for financing corporate restructuring

Learning Outcomes	Assessment Criteria
4. Identify and critique systems employed to plan and control working capital	4.1 Evaluate the importance of working capital to organisations and understand the systems and methods used to manage working capital
	4.2 Identify the risks where working capital management is not applied and the reasons why systems to monitor working capital management fail
	4.3 Critique the systems and methods used to plan working capital
5. Assess and decide upon appropriate strategies for restructuring	5.1 Critically assess the finance options available to corporations when looking to restructure their business including merger and acquisition strategies
	5.2 Identify the risks involved in pursing different financial options in pursuit of corporate re-structuring
	5.3 Critique the success of a range of organisations that have pursued different re-structuring options

Suggested Resources

Textbooks

Watson, D. and Head, A. (latest edition) *Corporate Finance, Principles and Practice* Harlow: FT Prentice Hall

Arnold, G (latest edition) *Corporate Financial Management* Harlow: FT Prentice Hall

Madura, J. and Fox, R. (latest edition) *International Financial Management* London: Thomson

Journals

International Research Journal of Finance and Economics (http://www.internationalresearchjournaloffinanceandeconomics.com/)

Wall Street Journal

Journal of Banking & Finance

Websites

www.bbc.co.uk/news

www.ft,com

www.reuters.com

Unit EXE1.3: Human Resource Practice, Leadership and Management

Unit code: F/507/8099
RQF level: 7

Aim

The aim of this unit is to critique the skills, value and contribution of human resource management and development practitioners, and leaders for the effective operation of organisations. Learners will gain insight into HR and leadership practices and techniques and examine relevant theory. The need for expertise and professionalism amongst HR practitioners and how ethics and culture in organisations might be affected is also considered.

The unit requires learners to be aware of contemporary research, debate and thinking on HR and leadership.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Review and critically evaluate contemporary research and debate in human resource management and development	1.1 Critique contemporary approaches to human resource management and development
	1.2 Identify research evidence on employment and effective approaches to human resource management, learning and development practice and critically evaluate how the research evidence has affected management thinking and practice.
	1.3 Identify people management practices that have changed as a result of research evidence and led to positive organisational outcomes, citing real examples
2. Critically evaluate theory and practice relating to motivation, commitment and employee engagement within organisations	2.1 Critically evaluate the main theories on motivation, commitment and employee engagement and their relevance in contemporary organisations
	2.2 Illustrate how management practice has used, adapted or developed theoretical models using examples in real organisations
	2.3 Justify how employee engagement is a positive factor in organisational health terms and provide real examples of this for a range of different organisations
3. Critically assess the role and characteristics of effective leadership, and their development	3.1 Evaluate contemporary thinking about what makes a leader
	3.2 Critically evaluate the role of leadership in organisations and characteristics of effective leaders

Learning Outcomes	Assessment Criteria
	3.3 Identify relevant and suitable leadership development activities and experiences
4. Critically discuss the role and practices of HR management and development	4.1 Critique the role of HR management and development in organisations and how HR and other managers can productively work together
	4.2 Discuss the need for professional and qualified HR practitioners in organisations
	4.3 Critically evaluate how ethics and organisational culture can be influenced by HR practices

Suggested Resources

Textbooks
Adams, (2007), Managing People in Organisations: Contemporary theory and practice
Hughes, (2006), Change Management: A critical perspective
Rees and French, 2010, Leading, Managing and Developing People. 3rd edition.

Journals
Harvard Business Review
Human Resource Management Journal
People Management

Websites
ACAS
CIPD
Department for Business Innovation and Skills

Unit EXE1.4: Global Trade and its impact on Strategy

Unit code: K/507/8100

RQF level: 7

Aim

The unit looks at contemporary trade and trade issues as they affect organisations. It examines the impact of globalisation, the internet, politics and ethics on business behaviour and business success.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Analyse the impact of globalisation on business, business behaviour and strategy	1.1 Assess how organisational behaviour can be affected by changes in international trade and globalisation of business
	1.2 Identify measures and economic groups that aim to restrict trade and evaluate how successful they are
	1.3 Critically evaluate how international trade relations and regulation affects the supply of materials, labour, products and services in different industries
2. Critically evaluate how the internet, politics and ethics has affected trade, business behaviour and strategy	2.1 Discuss how the internet has changed global trade and critique how it has affected different industry sectors and individual companies using case study evidence
	2.2 Discuss how global brands and other companies have been affected by the politicization of issues and ethical considerations
	2.3 Identify policies and ways of working that companies use to protect themselves against shifts in trade, national or international barriers and policy that restrict trade.

Suggested Resources

Textbooks

Gerber, J., (2011) International Economics

Salvatore, D (2007) International Economics

Krugman, p., and Obstfeld, M., (2005) International Economics

Journals

The Economist

International Trade Journal

Unit EX1.5: Research, Problem Solving and Business Reporting

Unit code: M/507/8101
RQF level: 7

Aim

The unit will develop learners' use and understanding of research methods and using research evidence. It will review relevant methods and theory connected with identifying and solving business problems as well as exploring the use of decision-making tools.

Learners will be expected to develop and show competence in their business writing too by presenting reports that make use of relevant research evidence to support their propositions and recommendations.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Critically evaluate business problems and make use of relevant methods and theory to analyse problems and make appropriate decisions	1.1 Critically analyse strategic and operational strengths and weaknesses for different organisations in a range of sectors
	1.2 Critically examine problem structuring methods and apply problem analysis methods and theory to specific business issues and comment on their relevance and usability
	1.3 Critically examine relevant decision making tools that can be applied to business problems and comment on their relevance and usability
2. Be able to understand and apply different research methods that can provide realistic and applicable outcomes	2.1 Critically apply the principles and practices of quantitative and qualitative research on a practical level
	2.2 Define research and development questions and prioritise them in relation to contemporary managerial and business needs
3. Develop and present persuasive reports on business issues making use of research evidence	3.1 Make use of research evidence, big data, data analytics and pattern recognition to support business propositions and recommendations
	3.2 Critically identify the requirements of an effective report and the factors that make it compelling for senior and strategic management
	3.3 Produce effective reports that articulate business problems, point to relevant research evidence and provide recommendations

Suggested Resources

<u>Textbooks</u>

Cameron, S, and Price, D., (2009) Business Methods. A practical Approach

Saunders et al (2010) Research Methods for Business Students. (Latest Edition)

Unit EXE1.6: Operations, Quality and Supply Chain Management

Unit code: T/507/8102
RQF level: 7

Aim

The unit considers operations management and its contribution in supporting business objectives. It addresses quality and supply chain issues and how different organisations and industries make use of different systems, techniques and methods. Learners will be able to evaluate alternative operations management strategies to support business performance.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Assess the contribution of operations management in organisations and how it supports business objectives	1.1 Critically evaluate the business operations of a number of organisations in different industry sectors
	1.2 Critically analyse how process and lean techniques and methods can contribute to effective operations
	1.3 Explore the role of customer service in organisations and how this can impact operations
2. Evaluate the role and contribution of quality models, systems and standards to modern day business operations	2.1 Critically evaluate a range of quality models, systems and standards
	2.2 Explore the use of quality models and systems in different companies across a range of industry sectors
	2.3 Identify the pros and cons, and relevance of using quality models and systems in modern day business operations
3. Evaluate the contribution of suppliers and supply chains on effective operations	3.1 Critically evaluate supply chain theories and models and explore the use of supply chain management in different companies across a range of industry sectors
	3.2 Review how logistics impacts upon supply chain management
	3.3 Identify the main requirements of supplier contracts, the risks involved and mitigating strategies for organisations when securing effective contracts

Suggested Resources

Textbooks

Slack et al., (20120, Operations & Process Management: Principles & Practice for Strategic Impact

Slack et al., (2010), Operations Management

Harrison and Hoek, (2008) Logistics management and Strategy

Turner C & Martin J, (2010) Contract Law

Journals

International Journal of Operations and Production Management

Institute of Operations management: Control

Manufacturing and Service Operations management

Websites

Operations management Library http://www.managementhelp.org/ops_mgnt.htm

Institute of Operations Research and the Management Science http://www.informs.org

Production and Operations Management Society http://poms.org

Unit QF 708: Strategic Marketing

Unit code: M/506/9074

RQF level: 7

Aim

The unit will investigate underlying models, techniques and theories that underpin marketing and can contribute to strategic objectives. It will also provide learners with a critical understanding of the marketing function within complex organisations.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to understand the relationship between the marketing plan and strategic objectives	1.1 Critically evaluate how marketing techniques and tools can support the strategy of an organisation and how this impacts on the marketing plan
	1.2 Determine marketing methodologies and approaches that contribute to a marketing plan within complex organisations
	1.3 Address risk associated with the marketing plan
2. Be able to produce a strategic marketing plan	2.1 Critically analyse the components of a marketing plan and the levels of importance of each component to the achievement of strategic objectives
	2.2 Address mitigation strategies for high risk components of the plan
	2.3 Develop a marketing plan that will achieve strategic objectives for a complex organisation
3. Be able to promote the marketing plan in support of strategic objectives	3.1 Discuss how the plan supports strategic objectives
	3.2 Develop an approach to gain agreement for the marketing plan that will change organisation actions and methods to achieve strategic objectives
	3.3 Critically evaluate and provide review measures for the agreed plan

Suggested Resources

Textbooks

Hollensen, S. (2010) Global Marketing, A Decision-Oriented Approach, 5th Ed.

Kotabe, M., and Helsen K. (2010) Global Marketing Management, 5th Ed

Usinier, J, C, and Lee, J. A. (2009) Marketing Across Cultures 5th Ed

Journals

European Journal of Marketing

International Marketing Review

Journal of International Marketing

Unit EXE1.7: Project Management

Unit code: A/507/8103
RQF level: 7

Aim

The unit will support learners in their appreciation of project management methods, techniques and tools. It will consider human, financial and other matters in project feasibility and how people, teams and risk is factored into project initiation and delivery.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Review and analyse project management disciplines and their effectiveness for organisations	1.1 Critically evaluate project management methods, models and underpinning theories
	1.2 Assess the value of project planning methods, individual plans and project management processes for a range of different organisations and business objectives
	1.3 Identify how risk is managed in projects and illustrate how risk can be mitigated in global, complex or sensitive projects
2. Review project feasibility methods, the role of people and teams in projects and the use of project software	2.1 Critically review how project feasibility can be assessed for individual projects
	2.2 Critically evaluate the role and choice of individuals and teams in project development and project delivery
	2.3 Evaluate the uses and effectiveness of different project management software

Suggested Resources

Textbooks
Maylor, H., (2010) Project Management
Pinto, J., (2009) Project Management: Achieving Competitive Advantage

Journals
International Journal of Project management
Project Management Journal
Project Management Today

Websites
APMG International
OGC