



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Qualifi Level 7 Certificate in International Business Strategy

Specification (For Centres)
Date November 2025

All QUALIFI materials, including assessment materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) QUALIFI Ltd and MUST not be distributed, sold, published, made available to others, or copied other than for your personal study use unless you have gained written permission to do so from QUALIFI Ltd. This applies to the materials in their entirety and to any part of the materials.

Contents

About QUALIFI	3
Why Choose QUALIFI Qualifications?	3
Employer Support for the Qualification Development	3
Equality, Diversity and Inclusion (EDI)	3
Qualification Title and Accreditation Number	4
Qualification Aims and Learning Outcomes	4
Aims of the QUALIFI Level 7 Certificate in International Business Strategy (IAU Pathway)	4
Learning Outcomes of the QUALIFI Level 7 Certificate in International Business Strategy (IAU Pathway) ...	4
Delivering the Qualification.....	5
Learner Recruitment, Induction and Registration	6
Recruitment	6
Entry Criteria	6
Recognition of Prior Learning	7
Data Protection.....	7
Learner Voice	7
Professional Development and Training for Centres	8
Progression and Links to other QUALIFI Programmes	8
Qualification Structure and Requirements	8
Credits and Total Qualification Time (TQT).....	8
Rules of Combination for QUALIFI Level 7 Certificate in International Business Strategy (IAU Pathway).....	9
Achievement Requirements	9
Awarding Classification/Grading.....	9
Assessment Strategy and Methods.....	9
Unit Specifications.....	12
Unit 1: Finance for Managers.....	12
Unit 2: Human Resource Planning.....	15
Assessment Guidance	17
Special Considerations and Reasonable Adjustments.....	17
Malpractice and Maladministration.....	17
Contact Details	18

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 7 Certificate in International Business 610/6669/2

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 7 Certificate in International Business Strategy

The aim of the QUALIFI Level 7 Certificate in International Business Strategy is to provide learners with an opportunity to further enhance their business acumen by tying academic concepts to practical applications relevant to current real-world business challenges. The combination of analytical, quantitative and strategic skills gained through the programme provides a foundation from which multiple professional opportunities can be pursued.

Learning Outcomes of the QUALIFI Level 7 Certificate in International Business Strategy

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

1. Demonstrate sophisticated written communication.
2. Deliver professional oral presentations.
3. Apply advanced critical thinking to solve complex business problems.
4. Evaluate ethical dilemmas and recommend solutions based on ethical principles.
5. Critically evaluate and synthesise diverse business information for strategic decisions.

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 21 or over.

In the case of applicants whose first language is not English, centres may assess their level of language at the time of entry.

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:

- an undergraduate honours degree (or equivalent) OR
- be mature students with a minimum of five years' managerial work experience.

Other disciplines may be acceptable and shall be reviewed on a case-by-case basis, and they may require prerequisite courses. All degrees must be gained at an appropriately accredited institution or foreign equivalent.

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

Qualifi recognises and accepts credit (s) from regulated awarding organisations and/or universities that are at the same level, or higher, and which can be mapped to the units in our qualifications. For our theory-based qualifications we will only accept a maximum of 70% of prior/existing credits and reserve the right to not accept any credit dependent on where it was earned. All claims for RPL must be supported by a certificate or transcript of achievement issued by the awarding organisation or university. No credit will be given without a certificate or transcript from a regulated awarding organisation or university.

There must be a minimum 70% overlap between units or learning outcomes for Qualifi to consider approving the request for exemption.

A maximum of 70% of units in a qualification can be submitted for exemption using this method. The remaining 30% (or more) need to be units completed in full and learning outcomes demonstrated using Qualifi's assessments..

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

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 7 Certificate in International Business Strategy** will enable learners to progress to:

- further QUALIFI qualifications
- HE programmes
- employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 7 Certificate in International Business Strategy is made up of 30 credits which equates to 300 hours 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 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 7 Certificate in International Business Strategy

Learners must achieve both mandatory units to achieve the QUALIFI Level 7 Certificate in International Business Strategy.

Unit Reference	Mandatory/Optional Units	Level	TQT	Credit	GLH
D/506/9071	Finance for Managers	7	150	15	75
H/506/9072	Human Resource Planning	7	150	15	75
Total			300	30	150

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 internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

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, 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.

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 marked by the approved centre and will be subject to external quality assurance by QUALIFI prior to certification.

All learning outcomes and related assessment criteria 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.

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/pass-mark, 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 QUALIFI may choose to check records of formative assessment as part of our ongoing quality assurance. Formative assessments will not contribute to the overall mark/achievement 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 Quality Assurer (IQA) 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/marking criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
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 1: Finance for Managers

Unit code: D/506/9071

RQF level: 7

Aim

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

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 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 organisation can support organisational 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.

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/majoraccountancy-bodies>

Unit 2: 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. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
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.

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

Assessment Guidance

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

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification.

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 QUALIF'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

Customer service number: +44 (0) 333 335 6263

Email: info@qualifi-international.com

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