



# Level 3 Diploma in Business Innovation and Entrepreneurship

Specification (For Centres)

July 2025

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## Contents

About QUALIFI .....	4
Why Choose QUALIFI Qualifications? .....	4
Employer Support for the Qualification Development .....	4
Equality, Diversity and Inclusion (EDI) .....	4
Qualification Title and Accreditation Number .....	5
Qualification Aims and Learning Outcomes .....	5
Aims of the QUALIFI Level 3 Diploma in Business Innovation and Entrepreneurship .....	5
Learning Outcomes of the QUALIFI Level 3 Diploma in Business Innovation and Entrepreneurship .....	6
Delivering the Qualification .....	6
Centre staffing .....	7
Continuing professional development (CPD) .....	7
Quality assurance .....	7
Learner Recruitment, Induction and Registration .....	8
Recruitment .....	8
Entry Criteria .....	8
Learner induction .....	8
Recognition of Prior Learning .....	9
Data Protection .....	9
Learner Voice .....	9
Professional Development and Training for Centres .....	9
Progression and Links to other QUALIFI Programmes .....	10
Qualification Structure and Requirements .....	10
Credits and Total Qualification Time (TQT) .....	10
Rules of Combination for QUALIFI Level 3 Diploma in Business Innovation and Entrepreneurship .....	11
Achievement Requirements .....	11
Awarding Classification/Grading .....	11
Assessment Strategy and Methods .....	12
Unit Specifications .....	13

Unit BIE301: Innovation for Business .....	13
Unit BIE302: English for Business Communication .....	15
Unit BIE303: Thinking Entrepreneurially .....	17
Unit BIE304: Entrepreneurship and Entrepreneurial Business Planning .....	19
Unit BIE305: Entrepreneurial Marketing .....	21
Unit BIE306: Entrepreneurial Finance and Accounting .....	23
Assessment Guidance .....	25
Contact Details .....	26

## 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. This comprises centre approval, qualification approval and ongoing monitoring through our External Quality Assurance and annual centre monitoring processes.

### 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 problem-solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for their 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 consulted with a range of employers, providers and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

### Equality, Diversity and Inclusion (EDI)

QUALIFI qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality, diversity and inclusion across all aspects of the qualification process. Centres are required to implement the same standards of EDI and ensure teaching and learning are free from any barriers that may restrict access and progression. For further details please refer to QUALIFI's *Equality, Diversity and Inclusion Policy*.

Learners with any specific learning needs 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 3 Diploma in Business Innovation and Entrepreneurship  
(603/1051/0)**

## Qualification Aims and Learning Outcomes

### Aims of the QUALIFI Level 3 Diploma in Business Innovation and Entrepreneurship

The aim of the QUALIFI Level 3 Diploma in Business Innovation and Entrepreneurship is to provide a career path for learners who wish to develop their core capabilities within any business-related sector.

The qualification will help to prepare professional staff and managers of the future through a generic core of mandatory units that apply to all business, innovation and entrepreneurial contexts. 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.

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.

QUALIFI programmes 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 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.

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.

### **Learning Outcomes of the QUALIFI Level 3 Diploma in Business Innovation and Entrepreneurship**

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.

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

### **Delivering the Qualification**

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners and:

- have in place qualified and experienced assessors. All assessors are required to undertake regular continued professional development (CPD)
- access to the physical resources needed to support the delivery of the qualification and learner achievement.

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

QUALIFI, unless otherwise agreed:

- sets all assessments;
- quality assures assessments prior to certification;
- provides the criteria to award the final mark and issues certificates.

### **Centre staffing**

Staff delivering this qualification should:

- be occupationally competent and/or technically knowledgeable in the area[s] they are assessing,
- have recent relevant experience in the specific area they will be assessing and quality assuring.
- hold, or be working towards, the relevant Assessor/ Internal Quality Assurers (IQAs) qualification (s).

Assessors are assessing learner performance in a range of tasks to ensure the evidence they produce meets the requirements of the unit assessment criteria. To do this effectively assessors need a thorough understanding of assessment and quality assurance practices, as well as in-depth technical understanding related to the qualifications they are assessing.

To support assessors and the centre's internal quality systems, IQAs must have appropriate teaching and vocational skills, knowledge and expertise and be familiar with the occupation and technical content covered within the qualification.

### **Continuing professional development (CPD)**

Centres are expected to support the CPD of their staff to maintain current and up-to-date knowledge of the occupational area and ensure best practice in delivery, mentoring, training, assessment and quality assurance.

### **Quality assurance**

Approved Centres must have effective quality assurance systems in place to ensure robust qualification delivery and assessment, which includes internal monitoring and review procedures.

QUALIFI will appoint approved External Quality Assurers (EQAs) to monitor the assessment and internal quality assurance carried out by centres and ensure that assessment is valid and reliable. Please see QUALIFI's *External Quality Assurance Policy*.

## **Learner Recruitment, Induction and Registration**

### **Recruitment**

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.

During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 16 or over.

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.

### **Entry Criteria**

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualifications will be through centre interview and learners will be expected to hold the following:

- 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.

### **Learner induction**

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 of the 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.

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

### **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 ongoing 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 3 Diploma in Business Innovation and Entrepreneurship** will enable learners to 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.

## Qualification Structure and Requirements

### Credits and Total Qualification Time (TQT)

The **QUALIFI Level 3 Diploma in Business Innovation and Entrepreneurship** is made up of 60 credits. All units are 10 or 15 credits in value. 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.

**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 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 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 for QUALIFI Level 3 Diploma in Business Innovation and Entrepreneurship**

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 the three mandatory units and a minimum of two optional units to achieve the QUALIFI Level 3 Diploma in Business Innovation and Entrepreneurship.

<b>Unit reference</b>	<b>Mandatory</b>	<b>Level</b>	<b>TQT</b>	<b>GLH</b>	<b>Credit</b>
BIE301	Innovation for Business	3	100	65	10
BIE302	English for Business Communication	3	100	65	10
BIE303	Thinking Entrepreneurially	3	100	65	10
<b>Unit reference</b>	<b>Optional</b>	<b>Level</b>	<b>TQT</b>	<b>GLH</b>	<b>Credit</b>
BIE304	Entrepreneurship and Entrepreneurial Business Planning	3	150	100	15
BIE305	Entrepreneurial Marketing	3	150	100	15
BIE306	Entrepreneurial Finance and Accounting	3	150	100	15

### **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 e-certificates directly to all successful learners registered with an approved QUALIFI centre.

### **Awarding Classification/Grading**

This qualification grading is: **Pass/Fail**.

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

## Assessment Strategy and Methods

QUALIFI will provide a combination of assessment that cover the learning outcomes and assessment criteria for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria. 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.

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 and understanding. Where appropriate for the unit, learners will also be asked to show original thought and problem-solving skills and make recommendations for actions. 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.

Please see the Assessment Guidance for each unit for further information.

QUALIFI provides a user-friendly e-portfolio system for candidates to upload their assessment evidence and assignments for Assessors to mark and IQAs to quality assure. Approved centres should undertake the QUALIFI centre development courses to understand how to use the e-portfolio and the benefits to learners and the centre.

Learner assessments will be internally assessed by the approved centre and will be subject to external quality assurance by QUALIFI prior to certification.

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

## Unit Specifications

### Unit BIE301: Innovation for Business

Unit code: A/615/4770

RQF Level: 3

#### Unit Aim

The aim of this unit is to introduce learners to innovation in a business context. Learners will understand 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 be able to:		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 the 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). *Intrapreneur in action: A handbook for business innovation* (1st ed.). San Francisco: Berrett-Koehler.

Singh, M., Waddell, Dianne, & Net Library, 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*.

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

### Unit 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 be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	<del>Be able to gain</del> Understand the 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 <del>business documentation</del> write memo, report, email, poster and letter in the organisation
		1.34	Explain ways to improve written and verbal communications
2.	<del>Be able to identify</del> Understand ethical considerations for communication in the organisation	2.1	Define ethics in <del>relation to the</del> communication skills
		2.2	Identify the importance <del>of</del> ethical considerations for effective communications
		2.3	Evaluate complex issues that surround advocacy and concern powers in ethical communications
3.	<del>Be able to identify</del> Understand issues that reduce positive and effective communication in the organisation	3.1	Identify how barrier gestures <del>affects</del> positive and effective communication
		3.2	Identify non-verbal barrier gestures in communication <del>performance</del>
		3.3	Analyse the importance of effective communication in <del>tricky moments</del> difficult situations

### 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*.

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

### Unit Aim

The aim of this unit is to enable learners to carry out 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 be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	<del>Be able to</del> Understand self-analysis in the context of entrepreneurial careers	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 <del>your</del> self-analysis for entrepreneurial abilities
		1.4	Identify <del>own</del> <del>your</del> 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 <del>investor</del> <del>innovative</del> 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

### Unit 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 entrepreneurial 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 be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	<del>Be able to identify</del> Understand 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.	<del>Be able to Uu</del> Understand the concept of entrepreneurship and its relation to small businesses	2.1	Define the terms 'entrepreneurship', 'entrepreneur' and entrepreneurial opportunity
		2.2	<del>Discuss Access</del> the role of an entrepreneur in society
		2.3	Analyse competitive advantages and disadvantages of entrepreneurial organisations
3.	<del>Be able to analyse</del> Analyse the role, nature and characteristics of the entrepreneur in the economy	3.1	Explain the 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.	<del>Be able to Uu</del> Understand the entrepreneurial steps to business planning	4.1	Explore the potential of a 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, & My Library. (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

### Unit Aim

In this unit learners will be introduced to marketing, brand development and market positioning in an entrepreneurial context and in particular SMEs. Learners will have the opportunity to develop marketing strategy for a new business.

### Learning Outcomes, and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	<del>Be able to U</del> nderstand the nature of small and medium enterprises (SME) and their marketing practice	1.1	Examine <del>the role of the</del> how SMEs in develop <del>their</del> ing marketing practices
		1.2	Illustrate how SME <sup>s</sup> can develop innovative marketing solutions
		1.3	Explain the importance of setting an appropriate marketing plan for an organisation
		1.4	Explain how organisations have developed their marketing strategies
2.	Be able to develop a marketing strategy for a new business	2.1	Identify the importance of market research in strategy development
		2.2	<del>Build-Develop</del> a <del>marketing</del> business strategy to specify target market, features and benefits of business, competitive advantage, and actions to achieve goals
		2.3	Identify the importance of 7Ps (price, place, promotions, product, positioning, people, and packaging) in the development of marketing strategy
3.	<del>Be able to identify</del> Understand the entrepreneurial role in brand development and market positioning	3.1	Explain the importance of market positioning <del>and</del> <del>brand development</del>
		3.2	Examine the ways in which an entrepreneur can market the business using a variety of methods
		3.3	Evaluate the role and capabilities of social media in marketing the business venture
4.	<del>Be able to a</del> Analyse key issues and challenges faced by entrepreneur to target a market	4.14.1	<del>Conduct a risk analysis to identify potential risks prior to commencing the business</del> Identify potential risks <del>prior to commencing the business</del>
		4.24	Examine the ways in which an entrepreneur can cut the costs of marketing during the business start-up

## 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

Weerawardena, J., & Liesch, P. (2012). Advancing entrepreneurial marketing. *European Journal of Marketing*, 46(3/4), 542-561.

Lodish, L., Morgan, Howard, & Kallianpur, Amy. (2002). *Entrepreneurial Marketing: Lessons from Wharton's Pioneering MBA Course*. Hoboken: Wiley.

Miles, M., Gilmore, A., Harrigan, P., Lewis, G., & Sethna, Z. (2015). *Exploring entrepreneurial marketing*. *Journal of Strategic Marketing*, 23(2), 94-111.

Chaston, I. (2000). *Entrepreneurial marketing : Competing by challenging conventions*. (Macmillan business). Macmillan.

Whalen, P., & Akaka, M. (2016). A dynamic market conceptualization for entrepreneurial marketing: The co-creation of opportunities. *Journal of Strategic Marketing*, 24(1), 61-75.

Albaum, G., Duerr, Edwin, Strandkov, Jesper, & MyLibrary. (2005). *International marketing and export management* (5th ed.). Harlow: Prentice Hall.

Bly, R. (2009). *Marketing plan handbook : Develop big picture marketing plans for pennies on the dollar*. Irvine, Calif.]: Entrepreneur Press.

Conley, C., & Friedenwald-Fishman, Eric. (2006). *Marketing that matters [electronic resource] : 10 practices to profit your business and change the world* (1st ed., Social venture network series). San Francisco, Calif.: Berrett-Koehler.

## Unit BIE306: Entrepreneurial Finance and Accounting

Unit code: M/615/4782

RQF Level: 3

### Unit 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 be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	<del>Be able to</del> Understand the nature of 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.	<del>Be able to identify</del> Understand the nature, purpose and characteristics of financial statements	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.		3.1	
		3.2	
		3.3	
		3.4	
		3.5	
4.		4.1	
		4.2	
		4.3	

## 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*.



## Assessment Guidance

Please refer to the unit specifications for further details.

### Special Considerations and Reasonable Adjustments

This qualification and its assessments have been designed to best support accessibility and inclusion for all learners. In the design and development of qualifications and assessment QUALIFI complies with the requirements of the Equality Act 2010 and the appropriate Ofqual general conditions of regulation. In some instances individuals will have diverse learning needs and need reasonable adjustments to be able fully participate in the qualification and have fair access to assessment. Reasonable adjustments, including additional time or alternative evidence formats, are intended to enable learners with individual needs to demonstrate their skills and knowledge without changing the demands of the assessment. Centres are responsible for making sure that learners can access the requirements of the qualification at the start of a programme of learning.

Special consideration can be given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. Special considerations can be in relation to the amount of time given for evidence to be provided or the format of the assessment as long as this is equally valid. However, centres must not agree to the use of alternative forms of evidence to those stipulated in a unit, or to the omission of any assessment criteria when judging attainment.

For further details please see QUALIFI's *Reasonable Adjustment and Special Consideration Policy* and *Access to Fair Assessment Policy and Procedure*.

### Malpractice and Maladministration

Centre or learner malpractice undermines the integrity and validity of assessment and/or the certification of qualifications and can arise or be suspected in relation to any unit or type of assessment within the qualification.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Centres will investigate the allegation in compliance with their own published and QUALIFI approved policy and procedures.

Incidents of maladministration, unintentional errors in the delivery or assessment of QUALIFI qualifications that may affect the assessment of learners, should also be reported in the same way.

QUALIFI may conduct an investigation if we believe that internal assessment and/or internal quality assurance is not being carried out in line with our policies. QUALIFI reserves the right to withhold the issuing of results and/or certificates while an investigation is in progress.

For further details regarding malpractice and how to report suspected malpractice please see QUALIFI's *Malpractice and Maladministration Policy* and *Plagiarism, Collusion and Cheating Policy*.

Where centres have concerns about learner use of Artificial Intelligence (AI) please refer to the QUALIFI *Guidance statement to centres on the risk of AI*.

## Contact Details

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