



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Qualifi Level 4 Diploma in Business Management

## Qualifi Level 5 Diploma in Business Management

## Qualifi Level 5 Diploma in Business Enterprise

### Specification (For Centres)

### April 2019

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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 Titles and Codes**

The qualifications have been accredited to the Regulated Qualification Framework (RQF) and each qualification 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 QANs for these qualifications are as follows:

QUALIFI Level 4 Diploma in Business Management (601/6048/2)

QUALIFI Level 5 Diploma in Business Management (601/6049/4)

QUALIFI Level 5 Diploma in Business Enterprise 601/6050/0.

## **1.4 Awarding Organisation**

QUALIFI LTD

## **2 Programme Purpose**

### **2.1 Reasons for the Qualifications**

The qualifications have 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 Certificate is accredited at Level 4 and the Diplomas are each accredited at Level 5. Each programme has a total equivalence of 120 credits. Completing the Certificate and either Diploma has a value of 240 credits. This is equivalent to a **Foundation Degree** and as such allows access to the final year at one of our University partners for a related honours degree.

## 2.2 Rationale for the Qualifications

The rationale for the programmes is to provide a career path for learners who wish to develop their management capabilities within the business sector. The outcome of the Certificate and Diplomas, which are recognised UK Qualifications, is for learners to develop the skills required by organisations globally.

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

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

The Certificate and Diplomas will link to key development in areas of commerce. Contemporary issues are identified and evaluated so that the learner has a true vocational understanding on the industry as well as an academic perspective.

In order to achieve this, work placements are encouraged so that genuine experience can be gained and a true insight into the practicalities of management can be realised.

## 2.3 Aims of the Certificate and Diplomas

The programmes provide the opportunity for individuals to forge a career in business by seeking a greater knowledge and understanding industry, and to support the individual's development into senior positions. The course aims for the following:

1. To enable learners to apply analytical and evaluative techniques to business in private and public sectors
2. To enhance analytical and evaluative skills relating to business across a number of industries
3. To develop the learner's ability to recognise and reflect on the process of personal learning and development, which facilitates the enhancement of key personal, sociable and other transferable skills
4. To encourage the learner's self-reflection, analytical, intellectual and transferable skills.

## 2.4 Learning Outcomes of the Certificate and Diplomas

The overall learning outcomes for all programmes are:

1. To understand and apply the principles of leadership in a business environment
2. Review and apply the principles of business management within industry
3. To understand and apply the principles of 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. Effectively use verbal and communication skills
8. Work independently and as part of a team
9. Manage one's own personal development and growth.

These are the overall learning outcomes in line with foundation degree equivalences. 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 qualifications have 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 :

QUALIFI Level 4 Diploma in Business Management:

- demonstrated some ability and possess qualifications at Level 3, for example 'A' Levels or vocational awards;
- spent some time in an organisational role and shown they have capability and drive to develop
- seeking further professional development and to gain work related skills and know-how.

QUALIFI Level 5 Diploma in Business Management:

- qualifications at Level 3 and/or 4;
- work experience at a managerial level and demonstrate ambition with clear career goals;
- a first degree in another discipline and want to develop their careers in business.

QUALIFI Level 5 Diploma in Business Enterprise:

- qualifications at Level 3 and/or 4;
- work experience and demonstrate drive and ambition to start their own business, or work in business development;
- a first degree in another discipline and want to develop their own business or shift careers.

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 Qualifications

### 4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Certificate in Business Management is a Level 4 Qualification made up of 120 credits.

The QUALIFI Diploma in Business Management and the QUALIFI Diploma in Business Enterprise are both Level 5 Qualifications equalling 240 credits. Learners who register for either Level 5 and fail to complete may be awarded a Level 4 if they have completed sufficient credit.

All units are 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 learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 20-credit unit approximates to a TQT of 200 hours incorporating 100 hours of Guided Learning.

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 Structures

There are six mandatory units for each qualification. All units cover a number of topics relating to learning outcomes. Each unit has the equivalency of 20 credits.

Learners are required to complete six units at Level 4 to achieve the 120 credits required to gain the Level 4 Diploma in Business Management. Learners achieving 120 credits for the Level 4 may then opt to progress to either the Level 5 Diploma in Business Management to gain a further 120 credits or The Level 5 Diploma in Business Enterprise.

Learners will be expected to attend lectures and workshops that will introduce the subject matter. Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas.

### QUALIFI Level 4 Diploma in Business Management

The Level 4 Diploma provides an introduction to the main facets and operations of organisations. It introduces the challenges faced by modern day businesses. The qualification focuses on developing understanding, skills and abilities to equip the Learner with the awareness and aptitudes to be an effective organisational manager and leader.

The qualification is made up of 6 units. All units are mandatory and required by learners for the Level 4 Diploma in Business Management.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
BUS 1.1	Communications in Organisations	4	200	20	100
BUS 1.2	Leadership and the Organisation	4	200	20	100
BUS 1.3	Financial Awareness	4	200	20	100
BUS 1.4	Managing Change	4	200	20	100

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
BUS 1.5	Business Operations	4	200	20	100
BUS 1.6	Developing Teams	4	200	20	100

### QUALIFI Level 5 Diploma in Business Management

The qualification deals with complex and challenging organisational issues and opportunities. The units are closely linked to current day real world and work challenges and the qualification will test and develop learners' workplace experience and abilities.

The qualification will require learners to make judgements and provide creative and practical solutions and ways of responding to organisational challenges and problems. An action based approach will be sought and learners who have strong motivation to progress in their chosen career and business pathway will gain significantly from the qualification.

The Level 5 units are also designed to dove-tail into a top-up undergraduate year at a UK University.

The Qualification is made up of six units. All units are mandatory and required by learners for the Level 5 Diploma in Business Management.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
BUS 2.1	Responding to the Changing Business Environment	5	200	20	100
BUS 2.2	Effective Decision Making	5	200	20	100
BUS 2.3	Business Development	5	200	20	100
BUS 2.4	Business Models and Growing Organisations	5	200	20	100
BUS 2.5	Customer Management	5	200	20	100
BUS 2.6	Risk Management and Organisations	5	200	20	100

## Qualifi Level 5 Diploma in Business Enterprise

The qualification provides comprehensive coverage of the issues, challenges and disciplines growth organisations or business start-ups face. Learners who want to make a success of their own business venture or to develop their skills in promoting or creating growth in organisations will gain significantly from this qualification.

The inspired learner or entrepreneur will gain valuable insights into the characteristics, skills, resources and tools required to drive a growing organisation or business start-up forward. Learners will be required to be proactive and engage with businesses that have growth strategies or start-ups with ambition. Learners will be expected to create ideas and plans that support their personal business goals or those of organisations that they are involved with.

The Level 5 units are also designed to dove-tail into a top-up undergraduate year at a UK University.

The qualification is made up of six units. All units are mandatory and required by learners for the Level 5 Diploma in Business Enterprise.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
ENT 2.1	Entrepreneurship, Enterprise and Creativity	5	200	20	100
ENT 2.2	Influences on Organisational Growth and Development	5	200	20	100
ENT 2.3	Venture Management - Growing a Business	5	200	20	100
ENT 2.4	Marketing for Growth Organisations	5	200	20	100
ENT 2.5	Developing and Launching a New Business	5	200	20	100
ENT 2.6	Social Enterprise and Third Sector Organisations	5	200	20	100

### 4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 4 Diploma in Business Management** can progress to:

- the QUALIFI Level 5 Diploma in Business Management or Business Enterprise, or
- the second year of undergraduate study in business management; or
- directly into employment in an associated profession.

Learners completing the **QUALIFI Level 5 Diploma in Business Management or QUALIFI Level 5 Diploma in Business Enterprise** can progress to:

- the final year of an undergraduate 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 learners 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 learner-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**

### **QUALIFI Level 4 Diploma in Business Management**

#### **Bus1.1: Communication in an Organisation**

*Unit code: D/507/1581*

*RQF level: 4*

#### **Aim**

This unit is divided into three parts and examines communications at an organisational level, interpersonal communications and managing internal and external communications.

Effective communications are vital to the success of any organisation, to ensure understanding, involvement and commitment to organisational policies and procedures.

Organisations today often need to change their policies and procedures to survive in the developing local and global economies. It is important for managers to realise the importance of sound communication practice and systems to ensure the effective development and dissemination of new ideas and decisions for change.

This unit will help managers explore the links between good communications and the development of workforce understanding and commitment to change by considering what is meant by good communications practice. It will then help them look at their communication skills as well as how to improve links between their team, other parts of the organisation and beyond.

The unit aims to develop the learner's awareness of organisational, personal, team and external communications. Communication practices, systems, styles and tools are explored and how they support individual and group's commitment to organisations and their objectives.

Interpersonal communication with an emphasis on analysing the learner's own personal style to empower and improve personal communication skills is central to the unit. For this purpose, learners should obtain feedback on their input at meetings, presentations, interviews and in discussions with peers and tutors.

## Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcome	Assessment Criteria- The Learner can:
1. Analyse communications in organisations	1.1 Understand the importance of effective communications in organisations
	1.2 Identify and explain communication practices and systems that allow organisation policy and procedures to be understood and followed; and how ideas, new initiatives and developments can be shared
	1.3 Evaluate how workforce commitment to organisational change can be achieved using different communication practices
	1.4 Analyse communication barriers and weaknesses and remedies to such problems
2. Understand and develop personal interpersonal communications	2.1 Explain interpersonal communications and communication styles
	2.2 Show awareness of personal interpersonal communication skills and provide evidence of your skills including presentation style, meetings management and networking
	2.3 Apply approaches to improve personal communication style
3. Evaluate the management of internal and external workplace communications	3.1 Identify and explain how management can support teams and other groups, departments or sections within and outside an organisation to communicate effectively
	3.2 Investigate organisational practices that support internal and external workplace communications
	3.3 Evaluate communication tools, approaches and practices that support effective internal and external communications
	3.4 Plan improvements in workplace communications and implement the plan.

### Teaching and Learning Strategy

The emphasis for this unit must ensure that learners have opportunities not only to develop understanding and suggest improvements but also to practice and gain feedback on their own personal communications skills. Therefore, the unit should include feedback from meetings, presentations, interviews, discussions and peer as well as tutors.

Further emphasis on active learning is required and consequently the extent of pure input sessions should be kept to a minimum.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes.

Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

Please refer to the course text:

Kelly M., Williams M., (2015) BUSN 7, Business Communications, Chapter 5, Cengage

Much of the material for this unit has been drawn from the following text:

Huber, D., (2013) *Leadership and Nursing Care Management*, Elsevier, Chap 7 pp111 - 124 ISBN: 978-1-4557-4071-0

Stanton, N., (2013) *Mastering Communications*, 5<sup>th</sup> Edition, Palgrave, ISBN: 0-333-69343-4

West, R., Turner, L., (2009) *Understanding Interpersonal Communication* 2<sup>nd</sup> edition, Cengage

### Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Guirdham, M., (2011) *Communicating Across Cultures at Work*, 3<sup>rd</sup> edition, Palgrave Macmillan.

Fitzpatrick, L., Valskov, K., (2014) *Internal Communications: A manual for practitioners*, Kogan Page.

Hargie, O and Tourish, D (2009), *Auditing Organizational Communication, A Handbook of Research, Theory and Practice*, Routledge.

Hargie, O and Tourish, D (2009), *Auditing Organizational Communication, A Handbook of Research, Theory and Practice*, Routledge.

McKay, M., Davies, M., Fanning, P., (2009) Messages: The Communication Skills Book, New Harbinger Publications, Inc.

Răducan, R., & Răducan, R. (2014). Communication Styles of Leadership Tools. Procedia - Social and Behavioural Sciences, 149, 813–818

Schramm, W. (1955). How communication works. In W. Schramm (Ed.). The process and effects of mass communication. Urbana: University of Illinois Press

Wood, J. T. (2009). Communication in our Lives! (4th edition.), Belmont, Thomson-Hadsworth

## Bus1.2: Leadership and the Organisation

Unit code: H/507/1582

RQF level: 4

### Aim

This unit looks at the development of practical leadership skills at a non-strategic level within the rapidly changing working environment.

The unit provides an opportunity for learners to explore in depth the attributes and skills of successful leaders. Learners will also be able to consider how some of the leadership theories and models can be applied to specific situations and to learn how leadership skills can be developed.

The unit draws on a selection of established principles and on more recent work. It seeks to consider their relevance to specific working situations.

Through a study of leadership styles, current theory and models learners will be gain an appreciation of leadership skills and their importance at all levels in organisations and for specific purposes.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Evaluate the impact of different leadership qualities and skills in organisations	1.1 Identify different skills and characteristics of successful leaders
	1.2 Assess how different leadership styles can influence an organisation
2. Research current theories, models and principles of leadership	2.1 Appreciate and comment on different leadership theories, models and principles
	2.2 Discriminate between the leadership skills needed for different tasks in organisations and at different levels, from strategic to team leader
	2.3 Evaluate the usefulness of leadership theories, models and principles
3. Analyse the leadership skills required for specific situations	3.1 Discuss how an organisation's objectives can influence choice of leadership style
	3.2 Evaluate different industries and sectors and what leadership styles may be most suited to them
	3.3 Evaluate different organisation functions and situations and what leadership styles may be most suited to them
	3.4 Identify methods of leadership development suitable for a range of different contexts

### Teaching and Learning Strategy



This unit will involve the learner engaging in a process of research on an independent and group basis into the subject matter. The unit tutors will provide initial support sessions in a workshop and will be available for subsequent support.

### **Indicative Assessment**

The assessment strategy for this unit is designed to test all the learning outcomes.

Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

<b>Number</b>	<b>Assessment</b>	<b>Weighting %</b>	<b>Type/Duration/Word count (indicative only)</b>
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### **Unit Pass Requirements**

To pass the unit a 40% overall grade must be achieved.

### **Assessment marking criteria**

The assessment criteria for a pass will be presented with the summative exercise. Further information and guidance on the assessment will be made available through the unit tutor.

### **Core text**

Please refer to the course text:

Kelly M., Williams M., (2015) BUSN 7, Management, Motivation and Leadership, Chapter 14, Cengage

Much of the material for this unit has been drawn from the following text:

Yukl, G. (2010) *Leadership in Organizations*, 7<sup>th</sup> Edition, New Jersey: Pearson.

### **Suggested Reading**

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

## Bus1.3: Financial Awareness

Unit code: M/507/1584

RQF level: 4

### Aim

This unit is designed to introduce learners to the nature, role and importance of financial information in organisations from a managerial perspective. Learners will have the opportunity to look at communication and interpretation of financial information for managing organisations, its regulation and structuring and use in decision making, together with the principles of accounting, standards expected, and concepts and conventions that influence the presentation of financial information.

Learners will, through the examination of financial information, learn about the important issues relating to the measurement of efficiency, profitability and solvency, and the different demands on organisations made by different stakeholders. They will also explore the extent to which external confidence is determined by financial performance.

Learners will examine how financial information can be interpreted, analysed and evaluated, how costs in an organisation can be monitored and controlled, and how the concept of contribution aids decision making.

The overriding aim of the unit is to provide the learner with the necessary knowledge to be able to critically evaluate the financial systems, processes and procedures in their own organisations.

Learners will gain understanding of accounting conventions, appreciate measurement for efficiency, profitability and solvency, and the different demands made by different stakeholders. Learners will gain understanding of financial commentary.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcome	Assessment Criteria
1. Explore the nature and use of financial information	1.1 Discuss the need for financial information, its purpose, limitations and the main stakeholders interested in the information
	1.2 Identify accounting arrangements and conventions used by organisations
2. Investigate the principles and standards used to produce accounting and financial information	2.1 Explain how accounting frameworks and regulation influence accounting and financial arrangements
	2.2 Explain the uses of published financial information
	2.3 Explain how an organisation uses management accounting practices

Learning Outcome	Assessment Criteria
3. Examine financial commentary that interprets and analyses published financial information	3.1 Explain the main items commented on and explain their importance
	3.2. Identify trends in published accounting information

### Teaching and Learning Strategy

This unit will involve the learner engaging in a process of research on an independent and group basis into the subject matter. The unit tutors will provide initial support sessions in a workshop and will be available for subsequent support.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes.

Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria:

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

Please refer to the course text:

Kelly M., Williams M., (2015) BUSN 7, Accounting: Decisions by the Number, Chapter 8, Cengage

Much of the material for this unit has been drawn from the following text:

Atrill P and McLaney E (2012) Accounting an Introduction 6e, Pearson Education

### Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Bamber, M., Parry, S., Accounting and finance for Managers, Kogan , 2014

Weetman, P., (2013) Financial and management accounting, 6th ed Edition, Pearson.

Holmes, G., Sugden, A., Gee, P., Holmes, G., (2008) Interpreting company reports and accounts, 10th Edition, Financial Times Prentice Hall

Elliott, B., Elliott, J., (2015) Financial accounting and reporting, 17th edition Edition, Pearson, 2015

## Bus1.4: Managing Change

Unit code: A/507/1586

RQF level: 4

### Aim

Management has often been defined as ‘creating change through people’ and this unit encourages learners to adopt this approach to change. It is designed for managers or potential managers working at first line or operational levels who are seeking to change ongoing systems and processes in the workplace.

Learners will gain the realisation that it is only through the people that they work with that change can become successful.

This unit will allow learners to take a problem solving approach, initially defining issues and then looking at options, before selecting an appropriate route to change.

Finally, the unit looks at planning for implementation and evaluation of the change itself. There will be an emphasis on involving those directly affected, to gain their experience and knowledge as well as their commitment to, and ownership of, the change itself.

Throughout the unit, importance will be placed the need to manage and control the change process by effective monitoring and evaluation. Various change models will be used as the basis of activity.

The aim of this model is to introduce different models and practices of change management.

The unit further aims to help learners to develop an understanding of the issues and practices involved in the management of change and those activities that contribute to positive organisational change. Learners are encouraged to develop and use their problem solving skills.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Research and analyse issues that concern significant organisational change	1.1 Identify and analyse the resources impact of change on the organisation
	1.2 Explain positive and negative implications for making the change
	1.3 Evaluate organisation plans and arrangements and their fitness to accommodate the change
2. Develop plans to involve stakeholders in planning for and supporting change	2.1. Provide reasons and recommendations to support a team approach to managing change
	2.2 Consider options for an organisation that needs to make changes
	2.3. Evaluate options and provide reasons to select a

	particular option, or set of options
3. Plan the implementation and evaluation of a change process.	3.1 Produce plans that prepare the organisation for change and support implementation
	3.2. Monitor and evaluate the change implementation
	3.3 Review the successes and/or failures of the change process

### Teaching and Learning Strategy

This unit will involve the learner engaging in a process of research on an independent and group basis into the subject matter. The unit tutors will provide initial support sessions in a workshop and will be available for subsequent support.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit. A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise. Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

Please refer to the course text:

Kelly M., Williams M., (2015) BUSN 7, Business Now: Change is the only Constant, Chapter 1, Cengage.

Much of the material for this unit has been drawn from the following text:

Burnes, B., (2014) Managing Change, 6<sup>th</sup> edition, Pearson Education

Rees Hal D., Managing Change, CIPD, available to download from:

<http://shop.cipd.co.uk/shop/bookshop/media/cms/pdf/bookstorepdfs/leading-managing-and-developing-people-4th-edition---a-sample-chapter.pdf> , accessed May 2016.

Bothma, R., Brewster, C., Carey, L., Holland, P., Warnich, and Edited by Grobler, P., (2012) Contemporary Issues in Human Resource Management, 4<sup>th</sup> edition Chapter 11 Change Management and Building the Learning Organisation.

## **Suggested Reading**

There is now a great range of textbooks and other useful texts on the market and the list below is indicative. The list includes standard texts that need to be used appropriately, as well as other texts that include case studies.

Anderson D., Ackerman L., (2010) *Beyond Change Management: How to Achieve Breakthrough Results Through Conscious Change Leadership*, Second Edition, Wiley.

Drucker, P., (2009) *Managing in a Time of Great Change* (Drucker Library).

Holman, P., Devane, T., Cady S., (2007) *The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems*, BK

HBR's 10 Must Reads on Change Management, (2011) Harvard Business Review.

Kotter J and Cohen D S (2012) *The Heart of Change; Real Life Stories of How People Change Their Organisations* (Harvard Business School Press,)

Kotter, J. (2012). *The 8-step process for leading change*. Kotter International.

Hayes, J., (2010). *The Theory and Practice of Change Management: Third Edition*, Palgrave.

Quinn, R., Cameron, S., (2011). *Diagnosing and Changing Organizational Culture*, Wiley.

## **Bus1.5: Business Operations**

*Unit code: F/507/1587*

*RQF level: 4*

### **Aim**

This unit focuses upon the effective and efficient planning and management of work activities. It provides learners with the knowledge and skills to design, implement and change operational plans to improve effectiveness and efficiency, and to design and monitor appropriate systems to ensure quality of the products and services.

Learners may investigate their own organisation and their role within it. Their research will involve evaluating the importance of business processes in delivering outcomes based on business goals and objectives, establishing customer requirements and developing and implementing operational plans to meet them.

This will include the identification of resources needed, the planning and allocation of appropriate work activities, the setting and monitoring of performance measures and quality standards, and then taking appropriate action or making suitable recommendations to solve problems at work and managing the resulting change.

Consideration will be given throughout the unit to legal, regulatory and ethical requirements, particularly to the maintenance of health and safety.

Learners will discover that the objectives of successful managers are largely achieved through others and that the involvement of teams, peers and individuals is crucial to the efficient and effective management of activities.

This unit aims to enable learners to develop an understanding of the issues relating to the management of activities with a particular focus on problem solving.

The unit provides a basis for understanding how different organisations are structured and controlled, and the importance of business goals and objectives. The workings and operations of the organisation are examined and Learners are required to develop and deliver operational plans.

## Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Examine the importance of business processes in delivering business goals and objectives	1.1 Identify and evaluate organisational functions, their main processes and the relationships between the functions
	1.2 Review methods and approaches for mapping organisational processes
2. Investigate how business goals and objectives affect business operations	2.1 Explain the effect of organisation mission, aims and objectives on the structure and culture of an organisation
	2.2 Analyse different approaches to goal setting for organisations
	2.3 Set SMART objectives
3. Develop and implement plans for an operational area.	3.1 Develop and introduce plans that support the achievement of organisational goals and objectives
	3.2. Use SMART objectives
	3.3 Monitor and control plans to make sure objectives are achieved

### Teaching and Learning Strategy

This unit will involve the learner engaging in a process of research on an independent and group basis into the subject matter. The unit tutors will provide initial support sessions in a workshop and will be available for subsequent support.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes.

Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the unit tutor.



## **Core text**

The text for this unit has been taken from:

Wickham, P.A, (2012) Management Consulting; Delivering an Effective project, Fourth Edition, Pearson.

Bedi, K (2016) Production and Operations Management, 3rd edition, Oxford University Press

Slack, N., Brandon A., Johnson R., (2013) Operations Management, 7<sup>nd</sup> Edition, Pearson

## **Suggested Reading**

There is now a great range of textbooks and other useful texts on the market and the list below is indicative.

Hill, A & Hill, T (2011), Essential Operations Management, Palgrave.

Oakland, J.S. (2014). Total Quality Management and Operational Excellence: text and cases, 4th edn. Routledge

Pugh, Derek S., & Hickson, David J. (2007). Great Writers on Organizations (Third Edition). Ashgate Publishing.

Shafritz, Jay M., Ott, J. Stephen, & Jang, Yong Suk. (2010). Classics of Organisation Theory, Seventh Edition. Wadsworth

Williamson, Oliver E. (2008). Outsourcing: Transaction cost economics and supply chain management, Journal of Supply Chain Management, Vol. 44, No. 2, pages 5–16.

## Bus1.6: Developing Teams

Unit code: J/507/1588

RQF level: 4

### Aim

This unit focuses on building, developing and supporting teams to enable them to achieve their goals and objectives. Learners must identify the skills and potential of team members while providing opportunities for them to gain new skills and experiences.

Learners will evaluate team roles and their importance when allocating team members to appropriate tasks in order to achieve objectives.

A key factor in a winning team is the team leader. Learners will have the opportunity to examine the qualities required of an effective leader to ensure that tasks are achieved, while building and developing the team and individuals within it.

This unit also focuses on methods for monitoring team performance and approaches for handling poor performance and conflict.

The unit focuses on building, developing and supporting teams to enable them to achieve their goals and objectives. Learners will identify the skills and potential of teams and individuals.

Opportunities for teams to develop, gaining new skills and experiences and ways to evaluate and improve their performance are important to the unit too.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Analyse the characteristics of teams	1.1 Identify the attributes of a successful team
	1.2 Review theoretical models and approaches used to evaluate teams
2. Evaluate methods for team development	2.1 Assess motivational factors affecting different teams
	2.2 Evaluate relevant theory
3. Evaluate methods of setting team objectives, and monitoring and evaluating team performance	3.1 Identify different approaches to setting team objectives and evaluating team performance
	3.2. Produce recommendations on how to improve team performance

### Teaching and Learning Strategy

This unit will involve the learner engaging in a process of research on an independent and group basis into the subject matter. The unit tutors will provide initial support sessions in a workshop and will be available for subsequent support.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit. A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise. Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

Please refer to the course text:

Kelly M., Williams M., (2015). BUSN 7, Management, Motivation and Leadership, Chapter 15, Human Resource Management: Building a Top Quality Team, Cengage Publishing

Much of the material for this unit has been drawn from the following text:

Whetton, D., Cameron, K., Developing Management Skills (2011). Chapter 6, Motivating Others, 8<sup>th</sup> Edition, Pearson

### **Suggested Reading**

There is now a range of textbooks and other useful texts on the market and the list below is indicative.

Belbin M., (2003), *Management Teams - Why They Succeed or Fail*, Butterworth-Heinemann.

Hawkins, P., (2015). *Leadership Team Coaching: Developing Collective Transformational Leadership*, Kogan Page.

Huczynski, A. and Buchanan, D. (2010), *Organizational Behaviour, New Edition (7<sup>th</sup> Revised edition)*- Pearson Education.

Lencioni, P., *Overcoming (2005). The Five Dysfunctions of a Team: A Field Guide for Leaders, Managers, and Facilitators*, Wiley.

Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. *Group & Organization Management*, 2(4), 419-427.

For additional insight you may wish to explore the Chartered Institute of Personal Development;  
<http://www.cipd.co.uk/hr-topics/performance-management.aspx> .

## QUALIFI Level 5 Diploma in Business Management

### Bus2.1: Responding to the Changing Business Environment

Unit code: R/507/1612

RQF level: 5

#### Aim

The three key themes to this unit examine the socio-economic environment, the way in which markets operate and the relationship between business and governments.

The central theme to the unit is the changing roles that exist between business, government and their citizens that create both opportunities and threats for the modern organisation. By understanding the organisational impact of the trends, managers can respond positively to a changing socio-economic environment.

The unit also looks at the external business environment and the different ways that organisations respond to changes.

The aim of the unit is to introduce the learner to a number of dynamic factors that affect how an organisation operates and the change in management that is required. By understanding how relationships between public and private sector organisations are affected by socio-economic factors the learner will be better placed to manage that relationship.

#### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Evaluate and analyse the factors that influence business and the responses that can be deployed to manage these factors.	1.1 Identify and make use of different approaches to understanding the macro and micro environments for business
	1.2 Review business resources and external factors and trends to identify where business performance could be positively or negatively affected
	1.3 Recommend responses to external factors and trends
2. Appreciate how an integrated approach to understanding the business context and decision making can support business development.	2.1 Identify and prioritise organisational changes to individual businesses that would counteract negative or support positive business environmental factors and trends
	2.2 Use case examples to illustrate the impact of responding to business environmental factors and trends
	2.3 Evaluate the role of management in responding to a changing business environment

3. Investigate the changing relationship between the private and public sector	3.1 Explain changes in the relationship between business, government and the public sector
	3.2. Use scenarios and models to illustrate changes in relationships
	3.3 Identify opportunities that may arise due to changes in relationships

**Teaching and Learning Strategy**

Working in Virtual Groups and using shared space on the Learning Management systems learners will be expected to choose an organisation and apply the course material to understand the impact of changes in the business environment to the performance of the business.

**Indicative Assessment**

The assessment strategy for this unit is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit. A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

**Unit Pass Requirements**

To pass the unit a 40% overall grade must be achieved.

**Assessment marking criteria**

The assessment criteria for a pass will be presented with the summative exercise. Further information and guidance on the assessment will be made available through the unit tutor.

**Core text**

The text for this unit has been taken from:

Worthington, I., Britton, C., (2009) The Business Environment, Chapter 1,2,3, 5, 6, 13 Pearson 7/E

Needle, 2010, Business in Context, Chapter 4 p 98 – 122, Fifth Edition, Cengage.

Burnes, B., (2015) Managing Change, Chapter 2, 4 and 7, 6<sup>th</sup> Edition, Person.

Whetton, 2011, Developing Management Skills, Pearson Education, Chapter4, 5 and 10

**Suggested Reading**

There is now a range of textbooks and other useful texts on the market and the list below is

indicative.

Anderson A., Anderson D., (2010). *The Change Leader's Roadmap: How to Navigate Your Organization's Transformation*, 2 edition, Wiley

Bremer, M., Lamers, M., (2012). *Organizational Culture Change: Unleashing your Organization's Potential in Circles of 10*

Bui, H., & Baruch, Y. (2010). Creating learning organizations: a systems perspective. *The Learning Organization*, 17(3), 208–227.

Czinkota et al, (2005). *International Business*, Chap 5, *The Theory of international Trade*, pp148 -179, Thomson South Western

Holt, Quelch, Taylor, (2005). *How Consumer Value Global Brands*, [Harvard Business School](http://www.harvard.edu), Working Knowledge

Garvin, D. a, Edmondson, A. C., & Gino, F. (2008). Is yours a learning organization? *Harvard Business Review*, 86(3), 109–16, 134. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/18411968>

Kotter, J., (1996) "Developing a Vision and Strategy". *Leading Change*. 72. Library of Congress, Cataloging-In-Publication Data.

Kotter J., (1995). *Leading Change: Why Transformation Efforts Fail*, *Harvard Business Review*, March to April.

OECD (1997), *In Search of Results: Performance Management Practices*, OECD, Paris.

Shek, P., Wong, P., & Lam, K. Y. (2012). Facing Turbulence: Driving Force for Construction Organizations to Regain Unlearning and Learning Traction, (October), 1202–1212.

You also may wish to examine:

Chartered Management Institute: <http://businesscasestudies.co.uk/cmi/developing-the-skills-for-managing-change/managing-change.html#ixzz3nDtsFarz> extract from Rees, G., Hall, D., *Managing Change*, Chapter 6, accessed April 2016.

## Bus2.2: Effective Decision Making

Unit code: Y/507/1613

RQF level: 5

### Aim

The unit will look at the different ways that decisions are taking by companies by exploring approaches to decision making, implementing decisions and the way in which knowledge can be used within organisations.

With the growth of IT and customisation, few decisions are straightforward enough for managers to rely on the answers that have been successful in past years. To remain competitive, organisations need to develop decision-making processes that use all the current information and knowledge available in the workplace, workforce and beyond.

Consequently, today's decision making becomes more of a problem-solving process.

In addition, increasing workforce empowerment and expectation means that the decision-making process for competitive organisations needs to be a much more participative process. Otherwise, management will not gain the information and knowledge they need and will also lose the commitment required to ensure decisions taken become effective.

So, while the act of decision taking effectively remains with the manager responsible, the process of decision making needs to involve all the stakeholders within the managers' immediate workplace and beyond. This ensures that the decision taken is owned by all whom have to work with it.

The unit aims to equip the learner with the means to manage the process of decision-making rather than the outcome or decision itself. By recognising methods of decision taking, the learner can stress the need for greater participation of stakeholders to ensure pro-activity and innovation.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Review relevant issues that are important to making business decisions	1.1 Review several different business issues where decisions are needed and analyse stakeholder needs and expectations for each case
	1.2 Research and review all relevant information and knowledge on the business issues where decisions are needed
2. Explore approaches to the decision-making process and how to improve approach	2.1 Evaluate processes for obtaining relevant information on business issues for given organisations and identify where any strengths or weaknesses in approach exists
	2.2 Take decisions based upon information gained, provide justifications and say how the decision should



	be disseminated
	2.3 Make recommendations for improvements to the decision making process and make sure there is relevant participation in the process
3. Recommend approaches to improve decision making	3.1 Plan for, communicate and oversee new approaches to decision making
	3.2. Identify and develop measures to allow the effectiveness of the decision making process to be evaluated

### Teaching and Learning Strategy

This unit will involve the learner engaging in a process of research on an independent and group basis into the subject matter. The unit tutors will provide initial support sessions in a workshop and will be available for subsequent support.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit. A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise. Further information and guidance on the assessment will be made available through the unit tutor.

## Core text

The text for this unit has been taken from:

Whetton D., Cameron, K., (2011). *Developing Management Skills*, Chapter 3 and 10, Pearson.

Johnson, G., Whittington, R., Angwin, D., Regner, P., Scholes, K., & Pyle, S. (2013). *Exploring Strategy: Text and Cases*. Pearson.

Dibbs S., Simkins, (2016). *Marketing Concepts and Strategies*, Chapter 2 Competitive strategy and Chapter 22 Managing the Marketing Mix, Cengage.

Robbins, D., (2011) *Fundamentals of Management Chapter 2 The Management Environment*, Pearson.

## Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Bazerman, M. & Moore, D. A. (2013) *Judgment in Managerial Decision Making*, Chapters 9 and 10, 8th Edition; Wiley

Boddy D, Marrakas A and Kennedy G (2004) *Managing Information Systems; An Organizational Perspective*, FT Prentice Hall, 2004.

Drucker P F (editor) (200) *Harvard Business Review on Decision Making*, Harvard Business School.

French, Maule, & Papamichail N (2009) *Decision behaviour, analysis and support*, Cambridge University Press.

Goodwin, P. and Wright, G., (2009). *Decision Analysis for Management Judgment*, (4<sup>th</sup> edition), Wiley, Chichester.

McKenzie J and van Winkelen C (2003) *Understanding the Knowledgeable Organisation*, Thomson Learning.

Thompson, P. and McHugh, D. (2009) *Work Organisations*, Basingstoke, Palgrave.

Maurizio C., (2013). *Organizational myopia: problems of rationality and foresight in organizations*, Cambridge.

Kahane, A., (2012). *Transformative scenario planning: working together to change the future*, Reos Publications.

## Bus2.3: Business Development

Unit code: D/507/1614

RQF level: 5

### Aim

The unit will allow for learners to work in a team to investigate new business formats and a feasibility assessment for a potential knowledge-based product or service opportunity identified by the team. This might be undertaken for a new income stream within an existing business or for a new enterprise.

The core unit material will focus on Refining an Idea, Research and Presenting the Plan.

All learners will be involved with refining the idea and individual learners will be responsible for doing market research, building a final plan and creating an operational plan.

The aim of this unit is to provide the learner with the knowledge and skills to research a market and plan a development strategy such as the launch of a new business model, new enterprise, product or service line. Learners will need to fully develop and pitch their business development strategy

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Analyse the role that planning has in developing new business streams	1.1 Use the TOWS matrix to identify a response to a future opportunity or threat
	1.2 Identify the business planning links between marketing, finance, HR and operations
2. Conduct research into demand and assess market potential	2.1 Produce an 'opportunities matrix' that supports strategy development and responses to external threats
	2.2 Use primary and secondary research to define the size of an opportunity
	2.3 Identify both tangible and intangible resources that exist and those required to support a development strategy
3. Prepare a business model and present a business sales plan	3.1 Develop a business model to support a development strategy
	3.2. Produce sales measures and key success factors
	3.3 Prepare and deliver a pitch to raise support and finance for a development strategy
	3.4 Take feedback on their development strategy and make improvements

### Teaching and Learning Strategy

This unit will involve the learner engaging in a process of research on an independent and group basis into the subject matter. The unit tutors will provide initial support sessions in a workshop and will be available for subsequent support.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit. A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise. Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

Core text will be made available through the online learning management system. It is worth noting that no single text covers this subject area. The text for this unit has been taken from: Sorensen, H., (2012) Business Development; A Market-Oriented Perspective, Wiley

Burns, P. (2012) Entrepreneurship and Small Business, Second Edition, Palgrave ISBN 1-4039-4733-3 Part 1 Chapters 1-4, Part 2 Chapters 5-7, Part 4 Chapters 13-14

### Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Barrow, C. and Barrow, P. (2001). The Business Plan Workbook., Kogan Page, London  
Bazerman, M. & Moore, D. A. (2013) Judgment in Managerial Decision Making. 8th Edition; Wiley.

Bridge, S., O'Neill., & Martin, F. Understanding Enterprise, 3<sup>rd</sup> Edition, Palgrave Macmillan 2009.

Hardman, D. (2009) Judgment and decision making: psychological perspectives. BPS Blackwell.

Kahneman, Daniel (2012), Thinking, fast and slow, Penguin.

Newell, B. R. Lagnado D. A and. Shanks D. R. (2007) Straight choices: the psychology of decision making. Psychology Press.

Rae, D. (2007) Entrepreneurship: from opportunity to action. Palgrave

Articles include:

Martin & Smith, 2010 What is it that entrepreneurs learn from experience? Industry and Higher Education, Vol 24, No 6, December 2010, pp 505–512

Rappa, M. (2001), "Business models on the web: Managing the digital enterprise," [Online] <[digitalenterprise.org/models/models.html](http://digitalenterprise.org/models/models.html)>. Accessed: April 2016.

## Bus2.4: Business Models and Growing Organisations

Unit code: H/507/1615

RQF level: 5

### Aim

The unit is designed to help learners understand what is expected from them in working for a growing organisation.

The three units explore the relationship between enterprising behaviour and business success, the different ways in which firms can grow and the different types of business that they might be expected to work in.

To introduce the concept of working for and managing creatively within a smaller growth organisation.

This unit examines how the small business grows, reasons for success and how best to manage available growth options. This will give the learner a greater understanding of fast growth organisations in both private and social sectors of the economy.

Learners will develop skills to support their ability to understand business strategy and development with an emphasis on business growth.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Examine growth options and the resource implications on organization structures and operations	1.1 Illustrate the differences between strategy and a plan
	1.2 Provide ideas and examples of different approaches to delivering business growth
	1.3 Analyse the impact and resource requirements likely for growth strategies in a range of organisations
2. Develop an appreciation of different business models and how performance and success of ventures may be evaluated	2.1 Analyse different business models and their revenue streams
	2.2 Identify and recommend ways in which business performance can be measured and new ventures evaluated
	2.3 Provide examples of innovation in businesses and comment on their success
3. Evaluate environmental scanning and how growth options may be analysed	3.1 Use environmental scanning as a tool to identify business opportunities
	3.2. Analyse businesses that have successfully used environmental scanning
	3.3 Provide examples of strategic fit in determining growth options

### Teaching and Learning Strategy

The learners will be expected to show practical output by working through a series of business cases that examine the motivation, the measures of performance and “exit” options for successful business.

These will form the basis of assessing business growth options. The unit tutors will provide initial support sessions in a workshop and will be available for subsequent support.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes.

Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

There is no single text that covers this topic and you are encouraged to read from a range of sources.

The text for this unit has been taken from:

Johnston, G., Whittington, R and Scholes, K., Angwin, d., Regner, P., (2014) Exploring Strategy 10e, Pearson.

Robbins, D., (2014) Fundamentals of Management Chapter 7 Managing Change and Innovation, Pearson.

### Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Kaplan, R. S., & Norton, D. P. (2000). Having trouble with your strategy? Then map it, Harvard Business Review, 78(5), 167–76, 202. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/11143152>

Osterwalder, A., Pigneur, Y., Clark, T., (2010). Business model generation: a handbook for visionaries, game changers, and challengers.

Storey, D. J., & Greene, F.J. (2010). Small Business and Entrepreneurship, FT Prentice Hall

The most commonly adopted approach to business modelling is the business canvass. This is available from <http://www.businessmodelgeneration.com/canvas/bmc>

## Bus2.5: Customer Management

Unit code: K/507/1616

RQF level: 5

### Aim

This unit is designed to help learners understand the role of customer-centred organisations. The three units are understanding customers, meeting customer need and adding value.

Learners will evaluate best practice and the policies and approaches that result in excellent service and delivery within a contemporary business environment.

Customer Relationship Management (CRM) is now being actively embraced by organisations within most industry sectors. Furthermore, customer expectations are changing with the result that customer relationships are becoming increasingly more complex to manage.

This unit analyses how businesses have responded by looking after their customer base in new and more cost effective ways.

The aim of the unit is to provide learners with understanding and insight into customer behaviour. It will develop skills and learners will use tools and practices an organisation can use to retain and improve customer retention and relationships.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Examine the different ways that organisations deal with their customers	1.1 Analyse customer behaviour and identify patterns and differences in approach
	1.2 Segment customers and identify target groups
2. Develop skills and practices that will support customers retention	2.1 Appraise CRM (customer relationship management) and customer relationship marketing activities
	2.2 Explain and provide examples of customer retention practices for different industries
	2.3 Create examples that demonstrate the concept of 'adding value' to customers
3. Explore and learn from examples of customer centered organisations and the benefits of such an approach	3.1 Research customer centred organisations across different industries and evaluate their approaches
	3.2. Create recommendations for an organisation known by the Learner for improving its approach to customers

### Teaching and Learning Strategy

This unit will involve the learner engaging in a process of research on an independent and group basis into the subject matter. The unit tutors will provide initial support sessions in a workshop and will be available for subsequent support.

The learners will work on interactive exercises which simulate contact with customers. They will be expected to deal with "difficult customers" and be able to respond to complaints. As well as



managing this process they will be expected to identify new market opportunities based on changing customers.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit. A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

#### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise. Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

The text for this unit has been taken from:

Buttle F., Maklan, S., (2015), Customer Relationship Management, 3<sup>rd</sup> Edition Butterworth Heinemann.

Dibbs, S., Simkins, L., Ferrell O., (2012) Marketing Concepts & Strategies, Chapter 5, 18 and 21, Cengage

### Suggested reading

There are a number of texts which are directly relevant to this area and the list below is indicative.

Ahearne, M., Rapp, A., Mariadoss, B. J., & Ganesan, S. (2012). Challenges of CRM Implementation in Business-to-Business Markets: A Contingency Perspective. *Journal of Personal Selling and Sales Management*, 32(1), 117–130

Baran, R., (2013) CRM: The Foundation of Contemporary Marketing Strategy, Routledge

Kostojohn, S., (2011). CRM Fundamentals, Apress

Kotler, Phillip. 1977. "From Sales Obsession to Marketing Effectiveness." *Harvard Business view* 55 (November/December): 67-75.

Kumar, V., (2012). Customer Relationship Management, Second Edition, Springer

Levitt, 1988 Essentials of Marketing, Lancaster & Massingham, McGraw Hill, p11-13.

Mack, O., Mayo, M. C., & Khare, A. (2005). A Strategic Approach for Successful CRM: A European Perspective, 98–106.

Payne, A., (20015) Handbook of CRM, Butterwoth Heinman.

Piercy, N. F. (2002). Market-Led Strategic Change: New Marketing for New Realities. The Marketing Review, Vol 2, 385–404.

## Bus2.6: Risk Management and Organisations

Unit code: T/507/1618

RQF level: 5

### Aim

This unit prepares learners for working in a commercial environment by providing an insight into the different risk profiles from both an organisation's and an individual's perspectives. The three units are understanding business risk, managing risk and innovation and creativity.

The aim is to provide learners with an understanding of what makes an effective organisation in balancing out opportunity with change.

This unit will involve the learner in developing risk profiles and identifying risk management strategies for selected case studies. These will be available online as used as a means to illustrate the different ways organisations approach change. The course material will be closely linked with creativity and innovation.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Review organisations risk tolerance in different environments	1.1 Identify and evaluate different business environments and the likely risks of those environments
	1.2 Provide examples of organisation's tolerance to risk taking and evaluate how organisations can measure tolerance
2. Develop skills to identify and assess the risk profiles of organisations	2.1 Produce a risk profile for an organisation
	2.2 Review and comment on risk profiles of organisations in different industries
	2.3 Discuss enterprise wide risk and the benefits and drawbacks of such an approach
3. Investigate how innovation can be used to reduce risk aversion in growing organisations.	3.1 Analyse the possible risks of innovation in an organisation
	3.2. Produce examples of how to manage innovation risk so that innovation can be used to create advantage

### Teaching and Learning Strategy

This unit will involve the learner working to develop risk profile and risk minimisation strategies for selected case studies. These will be available on-line as used as a means to illustrate the different ways organisations approach change. The course material will be closely linked with creativity and innovation.

The unit tutors will provide initial support sessions in a workshop and will be available for subsequent support.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes.

Learners must demonstrate successful achievement of all learning outcomes to pass the unit. A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the unit tutor.

### Core Text

The text for this unit has been taken from:

Hutter, B. and Power, M. (eds.) (2005) *Organisational Encounters with Risk*, Cambridge: Cambridge University Press

Extracts have been taken from:

Slack, N., Brandon-Jones A., Johnson, R., (2014). *Operations Management*, Chapter 9, Pearson.

You may also wish to download A Risk Management Standard from the Institute of Risk Management available from [https://www.theirm.org/media/886059/ARMS\\_2002\\_IRM.pdf](https://www.theirm.org/media/886059/ARMS_2002_IRM.pdf)

### Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Borodzicz, E. P. (2005) *Risk, crisis and security management*: John Wiley and Sons. Chichester.

Drucker, P. (1974), *Management: Tasks, Responsibilities, Practices*, Heinemann Professional Publishing, London

Christensen, C., (1997), *The Innovator's Dilemma*, Harvard Business School Press.

Hyndman R., Athanassopoulos, G., *Forecasting: Principles and Practice* (2013). Texts (Available for free online or in print). Available online at: <https://www.otexts.org/fpp>

Smith, D. & Elliott, D. (2006) *Key readings in crisis management: systems and structures for prevention and recovery* Routledge, London

## QUALIFI Level 5 Diploma in Business Enterprise

### Ent2.1: Entrepreneurship, Enterprise and Creativity

Unit code: A/507/1619

RQF level: 5

#### Aim

The focus for this unit is to develop understanding of the role of entrepreneurial activity in new venture creation and to explore the different approaches to running a fast growth organisation. A distinction is made between the individual entrepreneur and the role of enterprise and creative thinking as a means of achieving fast growth.

The unit combines the intellectual and practical skills of the learner in the understanding and critical evaluation of the entrepreneurial process, and its emerging role in new business formation and growth. It combines the twin concepts of entrepreneurship with the management of a growing business.

The unit will be of interest to anyone who wishes to manage a growing organisation as distinct from working in a larger corporate business.

The aim of the unit is to explore how and what affects entrepreneurial and enterprising activity. Learners will gain insight into different ventures to start to help them explore their own creativity as entrepreneurs. is to explore the personal leadership and management capabilities needed to start and grow a business.

#### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to understand:

Learning Outcomes	Assessment Criteria
1. Understand entrepreneurial thinking and its impact on new ventures	1.1 Discuss entrepreneurial activity including economic, sociological, psychological, resource and opportunity based theories
	1.2 Critique how different theories might affect the growth of new ventures and provide examples
2. Investigate the role of the entrepreneur	2.1 Provide examples of and discuss difference in entrepreneurial individuals and enterprising organisations
	2.2 Provide examples and comment on creative thinking and innovation, and how both can be nurtured
	2.3 Explore and illustrate entrepreneurs in technology, family and social enterprises and how they took opportunities, developed them and the impacts on those organisations
3. Evaluate the role of SME's in the economy	3.1 Evaluate the impact of entrepreneurial ventures in the economy and policies that support that activity

	3.2 Explain the different perspectives of policy makers and entrepreneurs
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**Teaching and Learning Strategy**

The course combines the intellectual and practical skills of the learner in the understanding and critical evaluation of the entrepreneurial process, and its emerging role in new business formation and growth.

**Indicative Assessment**

The assessment strategy for this unit is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit. A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	40%	TBC

**Unit Pass Requirements**

To pass the unit a 40% overall grade must be achieved.

**Assessment marking criteria**

The assessment criteria for a pass will be presented with the summative exercise. Further information and guidance on the assessment will be made available through the unit tutor.

**Core text**

Learning material and content will be made available through the online learning management system. The core text for this unit is: Bridge, S., O’Neill. & Martin, F. (2010) Understanding Enterprise, 4th Edition, Palgrave Macmillan

**Suggested Reading**

Indicative reading for this unit includes:

Coviello, N. E., McDougall, P. P., & Oviatt, B. M. (2011). The emergence, advance and future of international entrepreneurship research — An introduction to the special forum. *Journal of Business Venturing*, 26(6), 625–631.

Thompson, J. L. (1999). A strategic perspective of entrepreneurship. *International Journal of Entrepreneurial Behaviour & Research*, 5(6), 279–296.

Busenitz, L. (2003). Entrepreneurship Research in Emergence: Past Trends and Future Directions. *Journal of Management*, 29(3), 285–308.

Kiss, A. N., Danis, W. M., & Cavusgil, S. T. (2012). International entrepreneurship research in

emerging economies: A critical review and research agenda. *Journal of Business Venturing*, 27(2), 266–290.

Thompson, J., 1999 A Strategic Perspective of Entrepreneurship, *International Journal of Entrepreneurial Behaviour & Research*, Vol. 5 No. 6, pp. 279-296.

## Ent2.2: Influences on Organisational Growth and Development

Unit code: M/507/1620

RQF level: 5

### Aim

This unit offers an overview of the “modern world” and how the individual firm, large or small, can respond positively to a global business environment.

The aim of the unit is offer to learners with an insight into the socio-economic environment in which business decisions are made and the impact that the changing business environment has on fast growth organisations. The focus is on the defining the characteristics of growth organisations and how these characteristics influences the decisions taken. These decisions are viewed from a management perspective with the emphasis on the entrepreneurial teams as distinct from a traditional management structure.

Learners will evaluate current day influences on organisation growth and development. The influence of ethics and culture, internationalisation and individual behaviour are considered and evaluated as to their impact on organisational development and growth.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Appreciate the role of ethics and culture and impact of corporate social responsibility (CSR) on organisation decisions and growth	1.1 Explain stakeholder behaviour and how that can impact on organisation growth
	1.2 Explain the balance and tensions between commercial gain and social impact and provide examples of CSR in operation
	1.3 Discuss how organisation culture and ethics can influence business development
2. Analyse internationalisation and its impact on organisation growth	2.1 Discuss how internationalisation can affect the management of organisations and provide some specific examples from research
	2.2 Evaluate how global organisations structures and management can differ from those that ‘export’ only
	2.3 Critique organisations that are global businesses and identify the positive and negative factors in their approach to business and organisation
3. Evaluate the role of managers and others on the success of organisations	3.1 Analyse the impact that individuals and teams can have on a growing business
	3.2. Discuss differences between entrepreneurial leadership and management and how that may affect growth



### Teaching and Learning Strategy

This is achieved by looking best practice through the themes of Corporate Social Responsibility, Managing Organisational Risk and Organisational Entrepreneurs.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit. A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise. Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

The text for this unit is

Needle, 2010 Business in Context, Fifth Edition Cengage

### Suggested Reading

Indicative reading for this unit includes:

Behn, R., 2003) Why Measure Performance? Different Purposes Require Different Measures Public Administration Review 63 (5), 586–606

Boschee (2006), Migrating from Innovation to Entrepreneurship: How Nonprofits are Moving Toward Sustainability and Self-Sufficiency, [www.socialent.org](http://www.socialent.org)

Carson, D, Cromie S, McGowen, P, Hill, J 1995 Marketing & Entrepreneurship: An Innovative Approach, Prentice Hall, p56-57

Moshirian, 2007, Globalisation, Growth and Institutions, Journal of Banking & Finance 32 (2008) 472–479

Perlmutter, 1969 "The Tortuous Evolution of the Multinational Corporation," Columbia Journal of World Business, pp. 9-18

Czinkota et al, 2005, International Business, Chap 5, The Theory of international Trade, pp148 -179, Thomson South Western

Gibb, A.A. 1996, "Entrepreneurship and small business management: can we afford to neglect them in the twenty-first century business school?", *British Journal of Management*, Vol. 7 No. 4, pp. 309-24.

Christensen, C.M., Anthony, S.D., and Roth, E.A. 2004 *Seeing What's Next: Using Theories of Innovation to Predict Industry Change*. USA: HBS Press, pp

Holt, Quelch & Taylor, 2005, *How Consumer Value Global Brands*,

Institute for Social Entrepreneurs, <http://www.socialent.org/definitions.htm>

Kanter, R.M. 1999 'Change in Everyone's Job: Managing the Extended Enterprise in a Globally Extended World' *Organizational Dynamics*, 28,1, pp. 7-23.

McPhee 2000, *Building Capacity in Non-profit Organisations*, The Urban Institution, Introduction p1

## Ent2.3: Venture Management: Growing a Business

Unit code: T/507/1621

RQF level: 5

### Aim

This unit focus on understanding the business development options that are available to faster growth organisations. The unit borrows from the literature on strategy, marketing and entrepreneurship to identify the choices that need to be made to sustain a rapidly growing business.

As well as looking at different growth models, the models look at entrepreneurial orientation and entrepreneurial learning as means of accelerating growth in smaller organisations. It also explores success and failure and how these can be measured as risk coping strategies.

It is aimed at anyone who wishes to work in a growing business by developing the enterprising mindset that facilitates creative thinking.

The aim of the unit is to develop an understanding of what can drive or stifle growth. It will look at various growth and business models and how they can support development. Learners will be expected to examine and critique several different organisations.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Understand what can drive a growth organisation	1.1 Explain differences between 'growth SMEs compared to 'lifestyle businesses'
	1.2 Examine and critique organisation's opportunities and barriers to growth
2. Assess the value of growth models and how these can be applied in a business context	2.1 Use growth models to understand and recommend options in organisations
	2.2 Determine the characteristics of growth organisations and what makes them different to a 'normal' organisation
3. Appreciate differences in business models and using models to gain competitive advantage	3.1 Research and critique different business models
	3.2 Evaluate 'value added' business models and how this approach can support sustainable enterprise

### Teaching and Learning Strategy

The course does not explicitly deal with the start-up process but looks at the more difficult challenge of reconciling growth with entrepreneurial. Case work around fast growth organisations allows learners an insight into the value of theory and models to the real world opportunities.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes.

Learners must demonstrate successful achievement of all learning outcomes to pass the unit. A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise. Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

Core text will be made available through the online learning management system. The text for this unit has been taken from

Bridge, S, O'Neill K and Martin, F (2010), Understanding Enterprise, Fourth Edition, Palgrave.

### Suggested Reading

Indicative reading for this unit includes:

Barrow, C., Burke, G., Molian, D. & Brown, R. (2005), Enterprise Development, Thomson, ISBN1-86152-989-9

Birley, S. and Muzyka, D.F. (Eds), (2000), Mastering Entrepreneurship, London, FT Prentice Hall, ISBN0-273-64928-0

Bridge, S., O'Neill, K., and Cromie, S. (2003). Understanding Enterprise, Entrepreneurship and Small Business, (Second Edition), Palgrave/Macmillan. ISBN 0-333-98465-X

Burns, P. (2001), Entrepreneurship and Small Business, Palgrave \*\*\*, Publishers, Hampshire and New York. ISBN 0-333-9174-0

Deakins, D. & Freel, M. (2006), Entrepreneurship and Small Firms, 4th ed., McGraw-Hill, ISBN0-07-710826

Kirby, D. A. (2003) Entrepreneurship, McGraw-Hill. ISBN 0-07-709858-7

Stokes, D. and Wilson, N. (2006), Small Business Management and Entrepreneurship, 5th ed., Thomson Learning, ISBN1-84480-224-8

Stokes, D., & Wilson, N. (2010) Small Business Management and Entrepreneurship, 6th edition. Cengage. ISBN 978-1-4080-1799-9

Stokes, D., Wilson, N., & Mador, M. (2010) Entrepreneurship. Cengage ISBN 978-1-4080-0745-7

Storey, D. J., & Greene, F.J. (2010) Small Business and Entrepreneurship, FT Prentice Hall ISBN 978-0-273-69347-5

## Ent2.4: Marketing for Growth Organisations

Unit code: A/507/1622

RQF level: 5

### Aim

The key themes to this unit examine the ways in which successful firms become market orientated to include becoming customer centred and creating sustainable competitive advantages. Core marketing concepts such as differentiation, value added and positioning are used to show how growth firms respond and adapt to changing market environments.

This unit will be of interest to anyone who wishes to explore new market opportunities, within an existing growth firms by creating a new business within a business.

The unit aims to develop marketing and market research skills. Learners will develop plans for a business to enter a market. Learners will be expected to show creativity and work with their ideas as well as looking at SMEs in the marketplace.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Develop a critical insight into marketing models and marketing concepts	1.1 Illustrate how marketing in smaller organisations can differ from larger organisations
	1.2 Critique how a small organisation can create value and differentiate themselves from competitors
	1.3 Make recommendations about how an organisation can become market orientated
2. Use market research methods and identify opportunities in the market	2.1 Identify opportunities in a market
	2.2 Conduct primary research into customer demand and produce findings
	2.3 Develop a market research plan
3. Develop market entry plans and understand the influence of suppliers	3.1 Appreciate different routes to market and how they differ from channel management
	3.2. Produce recommendations on how a selected organisation might enter a new market
	3.3 Identify the influences and role of intermediaries and partners in supply chain

### Teaching and Learning Strategy

In this unit the role and characteristics of smaller firms and the way in which marketing models and marketing principles can best be applied are tested. Working in groups, learners apply marketing theories and models to better understand options for growth.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes. It will include 30% group project report consisting of 2,000 and 70% individual assignment based around selected aspects of the practical application of value added to a marketing case.

A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

Core text will be made available through the online learning management system. The text for this unit has been taken from

Dibbs S., Farrell O., Simkin I., Pride W. (2012), *Marketing Concepts and Strategies*, Cengage

### Suggested Reading

Indicative reading for this unit includes:

Baker, M, 2007, *Marketing Strategy and Management*, Palgrave, ISBN: 9781403986276

Busenitz, L. (2003). *Entrepreneurship Research in Emergence: Past Trends and Future Directions*. *Journal of Management*, 29(3), 285–308. doi:10.1016/S0149-2063(03)00013-8

Cassia, L., & Minola, T. (2012). *Hyper-growth of SMEs: Toward a reconciliation of entrepreneurial orientation and strategic resources*. *International Journal of Entrepreneurial Behaviour & Research*, 18(2), 179–197. doi:10.1108/13552551211204210

Gilmore, A., Carson, D., Donnell, A. O., & Cummins, D. (1999). *Added value: A qualitative assessment of SME marketing*.

Hill, K., Chernatony, L. D., Harris, F., Dall, F., & Riley, O. (2000). *Added value: its nature, roles and sustainability* *Added value*, 34(1), 39–56.

Hisrich, R. D. (1992). *The Need for Marketing in Entrepreneurship*. *Journal of Business and Industrial Marketing*, Vol 7(No 3, Summer).

Lambin, L., Chumpitaz, R., and Schuilin, I., 2007, *Market Driven Management Strategic and Operational Marketing*, Palgrave, 2nd Edition ISBN: 9781403998521

Simpson, M., Padmore, J., & Newman, N. (2012). Towards a new model of success and performance in SMEs. *International Journal of Entrepreneurial Behaviour & Research*, 18(3), 264–285. doi:10.1108/13552551211227675

Sorensen, H., (2012) *Business Development, A Market Orientated Approach*, Wiley

## Ent2.5 Developing and Launching a New Business

Unit code: F/507/1623

RQF level: 5

### Aim

The unit provides an appreciation of the role entrepreneurial thinking with reference to business start-up process and the preparation of a business plan. The unit looks at the ways in which successful firms research plan and test a business idea and the early stages of setting up a business.

The aim of the unit is to better understand what makes a good business idea and how this idea can be translated into an effective business plan for a new start-up business. It offers practical insight into the business start-up process by allowing learners to finding ideas, test demand for those ideas and communicate those ideas in a business plan.

The unit requires the Learner to identify and champion a business idea through the development stages, proving its viability to delivering a business plan.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Demonstrate business planning skills	1.1 Develop a business plan based upon understanding of its component parts
	1.2 Take a business idea and refine it to exploit qualified opportunities
	1.3 Develop a schedule, budget and resource allocations for a business
2. Produce evidence of the viability of a business idea.	2.1 Prove market need for a business idea
	2.2 Show how competitive advantage can be gained for a business idea
	2.3 Identify an appropriate approach to managing an enterprise based upon a business idea and plan
3. Prepare a working business model and plan	3.1 Prove market demand from customers
	3.2. Show how demand can be satisfied profitably
	3.3 Create a management plan to set and run the business

### Teaching and Learning Strategy

The unit offers a review of the role and format of a business plan at the start-up stage. From this, learners will be expected to develop their own business plan for a start-up.

### Indicative Assessment

The assessment strategy for this unit is designed to test all the learning outcomes.

Learners must demonstrate successful achievement of all learning outcomes to pass the unit.

A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.



Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### Unit Pass Requirements

To pass the unit a 40% overall grade must be achieved.

### Assessment marking criteria

Assessment will be based on a range of documents generated by the groups and by each individual group member. The group elements will account for 60% of the final mark awarded to the individual, with individual assignments will comprise the remaining 40%.

Further information and guidance on the assessment will be made available through the unit tutor.

### Core text

Core text will be made available through the online learning management system. The text for this unit has been taken from

Burns, P. (2007) *Entrepreneurship and Small Business*, Second Edition, Palgrave ISBN 1-4039-4733-3

### Suggested Reading

This unit is based around a series of guides rather than the use of academic tests. Indicative reading includes:

Martin, F, & Smith, R., (2010) "What is it that entrepreneurs learn from experience?" *Industry and Higher Education* Vol 24, No 6, December 2010, pp 505–512 by permission

Birley, S & D. Muzyka, (eds.) (2000) *Mastering Entrepreneurship*, London, Pitman.

Sahlman, W.A. (1997) 'How to write a Great Business Plan', *Harvard Business Review*, July-August.

Shane, S. (2000) 'Prior knowledge and the discovery of entrepreneurial opportunities', *Organization Science* 11(4), pp. 448-469.

Stevenson, H.H. and Gumpert, D.E. (1985) 'The Heart of Entrepreneurship', *Harvard Business Review* March/April, pp.85-94.

Timmons, J.A. and Spinelli, S. (2003) *New Venture Creation: Entrepreneurship for the 21st Century*, Irwin- McGraw Hill, 6th edition.

## Ent2.6: Social Enterprise and Third Sector Organisations

Unit code: J/507/1624

RQF level: 5

### Aim

This unit will allow learners to understand the essence of entrepreneurship, management and leadership in social organisations and whether this differs from the same elements in any other for profit business. It concentrates on matching social goals with revenue streams to create a social organisation that is self-sufficient and can deliver services to vulnerable members of the community.

Emphasis is placed on identifying new revenue streams that will ensure the independence of a third sector organisation. Consideration is also given to the role of stakeholders and how their expectation can be managed.

This unit introduces the social enterprise as a sustainable business model. It explores how matching social goals with revenue streams to create a social organisation that is self-sufficient can be successful.

Learners will research a range of social enterprises to obtain an understanding of the opportunities and successes of the third sector.

### Learning Outcomes and Assessment Criteria

On successful completion of this unit a learner will be able to:

Learning Outcomes	Assessment Criteria
1. Understand the role and importance of social enterprises in the economy	1.1 Explain the objectives, organisation and features of social enterprises, and contrast them to for-profit businesses
	1.2 Evaluate the characteristics and motivations of a social entrepreneur
2. Recognise successful revenue sources and business models used by social enterprises	2.1 Identify and support ideas for possible new revenue streams for selected social enterprises
	2.2 Analyse the management perspectives and external stakeholder perspectives of selected social enterprises and how any objections to new development might be countered
3. Identify formulae for success within social organisations	3.1 Explain how a social enterprise may become sustainable and provide researched examples
	3.2 Analyse how 'blended values' may impact the development of selected social enterprises
	3.3 Evaluate the distinct role of 'innovation' in the third sector

### Teaching and Learning Strategy

The focus is on the role of the social entrepreneur and what it takes to set up a not-for-profit organisation that supports social causes.

### **Indicative Assessment**

The assessment strategy for this unit is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the unit. A number of formative exercises will guide the learner to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

<b>Number</b>	<b>Assessment</b>	<b>Weighting %</b>	<b>Type/Duration/Word count (indicative only)</b>
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

### **Unit Pass Requirements**

To pass the unit a 40% overall grade must be achieved.

### **Assessment marking criteria**

The assessment criteria for a pass will be presented with the summative exercise. Further information and guidance on the assessment will be made available through the unit tutor.

### **Core text**

Core text will be made available through the online learning management system. The text for this unit has been taken from

Martin, F., Thompson M, (2010) Social Enterprise; Developing Sustainable Businesses, Palgrave

### **Suggested Reading**

Indicative reading for this unit includes:

Chell, E. (2007). Social Enterprise and Entrepreneurship: Towards a Convergent Theory of the Entrepreneurial Process. *International Small Business Journal*, 25(1), 5–26. doi:10.1177/0266242607071779

Dees, J. G. (2001). The Meaning of “Social Entrepreneurship” Kauffman Foundation, 1–5.

Piboonrunroj, P. (2012). *Understanding Social Enterprise: Theory and Practice*:

Stead, Martine Hastings, G. (1999). *A Synopsis of Social Marketing*. University of Stirling, (1999).

Westall, A., & Chalkley, D. (2007). *Social enterprise futures*, Smith Institute (pp. 2–84)