



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Qualifi Level 3 Diploma in Business Innovation and Entrepreneurship

Specification (For Centres)

November 2018

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About QUALIFI

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

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also a signatory to BIS international commitments of quality.

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

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

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

Supporting Diversity

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

Learner Voice

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

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1 Introduction

1.1 Why Choose QUALIFI Qualifications?

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

These objectives are to:

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

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

Our qualifications will develop learner ability to:

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

1.2 Employer Support for the Qualification Development

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

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

1.3 Qualification Title and Code

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

Qualifi Level 3 Diploma in Business Innovation and Entrepreneurship 603/1051/0

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

The qualification has been created to develop and reward business innovators and entrepreneurs of today and the future, and to continue to bring recognition and professionalism to a wide range of sectors.

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

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

The Diploma is accredited at Level 3 with a total equivalence of 60 credits. It is envisaged that learners completing the Level 3 Diploma will progress to the QUALIFI Level 4 Certificate in Business Management.

2.2 Rationale for the Diploma

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

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

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

The qualification will:

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

The qualification provides a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required across a number of generic sectors. It also allows specialist development through the optional units.

The qualification will help to prepare professional staff and managers of the future provides a generic core of mandatory units that apply to all business, innovation and entrepreneurial contexts; and allows students to select specialisms in the Optional units.

The qualification is suitable for part-time learners in the workplace but equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Learners can progress into or within employment, either directly on achievement of the award or following further study to QUALIFI Level 4 Certificate in Business Management degree level.

2.3 Aims of the Diploma

The programme provides the opportunity for individuals to forge a career 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 equip individuals with the knowledge, understanding and skills required for success in employment
2. To enable progression to the first year of a degree or related professional qualification

3. To provide specialist study relevant to individual vocations and environments in which learners are currently working, or to which learners are aiming to work within a number of sectors
4. To develop learners' ability to contribute positively to good practice in a business environment through effective use and combination of the knowledge and skills gained in the qualifications
5. To develop skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment.

2.4 Learning Outcomes of the Diploma

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

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

These are the overall learning outcomes in line with a Level 3 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and

discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

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

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

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

3.2 Access to Study

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

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

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

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

3.3 Entry Criteria

QUALIFI Level 3 Diploma in Business Innovation and Entrepreneurship:

The qualifications has been designed to be accessible without artificial barriers learners will be expected to hold the following:

- qualifications at Level 2 and/or;
- work experience in business sector and demonstrate ambition with clear career goals;
- a Level 3 qualification in another discipline and want to develop their careers in business.

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

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

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Business Innovation and Entrepreneurship is a Level 3 qualification made up of 60 credits.

All units are 10 or 15 credits in value. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 10-credit unit approximates to a TQT of 100 hours incorporating 65 hours of GLH. Each 15-credit unit approximates to a TQT of 150 hours incorporating 100 hours of GLH.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

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

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

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

4.2 Qualification Structure

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

Learners are required to complete six units to achieve the 60 credits required to gain the Level 3 Diploma in Business Innovation and 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. Units require reflective exam sets and/or summative assessments for marking.

QUALIFI Level 3 Diploma in Business Innovation and Entrepreneurship comprises six units in total.

The Diploma requires three mandatory units and a minimum of two optional units.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
BIE301	Innovation for Business	3	100	10	65
BIE302	English for Business Communication	3	100	10	65
BIE303	Thinking Entrepreneurially	3	100	10	65
Unit Reference	Optional Units	Level	TQT	Credits	
BIE304	Entrepreneurship and Entrepreneurial Business Planning	3	150	15	100
BIE305	Entrepreneurial Marketing	3	150	15	100
BIE306	Entrepreneurial Finance and Accounting	3	150	15	100

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the QUALIFI Level 3 Diploma in Business innovation and Entrepreneurship will allow progress to:

- the QUALIFI Level 4 Certificate in Business Management, or
- the first year of undergraduate study in a related subject; or
- directly into employment in an associated profession.

4.4 University Exemptions

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

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

4.5 Recognition of Prior Learning

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

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

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

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources

- personal development planning
- career opportunities.

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

6 Learner Support

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

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

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

6.1 Data Protection

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

7. Assessment

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

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements.

Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

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

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

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

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

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award. QUALIFI will issue certificates to all successful students through the registered centres.

8.2 Classification of Awards

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

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or,

at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

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

8.4 Complaints

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

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

9 Equality and Diversity

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

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

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

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

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

10. Further Professional Development and Training

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

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

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

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

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

Or email: support@QUALIFI-international.com

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

Appendix 1: Unit Descriptors

Unit BIE301: Innovation for Business

Unit code: A/615/4770

RQF level: 3

Aim

The aim of this unit is to introduce the learner to innovation in a business context. Learners will understand the innovation management and its role in developing business.

Learners will recognise the value of innovation for business and the role it takes in a business life cycle.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Be able to understand innovation management for business development	1.1 Define the term 'innovation management'
	1.2 Explain the impact of knowledge on innovation management
	1.3 Explain the importance of building innovative systems for business development and growth
2. Be able to identify the value of innovation for business	2.1 Discuss the roles of information technology innovation for business value creation
	2.2 Identify how to create value of business through business model innovation
	2.3 Identify how to create competitive advantages with innovation in business
3. Be able to understand management of innovation in business development life cycle	3.1 Explain main stages of business development life cycle
	3.2 Identify the needs of innovation for business development
	3.3 Explain how organisations resource their innovation capabilities and activities
	3.4 Explain how to plan, identify and manage innovation as an on-going process at each stage of business development life cycle

Delivery Guidance

A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.

Tutors will provide one-to-one feedback to learners on their progress towards summative assessment submission, feeding back on draft work before final submission.

Learners will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

Learning outcomes 1-3 can be assessed through multiple-choice questions and a submission of an assignment of minimum 500 words in length to pass the unit.

Suggested Resources

Johnston, R., & BATE, J. Douglas. (2003). *The Power of Strategy Innovation: A New Way of Linking Creativity and Strategic Planning to Discover Great Business Opportunities*. New York: AMACOM.

Jolly, A. (2012). *The Growing Business Handbook : Inspiration and Advice from Successful Entrepreneurs and Fast Growing UK Companies* (14th ed.). London: Kogan Page.

Kourdi, J. (2009). *100 Great Business Ideas (New Ed): From leading companies around the world* (100 Great Ideas). Singapore: Marshall Cavendish.

Jolly, A. (2010). *Innovation Handbook: How to Profit from Your Ideas, Intellectual Property and Market Knowledge*. Kogan Page.

Pinchot, G., & Pellman, Ron. (1999). *Intrapreneuring in action : A handbook for business innovation* (1st ed.). San Francisco: Berrett-Koehler.

Singh, M., Waddell, Dianne, & NetLibrary, Inc. (2004). *E-business innovation and change management [electronic resource]*. Hershey, Pa.: Idea Group Pub.

Drummond, H. (2009). *How to be a Successful Entrepreneur [electronic resource] : Spot the Opportunity, Take a Risk and Build a Brilliant Business*. London: Kogan Page.

Black, J., Hashimzade, N., & Myles, G. (2012). Department for Business, Innovation and Skills. *A Dictionary of Economics, A Dictionary of Economics*.

Herrera, M. (2016). Innovation for impact: Business innovation for inclusive growth. *Journal of Business Research*, 69(5), 1725-1730.

Sahut, J., & Peris-Ortiz, M. (2014). Small business, innovation, and entrepreneurship. *Small Business Economics*, 42(4), 663-668.

Coulson-Thomas, C. (2016). Corporate Leadership, Business Innovation and Growth. *Effective Executive*, 19(2), 9-21.

Unit BIE302: English for Business Communication

Unit code: J/615/4772

RQF level: 3

Aim

The aim of this unit is for learners to develop the skills required for effective communications within an organisation. Learners will be able to identify issues that relate to adverse effects in a business and how to address them.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to gain skills and knowledge required for effective communications in the organisation	1.1 Identify how communication takes place in the organisation
	1.2 Identify how to write memo, report, email, poster and letter in the organisation
	1.3 Identify basic rules to develop correct sentences in the structured writing
	1.4 Explain ways to improve written and verbal communications
2. Be able to identify ethical consideration for communication in the organisation	2.1 Define ethics in the communication skills
	2.2 Identify the importance ethical consideration for effective communications
	2.3 Evaluate complex issues that surround advocacy and concern powers in ethical communications
3. Be able to identify issues that reduce positive and effective communication in the organisation	3.1 Identify how barrier gesture affects positive and effective communication
	3.2 Identify non-verbal barrier gestures in communication performance
	3.3 Analyse the importance of effective communication in tricky moments

Delivery Guidance

A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.

Tutors will provide one-to-one feedback to learners on their progress towards summative assessment submission, feeding back on draft work before final submission.

Learners will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

Learning outcomes 1-3 can be assessed through multiple-choice questions and a submission of an assignment of minimum 500 words in length to pass the unit.

Suggested Resources

Bhatia, V., & Bremner, S. (2012). English for Business Communication. *Language Teaching*, 45(4), 410-445.

Association for Business Communication , issuing body. (2014). *Business and Professional Communication Quarterly*.

Talbot, F. (2009). *Executive Writing Skills for Managers: Master Word Power to Lead Your Teams, Make Strategic Links and Develop Relationships* (Better Business English). London: Kogan Page.

Garzone, G., & Ilie, Cornelia. (2007). *The use of English in institutional and business settings : An intercultural perspective* (Linguistic insights. studies in Language and communication ; v. 34). Bern ; Oxford: Peter Lang.

Salvi, R., & Tanaka, Hiromasa. (2011). *Intercultural interactions in business and management* (Linguistic insights ; v. 146). Bern: Peter Lang.

Hewings, M., Nickerson, Catherine Ross, & British Council. (1999). *Business English : Research into practice* (English language teaching review). Harlow: Longman (in association with the British Council).

Gutmann, J. (2013). *Taking Minutes of Meetings [electronic resource]*. (3rd ed., Creating Success). London: Kogan Page.

Adriana Teodorescu. (2011). BUSINESS ENGLISH IN INTERCULTURAL BUSINESS COMMUNICATION. *Language and Literature : European Landmarks of Identity*, 9(2011), 483-488.

McArthur, T. (1998). BUSINESS ENGLISH. *Concise Oxford Companion to the English Language*, Concise Oxford Companion to the English Language.

Caraivan, L. (2016). BUSINESS ENGLISH: A KEY EMPLOYABILITY SKILL? *Quaestus*, (9), 266-270.

Mckinnon, W. (1980). *Style and structure in modern business communication*. Bergen, [Norway] : Irvington-on-Hudson, New York distributed by Columbia University Press.

Unit BIE303: Thinking Entrepreneurially

Unit code: R/615/4774

RQF level: 3

Aim

The aim of this unit is to introduce the learner to an evaluation of themselves in an entrepreneurial context by using several techniques including SWOT.

Learners will be introduced to critical thinking skills and put these into context against a business plan.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to understand self-analysis in the context of entrepreneurial career	1.1 Define the terms 'Entrepreneur', Entrepreneurship, opportunity assessment and creativity
	1.2 Examine different types of Entrepreneurs and their success stories
	1.3 Conduct your self-analysis for entrepreneurial abilities
	1.4 Identify your strengths and weaknesses using a SWOT analysis
2. Be able to develop critical thinking skills for innovative business ideas	2.1 Define the term 'critical thinking', and 'innovation'
	2.2 Create a mind map of creative thinking skills and attributes required by entrepreneurs
	2.3 Identify potential barriers to entrepreneurship
	2.4 Conduct market research to analyse your potential business idea
3. Be able to evaluate entrepreneurial business idea	3.1 Justify your business idea to an innovative using logical argument
	3.2 Explain the reasoning behind the business idea
	3.3 Explain the importance of knowledge in IT, finance and accounting and marketing and sales for evaluation purposes

Delivery Guidance

A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.

Tutors will provide one-to-one feedback to learners on their progress towards summative assessment submission, feeding back on draft work before final submission.

Learners will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

Learning outcomes 1-3 can be assessed through multiple-choice questions and a submission of an assignment of minimum 500 words in length to pass the unit.

Suggested Resources

Drummond, H. (2009). *How to be a Successful Entrepreneur [electronic resource] : Spot the Opportunity, Take a Risk and Build a Brilliant Business*. London: Kogan Page.

Prosek Jennifer. (2011). 3. Thinking Entrepreneurially - Even if You're a Big Company. In *Army of Entrepreneurs - Create an Engaged and Empowered Workforce for Exceptional Business Growth* (pp. 1-2). AMACOM – Book Division of American Management Association.

Birch, R. (2012). Thinking Like an Entrepreneur. *Credit Union Journal*, 16(39), 14.

Anonymous. (2004). Entrepreneur shows the way to creative thinking. *Motor Transport*, 19.

Moore, B., & Parker, Richard. (2009). *Critical thinking* (9th ed., International ed.). Boston, [Mass.] ; London: McGraw-Hill Higher Education

Paul, R., & Elder, Linda. (2014). *Critical thinking : Concepts & tools* (Seventh ed., Thinker's guide library).

Friend, G., & Zehle, Stefan. (2004). *Guide to business planning*. London: Economist Books.

Journal of New Business Ideas & Trends. (n.d.).

Bragg, A., & Bragg, Mary. (2005). *Developing new business ideas : A step-by-step guide to creating new business ideas worth backing*. Harlow: Financial Times Prentice Hall.

How to Be a Successful Entrepreneur : Spot the Opportunity, Take a Risk and Build a Brilliant Business. (n.d.). Kogan Page.

Unit BIE304: Entrepreneurship and Entrepreneurial Business Planning

Unit code: M/615/4779

RQF level: 3

Aim

The aim of this unit is to introduce learners to the various theories of entrepreneurship and the role of innovation theories in the development of an entrepreneur.

Learners will be introduced to the various steps required in building a business and how to write the plan for a new venture.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to identify various theories of entrepreneurship	1.1 Identify the role of society in the personal and professional development of an entrepreneur
	1.2 Explain the relationship between entrepreneurship and economic growth
	1.3 Identify the role of innovation, motivation and economic theories in the development of an entrepreneur
2. Be able to understand the concept of entrepreneurship and its relation to small businesses	2.1 Define the terms 'entrepreneurship', 'entrepreneur' and entrepreneurial opportunity
	2.2 Access the role of an entrepreneur in society
	2.3 Analyse competitive advantages and disadvantages of entrepreneurial organisations
3. Be able to analyse role, nature and characteristics of the entrepreneur in the economy	3.1 Explain economic role of the entrepreneur
	3.2 Describe the perceived personalities of entrepreneurs
	3.3 Explain the concept of 'Entrepreneurial Vision.'
	3.4 Identify entrepreneurship benefits for employment, productivity and innovation in an economy
4. Be able to understand the entrepreneurial steps to business planning.	4.1 Explore the potential of business idea
	4.2 Identify the nature and the purpose of the business planning for new business idea
	4.3 Write a business plan for a new business idea
	4.4 Identify sources of funds availability to start a new business
	4.5 Identify key challenges in the development of the business plan

Delivery Guidance

A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.

Tutors will provide one-to-one feedback to students on their progress towards summative assessment submission, feeding back on draft work before final submission.

Learners will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

Learning outcomes 1-4 can be assessed through multiple-choice questions and a submission of an assignment of minimum 1000 words in length to pass the unit.

Suggested Resources

Drummond, H. (2009). *How to be a Successful Entrepreneur: Spot the Opportunity, Take a Risk and Build a Brilliant Business*. London: Kogan Page.

Friend, G., & Zehle, Stefan. (2004). *Guide to business planning*. London: Economist Books.

Journal of New Business Ideas & Trends. (n.d.).

How to Be a Successful Entrepreneur : Spot the Opportunity, Take a Risk and Build a Brilliant Business. (n.d.). Kogan Page.

Ellison, A. (2002). *Entrepreneurs and the transformation of the global economy*. Cheltenham: Edward Elgar.

Ramona, R. (2011). THE IMPORTANCE OF ENTREPRENEURS IN THE "NEW ECONOMY". *Managerial Challenges of the Contemporary Society. Proceedings*, 265-269.

World Bank, International Finance Corporation, & MyiLibrary. (2010). *Doing business 2011 [electronic resource] : Making a difference for entrepreneurs : Comparing business regulation in 183 economies*.

Washington, D.C.: World Bank : International Finance Corporation.

Friend, G., & Zehle, Stefan. (2004). *Guide to business planning*. London: Economist Books.

Stein, N. (2016). Business planning. *Horticulture Week*, 27.

Unit BIE305: Entrepreneurial Marketing

Unit code: K/615/4781

RQF level: 3

Aim

In this unit learners will be introduced to various theories of entrepreneurship and the roles played in a business context.

Learners will analyse the role and characteristics of the entrepreneur in the economy and the personalities associated with an entrepreneur.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to identify various theories of entrepreneurship	1.1 Identify the role of society in the personal and professional development of an entrepreneur
	1.2 Explain the relationship between entrepreneurship and economic growth
	1.3 Identify the role of innovation, motivation and economic theories in the development of an entrepreneur
2. Be able to understand the concept of entrepreneurship and its relation to small businesses	2.1 Define the terms 'entrepreneurship', 'entrepreneur' and entrepreneurial opportunity
	2.2 Access the role of an entrepreneur in society
	2.3 Analyse competitive advantages and disadvantages of entrepreneurial organisations
3. Be able to analyse role, nature and characteristics of the entrepreneur in the economy	3.1 Explain economic role of the entrepreneur
	3.2 Describe the perceived personalities of entrepreneurs
	3.3 Explain the concept of 'Entrepreneurial Vision.'
	3.4 Identify entrepreneurship benefits for employment, productivity and innovation in an economy
4. Be able to understand the entrepreneurial steps to business planning	4.1 Explore the potential of business idea
	4.2 Identify the nature and the purpose of the business planning for new business idea
	4.3 Write a business plan for a new business idea
	4.4 Identify sources of funds availability to start a new business
	4.5 Identify key challenges in the development of the business plan.

Delivery Guidance

A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.

Tutors will provide one-to-one feedback to learners on their progress towards summative assessment submission, feeding back on draft work before final submission.

Learners will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

Learning outcomes 1-4 are assessed through multiple-choice questions and a submission of an assignment of minimum 1000 words in length to pass the unit.

Suggested Resources

Drummond, H. (2009). *How to be a Successful Entrepreneur: Spot the Opportunity, Take a Risk and Build a Brilliant Business*. London: Kogan Page.

Friend, G., & Zehle, Stefan. (2004). *Guide to business planning*. London: Economist Books.

Journal of New Business Ideas & Trends. (n.d.).

How to Be a Successful Entrepreneur : Spot the Opportunity, Take a Risk and Build a Brilliant Business. (n.d.). Kogan Page.

Ellison, A. (2002). *Entrepreneurs and the transformation of the global economy* . Cheltenham: Edward Elgar.

Ramona, R. (2011). THE IMPORTANCE OF ENTREPRENEURS IN THE "NEW ECONOMY". *Managerial Challenges of the Contemporary Society. Proceedings*, 265-269.

World Bank, International Finance Corporation, & MyLibrary. (2010). *Doing business 2011 [electronic resource] : Making a difference for entrepreneurs : Comparing business regulation in 183 economies*. Washington, D.C.: World Bank : International Finance Corporation.

Friend, G., & Zehle, Stefan. (2004). *Guide to business planning*. London: Economist Books. Stein, N. (2016). Business planning. *Horticulture Week*, 27.

Unit BIE306: Entrepreneurial Finance and Accounting

Unit code: M/615/4782

RQF level: 3

Aim

This unit introduces the learner to entrepreneurial finance and basic accounting principles. The learner will be able to identify sources of finance most suited to a new business plan.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to understand the nature entrepreneurial finance and basic accounting principles	1.1 Define the term 'entrepreneurial finance' and its relation to finance
	1.2 Explain the principles of entrepreneurship finance
	1.3 Identify difference between free cash and free cash flow
	1.4 Explain the accounting techniques to record income and expenses
2. Be able to identify nature, purpose and characteristics of financial statement	2.1 Identify the needs of financial statements to construct financial plan
	2.2 Explain the characteristics of income statement, balance sheet and cash flow statement
	2.3 Construct cash flow statement, income statement and balance sheet for new business venture
	2.4 Calculate breakeven sales and revenue for new business venture
3. Be able to identify sources of finance for a new business and highlight their characteristics	3.1 Identify investment requirement for a new business
	3.2 Assess how to finance a new business venture
	3.3 Identify ways to approach investors for funds requirements
	3.4 Identify the needs of financial market development for entrepreneurship activities
	3.5 Describe the role of investors and business angels for financial sources
4. Be able to identify the role of entrepreneurial finance in the decision-making process	4.1 Explain the steps for effective decision making
	4.2 Calculate financial ratios including liquidity, debt, management and activity for decision making process
	4.3 Identify how liquidity attracts investors for new venture investment in decision making process

Delivery Guidance

A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.

Tutors will provide one-to-one feedback to learners on their progress towards summative assessment submission, feeding back on draft work before final submission.

Learners will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

Learning outcomes 1-4 are assessed through multiple-choice questions and a submission of an assignment of minimum 1000 words in length to pass the unit.

Suggested Resources

Marsh, C. (2012). *Financial Management for Non-Financial Managers [electronic resource]*. (Strategic Success). London: Kogan Page.

Lehner, O. (2014). Finance, risk and accounting perspectives. *Venture Capital*, 16(3), 185-188.

Chatterji, A., & Seamans, R. (2012). Entrepreneurial finance, credit cards, and race. *Journal of Financial Economics*, 106(1), 182.

Mace, V., Carraher, S., & Lane, S. (2010). FINANCING NEW BUSINESS VENTURES: ACCOUNTING & FINANCE CONCERNS IN CUSTOMER SERVICE MANAGEMENT. *Allied Academies International Conference. Academy of Accounting and Financial Studies. Proceedings*, 15(1), 39-43.

Opportunities at Smaller, Entrepreneurial Firms Lure Accounting Graduates. (2000). *Hispanic Times Magazine*, 23(4), 14.

Blackstaff, M. (2012). *Finance for IT Decision Makers: A practical handbook* (3rd ed.). Swindon: BCS Learning & Development Limited.

Epstein, L. (2009). *Reading Financial Reports For Dummies*. (2nd ed., For Dummies). Hoboken: Wiley.

Davies, D., & Institute of Personnel Management. (1990). *Finance and accounting for managers*. (Management studies series). London: Institute of Personnel Management.
University of Nebraska--Lincoln. College of Business Administration, Creighton University, & Florida International University. (2008). *Quarterly Journal of Finance and Accounting*