



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Qualifi Level 4 Diploma in Entrepreneurship

Specification (For Centres)

March 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 (QW) 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 this qualification 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 qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

## **1.3 Qualification Title and Codes**

The qualification 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 Entrepreneurship (603/4238/9)

## **1.4 Awarding Organisation**

QUALIFI LTD

# **2 Programme Purpose**

## **2.1 Reasons for the Qualification**

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

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

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

The Diploma is accredited at Level 4 and has a total equivalence of 120 credits.

## **2.2 Rationale for the Qualification**

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

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

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

The Diploma 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.

## **2.3 Aims of the Diploma**

The programme provides 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 Diploma**

The overall learning outcomes for all business-related 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 Level 4 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 qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to hold the following:

- 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.

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

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.



## 4 Structure of the Qualification

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

The QUALIFI Diploma in Entrepreneurship is a Level 4 Qualification made up of 120 credits.

All units are 12 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 12-credit unit approximates to a TQT of 120 hours incorporating 60 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 Structure

There are ten mandatory units. All units cover a number of topics relating to learning outcomes. Each unit has the equivalency of 12 credits.

Learners are required to complete all ten units to achieve the 120 credits required to gain the Level 4 Diploma in Entrepreneurship.

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 Entrepreneurship

The Level 4 Diploma in Entrepreneurship 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 entrepreneur, organisational manager and leader.

The qualification is made up of 10 units. All units are mandatory and required by learners for the Level 4 Diploma in Entrepreneurship.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
ENT1.1	Managing Business Operations	4	120	12	60
ENT1.2	Business Environment	4	120	12	60
ENT1.3	Personal Effectiveness	4	120	12	60
ENT1.4	The Entrepreneurial Manager	4	120	12	60
ENT1.5	Business Planning and Goal Setting	4	120	12	60
ENT1.6	The Manager's Toolkit	4	120	12	60
ENT1.7	Managing and Using Finance	4	120	12	60
ENT1.8	Managing and Using Marketing	4	120	12	60
ENT1.9	Psychology of Entrepreneurship	4	120	12	60
ENT1.10	Innovation and Creativity	4	120	12	60

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

Learners completing the **QUALIFI Level 4 Diploma in Entrepreneurship** 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.

### **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) 1158882323

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 Entrepreneurship

### ENT1.1: Managing Business Operations

Unit code: R/617/4961

RQF level: 4

#### Unit Aims

This unit aims to introduce learners to key aspects of all businesses and how they operate within the wider business environment as well as internally.

Learners will gain knowledge and understanding of key business functions and their importance to business success.

#### Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcome	Assessment Criteria- The Learner can:
1. Understand the key features of a business environment.	1.1 Describe the different types of organisations found in the public and private sectors in a named country. 1.2 Explain the different structures within the businesses in the named country and suggest reasons for the variation. 1.3 Describe how the local, national and global economic environment impacts on a particular named business.
2. Understand the key principles of accounting for business.	2.1 Explain the importance of accounting for business success. 2.2 Present and interpret accounting information using profit and loss accounts.
3. Know the principles of managing and leading teams in organisations.	3.1 Describe the stages of team development. 3.2 Carry out a Belbin analysis to determine own and others' roles within a team. 3.3 Describe different types of leadership styles.
4. Know the role of the Human Resources department.	4.1 Describe the different functions carried out by the Human Resources department in a business. 4.2 Outline key features of employment legislation.
5. Understand the importance of customer service to organisational success.	5.1 Assess the impact of customer service on business success. 5.2 Explain the benefits of customer profiling to a business.



## Indicative Content

1: Understand the key features of a business environment.

- The business environment
- Ownership and objectives
- Structure
- Economic environment and impacts
- Other external influences

2: Know the key principles of accounting for business.

- Reasons for accounting
- Budgets
- Profit and loss
- Cash flow
- Basic ratios

3: Understand the principles of managing and leading teams in organisations.

- Team development
- Team roles
- Leadership styles

4: Know the role of the Human Resources department.

- The HR department
- recruitment, selection employment legislation

5: Understand the importance of customer service to organisational success

- Importance
- Types of customers
- Skills required
- Selling skills

## Suggested reading list

Slack, N, Brandon-Jones, A. & Johnston, R. (2016) *Operations Management*. 8<sup>th</sup> ed. Pearson Education  
Slack, N., Brandon-Jones, A., Johnston, R. & Betts, A. (2015) *Operations and Process Management: principles and practice for strategic impact*. 4<sup>th</sup> ed. Pearson Education  
Jones, P. & Robinson, P. (2012) *Operations Management*. Oxford University Press

## ENT1.2: Business Environment

Unit code: Y/617/4962

RQF level: 4

### Unit Aims

This unit aims to develop the learner's knowledge of the business environment and its impact on organisations. This includes factors that shape the internal environment and other external influences. Using this knowledge, learners will be able to develop approaches for managing change.

### Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcome	Assessment Criteria- The Learner can:
1. Understand the macro-environment and its impact on an organisation.	1.1 Demonstrate competence in using known frameworks for the analysis of the macro-environment. 1.2 Discuss influences stemming from an organisation's macro-environment.
2. Understand the micro-environment and industry forces that impact an organisation in the 21st century.	2.1 Describe models for assessing the forces affecting an organisation's micro-environment. 2.2 Apply known models to specific business case studies to perform micro-environment analysis. 2.3 Understand the relevance of micro-environment analysis models with current business environment.
3. Understand the factors that shape the internal environment of an organisation and discuss how they give competitive advantage to companies.	3.1 Demonstrate an understanding for the importance of an organisation's mission, structure and culture in shaping a company's operations. 3.2 Determine factors shaping a company's internal environment. 3.3 Explain the importance of aligning a company's internal and external environment.
4. Compare different approaches adopted by organisations for absorbing change imposed by the external environment.	4.1 Identify and discuss a number of approaches available to organisations when dealing with change. 4.2 Assess the suitability of each approach in dealing with different change scenarios.
5. Explore internal strategies for responding to globalisation.	5.1 Explain different elements of globalisation and their impact to modern businesses. 5.2 Assess different businesses responses to globalisation.

### Indicative Content

1. Understand the macro-environment and assess its impact on an organisation.
  - Framework for analysis of macro-environment
  - Influence over the Macro-environment
  - Socio-cultural Influences - impact of Social Media
  - Pressure Groups and Consumer Groups
  
2. Understand the micro-environment and critically assess the industry forces that impact an organisation in the 21st century.
  - Porter's Five Forces model
  - Applying Porter's Five Forces analysis
  - Validity of Porter's Five Forces in current environment
  - Industry rivalry
  
3. Understand the factors that shape the internal environment of an organisation and discuss how they give competitive advantage to companies.
  - Organisational mission
  - Organisational structure
  - Organisation culture
  - Leadership style and management power
  - Skills and knowledge/Core competencies
  - Matching the internal and external environment
  
4. Be able to compare different approaches adopted by organisations for absorbing change imposed by the external environment.
  - Change
  - Innovation
  - Continuous change
  - Learning organisation
  - Business transformation
  
5. Be able to explore internal strategies for responding to globalization.
  - Globalisation elements
  - Internal responses to globalisation
  - Global organisational structure
  - Global sourcing, production and distribution
  - Global marketing

### **Suggested reading list**

Britton, C & Worthington, I (2015) *The Business Environment*. 7<sup>th</sup> ed. Pearson Education  
 Mullins, L.J. (2016) *Management and Organisational Behaviour*. 11<sup>th</sup> ed. Pearson Education  
 Hartley, B & palmer, A (2009) *The Business Environment*. 6<sup>th</sup> ed, McGraw-Hill

## ENT1.3: Personal Effectiveness

Unit code: D/617/4963

RQF level: 4

### Unit Aims

This unit explores the skills of different approaches to learning and examines the significance of time management. It investigates the skills managers need to develop to solve problems and to make decisions, as well as discussing the issue of management stress.

### Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcome	Assessment Criteria- The Learner can:
1. Understand learning styles and analyse which learning approaches are most effective.	1.1 Describe key characteristics of different learning approaches. 1.2 Analyse your own learning and determine which learning style you use.
2. Know how to plan time for maximum effectiveness and prioritisation of workload.	2.1 Identify the importance of effective time management. 2.2 Describe the principles of time management. 2.3 Explain the value of delegation of tasks for managers.
3. Know how to set appropriate goals for effective decision making.	3.1 Describe the purpose of setting goals. 3.2 Examine the process of establishing SMART objectives. 3.3 Compare different decision-making styles in a business context.
4. Understand styles and perspectives that can be used for problem solving.	4.1 Explain the need for creativity in solving business problems. 4.2 Analyse approaches and techniques for solving a problem.
5. Develop strategies for managing stress.	5.1 Describe the causes and effects of stress for individuals working in organisations. 5.2 Compare different techniques for handling stress with the Workplace.

## Indicative Content

1. Understand learning style and analyse which learning approaches are most effective.
  - Developing self-awareness
  - Learning styles – activist learner, reflective learner, theoretical learner, pragmatist learner
  - SWOT analysis
2. Know how to plan time for maximum effectiveness and prioritisation of workload.
  - Time management
  - Analysis of established methods
  - Performance objectives
  - Calendar time segments
  - Prioritising tasks and demanding workloads
  - Time thieves
  - Dealing with paperwork and administration
  - Delegation, Procrastination and indecision
  - Making time
3. Know how to set appropriate goals for effective decision making.
  - Goal setting and decision making
  - Professional and personal goals
  - Manageable and realistic steps
  - Types of decision makers
  - Team decisions and styles
  - Decision-making cycle
4. Understand styles and perspectives that can be used for problem solving.
  - Creative problem solving
  - Importance of creativity
  - Mental approaches – right- and left-hand side brain functions;
  - Brainstorming
  - Pareto's Law
  - Mind mapping
  - de Bono – six thinking hats, six action shoes
5. Be able to develop strategies for managing stress.
  - Causes of stress
  - Effects of stress – fight or flight, physiological responses
  - Stress and pressure/ Personal and professional stress

### **Suggested reading list**

Covey, S. (1990) *The Seven Habits of Highly Effective People*. Fireside Book

Hattie, J. & Yates, G. (2014) *Visible Learning and the Science of How We Learn*. Routledge

Watson, G. & Reissner, S. (2014) *Developing Skills for Business Leadership*. 2<sup>nd</sup> ed. CIPD

## ENT1.4: The Entrepreneurial Manager

Unit code: H/617/4964

RQF level: 4

### Unit Aims

This unit aims to identify competing perspectives on the nature of entrepreneurial management as both a function and a process supporting the process of organisational change and development.

### Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcome	Assessment Criteria- The Learner can:
1. Understand a range of management styles and approaches which support entrepreneurship in the modern workplace.	1.1 Discuss the importance of innovation to the entrepreneur. 1.2 Describe approaches to innovation and creativity within organisations. 1.3 Investigate the nature of different management styles in line with established theories.
2. Assess management styles and approaches.	2.1 Describe the nature of functional management. 2.2 Explain the concept of management by objectives.
3. Be able to select appropriate management styles suited to particular organisational situations.	3.1 Describe key theories of leadership styles. 3.2 Develop an entrepreneurial approach for a specific organisation.
4. Understand the benefits, disadvantages and risks of group innovation and decision making.	4.1 Consider methods adopted for generating innovative ideas. 4.2 Describe the process of decision making within an organisation. 4.3 Discuss the impact of conflict on innovative management.

### Indicative Content

1. Understand a range of management styles and approaches which support entrepreneurship in the modern workplace.
  - Innovation and the entrepreneur
  - Types of innovation - transformation, radical innovation, incremental innovation
  - Innovation as a core task, organisation-wide process
  - Approaches
  - Intrapreneurship
  - Management styles

2. Know how to assess management styles and approaches.
  - Functional management
  - Action-centred leadership (Adair)
  - Management by objectives
  - Setting objectives at all levels
  - Performance standards
  - Mintzberg's roles
  - Personal development plans
  
3. Be able to select appropriate management styles suited to particular organisational situations.
  - Leadership styles
  - Tannenbaum and Schmidt
  - Developing an entrepreneurial organisation
  - Performance focus
  - Strategic orientation
  - Characteristics of creative organisation
  - Bureaucracy – expertise, administration, hierarchy, empowerment, knowledge sharing
  
4. Understand the benefits, disadvantages and risks of group innovation and decision making.
  - Innovative ideas
  - Idea generation
  - Prioritisation
  - Implementation
  - Decision making
  - Definition of situation, objectives, gather information, analysis, options, evaluation, selection of solution, implementation, monitor
  - Problems
  - Conflict - task conflict, relationship conflict
  - Strategies – competition, collaboration, avoidance, accommodation, compromise

### **Suggested reading list**

Williams, N., Vorley, T. & Williams, C. (2017) *Entrepreneurship and Institutions: the causes and consequences of institutional asymmetry*. Rowman & Littlefield

Down, S (2010) *Enterprise, Entrepreneurship and Small Business*. Sage

Carter, S & Jones-Evans, D. (2012) *Enterprises and Small Business Principles*. Pearson



## ENT1.5: Business Planning and Goal Setting

Unit code: K/617/4965

RQF level: 4

### Unit Aims

This unit aims to identify mechanisms for the setting of organisational goals and their achievement as part of the process of business planning.

### Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcome	Assessment Criteria- The Learner can:
1 Understand the structure of a business plan.	1.1 Identify the key stages in business planning. 1.2 Outline the content of a typical business plan.
2. Know how to carry out appropriate analysis to facilitate the development of strategy for an organisation.	2.1 Describe the need for analysis of the external environment. 2.2 Carry out suitable analysis to provide information for strategy development.
3. Understand the key concepts central to competitive analysis and developing market strategy.	3.1 Explain the process of strategic space or group analysis. 3.2 Describe how market research data can be used to set goals. 3.3 Carry out an analysis of the internal environment.
4. Understand the role of measuring and monitoring business plan implementation.	4.1 Suggest a range of factors to facilitate strategic choice for implementation. 4.2 Describe the importance of measuring, monitoring and control.

### Indicative Content

1. Understand the structure of a business plan.
  - Business planning
  - Analyse environment
  - Vision, mission, goals and objectives
  - Developing strategy,
  - Creating a business plan
  - Structure of plan – executive summary, company information, market analysis, strategy, marketing and sales, financial issues

2. Know how to carry out appropriate analysis to facilitate the development of strategy for an organisation.
  - PESTLE analysis - political, economic, social-cultural, technological, legal, environmental
  - Porter's five forces analysis - buyers, suppliers, new entrants, substitutes, industry rivalry
  - Extended model – globalization, digitalization, de-regulation, strategic partners
  
3. Understand the key concepts central to competitive analysis and developing market strategy.
  - Strategic space or group analysis
  - Geographical reach
  - Market offerings
  - Branding
  - Quality
  - Market research - definition of problem, data gathering and analysis
  - Ansoff matrix – market penetration, market development, product development, diversification
  
4. Understand the role of measuring and monitoring business plan implementation.
  - Strategic choice - suitability, feasibility, acceptability
  - Growth, customer satisfaction, value, brand awareness Project planning and management
  - Responsibility
  - Accountability
  - Assessment against objectives - evaluation, corrective action and avoiding pitfalls
  - Crisis management, scenario planning, contingency planning

### **Suggested reading list**

Barrow, C., Barrow, P. & Brown, R. (2015) *The Business Plan Workbook*. 8<sup>th</sup> ed. Kogan Page  
 Fleisher, C. & Bensoussan, B. (2015) *Business and Competitive Analysis: effective application of new and classic methods*. 2<sup>nd</sup> ed. Pearson  
 Mullins, L. (2016) *Management and Organisational Behaviour*. 11<sup>th</sup> ed. Pearson

## ENT1.6: The Manager's Toolkit

Unit code: M/617/4966

RQF level: 4

### Unit Aims

This unit provides a selection of the most useful tools used in management and explores some of the uses of each. It aims to provide sufficient information to understand the principles behind each tool and enable them to be used with confidence.

The unit aims to help learners analyse situations within the organisation; develop solutions to organisational problems; evaluate an organisation's position in its operating and competitive environment; and develop elements of an effective organisational strategy.

### Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcome	Assessment Criteria- The Learner can:
1. Understand the range of tools used in problem analysis.	1.1 Identify the nature of a problem within a business context. 1.2 Describe a range of tools available for analysis.
2. Know how to use tools and frameworks to assess the macro environment.	2.1 Identify main factors influencing the macro environment of a business. 2.2 Carry out PESTLE analysis of the macro environment of a business. 2.3 Identify strengths, weaknesses, opportunities and threats from SWOT analysis.
3. Understand the competitive forces in the micro environment.	3.1 Identify main factors influencing the micro environment of a business. 3.2 Describe the components of a competitive force's framework. 3.3 Assess Porter's generic forces.
4. Understand the distinguishing features of other tools used to develop strategies.	4.1 Identify other key strategic development tools. 4.2 Describe role played by core competencies in strategic development. 4.3 Compare and contrast a range of strategic development tools.
5. Identify the tools necessary for successful implementation of strategic initiatives.	5.1 Describe the process of enacting change. 5.2 Identify key project planning processes. 5.3 Suggest measures for evaluating effectiveness of implementation.

## Indicative Content

1. Understand the range of tools used in problem analysis.
  - Definition of problem – SCAT
  - Problem/outcome switching
  - Tally chart, Pareto chart, weighted analysis and customer satisfaction
  - Brainstorming – divergent and convergent thinking
  - Cause and effect diagrams
  - Histograms
  - Correlation – scatter diagrams
2. Know how to use tools and frameworks to assess the macro environment.
  - The macro environment
  - Strategy building process
  - PESTLE analysis – Political, Economic, Socio-cultural, Technological, Legal, Environmental
  - SWOT analysis - Strengths, Weaknesses, Opportunities, Threats
3. Understand the competitive forces in the micro environment.
  - The micro environment
  - Competitive forces framework
  - Porter’s generic strategies – differentiation, cost leadership, focus
4. Understand the distinguishing features of core competencies.
  - Prahalad and Hamel – core competencies
  - Ohmae’s Nine Specimen Strategies
  - Value chain analysis
  - Balanced scorecard method
  - Ansoff matrix
  - Portfolio analysis
  - BCG matrix
  - Seven Ss’ model
  - Product life cycle
5. Be able to identify the tools necessary for successful implementation of strategic initiatives.
  - Enacting change
  - Critical success factors (CSF)
  - Decision trees
  - Plan implementation
  - Project planning – Gantt charts, delegation, responsibility and accountability, co-ordination

- Measurements – financial, customer and process measures, learning and development
- Financial ratios

### **Suggested reading list**

Clegg, S., Kornberger, M. & Pitsis, T. (2016) *Managing Organizations: an introduction to theory and practice*. 4<sup>th</sup> ed. Sage

Watson, G. & Reissner, S. (2014) *Developing Skills for Business Leadership*. 2<sup>nd</sup> ed. CIPD

Verweire, K. (2014) *Strategy Implementation*. Routledge

## ENT1.7: Managing and Using Finance

Unit code: T/617/4967

RQF level: 4

### Unit Aims

This unit aims to provide an outline of the use and management of finance within an organisation. This includes an introduction to accounting and financial terminology. Learners are also introduced to the basics of financial reporting.

### Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcome	Assessment Criteria- The Learner can:
1. Understand basic accounting principles.	1.1 Explain the fundamental principles of accounting. 1.2 Analyse basic accounting rules and standards.
2. Understand the principle financial statements and the financial terms used within them.	2.1 Discuss the purpose and contents of financial statements. 2.2 Interpret the concept of the accounting equation.
3. Understand the basic principles of costing and different types of cost.	3.1 Explain the purpose of management accounting. 3.2 Identify the nature of a range of different costs.
4. Understand the principles of budgeting.	4.1 Explain the purpose of budgeting in financial control. 4.2 Discuss the principles of effective budgeting.

### Indicative Content

1. Understand basic accounting principles.
  - Business ownership structures
  - Financial accounting vs management accounting
  - Users of financial information
  - Accounting rules
  - SSAP
  - FRS
  - Accounting cycle

2. Understand the principal financial statements and the financial terms used within them.

- Profit and loss account
- Cash flow statement
- Balance sheet
- Concept of depreciation
- Calculations methods for depreciation

3. Understand the basic principles of costing and different types of cost.

- Costs – materials, labour, expenses
- Direct and indirect costs
- Classification of costs
- Absorption costing
- Marginal costing
- Activity-based costing
- Standard costing
- Breakeven analysis

4. Understand the principles of budgeting.

- Budgeting process
- Budget preparation
- Incremental budgeting
- Zero-based budgeting
- Behavioural consequences

### **Suggested reading list**

Bamber, M. & Parry, S. (2014) *Accounting and Finance for managers*. Kogan Page  
Atrill, P. & McLaney, E. (2010) *Accounting: an introduction*. 5<sup>th</sup> ed. FT Prentice Hall  
Dyson, J. R. (2007) *Accounting for Non-Accounting Students*. 7<sup>th</sup> ed. FT Prentice Hall

## ENT1.8: Managing and Using Marketing

Unit code: A/617/4968

RQF level: 4

### Unit Aims

This unit aims to develop knowledge of marketing as key management tool. This includes understanding the marketing planning process and the role of internal as well as external marketing. Using this knowledge, learners will be able to understand the value of marketing activities to an organisation.

### Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcome	Assessment Criteria- The Learner can:
1. Understand what marketing is and assess its importance universally across different sectors.	1.1 Discuss the concept of marketing and explain the existence of different markets. 1.2 Describe different markets and explain how marketing practices must adapt to the requirements of different sectors.
2. Identify the range of methods and tools used for market segmentation, targeting and market positioning.	2.1 Perform market segmentation with the use of a range of tools and explain the needs of each segment. 2.2 Provide detailed plans for market positioning and targeting for a range of scenarios and case studies.
3. Understand how the marketing mix could be configured to achieve different market positioning strategies.	3.1 Show a good understanding of the marketing mix and apply it to position the marketing campaign of businesses in different scenarios. 3.2 Demonstrate competence in using portfolio analysis methods for a range of scenarios and case studies.
4. Understand the marketing planning process and the role of internal marketing in achieving successful marketing outcomes.	4.1 Discuss the concept of internal marketing and undertake marketing research. 4.2 Analyse the planning process and align it to a detailed marketing strategy with clear marketing objectives.
5. Discuss the benefits of e-marketing and explain how best you can reach targeted customers using a website.	5.1 Explain the benefits of e-marketing for a range of modern organisations. 5.2 Discuss the design of a business website in order to make the most of using e-marketing techniques. 5.3 Explain the use of technology for successful Customer Relationship Management.



## Indicative Content

1. Understand what marketing is and assess its importance universally across different sectors.
  - Defining marketing
  - Defining markets
  - Public and Charity Sectors
  - Marketing strategies in different sectors
  - Social marketing
  - Political marketing
2. Be able to identify the range of methods and tools used for market segmentation, targeting and market positioning.
  - The marketing environment
  - Macro environment
  - Micro environment
  - Market segmentation, targeting and positioning
  - Target marketing and benefits
  - The customer decision-making process
  - The diffusion of innovations
  - Customer influences
  - Customer satisfaction
  - Marketing research
3. Understand how the marketing mix could be configured to achieve different market positioning strategies and discuss how organisations arrive at decisions on product portfolio composition.
  - Market positioning strategies
  - The marketing mix
  - Portfolio analysis
4. Understand the marketing planning process and the role of internal marketing in achieving successful marketing outcomes.
  - Internal Marketing
  - Making marketing happen
  - Market research techniques
  - The marketing planning process
  - The marketing audit
  - Marketing objectives and strategies
5. Be able to discuss the benefits of e-marketing and explain how best you can reach targeted customers using your website.
  - E-marketing
  - Website design
  - Customer Relationship Management

### **Suggested reading list**

Hague, P., Hague, N. & Morgan, C. (2004) *Market Research in Practice*. Kogan Page

Jobber, D. (2016) *Principles and Practice of Marketing*. 6<sup>th</sup> ed. McGraw Hill

Blythe, J. (2016) *Essentials of Marketing*. 6<sup>th</sup> ed. FT Prentice Hall

Kotler, P. & Armstrong, G. (2018) *Introduction to Marketing: theory and practice*. 3<sup>rd</sup> ed. Pearson Education

## ENT1.9: Psychology of Entrepreneurship

Unit code: F/617/4969

RQF level: 4

### Unit Aims

This unit aims to introduce the fundamental principles of the science of psychology, relating them to the entrepreneurial perspective of business management.

### Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcome	Assessment Criteria- The Learner can:
1. Understand the fundamental principles of psychology.	1.1 Describe the basic principles of the psychology of human behaviour. 1.2 Examine the relationship between social psychology and entrepreneurship.
2. Understand the processes of learning and behaviour.	2.1 Investigate how observation leads to learning. 2.2 Examine common types of learning.
3. Understand how motivation and emotions support entrepreneurship.	3.1 Describe the influence of emotions on motivation. 3.2 Explain how motivation is a driver of entrepreneurial thinking.
4. Understand the entrepreneurial personality.	4.1 Consider the psychology of personality. 4.2 Describe the effects of personality traits on attitudes and behaviour.

### Indicative Content

1. Understand the fundamental principles of psychology.

- Introduction to psychology
- Psychology in everyday life
- Psychological constructs, cognitive factors (knowledge, intelligence, overconfidence/over-optimism)
- Behaviourism
- Socio-cultural psychology
- Consciousness and knowledge
- Domains of the mind

2. Understand the processes of learning and behaviour.

- Learning by insight and observation
- Observational learning
- Everyday behaviour
- Classical conditioning in advertising
- Rules of thinking
- Learning
- Personality
- Making decisions

3. Understand how motivation and emotions support entrepreneurship.

- Emotions and motivation
- Communicating emotion
- Fundamental motivation
- The power of happiness
- Emotions and competences in communication
- Entrepreneurship concepts – alertness, orientation
- Business planning
- Motivational factors – vision/goals, initiative, passion, positivity

4. Understand entrepreneurial personality.

- Personality as traits
- Situational influences
- Psychodynamic theories
- Perceiving others
- Attitudes and behaviours
- Interacting with others
- Working with others
- Framework for psychology of entrepreneurship
- Entrepreneurial actions
- Action theory – sequence, goals, environmental mapping, planning, monitoring, feedback
- Action structure – four levels of regulation, processing, pressures
- Limits to performance
- Focus – task, social, self

### Suggested reading list

Mole, K. & Ram, M. (2012) *Perspectives in Entrepreneurship: a critical approach*. Palgrave MacMillan  
 Blundel, R. & Lockett, N. (2010) *Exploring Entrepreneurship*. Oxford University Press  
 Burns, P. (2011) *Entrepreneurship and Small Business: start up, growth and maturity*. 3<sup>rd</sup> ed. Palgrave MacMillan

## ENT1.10: Innovation and Creativity

Unit code: T/617/4970

RQF level: 4

### Unit Aims

This unit describes the role of innovation and creativity for organisations. It considers models used to help understand and recognise their importance, as well as techniques to facilitate their use as part of strategic development.

### Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcome	Assessment Criteria- The Learner can:
1. Understand theories of creativity and apply them to individuals and teams.	1.1 Consider relationships between personality types and creative thinking. 1.2 Discuss research into how creativity is developed.
2. Understand the stages of a systematic creative process.	2.1 Identify models of the creative process. 2.2 Explain the components of the development of creativity. 2.3 Describe key barriers to creativity.
3. Understand factors that drive innovation.	3.1 Discuss factors that promote the need for innovation. 3.2 Identify key stages of the innovation process. 3.3 Compare and contrast practical models of the innovation process.
4. Know ways that organisations encourage and facilitate innovation.	4.1 Describe the place of innovation in organisations. 4.2 Summarise methods used by organisations to promote innovative thinking.

### Indicative Content

1. Understand theories of creativity and apply them to individuals and teams.
  - Attributes of creativity
  - Encouraging creativity
2. Understand the stages of a systematic creative process.
  - Developing and facilitating creativity
  - Barriers to development of creative skills

3. Understand factors that drive an innovation process.
  - Definitions of innovation
  - Drivers – push, pull
  - Process of innovation – theory and practice
  - Classic view
  - Development funnel
  - Pentathlon framework
  
4. Know ways that organisations encourage and facilitate innovation.
  - Innovative organisations
  - Corporate entrepreneurship
  - Business innovation
  - Organisational management of innovation

#### **Suggested reading list**

Tidd, J. & Bessant, J. (2013) *Managing Innovation*. 5<sup>th</sup> ed. John Wiley  
Christensen, C. (2013) *The Innovator's Dilemma*. Harvard Business Review  
Robinson, K. (2011) *Out of Our Minds: learning to be creative*. Capstone