



# Level 7 Diploma in Strategic Management and Innovation

## Qualification Specification

March 2023

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## About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

### Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- 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.

### Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults with a range of employers, providers, and existing centres (where applicable) to ensure rigor, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

### Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are 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 teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

## **Qualification Title and Accreditation Number**

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

### **QUALIFI Level 7 Diploma in Strategic Management Innovation (601/2900/2)**

## **Qualification Aims and Learning Outcomes**

### **Aims of the QUALIFI Level 7 Diploma in Strategic Management and Innovation**

The aim of the qualification is to provide learners with the knowledge, understanding and skills required to deal with the complexities of leadership and strategic management in a business context, and to develop their ability to lead change in organisations.

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

1. Gain a recognised qualification from an internationally recognised awarding organisation.
2. Learn from a curriculum supported by the most recent content relevant to a contemporary business environment.
3. Develop new skills and knowledge that can be immediately applied.
4. Prepare for higher-level positions in management through personal and professional development as a leader who thrives in complex and globally diverse environments.
5. Progress along a pathway to gain a higher-level qualification.

### **Learning Outcomes of the QUALIFI Level 7 Diploma in Strategic Management and Leadership**

The overall learning outcomes of the qualification are for learners to:

- To understand and apply the principles of strategic innovation in a business environment.
- Review and apply the principles of business management within industry.
- To understand and apply the principles of strategic management and innovation in a specific environment.
- To improve the employability of learners by allowing them to explore the relationship between management theories and their practical application in the business world.
- Analyse problem solving techniques specific to business and industry

- Select, collate, review and analyse information from a wide range of sources.
- Manage one's own personal development and growth.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

## **Delivering the Qualification**

### **External Quality Assurance Arrangements**

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved Centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

QUALIFI, unless otherwise agreed:

- sets all assessments.
- moderate's assessments prior to certification.
- awards the final mark and issues certificates.

### **Learner Induction and Registration**

Approved Centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

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 to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

## Entry Criteria

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 19 years or over.

Learners are expected to hold the following:

- Level 6 qualification or:
- First Degree.

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 enrolment to UK higher education postgraduate programmes where applicable. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

In certain circumstances, applicants 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 qualification.

## 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 *Recognition of Prior Learning Policy*.

## 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 and may be made available to our regulators. 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)

## Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

## Professional Development and Training for Centres

QUALIFI supports its approved centres 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.

Please contact us for further information.

## Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 7 Diploma in Strategic Management and Leadership** will enable learners to progress to:

- QUALIFI Level 8 Diploma in Strategic Management and Leadership.
- University to complete a master's degree.
- Employment in an associated profession.



## Qualification Structure and Requirements

### Credits and Total Qualification Time (TQT)

The QUALIFI [enter qualification title] is made up of [enter credit value] credits which equates to hours [enter TQT value] of TQT.

**Total Qualification Time (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.

Examples of activities that can contribute to Total Qualification Time includes 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 prerecorded 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, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

### Rules of Combination

Learners must complete 8 units to achieve a minimum of 120 credits total.

Unit Reference	Units	Level	TQT	Credit	GLH
D/506/9071	Finance for Managers	7	150	15	60
D/506/9068	Strategic Direction	7	150	15	60
M/506/9074	Strategic Marketing	7	150	15	60
M/650/6557	Innovation, Change and Enterprise	7	150	15	60
R/650/6558	Operations & Global Supply Chain Management	7	150	15	60
Y/506/9067	Manage Team Performance to Support Strategy	7	150	15	60
H/506/9069	Information Management and Strategic Decision Taking	7	150	15	60
L/506/9065	Leading a Strategic Management Project	7	150	15	60

H/506/9072	Human Resource Planning	7	150	15	60
H/616/8579	Marketing Strategy for Social Enterprise	7	200	20	80
Y/616/8580	Global Marketing	7	200	20	80
D/616/8581	Strategic Management	7	200	20	80

### **Achievement Requirements**

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

### **Awarding Classification/Grading**

This qualification grading is: [Enter grade, e.g., **Pass/Fail**].

All units will be internally assessed through written assignment, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

### **Assessment Strategy and Guidance**

QUALIFI will provide written assessment tasks for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on work-related information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor, see Assessment Guidance for further information.

The assessment tasks will require learners to draw on real organisational information or case studies 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, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

All learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification. To achieve a 'pass' for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

The assessment tasks will require learners to draw on real organisational information or case studies 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, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

Qualifi will provide a combination of assessment that cover the learning outcomes and assessment criteria. These may be:

### **1: Formative Assessment**

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance. Formative assessments will not contribute to the overall mark of the units.

### **2: Summative Assessment**

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

<b>Formative Assessment</b>	<b>Summative Assessment</b>
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded Pass / Refer

Evidence of both formative and summative assessment **MUST** be made available at the time of external quality assurance – EQA.

# Unit Specifications

## Unit SMI701: Finance for Managers

Unit code: D/506/9071

RQF level: 7

### Aim

The aim of this unit is to support learners in understanding and using financial information and data. This unit is important to learners as it support financial decision making.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria.
1. Be able to analyse financial information and data.	1.1 Determine what financial information is needed and assess its validity.
	1.2 Analyse different financial documents and information and formulate conclusions about financial performance levels and needs of stakeholders.
	1.3 Conduct comparative analysis of financial information and data.
	1.4 Critically review and question financial information and data.
2. Be able to assess budgets and their ability to support organisational objectives.	2.1 Identify how a budget can be produced taking into account financial constraints and achievement of targets and accounting conventions.
	2.2 Be able to assess a budget.
	2.3 Identify how a budget for a complex organization can support

	organizational objectives and targets whilst taking into account financial constraints and accounting conventions
3. Be able to evaluate financial proposals for expenditure provided by others.	3.1 Identify criteria by which proposals can be judged.
	3.2 Critically analyse the viability of a proposal for expenditure.
	3.3 Identify the strengths and weaknesses of a proposal and give feedback on the financial proposal.
	3.4 Analyse the viability of a proposal for expenditure.
	3.5 Evaluate the role of non-financial considerations, including contract, procurement and supply chain management in financial strategic decisions.

### Indicative Content

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

- Sources of data and information

### **Core Texts**

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

### **Core Text (US)**

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

### **Core Text (UK)**

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

### **Suggested Resources (US)**

- Financial Accounting Standards Board
- American Institute of Certified Public Accountants
- International Accounting Standards Board
- International Financial Reporting Standards
- <http://aaajournals.org/doi/full/10.2308/accr-10297>

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

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

## Unit SMI702: Strategic Direction

Unit code: D/506/9068

RQF level: 7

### Aim

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

### Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria.
1. Be able to review and determine the organisation's strategic aims and objectives.	Assessment of this learning outcome will require a learner to demonstrate that they can:
	1.1 Critically analyse the existing strategic aims and objectives of the organisation.
	1.2 Undertake a critical evaluation of the components of current organisational strategy.
	1.3 Critically analyse the factors affecting the strategic aims of organisational strategy over the short and medium term.
2. Be able to evaluate progress towards achieving organisational strategic aims and objectives.	2.1 Apply a range of diagnostic and analytical tools to audit and assess progress towards existing strategic aims and objectives.
	2.2 Take responsibility for and critically assess the expectations of all stakeholders and their influence upon future organisational strategy.
	2.3 Critically analyse, interpret and produce an evaluation of the existing organisational strategic position and



	progress towards achieving the existing strategy.
3. Be able to determine and evaluate strategic options to support a new strategic position.	3.1 Critically evaluate and develop a range of alternative strategic options to meet organisational strategic aims, direction and objectives in the short and medium term.
	3.2 Determine and justify the existing strategic option that can meet the revised strategic position.

### Indicative Content

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

### Core Text

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

### Suggested Resources

- The Art of Strategy. (Avinash K. Dixit)
- Competitive Strategy Techniques. (Professor Michael Porter)
- Blue Ocean Strategy. (W. Chan Kim)
- Good Strategy Bad Strategy. (Richard Rumelt)
- The Lean Start-up. (Eric Ries)
- Strategy. (B. H. Liddell Hart)
- The Innovators Dilemma. (Clayton M. Christiansen)
- Competitive Advantage. (Professor Michael Porter)
- Strategic Safari. (Henry Mintzberg)
- Competitive Advantage. (Johnson and Scholes)
- Grant, R., (2007) Contemporary Strategy Analysis 6th Ed., Pearson
- Lynch, R., (2005) Corporate Strategy 4th Ed., F-T/Prentice Hall

- Mintzberg, H., (2007) *Tracking Strategies: Towards a General Theory*, OUP
- Ringland, G. (2004) *Scenario Planning*. Wiley
- Van der Heijden, K. (2004) *Scenarios: The Art of the Strategic Conversation*.Wiley
- Whittington R (2001) *What is Strategy – and does it matter?* 2nd Ed. Thomson Learning
- Stacey, R., (2011) *Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking about Organisations*. 6th ed. Harlow, England, New York: Financial Times Prentice Hall.

## Unit SMI703: Strategic Marketing

Unit code: M/506/9074

RQF level: 7

### Aim

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

### Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria.
1. Be able to understand the relationship between the marketing plan and strategic objectives.	1.1 Critically evaluate how marketing techniques and tools can support the strategy of an organisation and how this impacts on the marketing plan.
	1.2 Determine marketing methodologies and approaches that contribute to a marketing plan within complex organisations.
	1.3 Address risk associated with the marketing plan.
2. Be able to produce a strategic marketing plan.	2.1 Critically analyse the components of a marketing plan and the levels of importance of each component to the achievement of strategic objectives.
	2.2 Address mitigation strategies for high-risk components of the plan.
	2.3 Develop a marketing plan that will achieve strategic objectives for a complex organisation.

3. Be able to promote the marketing plan in support of strategic objectives.	3.1 Discuss how the plan supports strategic objectives.
	3.2 Develop an approach to gain agreement for the marketing plan that will change organisation actions and methods to achieve strategic objectives.
	3.3 Critically evaluate and provide review measures for the agreed plan.

### Indicative Content

- Marketing mix and principles of marketing
- Marketing research
- International marketing planning
- Methods and Techniques for collecting Data and Information
  
- Basic / Traditional Approaches to Strategy Marketing methodologies
- Diffusion of Innovation, Product life cycle and experience curve
- Issues of risk within a marketing plan
- Components of a Strategic Marketing Plan
- Brand & Advertising including Global Brands
- Advertising to Children
- The Regulatory Frameworks
- Use Product/Service Branding
- Behaviours and Attitudes
- Behavioural Measures of Loyalty
- Customer Service
- Digital and Global marketing
- Globalization theories and cases in practice.
- Advertising to Children
- The Regulatory Frameworks

### Core Text

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

## Suggested Resources

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

## Unit SMI704: Innovation, Change and Enterprise

Unit code: M/650/6557

RQF level: 7

### Aim

The unit covers a wide-ranging set of business leadership disciplines and specifically innovation, change, enterprise and risk management. Consideration will be given to a range of models suitable for leading innovation, change, enterprise and risk management.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria.
1 Be able to evaluate approaches to innovation.	1.1 Assess the value of ideas and change initiatives in their own organisation and report on the impact of continuous improvement initiatives.
	1.2 Evaluate the advantages and disadvantages of proactive and reactive approaches to innovation.
	1.3 Assess the role of creativity in innovation.
	1.4 Analyse the ethical, environmental and sustainability dimensions of innovation.
	1.5 Analyse the social and cultural factors to be taken into account when proposing innovative products, services or processes.
2 Be able to evaluate models of change and risk management.	2.1 Evaluate the advantages, disadvantages and requirements of a range of models for innovation, change, enterprise and risk management including the RMI (radical, mixed and incremental) approaches to innovation.
	2.2 Assess the impact of disruptive technologies on the strategy of their own

	organisation.
	2.3 Evaluate the requirements of presenting a case for change in their own organisation.
	2.4 Analyse the components of risk management.
	2.5 Analyse the risk mitigation factors to be considered within change management
3 Be able to understand entrepreneurship in business.	3.1 Evaluate the role, characteristics and value of entrepreneurship.
	3.2 Analyse different entrepreneurial processes and mind-sets.
	3.3 Distinguish between individual and corporate entrepreneurship.
	3.4 Evaluate the organizational challenges and opportunities for achieving a balance of entrepreneurship and sustainability of a business.

### Indicative Content

- Nature and Scope of change management
- The Role of change management concepts in innovation
- Components of Change Management
- Obstacles to change management under the innovation
- Risk that are facing at change management
- Remedies for the risk management
- Kotter's eight steps to change, Lewin's unfreeze/change/re-freeze model, the change curve, Kaizen, Business Process Re-engineering, Stakeholder Mapping and SAF (Suitability, Acceptability, Feasibility) modelling

### Core texts

Bessant, J. and Tidd, J. (2015) Innovation and entrepreneurship, 2<sup>nd</sup> ed., Chichester: Wiley.

Miller, D. and Proctor, A. (2016) Enterprise change management, London: Kogan Page.

### **Recommended texts**

- Kotter, J. P. (2012) Leading change 3<sup>rd</sup> ed., Boston: Harvard University Press.
- Norman, S.M. and Jeffrey, C.R. (2016). Essentials of Entrepreneurship and Small Business Management. (8th ed.). Pearson India Education Services Pvt. Ltd.
- Barringer, B. R., and Ireland, R. D. (2018). Entrepreneurship: Successfully Launching New Ventures. (5th ed.) Prentice Hall.
- Michael H. Morris, Donald F. Kuratko, Jeffrey G. Covin, (2010), Corporate Entrepreneurship & Innovation, 3rd Edition, South-Western College Pub
- Kuratko, D. F., and Hodgetts, R. M. (2007). Entrepreneurship: Theory, Process and Practice. (7th ed.). Thomson, South-Western.
- Baron, R. A., & Shane, S. (2005). Entrepreneurship: A Process perspective. South-Western: Thompson

### **Journals**

Business Process Management Journal

Journal of Change Management

Journal of Organizational Change Management

Knowledge and Process Management

Strategic Direction

### **Strategy and Leadership**

### **Websites**

Business Balls, <https://www.businessballs.com/>

UK Innovation Research Centre, <http://www.uk-irc.org/>

## **Unit SMI705: Operations and Global Supply Chain Management**



Unit code: R/650/6558

RQF level: 7

## Aim

Operations and Supply Chain Management is a field of study and business activity that plays an important role in securing long-term profitability, performance excellence and competitive advantage. This unit incorporates studies of operations management and strategy which allow managers to direct, design and manage product and services delivery, establish effective and efficient processes and supply and distribution networks, incorporating resources, information/technology and people perspectives.

This unit also focuses on quality assurance/control and continuous improvement with the help of operations methods/techniques and evidence-based business decision-making which allow businesses and organisations to achieve world class performance.

## Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Be able to understand the nature of supply chains.	1.1 Assess the goals and historical growth of supply chain management.
	1.2 Evaluate the impact of supply chain decisions on the success of an organisation.
	1.3 Evaluate the nature and role of operations management in the modern business environment.
	1.4 Evaluate political, economic, social and technological factors that affect supply chains.
	1.5 Evaluate the role of operations and global supply chain management/strategy in the modern business context.
2 Be able to appraise product and process design and their connections with operations and global supply chains, competitive performance	2.1 Define operational strategy within the context of services and manufacturing.
	2.2 Design product/services and processes that are consistent with organizational objectives,

indicators and business economics.	standards and values.  2.3 Design national and international supply and distribution networks design that are consistent with organisational objectives, standards and values.
3 Be able to deliver organizational supply chain management goals through planning and control of supply and demand.	<p>3.1 Calculate accurately the supply and demand requirements of different stages of the supply chain.</p> <p>3.2 Evaluate the interaction and impact of capacity, inventory, supply chain and relationship management.</p> <p>3.3 Evaluate the impact of business ethics on supply chain management.</p> <p>3.4 Apply planning and control techniques that are appropriate for operations and supply chain management functions.</p> <p>3.5 Appraise the use of forecasting, lean operations and project management techniques to control a supply chain.</p>
4 Be able to evaluate the effectiveness of techniques for operations and supply chain improvement.	<p>4.1 Select techniques for operations and supply chain improvement and failure prevention that are appropriate to the nature of a supply chain.</p> <p>4.2 Secure corporate social responsibility and sustainability in accordance with organisational objectives, standards and values.</p> <p>4.3 Evaluate the application of Total Quality Management (TQM) and other QA systems in operations and global supply chain management.</p> <p>4.4 Evaluate the effectiveness of tools and techniques for continuous improvement and corporate social responsibilities.</p> <p>4.5 Assess the requirements of techniques for the measurement of performance</p>

This module is designed to provide learners with a contemporary and comprehensive understanding of key aspects of operations management and strategy from an international business perspective and its content covers four major areas of operations strategy and management:

1. Directing: via understanding the nature and role of operations management in the modern business environment – political, economic, social and technological factors, defining operations strategy within the context of services and manufacturing.
2. Designing: product/services and processes, national and international supply and distribution networks design.
3. Delivering (Managing): through planning and control of supply and demand (capacity, inventory, supply chain and relationship management, business ethics, forecasting, lean operations and project management).
4. Developing (Improving): measurement of performance, Total Quality Management and other QA systems and their applications in operations and global supply chain management; tools and techniques for continuous improvement and corporate social responsibilities.

### **Core texts**

Slack, N., Brandon-Jones, A. & Johnston, R. (2016) *Operations management*, 8<sup>th</sup> ed., Harlow: Pearson Education

### **Recommended texts**

Slack, N., Chambers, S., Johnston, R. & Betts, A. (2009) *Operations and process management: principles and practice for strategic impact*, 2<sup>nd</sup> ed., Harlow: Pearson Education

Paton, S., Clegg, B., Hsuan, J. & Pilkington, A. (2011) *Operations management*, Maidenhead: McGraw-Hill.

### **Journals**

International Journal of Operations and Production Management

Journal of Supply Chain Management

International Journal of Service Operations Management

### **Websites**

Production & Operations Management Society (<http://www.poms.org/>)

Institute of Supply Chain Management (<https://www.ioscm.com/>)

European Operations Management Association (<http://www.euroma-online.org/>)

The Chartered Institute of Logistics and Transport (<https://ciltuk.org.uk/>)

**Unit SMI706: Manage Team Performance to Support Strategy**

Unit code: Y/506/9067

RQF level: 7

**Aim**

The aim of this unit is to allow learners to explore how team performance can be evaluated and optimised to realise strategic objectives. Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas which could be used to help you set departmental, project, team and their own objectives.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria.
1. Be able to set performance targets for teams to meet strategic objectives.	1.1 Critically assess the links between team performance and strategic objectives.
	1.2 Critically evaluate tools and techniques available to set team performance targets.
	1.3 Critically evaluate the value of team performance tools to measure future team performance.
2. Be able to agree team performance targets to contribute to meeting strategic objectives.	2.1 Analyse how to determine required performance targets within teams against current performance.
	2.2 Address the need for individual commitment to team performance in achievement of strategic objectives.
	2.3 Critically evaluate the application of delegation, mentoring and coaching to the achievement of the strategic objectives.
	2.4 Critically evaluate a team performance plan to meet strategic objectives.
3. Be able to monitor actions and activities defined to improve team performance.	3.1 Identify tools and methodologies to assess the process for monitoring team performance and initiate changes where necessary.
	3.2 Evaluate team performance against agreed objectives of the plan and address problematic performances.
	3.3 Critically evaluate the impact of the team performance in contributing to meeting strategy.

4. Be able to apply influencing skills to respond to the dynamics and politics of personal interactions.	4.1 Determine influencing methodologies that can gain the commitment of individuals to strategy
	4.2 Critically discuss the impact of individual dynamics, interests and organisational politics on securing the commitment of individuals to strategy.

### Indicative Content

In this unit learners will study a number of models, concepts and ideas which can be used to manage team performance. These include:

- Setting the Context for team performance
- IMPAQ Performance Management Approach
- Performance Management System & Performance Appraisal Context
- Elements of the Change Framework
- Adair – action centres leadership
- Scope & Objectives of change
- Motivation Models and Concepts
- Tuckman – Stages of team development
- Latham and Locke 1990
- The Performance Management Cycle
- Aligning Team Goals with Organisational Strategy
- The Performance Appraisal Cycle
- The GROW Model and Coaching
- Belbin – Team Size
- Blended Performance Measures
- Building Blocks for Highly Effective Teams
- Managing the Psychological Contract
- Adams 1965 Expectancy Theory
- Current issues in performance management
- Some Other Measurement Systems
- Employee Engagement

## **Core Text**

Leading, Managing and Developing People, Rees, G. and French, R. 2010

## **Suggested Resources**

<http://www.cipd.co.uk/hr-resources/factsheets/identifying-learning-talent-development-needs.aspx>

### ***Empowerment***

<http://www.economist.com/node/12497834>

### ***Coaching and mentoring***

<http://www.cipd.co.uk/hr-resources/factsheets/coaching-mentoring.aspx>

### ***Managing stakeholders***

<http://www.som.cranfield.ac.uk/som/dinamic-content/media/CR%20Stakeholder.pdf>

### ***CMMI***

<http://www.sei.cmu.edu/cmmi/>

***Nadler and Tushman - Organisational congruence model*** <http://super-business.net/knowledge-management/853.html>

### ***Porter's Value Chain***

<http://www.ifm.eng.cam.ac.uk/research/dstools/value-chain/>

<http://super-business.net/knowledge-management/853.html>

### ***Mintzberg - Crafting strategies***

<https://hbr.org/1987/07/crafting-strategy/ar/1>

### ***TRIZ UK***

<http://www.triz.co.uk/>

### ***Guānxi***

<http://www.worldlearnerchinese.com/content/what-guanxi>

### ***The 7 Habits of Effective Managers, Stephen Covey***

<https://www.stephencovey.com/7habits/7habits.php>

### **General systems model**

<http://www.open.edu/openlearn/science-maths-technology/computing-and-ict/systems-computer/systems-thinking-and-practice/content-section-0>

### **Problem structuring methods**

<http://www.sciencedirect.com/science/article/pii/S0377221703000560>

### **The Core Competence of the Corporation, Prahalad and Hamel 1990**

[http://www.enterrasolutions.com/media/docs/2013/08/Prahalad\\_Hamel\\_1990.pdf](http://www.enterrasolutions.com/media/docs/2013/08/Prahalad_Hamel_1990.pdf)

### **Emotional intelligence**

<http://psychology.about.com/od/personalitydevelopment/a/emotionalintell.htm>

<https://www.stephencovey.com/7habits/7habits.php>

### **Kakabadse**

<http://www.kakabadse.com/>

**Neuroscience for Leadership: Harnessing the Brain Gain Advantage (The Neuroscience of Business)** <http://www.amazon.co.uk/Neuroscience-Leadership-Harnessing-Advantage-Business/dp/1137466855>

### **Belbin**

<http://www.belbin.com/rte.asp?id=73&pressid=31>

### **Emotional intelligence**

<http://psychology.about.com/od/personalitydevelopment/a/emotionalintell.htm>

### **Win-win**

<https://www.youtube.com/watch?v=t9Lo2fgxWHw>

[https://en.wikibooks.org/wiki/Introduction\\_to\\_Game\\_Theory/Prisoner%27s\\_Dilemma](https://en.wikibooks.org/wiki/Introduction_to_Game_Theory/Prisoner%27s_Dilemma)

### **5 conflict management styles**

<http://sourcesofinsight.com/conflict-management-styles-at-a-glance/>



## Unit SMI707: Information Management and Strategic Decision Taking

Unit code: H/506/9068

RQF level: 7

### Aim

The aim of this unit is to address the volume and complexity of data and information available to organisations and how to analyse, apply and determine its value in making strategic decisions.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria.
1. Be able to understand the importance of management information on strategic decisions.	1.1 Critically identify the features of data and information.
	1.2 Determine the criteria to be applied when selecting appropriate data and information to support strategic decisions.
	1.3 Critically evaluate the impact of a management information system to an organisation.
2. Be able to understand the importance of information sharing within an organisation.	2.1 Determine the legal responsibilities in sourcing, sharing and storing information.
	2.2 Critically discuss when information should be offered and access allowed.
	2.3 Critically evaluate the formats in which information can be provided and the impact of using various formats.

3. Be able to use information to support strategic decision making.	3.1 Critically analyse information to identify patterns, trends and impacts on strategic decision making.
	3.2 Critically evaluate a range of decision-making tools and techniques available to support strategic decision making.
	3.3 Determine data and information sources available to assist in strategic decision taking.
4. Be able to monitor and review management information.	4.1 Critically identify methods of evaluating management information within an organisation.
	4.2 Formulate processes and methodologies for analysing the impact of information on the strategic decisions made.
	4.3 Determine methods of developing information capture to inform and support strategic decision making.

### Indicative Content

In this unit learners will be introduced to concepts, ideas and models that underpin an organisation undertaking information management and strategic decision taking. The models and concepts will include:

- Context is everything
- The Knowledge Economy
- Knowledge Management Drivers
- Dimensions of Knowledge Management
- Knowledge is Carbon Not Silicon?
- Tacit and explicit knowledge
- Do You Know What You Know?
- The Ackoff Pyramid
- A Common K-M Misconception
- Organisational Knowledge and Individual Knowledge
- Four Modes of Knowledge Creation
- Data Protection and Information Security
- Communities of Practice
- Uses of IT and digital technologies
- Knowledge Sharing - or not!
- Ethics Information Cultures – Definition.

## Core Text

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

## Suggested Resources

**Stewart Brand: How Buildings Learn: What Happens after They're Built**

<http://shearinglayers.com/layers/>

### **TRIZ**

<http://www.triz.co.uk/>

### **COBIT 5**

<https://cobitonline.isaca.org/>

### **ITIL**

<http://www.itil.org.uk/>

**eTOM (Extended Telecoms Operating Model)**

<https://www.tmforum.org/tm-forum-framework/>

**Systems and Requirements Engineering**

<http://www.incose.org/>. **ISO9000 - Quality Management**

The ISO 9000 family addresses various aspects of quality management and contains some of ISO's best-known standards. The standards provide guidance and tools for companies and organizations that want to ensure their products and services consistently meet customer's requirements and quality is consistently improved.

**A theory of networks (Karen Stephenson)**

[http://avxhome.se/ebooks/The\\_exploit\\_a\\_theory\\_of\\_networks.html](http://avxhome.se/ebooks/The_exploit_a_theory_of_networks.html)

**The Fractal Organisation**

<http://journals.issn.org/index.php/proceedings56th/article/viewFile/1796/663>

<http://www.amazon.com/The-Fractal-Organization-sustainable-organizations/dp/0470060565> **OODA**

[https://www.mindtools.com/pages/article/newTED\\_78.htm](https://www.mindtools.com/pages/article/newTED_78.htm)

## Unit SMI708: Leading a Strategic Management Project

Unit code: L/506/9065

RQF level: 7

### Aim

The unit will involve the Learner in formulating research and methodologies to support a strategic management project. They will be required to critically evaluate options and data sources prior to presenting project outcomes.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria.
1. Be able to identify and justify a strategic investigative project.	1.1 Determine a strategic topic to investigate that has significant implications for the organisation.
	1.2 Discuss the aim, scope and objectives of the project.
	1.3 Take responsibility for and justify the topic of investigation and its aim, scope and objectives.
	1.4 Formulate the project research methodology, including the project structure and research base.
2. Be able to conduct research using different data sources and synthesize data and options.	2.1 Assess sources of data and information that will support the aim of the project.
	2.2 Synthesize the data and information for options or alternatives that support the project aims.
	2.3 Critically evaluate and determine an option that supports the project's strategic aims.
3. Be able to draw conclusions and make recommendations that achieve	3.1 Critically evaluate the research to enable conclusions to be made.

the project aim.	3.2 Recommend a course of action that achieves the strategic aims of the project.
	3.3 Critically analyse the impact of the recommendations.
4. Be able to develop and review the results of the investigative project.	4.1 Determine the medium to present the result of the project and its contribution to strategic objectives.
	4.2 Take responsibility for the results of the investigative project and the substantial changes and developments it brings about.
	4.3 Critically evaluate the impact and success of the investigative project.

### Indicative Content

In this unit learners will examine:

- Setting Scope and Boundaries
- Project planning, e.g., use of Gantt and Time box
- Project phases including diagnosis and analysis
- Messy problems
- Critical Success Factors and, assumptions
- Project Initiation
- Types of investigative project
- Generation and evaluation of options
- Implementation strategy and plans
- Methods and Techniques for collecting Data and Information
- Different Types of Research
- Quantitative and Qualitative Research
- Basic/Applied research
- Deductive/Inductive Research
- Research Philosophies
- Differences between data, information and knowledge
- Trade off models
- Project Risks and risk model
- Earned Value Management formulation. (EVM)
- Evolving Project Charters – Project Initiation Documents
- Project techniques for managing Time – Scope – Quality – Costs
- Application for tender/

### Core Text

Project Management, a step-by-step guide on how to plan and manage a highly successful project. Richard Newton 2006

### **Suggested Resources**

- Project Management, a step-by-step guide on how to plan and manage a highly successful project. Richard Newton
- The Project Manager, mastering the art of delivery. Richard Newton
- Brilliant Checklist for Project Managers. Richard Newton
- A Guide to the Project Management Body of Knowledge (PMBOK- The Project Management Institute)
- Essential Maths for Business and Management. Morris, C. 2007, London: Palgrave Macmillan
  
- Business Research Projects, Jankowicz, Chapman Hall
- Researching and Writing Dissertations, Horn, CIPD
- Essential Guide to Qualitative Methods in Organisational Research, Cassell C. & Symon G. 2004 London: Sage.
- Research Methods for Managers, 4th ed, Gill, J. & Johnson, P. 2010, London: Sage
- Market Research in Practice: Questionnaire Design: How to Plan Structure and Write Survey Material for Effective Market Research, Bruce, I. (2008) 2nd edition, London, Kogan Page.
- Embracing Complexity, Allen, Bowman and Boulton, Oxford University Press

## Unit SMI709: Human Resource Planning

Unit code: H/506/9072

RQF level: 7

### Aim

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

### Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria.
1. Understand how the HR plan supports strategic objectives.	1.1 Critically assess the strategic importance of current, future and anticipated HR requirements.
	1.2 Analyse how HR planning impacts on the strategic plan.
2. Understand the legal and organisational frameworks for the employment of staff.	2.1 Evaluate the current legal frameworks that influence a HR plan.
	2.2 Identify approaches and methodologies to support the recruitment and selection of staff (external candidates) and the impact of current legislation and organisation requirements.
3. Understand the effect of the organisational environment on employees.	3.1 Critically evaluate how organisational culture affects recruitment and retention of employees.

	3.2 Discuss the work environment influences where personal work life balance issues and the changing patterns of work practices determine motivation and commitment.
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### Indicative Content

- What is HRM?
- Drivers' towards HRM?
- Categorisation of Theories of HRM
- Categorisation and Critiques of HRM Models / Approaches
- Approaches to the Development of HR Strategy
  
- Organisation theory Contemporary theories of organisations
- Ulrich's Adapted HR Stool
- Organisational & managerial perspectives
- Best Practice Models
- Evolution of HR Strategy
- Performance management the planning, assessment and feedback model
- The Michigan HR resource cycle
- Features of new organisational forms
- Managing employee relations
- Corporate governance, ethics, CSR and accountability.

### Core Text

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

### Suggested Resources

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



## Unit SMI710: Marketing Strategy for a Social Enterprise

Unit code: H/616/8579

RQF level: 7

### Aim

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

### Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria.
1. Be able to analyse the critical success factors for an SMSE.	1.1 Analyse the critical success factors for the chosen SMSE.
	1.2 Critically evaluate issues for the SMSE in a particular sector and identify how it may obtain a competitive advantage.
2. Be able to design a marketing strategy for an SMSE.	2.1 Choose an SMSE and analyse the industry in which it operates.
	2.2 Evaluate the SMSE's current marketing strategies.
	2.3 Prepare and Assemble a marketing strategy to increase customer value for a
	2.4 Design a plan to monitor the effectiveness of the developed strategy against relevant KPIs.

3. Critically appraise the role of marketing in the not-for-profit sector and design relevant strategies.	3.1 Analyse the cultural, political and organisational aspects of the not-for-profit sector that impact on its marketing.
	3.2 Develop customer-oriented strategies for the not-for-profit sector to improve customer
4. Evaluate the effectiveness of marketing in a public sector organisation.	4.1 Assess the effectiveness of marketing in a chosen public sector organisation.
	4.2 Identify and explain current or possible issues relating to marketing in a public sector organisation.
	4.3 Develop marketing strategies to overcome identified issues in a public sector organisation and consider suitable marketing theories.

### Indicative Content

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

- **Strategies to gaining competitive advantage for SMSEs:** This includes the application of concepts such as segmentation, targeting, relationship management, innovation, value creation, direct marketing and technology for SMSEs
- **Industry analysis:** Resources analysis, Porters five forces, market research, demographic analysis, entrepreneurship, related government authorities, etc.
- **SMSE sector:** This includes identification of SMSEs competency, resource base, skills, capital investment, entrepreneurship, management, empowerment, strategic planning as compared to the large organisations, Marketing planning and control, Managing roles and functions within SMSEs
- **Constraints in implementing effective marketing strategies in SMSEs:** Lack of support from Government Departments, Banks and other financial institutions as well as corporates,
- **Marketing strategy for SMSEs:** This includes potential marketing strategies appropriate to the context
- **Evaluation of SMSE marketing:** Traditional marketing models: 7Ps, BCG, Ansoff and Porter, PESTEL, Product life cycle, segmentation, etc
- **Utilisation of public sector marketing:** Public sector can use effective and novel

marketing concepts to areas such as education, public services (police, local government), health, transport, community services, and physical infrastructure

- **Reasons for the growing use of marketing in the public sector:** This should highlight why marketing strategies have become necessities in the public sector. E.g., Development of the marketing concept. Reasons for being customer focused: value creation, revenue generation, social development, to avoid ineffective investment, effective budgeting, community participation, national development, and goal achievement
- **Strategies to implement customer orientation:** CRM, effective use of customer feedback, community events, online services and solutions
- **Development of public administration models:** Growing public bodies; Need to strengthen social ties
- **Constraints that limit effective marketing in the public sector:** legislative restrictions, political philosophies, lack of physical resources, lack of financial resources
- **Factors to consider when incorporating marketing philosophies in the public sector:** The role of marketing mix in the public sector; Role of exchange in the public sector; Marketing mix for public services; Government
- **Challenges faced by the public sector:** Lack of resources, efficiency, productivity, politicization, budgetary constraints, lack of expertise knowledge
- **Application of marketing theories in the public sector:** Creating and maintaining a brand image in the public sector; Customer services; Strategic Partnerships; Networking; Stakeholder approach to marketing. Stakeholder analysis; Creating and measuring stakeholder value; Marketing research and market segmentation

### Suggested Resources

- Chaston I (2000) Entrepreneurial Marketing Basingstoke: Palgrave
- Harrison J and Taylor B (1996) Super growth Companies Butterworth-Heinemann
- Kotler, P., Armstrong, G., Harris, L., Piercy, N., Principles of Marketing, Pearson, 2013 (other editions available)
- Birley S and Muzka D (2000) Mastering Entrepreneurship – the Complete MBA Companion FT Pitman Ali M (2003) Practical Marketing and Public Relations for the Small Business (2nd ed) Kogan Page.

## Unit SMI 711: Global Marketing

Unit code: Y/616/8580

RQF level: 7

### Aim

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

### Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria.
1. Be able to apply appropriate tools and techniques to identify and select new products or service ideas.	1.1 Propose new product or service ideas
	1.2 Evaluate the appropriateness of various market testing and selection techniques for the new product/service identified.
	1.3 Evaluate ethical and CSR issues for the new product/service identified above.
2. Evaluate the importance of innovation protection for new products and services.	2.1 Evaluate each measure and select most appropriate (patents, copyright registration etc.) for the new product/service identified.
	2.2 Evaluate the impact of not protecting the innovation: reverse engineering, copying, impact on sales, etc.

3. Be able to develop appropriate marketing strategies for particular international markets.	3.1 Evaluate the market potential for possible business expansion.
	3.2 Develop appropriate marketing and communication strategies for the identified international markets.
	3.3 Critically Evaluate the strategies developed.
4. Be able to design internationalisation strategies for selected large organisations in global markets marketing in a public sector organisation.	4.1 Identify the factors that would facilitate internationalisation for a selected
	4.2 Design an internationalisation strategy for the organisation focusing on the processes.
	4.3 Identify risks of internationalisation and take appropriate measures to mitigate these.

### Indicative Content

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

- **Identification and selection of new product/service ideas:** brainstorming, costing, test marketing, revenue forecasts, feasibility study, cost-benefit analysis, BCG and Ansoff matrix, gap analysis, value chain analysis
- **Factors to consider when designing a new product:** Perception on the service/product quality, ownership and use of the product/service, Value and meaning, product and service functionality.
- **Corporate governance and business ethics:** CSR, structures, rights, duties, and obligations
- **Innovation protection:** Patenting ideas, design registration, copyright protection, trade marking and intellectual property, licensing and permissions management, legal redress
- **Consequences of not protecting innovation:** Imitation; lose competitive edge; Less market recognition and corporate excellence. These should be explained with practical examples

- **International Marketing analyses:** International Marketing Mix analysis; International market research; International market planning, strategic choice and evaluation/control
- **International marketing strategies:** International markets could be exploited for opportunistic global market development (diversifying markets); Following customers abroad (customer satisfaction); Pursuing geographic diversification (climate, topography, space, etc.); Exploiting different economic growth rates (gaining scale and scope); Exploiting product life cycle differences (technology); Pursuing potential abroad; Globalizing for defensive reasons; Pursuing a global logic or imperative (new markets and profits)
- **Marketing communication:** Wide access to internet, High technological devices, social media, etc. has changed the communication and promotional strategies of companies
- **SLEPT factors:** PESTEL analysis. In addition, it is also important to be aware of the actions of your competitors.
- **Standardization v adaptation:** When it comes to the international market entry companies tend to standardize the product; however, to be successful the importance of adapting to specific markets
- **Changing international environment:** Understand the new trends in globalisation. The theories of globalisation, issues and strategies should be discussed with regard to entering international markets
- **Cultural impact on internationalization:** language barriers, attitude, religious beliefs, etc.

### Suggested Reading

- Baxter M, (latest edition), Product design: practical methods for the systematic development of new products, Stanley Thornes, UK
- Bidault F., Despres C. and Butler, C. (latest edition) Leveraged Innovation: Unlocking the innovation potential of strategic supply. Basingstoke: Macmillan
- Dussauge, P. and Garette, B. (latest edition) Cooperative Strategy: Competing successfully through strategic alliances. Chichester: Wiley
- Jordan P W, (latest edition), Designing pleasurable products: an introduction to the new human factors, Taylor & Francis, London
- Kotler, P., Armstrong, G., Harris, L., Piercy, N., Principles of Marketing, Pearson, 2013 (other editions available).

## Unit SMI712: Strategic Management

Unit code: D/616/8581

RQF level: 7

### Aim

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

### Learning Outcomes and Assessment Criteria

Learning Outcomes.	Assessment Criteria.
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Demonstrate an understanding of the nature, scope and context of strategic management.	1.1 Explain the importance of strategic planning for an organisation.
	1.2 Compare organisational value and mission statements with current business objectives of an organisation.
	1.3 Devise and develop appropriate goals, values and strategic objectives for an organisation and consider the differences between profit and not for profit organisations approaches to strategic planning.
2. Demonstrate an understanding of the internal and external factors affecting an organisation.	2.1 Critically analyse major changes taking place in the external environment that will impact on an organisation's business strategy.

	<p>2.2 Analyse the needs and expectations of stakeholders for an organisation and consider the impact on strategic business planning.</p>
<p>3. Be able to review existing business plans and strategies of an organisation.</p>	<p>3.1 Select and use appropriate tools for strategic analysis of an organisation's current business strategies then consider: options for developing strategic planning, selection of an appropriate strategic option.</p>
	<p>3.2 Critically evaluate the effectiveness of tools available for strategic analysis.</p>
	<p>3.3 Review the risks and competitive position of an organisation in its current market.</p>
<p>4. Be able to design internationalisation strategies for selected large organisations in global markets marketing in a public sector organisation.</p>	<p>4.1 Devise an outline for the structure of a strategy plan for an organisation and include:</p> <ul style="list-style-type: none"> <li>• all stakeholders</li> <li>• identify resource requirements and constraints</li> <li>• communication processes to gain stakeholder commitment to the plan</li> <li>• monitoring and evaluation systems for the implementation of the strategy plan.</li> </ul>



## Indicative Content

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

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

## Suggested Reading

- Johnson, G., Scholes, K., and Whittington, R. Exploring Corporate Strategy: Texts and Cases (latest edition).
- Grant, R M, Contemporary Strategy Analysis (latest edition)
- Barney, J, Gaining and Sustaining Competitive Advantage (latest edition)
- Ten Hav, S.' Ten Have, W., Stevens, F, and Van der Elst, M, Key Management Models, Pearson (2003)

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