



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Level 7 Diploma in Strategic Management and Innovation

Specification (For Centres)

November 2018

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## 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.

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# 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 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 7 Diploma in Strategic Management and Innovation: 601/2900/2

## **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

The Level 7 programme will require Learners to critically evaluate, challenge and synthesise a wide range of current management tools, techniques and models. The emphasis placed on current management concepts and models is on those that are relevant to the 21st century business environment and context and goes beyond the normal examination of Anglo-American management models.

The programme provides a unique opportunity for Learners due to it not focusing upon Anglo American models. At level 7 emphasis is also placed on the ability to adapt management concepts, tools and techniques to align with organisation culture and apply critical reflective thinking.

The qualification scope covers all the primary business functions and how these are interrelated and integrated. The mandatory units provide a holistic study of core organisational issues that are relevant to strategic decisions making, planning and enabling the organisation to achieve its strategic aims and objectives.

The optional units allow learners to select some specialisation in their study to support specific career directions. The Finance for Managers unit is strongly recommended for Learners who have not had exposure to finance as a non-financial manager. Subject to market demand and feedback Qualifi may add further Options to the qualification later on.

The qualification will enable Learners to become independent, self-directed learners with 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 learners' knowledge, understanding and skills required 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 Innovation aims to give learners the opportunity to:

- Gain a recognised qualification from an internationally recognised awarding organisation.
- Learn from a curriculum supported by the most recent content relevant to a contemporary business environment.
- Develop new skills and knowledge that can be immediately applied.
- Prepare for higher-level positions in management through personal and professional development as a leader who thrives in complex and globally diverse environments
- Have assessments marked and moderated by respected professionals with practical experience across a number of business sectors and management fields

- Be supported by a digital online platform and develop a personalised e-portfolio to improve the transparency and portability of the qualification
- 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 innovation 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 from 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 qualification 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 Strategic Management and Leadership is a Level 7 Qualification made up of 120 credits.

Units are 15 credits or 20 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. 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 seven units that cover a number of topics relating to learning outcomes. All seven units are mandatory.

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.

### **QUALIFI Level 7 Diploma in Strategic Management and Innovation**

The Level 7 Diploma focuses upon developing understanding, skills and abilities to equip the Learner with the awareness and aptitudes to be an effective strategic manager and leader.

Learners must complete the seven mandatory units.

<b>Unit Reference</b>	<b>Mandatory Units</b>	<b>Level</b>	<b>TQT</b>	<b>Credit</b>	<b>GLH</b>
QF703	Finance for Managers	7	150	15	60
QF706	Strategic Direction	7	150	15	60
QF708	Strategic Marketing	7	150	15	60
QF712	Human Resource Planning	7	150	15	60
SMI701	Marketing Strategy for Social Enterprise	7	200	20	80
SMI702	Global Marketing	7	200	20	80
SMI703	Strategic Management	7	200	20	80

### **4.3 Progression and Links to other QUALIFI Programmes**

Learners completing the **QUALIFI Level 7 Diploma in Strategic Management and Innovation** will allow 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](mailto: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](mailto: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](mailto:support@QUALIFI-international.com)

Website: [www.QUALIFI.net](http://www.QUALIFI.net) [www.QUALIFI-international.com](http://www.QUALIFI-international.com)

## Appendix 1: Unit Descriptors

### Unit QF703: Finance for Managers

Unit code: D/506/9071

RQF level: 7

#### Aim

This unit is geared towards supporting Learners in understanding and using financial information and data. This unit is important to Learners as it support decision making.

#### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to analyse financial information and data	1.1 Determine what financial information is needed and assess its validity
	1.2 Analyse different financial documents and information and formulate conclusions about financial performance levels and needs of stakeholders
	1.3 Conduct comparative analysis of financial information and data
	1.4 Critically review and question financial information and data
2. Be able to assess budgets and their ability to support organisational objectives	2.1 Identify how a budget can be produced taking into account financial constraints and achievement of targets and accounting conventions
	2.2 Be able to assess a budget
	2.1 Identify how a budget for a complex organization can support organizational objectives and targets whilst taking into account financial constraints and accounting conventions
3. Be able to evaluate financial proposals for expenditure provided by others	3.1 Identify criteria by which proposals can be judged
	3.2 Critically analyse the viability of a proposal for expenditure
	3.3 Identify the strengths and weaknesses of a proposal and give feedback on the financial proposal
	3.4 Analyse the viability of a proposal for expenditure



## Indicative Content

- Context: Financial Accounting and Management Accounting
- Basic accounting concepts, e.g. profit, cash, matching
- Difference between capital & revenue, sources of financial & cost data
- Financial Analysis
- Budgeting and cash flows
- Costing methods and overhead allocations
- Return on Investment calculations
- The role of depreciation
- Cost / profit centres and allocating costs
- Analysis of financial data, cost benefit analysis
- Lean Methods and Lean accounting
- The difference between data and information
- Sources of data and information

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas which could be used to help them set departmental, project, team and their own objectives.

## Core Texts

There are two set of core text: one to support UK accounting rules and treatment of depreciation and tax. And the second to support US accounting rules and treatment of depreciation and tax

### Core Text (US)

- Horngren's Financial & Managerial Accounting, The Managerial Chapters and The Financial Chapters, Global Edition, 5th Edition
- Introduction to Management Accounting Global Edition, 16th Edition, Charles Horngren, Gary Sundem, William Stratton, Dave Burgstahler, Jeff Schatzberg, Feb 2013,

### Core Text (UK)

- Introduction to bookkeeping and accounting Kindle Edition, by The Open University
- Accounting Paperback – 5 Apr 2013, by Michael J. Jones. This includes students on both accounting and non-accounting degrees and also MBA students.

## Suggested Resources (US)

- Financial Accounting Standards Board
- American Institute of Certified Public Accountants
- International Accounting Standards Board
- International Financial Reporting Standards

- <http://aaajournals.org/doi/full/10.2308/accr-10297>

### **Suggested Resources (UK)**

- <http://www.accaglobal.com/uk/en.html>
- <http://www.aca.org.uk/>
- <https://www.cipfa.org/>
- <http://www.icaew.com/en/about-icaew/what-is-chartered-accountancy/major-accountancy-bodies>

## Unit QF706: Strategic Direction

Unit code: D/506/9068

RQF level: 7

### Aim

The unit will explore the strategic aims and objectives of an organisation and their significance in setting direction, identifying success and progress for the organisation. The unit will also explore where different strategic options may lead the organisation to change its direction.

### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to review and determine the organisation's strategic aims and objectives	1.1 Critically analyse the existing strategic aims and objectives of the organisation
	1.2 Undertake a critical evaluation of the components of current organisational strategy
	1.3 Critically analyse the factors affecting the strategic aims of organisational strategy over the short and medium term
2. Be able to evaluate progress towards achieving organisational strategic aims and objectives	2.1 Apply a range of diagnostic and analytical tools to audit and assess progress towards existing strategic aims and objectives
	2.2 Take responsibility for and critically assess the expectations of all stakeholders and their influence upon future organisational strategy
	2.3 Critically analyse, interpret and produce an evaluation of the existing organisational strategic position and progress towards achieving the existing strategy
3. Be able to determine and evaluate strategic options to support a new strategic position	3.1 Critically evaluate and develop a range of alternative strategic options to meet organisational strategic aims, direction and objectives in the short and medium term
	3.2 Determine and justify the existing strategic option that can meet the revised strategic position

## Indicative Content

In this unit learners will be introduced to some of the concepts, ideas and models which underpin an organisation setting or taking a strategic direction. The models and concepts to be discussed include:

- Evaluate each component part of the chosen strategic plan
- Analyse the factors affecting the strategic plan of your choice
- Internal and external change drivers
- Structured evaluation of the organisation's strategic position
- Strategic options to meet strategic aims and objectives
- Justifying strategic options
- Evaluating the expectations of all stakeholders
- Medelow – Johnson, Whittington and Scholes
- POSIWID and organisational purpose

## Core Text

Exploring Strategy, Johnson, G, Whittington, R and Scholes, K. London Financial Times / Prentice Hall 9th Edition 2011

## Suggested Resources

- The Art of Strategy. (Avinash K. Dixit)
- Competitive Strategy Techniques. (Professor Michael Porter)
- Blue Ocean Strategy. (W. Chan Kim)
- Good Strategy Bad Strategy. (Richard Rumelt)
- The Lean Start-up. (Eric Ries)
- Strategy. (B. H. Liddell Hart)
- The Innovators Dilemma. (Clayton M. Christiansen)
- Competitive Advantage. (Professor Michael Porter)
- Strategic Safari. (Henry Mintzberg)
- Competitive Advantage. (Johnson and Scholes)
- Grant, R., (2007) Contemporary Strategy Analysis 6th Ed., Pearson
- Lynch, R., (2005) Corporate Strategy 4th Ed., F-T/Prentice Hall
- Mintzberg, H., (2007) Tracking Strategies: Towards a General Theory, OUP
- Ringland, G. (2004) Scenario Planning. Wiley
- Van der Heijden, K. (2004) Scenarios: The Art of the Strategic Conversation. Wiley
- Whittington R (2001) What is Strategy – and does it matter? 2nd Ed. Thomson Learning
- Stacey, R., (2011) Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking about Organisations. 6th ed. Harlow, England, New York: Financial Times Prentice Hall.

## Unit QF708: 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 organizations
	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

### Indicative Content

- Marketing mix and principles of marketing
- Marketing research
- International marketing planning
- Methods and Techniques for collecting Data and Information
- Basic / Traditional Approaches to Strategy
- Marketing methodologies

- Diffusion of Innovation, Product life cycle and experience curve
- Issues of risk within a marketing plan
- Components of a Strategic Marketing Plan
- Brand & Advertising including Global Brands
- Advertising to Children
- The Regulatory Frameworks
- Use Product/Service Branding
- Behaviours and Attitudes
- Behavioural Measures of Loyalty
- Customer Service
- Digital and Global marketing
- Globalization theories and cases in practice.
- Advertising to Children
- The Regulatory Frameworks

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas which could be used to help them set departmental, project, team and their own objectives.

#### **Core Text**

- Marketing by Paul Baines and Chris Fill, 3<sup>rd</sup> Edition, Oxford University Press

#### **Suggested Resources**

- Hollensen, S. (2013) Global Marketing Harlow, 6th Edn. Pearson Education
- Friedman, Thomas L. (2006) The World is Flat: The Globalized World in the Twenty-First Century, Penguin Group, London/New York 978-0-141-03489-8
- Soros, George (2002) George Soros On Globalization, Perseus, New York 1-903985-24-2
- European Journal of Marketing
- International Journal of Bank Marketing
- International Journal of Pharmaceutical and Healthcare Marketing
- International Marketing Review
- Journal of Business & Industrial Marketing
- Journal of Communication Management
- Journal of Consumer Marketing
- Journal of Fashion Marketing and Management
- Journal of Islamic Marketing
- Journal of Product & Brand Management
- Journal of Research in Interactive Marketing
- Journal of Research in Marketing and Entrepreneurship
- Journal of Services Marketing
- Journal of Social Marketing
- Marketing Intelligence & Planning
- Qualitative Market Research
- Young Consumers
- Marketing Week

## Unit QF712: Human Resource Planning

Unit code: H/506/9072

RQF level: 7

### Aim

The unit will address issues that are important when planning for and securing a workforce that will be able to deliver strategic objectives. The unit will also consider the constraints and influences on organisations HR practices.

### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Understand how the HR plan supports strategic objectives	1.1 Critically assess the strategic importance of current, future and anticipated HR requirements
	1.2 Analyse how HR planning impacts on the strategic plan
2. Understand the legal and organizational frameworks for the employment of staff	2.1 Evaluate the current legal frameworks that influence a HR plan
	2.2 Identify approaches and methodologies to support the recruitment and selection of staff (external candidates) and the impact of current legislation and organisation requirements
3. Understand the effect of the organizational environment on employees	3.1 Critically evaluate how organisational culture affects recruitment and retention of employees
	3.2 Discuss the work environment influences where personal work life balance issues and the changing patterns of work practices determine motivation and commitment

### Indicative Content

In this unit, learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas which could be used to help them set departmental, project, team and their own objectives. Topics will include:

- What is HRM
- Drivers' towards HRM?
- Categorisation of Theories of HRM
- Categorisation and Critiques of HRM Models / Approaches
- Approaches to the Development of HR Strategy
- Organisation theory

- Contemporary theories of organisations
- Ulrich's Adapted HR Stool
- Organisational & managerial perspectives
- Best Practice Models
- Evolution of HR Strategy
- Performance management the planning, assessment and feedback model
- The Michigan HR resource cycle
- Features of new organisational forms
- Managing employee relations
- Corporate governance, ethics, CSR and accountability

### **Core Text**

- Torrington, D., Hall, L. and Taylor, S. (2005) Human Resource Management. Harlow: Financial Times.

### **Suggested Resources**

- Boxall, P. and Purcell, J. (2003) Strategy and Human Resource Management. Basingstoke: Palgrave.
- Mello, J.A. (2006) Strategic Human Resource Management. South-Western, Thompson.
- Schuler, R.S. and Jackson S.E. (2007) (eds.) Strategic Human Resource Management: A Reader. London: Blackwell Publishers.
- Wood, S. (1999) Human Resource Management and Performance. International Journal of Management Reviews, 1: 367–413
- People Management Journal. CIPD



## Unit SMI 701: Marketing Strategy for a Social Enterprise

Unit code: H/616/8579

RQF level: 7

### Aim

This unit focuses on two main categories of social enterprises; namely, small medium sized enterprises (SMEs) and the public/social sector enterprises (SMSEs). This unit is designed to give learners an overall understanding of how marketing can be used for enterprise success and excellence in these two sectors.

### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to analyse the critical success factors for an SMSE	1.1 Analyse the critical success factors for the chosen SMSE
	1.2 Critically evaluate issues for the SMSE in a particular sector and identify how it may obtain a competitive advantage
2. Be able to design a marketing strategy for an SMSE	2.1 Choose an SMSE and analyse the industry in which it operates
	2.2 Evaluate the SMSE's current marketing strategies
	2.3 Prepare and Assemble a marketing strategy to increase customer value for a SMSE
	2.4 Design a plan to monitor the effectiveness of the developed strategy against relevant KPIs
3. Critically appraise the role of marketing in the not-for-profit sector and design relevant strategies	3.1 Analyse the cultural, political and organisational aspects of the not-for-profit sector that impact on its marketing
	3.2 Develop customer-oriented strategies for the not-for-profit sector to improve customer fulfilment and organisational performance
4. Evaluate the effectiveness of marketing in a public sector organisation	4.1 Assess the effectiveness of marketing in a chosen public sector organisation
	4.2 Identify and explain current or possible issues relating to marketing in a public sector organisation
	4.3 Develop marketing strategies to overcome identified issues in a public sector organisation and consider suitable marketing theories

## Indicative Content

Critical success factors for an SMSE: This includes in depth analysis to identify the success factors such as customer focus, supply chain management, risk management, innovation, and motivation.

- **Strategies to gaining competitive advantage for SMSEs:** This includes the application of concepts such as segmentation, targeting, relationship management, innovation, value creation, direct marketing and technology for SMSEs
- **Industry analysis:** Resources analysis, Porters five forces, market research, demographic analysis, entrepreneurship, related government authorities, etc.
- **SMSE sector:** This includes identification of SMSEs competency, resource base, skills, capital investment, entrepreneurship, management, empowerment, strategic planning as compared to the large organisations, Marketing planning and control, Managing roles and functions within SMSEs
- **Constraints in implementing effective marketing strategies in SMSEs:** Lack of support from Government Departments, Banks and other financial institutions as well as corporates,
- **Marketing strategy for SMSEs:** This includes potential marketing strategies appropriate to the context
- **Evaluation of SMSE marketing:** Traditional marketing models: 7Ps, BCG, Ansoff and Porter, PESTEL, Product life cycle, segmentation, etc
- **Utilisation of public sector marketing:** Public sector can use effective and novel marketing concepts to areas such as education, public services (police, local government), health, transport, community services, and physical infrastructure
- **Reasons for the growing use of marketing in the public sector:** This should highlight why marketing strategies have become necessities in the public sector. E.g. development of the marketing concept. Reasons for being customer focused: value creation, revenue generation, social development, to avoid ineffective investment, effective budgeting, community participation, national development, and goal achievement
- **Strategies to implement customer orientation:** CRM, effective use of customer feedback, community events, online services and solutions
- **Development of public administration models:** Growing public bodies; Need to strengthen social ties
- **Constraints that limit effective marketing in the public sector:** legislative restrictions, political philosophies, lack of physical resources, lack of financial resources
- **Factors to consider when incorporating marketing philosophies in the public sector:** The role of marketing mix in the public sector; Role of exchange in the public sector; Marketing mix for public services; Government
- **Challenges faced by the public sector:** Lack of resources, efficiency, productivity, politicization, budgetary constraints, lack of expertise knowledge
- **Application of marketing theories in the public sector:** creating and maintaining a brand image in the public sector; customer services; strategic partnerships; networking; stakeholder approach to marketing. stakeholder analysis; creating and measuring stakeholder value; marketing research and market segmentation

## Suggested Resources

Chaston I (2000) Entrepreneurial Marketing Basingstoke: Palgrave

Harrison J and Taylor B (1996) Supergrowth Companies Butterworth-Heinemann

Kotler, P., Armstrong, G., Harris, L., Piercy, N., Principles of Marketing, Pearson, 2013 (other editions available)

Birley S and Muzka D (2000) Mastering Entrepreneurship – the Complete MBA Companion FT

Pitman Ali M (2003) Practical Marketing and Public Relations for the small Business (2nd ed) Kogan Page

## Unit SMI 702: Global Marketing

Unit code: Y/616/8580

RQF level: 7

### Aim

This unit provides learners with an in-depth understanding of marketing, design and innovation for global markets. It focuses on entering global markets, market research to enter new markets, the importance of protecting intellectual property rights and the design of appropriate global marketing strategies.

### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to apply appropriate tools and techniques to identify and select new products or service ideas	1.1 Propose new product or service ideas for a named organisation, evaluate and select from the ideas
	1.2 Evaluate the appropriateness of various market testing and selection techniques for the new product/service identified
	1.3 Evaluate ethical and CSR issues for the new product/service identified above
2. Evaluate the importance of innovation protection for new products and services	2.1 Evaluate each measure and select most appropriate (patents, copyright registration etc.) for the new product/service identified
	2.2 Evaluate the impact of not protecting the innovation: reverse engineering, copying, impact on sales, etc.
3. Be able to develop appropriate marketing strategies for particular international markets	3.1 Evaluate the market potential for possible business expansion
	3.2 Develop appropriate marketing and communication strategies for the identified international markets
	3.3 Critically evaluate the strategies developed
4. Be able to design internationalisation strategies for selected large organisations in global markets marketing in a public sector organisation	4.1 Identify the factors that would facilitate internationalisation for a selected large organisation
	4.2 Design an internationalisation strategy for the organisation focusing on the processes
	4.3 Identify risks of internationalisation and take appropriate measures to mitigate these.

## Indicative Content

Critical success factors for an SMSE: This includes in depth analysis to identify the success factors such as customer focus, supply chain management, risk management, innovation, and motivation.

- **Identification and selection of new product/service ideas:** brainstorming, costing, test marketing, revenue forecasts, feasibility study, cost-benefit analysis, BCG and Ansoff matrix, gap analysis, value chain analysis
- **Factors to consider when designing a new product:** Perception on the service/product quality, ownership and use of the product/service, Value and meaning, product and service functionality.
- **Corporate governance and business ethics:** CSR, structures, rights, duties, and obligations
- **Innovation protection:** Patenting ideas, design registration, copyright protection, trade marking and intellectual property, licensing and permissions management, legal redress
- **Consequences of not protecting innovation:** Imitation; lose competitive edge; Less market recognition and corporate excellence. These should be explained with practical examples
- **International Marketing analyses:** International Marketing Mix analysis; International market research; International market planning, strategic choice and evaluation/control
- **International marketing strategies:** International markets could be exploited for opportunistic global market development (diversifying markets); following customers abroad (customer satisfaction); pursuing geographic diversification (climate, topography, space, etc.); exploiting different economic growth rates (gaining scale and scope); exploiting product life cycle differences (technology); pursuing potential abroad; globalising for defensive reasons; pursuing a global logic or imperative (new markets and profits)
- **Marketing communication:** Wide access to internet, High technological devices, social media, etc. has changed the communication and promotional strategies of companies
- **SLEPT factors:** PESTEL analysis. In addition, it is also important to be aware of the actions of your competitors.
- **Standardization v adaptation:** When it comes to the international market entry companies tend to standardize the product; however, to be successful the importance of adapting to specific markets
- **Changing international environment:** Understand the new trends in globalisation. The theories of globalisation, issues and strategies should be discussed with regard to entering international markets
- **Cultural impact on internationalization:** language barriers, attitude, religious beliefs, etc.

## Suggested Reading

Baxter M, (latest edition), Product design: practical methods for the systematic development of new products, Stanley Thornes, UK

Bidault F., Despres C. and Butler, C. (latest edition) Leveraged Innovation: Unlocking the innovation potential of strategic supply. Basingstoke: Macmillan

Dussauge, P. and Garette, B. (latest edition) Cooperative Strategy: Competing successfully through strategic alliances. Chichester: Wiley

Jordan P W, (latest edition), Designing pleasurable products: an introduction to the new human factors, Taylor & Francis, London

Kotler, P., Armstrong, G., Harris, L., Piercy, N., Principles of Marketing, Pearson, 2013 (other editions available).

## Unit SMI 703: Strategic Management

Unit code: D/616/8581

RQF level: 7

### Aim

The unit aims to provide learners with an in depth understanding of strategic management and business planning, and tools for reviewing current organisational strategies. This includes strategic planning for profit as well as not for profit organisations and takes a global focus. The unit advances learner knowledge of concepts and frameworks to develop effective strategic plans.

### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Demonstrate an understanding of the nature, scope and context of strategic management	1.1 Explain the importance of strategic planning for an organisation
	1.2 Compare organisational value and mission statements with current business objectives of an organisation
	1.3 Devise and develop appropriate goals, values and strategic objectives for an organisation and consider the differences between profit and not for profit organisations approaches to strategic planning
2. Demonstrate an understanding of the internal and external factors affecting an organisation	2.1 Critically analyse major changes taking place in the external environment that will impact on an organisation's business strategy
	2.2 Analyse the needs and expectations of stakeholders for an organisation and consider the impact on strategic business planning
3. Be able to review existing business plans and strategies of an organisation	3.1 Select and use appropriate tools for strategic analysis of an organisation's current business strategies then consider: options for developing strategic planning, selection of an appropriate strategic option
	3.2 Critically evaluate the effectiveness of tools available for strategic analysis
	3.3 Review the risks and competitive position of an organisation in its current market
4. Be able to design internationalisation strategies for selected large organisations in global markets marketing in a public sector organisation	4.1 Devise an outline for the structure of a strategy plan for an organisation and include: <ul style="list-style-type: none"> <li>• all stakeholders</li> <li>• identify resource requirements and constraints</li> <li>• communication processes to gain stakeholder commitment to the plan</li> <li>• monitoring and evaluation systems for the implementation of the strategy plan</li> </ul>

## Indicative Content

Critical success factors for an SMSE: This includes in depth analysis to identify the success factors such as customer focus, supply chain management, risk management, innovation, and motivation.

- Introduction to strategic planning: scope, nature and characteristics of strategic business management and planning in a global environment
- The need for strategic business management and planning in a global environment: vision, mission, strategy formulation processes for an international organisation, impact of contemporary global issues
- Different levels of strategy: analysis of corporate, business unit and functional/department strategies, tactical and operational decision-making
- The distinctions between profit and not-for-profit organisations in terms of strategic business management and planning
- Identification and evaluation of the forces that impact a company externally: e.g. government, society, technological developments, etc.
- Theoretical frameworks: appraise the use of techniques such as PESTEL, Porter's 5 Forces , Scenario Planning , SWOT and other models
- The use of stakeholder analysis to identify interested parties both inside and outside the organisation
- Environmental scanning: Analyse the approaches to forecasting environmental change (scenario planning, game theory, decision analysis, social forecasting, etc.)
- Analyse global influences and the impact on internationalisation of strategic business management and planning
- Models in business strategy and planning: identify classical and contemporary models, concepts and tools in business strategy and planning such as transformational, incremental, "muddling through", strategic drift, BCG, Ansoff's matrix etc.
- Practical application: critically appraise the use of these concepts and models in modern day organisations; distinguish prescriptive and emergent theories of corporate strategy and their relevance to organisations, critical appreciation of debates within the academic literature
- SWOT analysis: Evaluate the purpose and attributes of SWOT analysis. Match SWOT to organisations' competences in order to generate strategic options for both profit and not-for-profit organisations
- Analyse the competitiveness: Appraise techniques to identify the sources of competition to organisations such as Porter's Five Forces analysis
- Environmental threats: evaluate the turbulence of environmental change and the impact on strategic dynamics
- Different levels of strategy: Critical analysis of the different levels of strategy such as corporate, business unit and functional/ department levels. This also includes identification of their relationship with tactical and operational decision-making. Setting goals: attainable, time specific, specific, flexible, etc.
- Factors that impact the goal setting process: the conflicting needs, power and influence of stakeholders.

## **Suggested Reading**

Johnson, G., Scholes, K., and Whittington, R. Exploring Corporate Strategy: Texts and Cases (latest edition)

Grant, R M, Contemporary Strategy Analysis (latest edition)

Barney, J, Gaining and Sustaining Competitive Advantage (latest edition)

Ten Hav, S.' Ten Have, W., Stevens, F, and Van der Elst, M, Key Management Models, Pearson (2003)