Level 5 Extended Diploma in International Business and Accounting

Specification (For Centres)
Date

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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. 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:

Level 5 Extended Diploma International Business and Accounting xxxx

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 5 Extended Diploma in International Business and Accounting

The aim of the QUALIFI Level 5 Extended Diploma in International Business and Accounting is to develop learners' intellectual ability through an appropriate blending of business and general education. The programme will help students to understand and develop the unique leadership qualities required to be successful in business functions, an organisational unit, or an enterprise. The coursework provides learners with a solid business foundation in the field. The emphasis is on critical thinking, decision-making and ethical behaviour. The programme is designed to provide learners with opportunities to explore business administration and meet educational goals and enhance their career opportunities.

Learning Outcomes of the QUALIFI Level 5 Extended Diploma in International Business and Accounting

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

1. Demonstrate effective written communication skills
2. Deliver effective oral presentations
3. Apply advanced critical thinking to solve complex business challenges
4. Evaluate ethical dilemmas and propose appropriate solutions based on ethical principles and professional standards
5. Research, evaluate and synthesise information from various sources for business decision-making.

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 18 years or over.

In the case of applicants whose first language is not English, centres may assess the English language levels of learners 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 two passes at A-Levels or equivalents.

Learners without formal school leaving qualifications, can be considered on an individual basis depending their work experience.

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 5 Extended Diploma in International Business and Accounting** learners can expect to continue their degree programme from year 3 onwards at one of IAU campuses internationally. Learners can also progress on to a Qualifi Level 6 Diploma qualification.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 5 Extended Diploma in International Business and Accounting is made up of 240 credits which equates to 2400 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 5 Extended Diploma in International Business and Accounting

Learners must complete the 20 mandatory units to a total of 240 credits to achieve the .QUALIFI Level 5 Extended Diploma in International Business and Accounting.

Unit Number	Mandatory Units	Level	Credit	TQT
1	Introduction to Financial Accounting	4	12	120
2	Introduction to Managerial Accounting	4	12	120
3	Basic Concepts of Statistics	4	12	120
4	Principles of Entrepreneurship	5	12	120
5	Business and Professional Communications	5	12	120
6	Business Ethics Principles	4	12	120
7	Introduction to Mass Communication Media	4	12	120
8	Principles of Microeconomics	5	12	120
9	Principles of Macroeconomics	5	12	120
10	Development of Money and Banking	5	12	120
11	Critical Thinking and Argumentation	5	12	120
12	Principles of Environmental Science	4	12	120
13	Introduction to Information Technology Concepts and Applications	5	12	120
14	Foundational Psychology	4	12	120

Unit Number	Mandatory Units	Level	Credit	TQT
15	Core Concepts of Sociology	4	12	120
16	Intermediate Accounting	5	12	120
17	Advanced Cost Accounting	5	12	120
18	Global Social Issues and Challenges	5	12	120
19	Introduction Personality Psychology	4	12	120
20	Understanding Undergraduate Academic Writing	4	12	120
		Total	**240**	**2400**

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 assignment 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

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: Introduction to Financial Accounting

Unit code:

RQF Level: 4

Unit Aim

This unit is designed to provide learners with an introduction to financial accounting from the users' perspective. Learners will develop an understanding of financial accounting information for decision-making purposes and on the role of financial accounting role in communicating business results.

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 the use and role of accounting in business and wider society	1.1	Explain the aims, functions, uses and influence of accounting in society and in ethical financial decision-making.
		1.2	Explain fundamental generally accepted accounting principles (GAAP), especially as they apply to accrual accounting and ethical decision-making.
2.	Be able to organise, analyse and synthesise financial data	2.1	Describe and apply the steps of the accounting cycle
		2.2	Define the elements of internal control and apply internal control procedures to business organisations.
		2.3	Develop four basic financial statements: Income Statement, Statement of Owner's/Stockholders' Equity, Balance Sheet and Statement of Cash Flows.
		2.4	Determine costs and inventory valuations of merchandising operations.
		2.5	Describe and apply accounting procedures for Cash, Receivables, Plant Assets, Liabilities, Paid-In Capital and Retained Earnings

Indicative Content

- An Introduction to Accounting
- Accounting for Accruals and Deferrals
- The Double-Entry Accounting System
- Accounting for Merchandising Businesses
- Accounting for Inventories

- Internal Control and Accounting for Cash
- Accounting for Receivables
- Accounting for Long-Term Operational Assets
- Accounting for Current Liabilities and Payroll
- Accounting for Long-Term Debt
- Proprietorships, Partnerships, and Corporation
- Statement of Cash Flows

Suggested Resources

Fundamental Financial Accounting Concepts 10th Ed. (2018) ISBN: 978-1260159400

Unit 2: Introduction to Managerial Accounting

Unit code:

RQF Level: 4

Unit Aim

This unit is designed to provide learners with an introduction to managerial accounting from the user's perspective. Its primary purpose is to promote understanding of managerial accounting information for decision-making purposes and to focus the role of managerial accounting role in communicating business results.

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 the principles of management accounting	1.1	Distinguish between financial accounting and managerial accounting
		1.2	Apply the basic costs terminology involved in accounting
		1.3	Distinguish between centralised and decentralised operations and between cost centres, profit centres, and investment centres.
2.	Be able to calculate costs and journalise transactions	2.1	Calculate costs and journalise transactions using the job order cost system and the process cost system
		2.2	Calculate total variances and sub-variances for direct materials, direct labour and factory overheads
		2.3	Calculate the break-even point and other statistics using cost-volume-profit analysis.
		2.4	Calculate product price using the cost-plus approach based on total cost, product cost, and variable cost.
		2.5	Calculate various financial ratios
3.	Be able to prepare financial documents	3.1	Prepare financial statements where production and sales are not equal using absorption costing and variable costing
		3.2	Prepare an income statement through departmental margin
		3.3	Use rate of return on investment, profit margin and investment turnover to analyse the performance of investment centres
		3.4	Make operating decisions based on differential analysis
		3.5	Perform a discounted cash flow analysis
		3.6	Prepare a statement of cash flows

Indicative Content

- Accounting as a Tool for Managers
- Building Blocks of Managerial Accounting
- Cost-Volume-Profit Analysis
    - Job Order Costing
    - Process Costing
    - Activity-Based, Variable, and Absorption Costing
    - Budgeting
    - Standard Costs and Variances
    - Responsibility Accounting and Decentralisation
    - Short-Term Decision Making
    - Capital Budgeting Decisions
    - Balanced Scorecard and Other Performance Measures

Suggested Resources

Principles of Accounting, Volume 2: Managerial Accounting 1st Ed. (2019)
ISBN: 978-1-947172-59-3

Unit 3: Basic Concepts of Statistics

Unit code:

RQF Level: 4

Unit Aim

This is an introductory unit in statistics designed to provide learners with the basic concepts of data analysis and statistical computing. Learners will explore basic descriptive measures, measures of association, probability theory, confidence intervals, and hypothesis testing. Learners will develop skills to assess statistical claims and conduct their own statistical analyses.

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 interpret data relating to probability and likelihood	1.1	Explain the difference between probability and likelihood functions
		1.2	Find the maximum likelihood estimate for a model parameter.
		1.3	Create and interpret scatter plots and histograms.
2.	Be able to carry out Bayesian updating	2.1	Carry out Bayesian updating with discrete priors to compute posterior distributions and posterior odds.
		2.2	Carry out Bayesian updating with continuous priors.
3.	Be able to construct and interpret estimates	3.1	Construct estimates and predictions using the posterior distribution.
		3.2	Find credible intervals for parameter estimates.
		3.3	Use bootstrapping to estimate confidence intervals.
		3.4	Compute and interpret simple linear regression between two variables.
4.	Be able to carry out significance testing	4.1	Use null hypothesis significance testing (NHST) to test the significance of results
		4.2	Compute the p-value for these NHST tests.
		4.3	Use specific significance tests including, z-test t-test (one and two sample), chi-squared test.

Indicative Content

- Sampling and Data
- Descriptive Statistics
- Discrete Random Variables
- Continuous Random Variables
- The Normal Distribution

- The Central Limit Theorem
- Confidence Intervals
- Linear Regression and Correlation
- Hypothesis Testing with One Sample
- Hypothesis Testing with Two Samples
- Algorithms, Analytics and Prediction
- How Sure Can We Be About What Is Going On? Estimates and Intervals
- Probability Topics
- Probability: The Language of Uncertainty and Variability
- Answering Questions and Claiming Discoveries
- F Distribution and One-Way ANOVA
- How Things Go Wrong
- How We Can Do Statistics Better
- The Chi-Square Distribution

Suggested Resources

Introductory Business Statistics, 2nd Ed. (2025) ISBN: 9781961584334

The Art of Statistics: How to Learn from Data, 1st Ed. (2019) ISBN: 9781541618510

Unit 4: Principles of Entrepreneurship

Unit code:

RQF Level: 5

Unit Aim

This unit is an introduction to entrepreneurship and will focus on learners identifying opportunities and putting useful ideas into practice. The process will include deciding to become an entrepreneur, developing successful business ideas, moving from an idea to an entrepreneurial firm, and managing and growing an entrepreneurial firm.

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 methods of business ownership and characteristics of a successful entrepreneur	1.1	Explain the nature of entrepreneurship as a method of business ownership.
		1.2	Explore the characteristics needed to be a successful entrepreneur.
		1.3	Examine the advantages and disadvantages of entrepreneurship as a career choice.
2.	Understand how to grow and sustain an entrepreneurial business	2.1	Evaluate the skills necessary to operate and grow a business.
		2.2	Evaluate the methods of entering an entrepreneurial venture.
		2.3	Identify global aspects of an entrepreneurial business.
		2.4	Analyse strategic marketing and management for the entrepreneur.

Indicative Content

- The Entrepreneurial Perspective
- The Entrepreneurial Journey and Pathways
- The Ethical and Social Responsibilities of Entrepreneurs
- Creativity, Innovation, and Invention
- Identifying Entrepreneurial Opportunity
- Problem Solving and Need Recognition Techniques
- Telling Your Entrepreneurial Story and Pitching the Idea
- Entrepreneurial Marketing and Sales
- Entrepreneurial Finance and Accounting
- Launch for Growth to Success
- Business Model and Plan
- Building Networks and Foundations
- Business Structure Options: Legal, Tax, and Risk Issues
- Fundamentals of Resource Planning

Suggested Resources

Essentials of Entrepreneurship and Small Business Management Entrepreneurship - OpenStax (2020) ISBN-13: 978-1-947172-69-2

Unit 5: Business and Professional Communications

Unit code:

RQF Level: 5

Unit Aim

This unit is an introduction to business and professional communication. Learners will cover organisational communication, business vocabulary, speaking and writing, preparing and delivering presentations, and career management.

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 the importance of effective business communication	1.1	Explain why effective communication is important to success in today's business environment.
		1.2	Describe the key characteristics of effective business communication.
		1.3	Identify key communication skills that successful employers expect from their employees and explain why these are important
		1.4	Compare business communication to social communication
		1.5	Explain what must occur for an audience to successfully receive, decode, and respond to messages with business communications
		1.6	Discuss the importance of ethics in business communication.
2.	Understand the importance of effective team working and collaborative working for a business	2.1	Explain the advantages and disadvantages of working in teams.
		2.2	Describe guidelines for successful collaborative writing
		2.3	Explain how group dynamics can affect team effectiveness.
		2.4	Explain how good listeners overcome barriers at each stage of the listening process.
		2.5	Discuss the role of business etiquette when working in a team or collaborating

Indicative Content

- Achieving Success Through Effective Business Communication
- Communicating in Teams & Mastering Listening & Non-verbal Communication
- Communicating in a World of Diversity
- Planning Business Messages
- Writing Business Messages

- Completing Business Messages
- Crafting Messages for Electronic Media
- Writing Routine and Positive Messages
- Writing Negative Messages
- Writing Persuasive Messages
- Planning Reports and Proposals
- Writing Business Reports and Proposals
- Completing Business Reports and Proposals
- Designing and Delivering Oral and Online Presentations
- Building Careers and Writing Résumés
- Interviewing for Employment and Following Up

Suggested Resources

Excellence In Business Communication, 14th Ed. (2023) ISBN: 978-0-13-786966-4

Unit 6: Business Ethics Principles

Unit code:

RQF Level: 4

Unit Aim

This course introduces learners to ethical issues that arise in the business environment on both a domestic and international scale and the role of corporate social responsibly.

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 ethics within the business environment	1.1	Explore ethical issues arising in business.
		1.2	Assess ethical corruption and financial failures of the past decade
		1.3	Explain how ethics should be integrated within the business environment.
		1.4	Explain the importance of corporate social responsibility
		1.5	Assess how to use a decision-making approach to ethics in both personal and professional settings.

Indicative Content

- Ethics and Business
- Ethical Decision Making: Personal and Professional
- Philosophical Ethics and Business
- The Corporate Culture—Impact and Implications
- Corporate Social Responsibility
- Ethical Decision Making: Employer Responsibilities and Employee Rights
- Ethical Decision Making: Technology and Privacy in the Workplace
- Ethics and Marketing
- Business and Environmental Sustainability
- Ethical Decision Making: Corporate Governance, Accounting, and Finance.

Suggested Resources

Hartman, L.P., & DesJardins, J. Business Ethics: Decision Making for Personal Integrity & Social Responsibility 6th Ed. (2023) ISBN: 978-1-260-51293-9

Supplementary readings & resources

Jennings, M. M. (2018). Business Ethics and Selected Readings. (10th ed.). Cengage

Unit 7: Introduction to Mass Communication Media

Unit code:

RQF Level: 4

Unit Aim

This unit introduces learners to the role and effects of modern journalism and mass communication.

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 modern journalism and mass communication	1.1	Analyse the effects of modern journalism and mass communication on society
		1.2	Assess the role of modern journalism and mass communication in the worldwide marketplace.
		1.3	Evaluate the ethics involved in modern journalism and mass communication and present your conclusions

Indicative Content

- Mass Media and Everyday Life
- Rearranging the Page
- Newspapers: Mobilising Delivery
- Magazines: Chasing the Audience
- Music: Streaming Sounds
- Radio: Riding New Waves
- Movies: Digitizing Dreams
- Switching Channels
- Digital Media: Widening the Web
- Advertising: Catching Consumers
- Public Relations: Promoting Ideas
- News and Information: Staying Connected
- Social and Political Issues: Shaping the Arguments
- Law and Regulation: Reforming the Rules

- Mass Media Ethics: Taking Responsibility
- Global Media: Communicating Change

Suggested Resources

Media/Impact: An Introduction to Mass Media,13th Ed. (2025) ISBN: 9798214135519

Unit 8: Principles of Microeconomics

Unit code:

RQF Level: 5

Unit Aim

In this unit learners will develop an understanding of business enterprises, institutions, market specialisation and exchange, pricing and output, competition and monopoly, and government regulations.

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 supply and demand and the relationship to market forces	1.1	Explain, the difference between macroeconomics and microeconomics, and the ceteris paribus assumption.
		1.2	Explain scarcity, marginal analysis and opportunity cost
		1.3	Assess what is meant by a production possibilities frontier is and how it can be useful in understanding economic trade-offs
		1.4	Explain the factors that influence both supply and demand, and how the two work together to determine market prices and quantities observed.
		1.5	Explain how price controls, externalities or the presence of public goods prevent market forces from working perfectly
		1.6	Analyse how supply and demand of products applies to the supply and demand for labour.
		1.7	Apply supply and demand analysis to explain employment trends, wage trends, and labour market differences across different demographic groups.
2.	Understand production theory and cost theory and the production-cost relationship	2.1	Explain production theory and cost including concepts such as total, average, and marginal product and cost.
		2.2	Analyse the production-cost relationship.
		2.3	Explain the golden rule of profit maximisation and the various characteristics of the four major market structures
		2.4	Explain how pricing, production levels, and profits differ across these various economic environments.
		2.5	Analyse how the concept of elasticity can impact a firm's profit maximising decision-making with respect to pricing.

Indicative Content

- Ten Principles of Economics
- Thinking Like an Economist
- Interdependence and the Gains from Trade

- The Market Forces of Supply and Demand
- Elasticity and Its Application
- Supply, Demand, and Government Policies
- Consumers, Producers, and Efficiency of Markets
- Application: The Cost of Taxation
- Application. International Trade
- Externalities
- Public Goods and Common Resources
- The Design of the Tax System
- The Costs of Production
- Firms in Competitive Markets
- Monopoly

Suggested Resources

Principles of Economics 10th Ed. (2024) ISBN: 978-0-357-7271-8

Unit 9: Principles of Macroeconomics

Unit code:

RQF Level: 5

Unit Aim

This unit is intended to introduce learners to the current understanding and relevant issues of macroeconomics. The unit examines the effects of government intervention in individual markets and considers both efficiency and distributional effects, looking closely at GDP growth, unemployment, inflation, and business cycles. Learners will examine macroeconomic models used by economists to depict the economy and use these models to examine monetary and fiscal policies.

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 the principles of macroeconomics	1.1	Explain factors that influence both supply and demand and how the two work together to determine market prices and quantities observed.
		1.2	Define national income accounting measures including GDP, RGDP, and Per Capita RGDP
		1.3	Assess the calculation and drawbacks of these measures in helping an economic recovery
		1.4	Describe the different types of unemployment (i.e. structural, cyclical, seasonal, and frictional), problems with the unemployment rate, and the concept of 'full employment'.
2.	Be able to use calculations to determine impacts on income and price levels	2.1	Describe the relationship between fiscal policy and the federal budget and the implications of the federal debt on the macro-economy.
		2.2	Explain how interest rates are determined and the role of interest rates in personal and corporate decision-making.
		2.3	Calculate equilibrium national income levels.
		2.4	Explain the impact of changes in fiscal and/or monetary policy on income and price levels through: ● calculating and using various multipliers ● converting nominal values to real values ● using graphic techniques
		2.5	Apply simple models of international trade to the flow of goods between countries and discuss the costs of protectionism within the context of such models.

Indicative Content

- Welcome to Economics!
- Choice in a World of Scarcity
- Demand and Supply
- Labour and Financial Markets
- The Macroeconomic Perspective
- Economic Growth
- Unemployment
- Inflation
- The International Trade and Capital Flows
- The Aggregate Demand/Aggregate Supply Model
- The Keynesian Perspective
- The Neoclassical Perspective
- Money and Banking
- Monetary Policy and Bank Regulation
- Exchange Rates and International Capital Flows
- Government Budgets and Fiscal Policy
- The Impacts of Government Borrowing
- Macroeconomic Policy Around the World
- International Trade
- Globalisation and Protectionism
-

Suggested Resources

Principles of Macroeconomics, 3rd Ed. (2022) - Greenlaw, S.A. and Shapiro, D. ISBN-13: 978-1506699882

Unit 10: Development of Money and Banking

Unit code:

RQF Level: 5

Unit Aim

This unit introduces classical and contemporary issues in the theory of money, banking, and financial institutions. It focuses on the money creation process, to endogenous money versus exogenous money, and the ability of a country's banking system to stabilise the economy.

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 the principles of monetary policy	1.1	Explain the theoretical and empirical aspects of the role of monetary policy in macroeconomic stabilisation and economic growth.
		1.2	Assess how short- and long-term interest rates and exchange rates are developed.
		1.3	Analyse how monetary policy affects real economic activity
2.	Understand the centralised role of banks	2.1	Examine the institutional structure of central banking and of bank financial intermediation in a chosen country
		2.2	Analyse financial intermediation and the role of banks in the economic system
		2.3	Examine the economic rationale behind banking regulation
		2.4	Anaylse the instruments and goals of monetary policy, focusing in particular on credibility and expectations in managing central banks, and the connection with fiscal policy in a chosen country

Indicative Content

- An Introduction to Money and the Financial System?
- Money and the Payments System
- Financial Instruments, Financial Markets, and Financial Institutions
- Future Value, Present Value, and Interest Rates
- Understanding Risk
- Bonds, Bond Prices, and the Determination of Interest Rates
- The Risk and Term Structure of Interest Rates
- Stocks, Stock Markets, and Market Efficiency

- Derivatives Futures, Options, and Swaps
- Foreign Exchange
- The Economics of Financial Intermediation
- Depository Institutions Banks and Bank Management
- Financial Industry Structure
- Regulating the Financial System
- Central Banks in the World Today
- The Structure of Central Banks
- The Central Bank Balance Sheet and the Money Supply Process
- Monetary Policy Stabilising the Domestic Economy
- Exchange Rate Policy and the Central Bank
- Money Growth, Money Demand, and Modern Monetary Policy
- Output, Inflation, and Monetary Policy
- Understanding Business Cycle Fluctuations
- Modern Monetary Policy and the Challenges Facing Central Bankers

Suggested Resources

Money, Banking, and Financial Markets, 6th Ed. (2024) ISBN: 978-1266579820

Unit 11: Critical Thinking and Argumentation

Unit code:

RQF Level: 5

Unit Aim

This unit introduces learners to critical thinking and argumentation. Learners will be involved in getting ideas, using sources, evaluating kinds of evidence, and organising material. There is an emphasis on contemporary arguments.

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 critical thinking and argumentation and apply these skills to communication in different business situations	1.1	Analyse the components of effective communication, such as audience awareness, emotional intelligence, and ethical considerations, to determine their impact on conveying messages.
		1.2	Evaluate various problem-solving methodologies and critical thinking strategies to select the most appropriate approach for different scenarios.
		1.3	Apply effective writing techniques, including the 3Cs of writing, informative writing principles, and persuasive writing strategies, to produce clear and purposeful business documents.
		1.4	Create outlines and drafts for various business communication formats, demonstrating an understanding of their distinct requirements and purposes.
		1.5	Explain the principles of crisis communication and apologetic strategies, and assess the role of criticism in organisational growth and improvement.

Indicative Content

Suggested Resources

Roberson K Strategic Business Writing, 1st Ed. 2024 979-8385126705

Unit 12: Principles of Environmental Science

Unit code:

RQF Level: 4

Unit Aim

This unit is intended to develop learner understanding of how humans and other species interact with one another and with their surrounding physical environment. They will investigate how different ecosystems function and respond to changes in various biological, chemical, and geological processes.

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 the nature of environmental problems and approaches to solving them	1.1	Examine how a conceptual framework can be used to understand and analyse environmental problems
		1.2	Explain the scientific basis of key environmental problems.
		1.3	Assess efforts to find solutions to environmental problems.

- **Indicative Content**
- Science & Sustainability: An Introduction to Environmental Science
- Environmental Systems: Matter, Energy, and Ecosystems
- Evolution, Biodiversity, and Population Ecology
- The Ecology of Communities
- Economics, Policy, and Sustainable Development
- Human Population
- Soil, Agriculture, and the Future of Food
- Biodiversity and Conservation Biology
- Forests, Forest Management, and Protected Areas
- Environmental Health and Toxicology
- Geology, Minerals, and Mining
- Fresh Water, Oceans, and Coasts
- The Atmosphere and Air Pollution Control
- Climate Change

- Non-renewable Energy: Sou
- Renewable Energy
- Managing Our Waste
- The Urban Environment: Creating Sustainable Cities

Suggested Resources

Essential Environment: The Science Behind the Stories 7th Ed. 2025 ISBN: 9780138276959

Unit 13: Introduction to Information Technology Concepts and Applications

Unit code:

RQF Level: 5

Unit Aim

This unit is a practical introduction to computer and network terminology, applications, and concepts. Learners will have access to a variety of tools available to find and access information on the Internet, to exchange information between computers, and to perform basic web design. They will explore applications (such as browsers and spreadsheets) as well as different computing environments (such as Windows and UNIX).

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 past, current and future IT developments	1.1	Research the history behind the technology used today,
		1.2	Investigate developing new technologies and how to prepare for them
		1.3	Examine relevant terminology and underlying concepts of today's technology
		1.4	Examine societal impact and implications and ethical ramifications of technology.
2.	Be able to use tools and information to gather and organise ideas	2.1	Explore graphical and command-line operating systems.
		2.2	Use tools and information available on the internet to gather ideas and facts
		2.3	Use tools to organise and present ideas in a professional manner.

Indicative Content

- Business Information Systems in Your Career
- Global E-Business and Collaboration
- Achieving Competitive Advantage with Information Systems
- IT Infrastructure: Hardware and Software
- Foundations of Business Intelligence: Databases and Information Management
- Telecommunications, the Internet, and Wireless Technology
- Securing Information Systems
- Achieving Operational Excellence and Customer Intimacy: Enterprise Applications
- E-Commerce: Digital Markets, Digital Goods
- Improving Decision Making and Managing Knowledge
- Building Information Systems and Managing Projects
- Ethical and Social Issues in Information Technology

Suggested Resources

Essentials of Management Information System, 10th Ed. (2013) ISBN: 978-0132668552

Unit 14: Foundational Psychology

Unit code:

RQF Level: 4

Unit Aim

This introductory unit will provide learners with an overview of the current body of knowledge and methods of the science of psychology. Learners will explore topics such as the historical foundations of psychology, human development, , psychotherapy and behaviour change, and social behaviour.

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 major concepts and theories and research methods	1.1	Explain the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
		1.2	Explain basic research methods in psychology, including research design, data analysis, and interpretation.
2.	Understand the application of psychology to business	2.1	Apply psychological principles to personal, social and organisational issues.
		2.2	Use critical and creative thinking, sceptical inquiry, and when possible, the scientific approach to solving problems related to behaviour and mental processes
		2.3	Examine and present realistic ideas about how to implement your psychological knowledge, skills, and values in a variety of occupational settings.
3.	Be able to reflect on own and others' behaviour	3.1	Reflect on how you use empirical evidence, tolerate ambiguity and act ethically in the business environment
		3.2	Reflect on your own and others' behaviour and mental processes and apply effective strategies for self-management and self-improvement.

Indicative Content

- Introduction to Psychology
- Psychological Research
- Biopsychology
- State of Consciousness
- Sensory and Perception
- Learning
- Thinking and Intelligence

- Memory
- Lifespan Development
- Emotion and Motivation
- Personality
- Social Psychology
- Industrial-Organisational Psychology
- Stress, Lifestyle, and Health
- Psychological Disorders
- Therapy and Treatment

Suggested Resources

Psychology, 2nd Ed. (2020) ISBN: 978-1-975076-45-0

Unit 15: Core Concepts of Sociology

Unit code:

RQF Level: 4

Unit Aim

This unit introduces learns to the core concepts in sociology, including sociological perspectives on culture, social structure, socialisation, and prejudice and discrimination.

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 social imagination and how to apply a critical perspective	1.1	Explore what is meant by the "sociological imagination" and how this can be developed
		1.2	Develop a critical perspective to view yourself and your various social worlds with a greater understanding of individual, group and societal processes.
2.	Understand the basic tools of sociological inquiry	2.1	Use the basic tools of sociological inquiry, including the ability to identify a sociological problem, to: ● pose theoretical questions and engage with current debates ● learn methods of data collection and presentation.
3.	Be able to reflect on own and others' behaviour	3.1	Examine the complexity of sociocultural and international diversity and the importance of respecting this diversity
		3.2	Reflect on your own and others' behaviour and mental processes and apply effective strategies for self-management and self-improvement.

Indicative Content

- An Introduction to Sociology
- Culture
- Society and Social Interaction
- Socialisation
- Groups and Organisation
- Deviance, Crime, and Social Control
- Media and Technology
- Global Inequality
- Race and Ethnicity

- Ageing and the Elderly
- Relationships, Marriage and Family
- Religion
- Education
- Health and Medicine
- Social Movements and Social Change

Suggested Resources

Introduction to Sociology, 3rd Ed. (2021) ISBN: 978-1951693374

Unit 16: Intermediate Financial Accounting Theory and Reporting

Unit code:

RQF Level: 5

Unit Aim

This unit is intended to provide learners with a comprehensive understanding of financial accounting theory and financial accounting reporting. Learners will focus on the foundations of financial accounting and look in detail at generally accepted accounting principles and concepts. They will explore revenue recognition as well as operating assets and liabilities, investments in financial assets, accounting for income taxes, accounting for employee compensation and benefits, accounting changes and error analysis, and statement of cash flows.

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 prepare, interpret and present financial information and data	1.1	Prepare clear, accurate and professional financial reports, including income statements, balance sheets, and cash flow statements
		1.2	Present and explain financial accounting information and analyses
		1.3	Analyse and interpret financial data to solve complex accounting and business decision-making problems
		1.4	Evaluate accounting-related ethical dilemmas and propose appropriate solutions based on ethical principles, professional codes, and reporting standards.
		1.5	Integrate financial information from multiple sources to support informed business decisions
2	Understand the key concepts of financial reporting	2.1	Examine the key conceptual issues underlying financial reporting and how those concepts are applied in practice as generally accepted accounting principles regarding operating assets (GAAP)
		2.2	Analyse the political nature of the accounting standard setting process and the various incentives that may influence a manager's real-world accounting choices.
		2.3	Examine the economic and regulatory considerations in the current financial reporting environment.
3.	Be able to apply concepts and GAAPs to solve accounting problems	3.1	Use quantitative reasoning processes to analyse, and solve accounting problems
		3.2	Apply the concepts, conventions, and generally accepted accounting principles which underlie financial accounting and reporting
		3.3	Apply proper accounting concepts and rules to complex accounting issues

4	Understand investments in debt securities	4.1	Using examples explain accounting for investments in debt securities—including held-to-maturity, trading, and available-for- sale securities—at initial recognition and subsequent to acquisition.

Indicative Content

- The Financial Reporting Environment
- Financial Reporting Theory
- Judgment and Applied Financial Accounting Research
- Review of the Accounting Cycle
- Statements of Net Income and Comprehensive Income
- Statement of Financial Position and Cash Flows and the Annual Report
- Accounting and the Time Value of Money
- Revenue Recognition

Suggested Resources

Intermediate Accounting 3rd Ed. (2022) ISBN: 978-013-694669-4

Unit 17: Advanced Cost Accounting

Unit code:

RQF Level: 5

Unit Aim

This unit is an advanced treatment of managerial accounting/cost accounting with an emphasis on budgeting and cost control systems including a detailed study of manufacturing cost accounts and reports, job order costing, and process costing. Learners will be introduced to alternative costing methods such as activity-based and just-in-time costing. They will explore decision-making and performance evaluation techniques in management/cost accounting.

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 use decision-making skills to resolve problems and issues in cost accounting	1.1	Identify and propose alternatives to reconciling ethical issues in decision-making relative to cost accounting.
		1.2	Use technology to enhance decision-making skills and improve productivity.
		1.3	Identify problems and propose alternatives to these problems relative to cost accounting
		1.4	Discuss the following specific to cost accounting: ▪ planning and control processes ▪ job and process costing methods ▪ cost behaviour ▪ cost allocation ▪ decision-making.

Indicative Content

- The Manager and Managerial Accounting
- An Introduction to Cost Terms and Purposes
- Cost-Volume-Profit Analysis
- Job Costing
- Process Costing and Cost Allocation
- Activity-Based Costing and Activity-Based Management
- Pricing Decisions, Customer Profitability, and Cost Management
- Determining How Costs Behave
- Decision Making and Relevant Information
- Quality, Inventory Management, and Time
- Capital Investments
- Master Budget and Responsibility Accounting
- Flexible Budgets, Cost Variances, and Management Control
- Strategy, Balanced Scorecard, and Strategic Profitability Analysis

- Transfer Pricing
- Performance Measurement and Compensation

Suggested Resources

Managerial Accounting: Making Decisions and Motivating Performance 1st Ed. (2014) ISBN: 978-0137024872

Advanced Financial Accounting 11th Ed. (2016) ISBN: 978-0-07-02587-7

SUPPLEMENTARY READINGS & RESOURCES

Brewer, P.C., Garrison, R.H., & Noreen, E. W. (2013). Introduction to managerial accounting (7th ed.). New York: McGraw Hill Irwin.

Orngren, C.T., Datar, S.M., & Rajan, M.V. (2015). Cost accounting (15th ed.). Pearson.

Braun, K.W., & Tietz, W.M. (2014). Manaagerial accouting (4th ed.). Pearson

Atkinson, A.A., Kaplan, K.S., Matsumura, E.M., & Young, S.M. (2012). Management accouting and information for decision-making and strategic execution (6th ed.). Peason.

Calculator: Texas Instruments BAII Plus

Unit 18: Global Social Issues and Challenges

Unit code:

RQF Level: 5

Unit Aim

In this unit learners will examine major contemporary social challenges from a global perspective, including economic inequality, gender and family dynamics, crime and violence, ethnicity and religion, and competing political ideologies. Learners will critically analyse these issues and explore potential solutions through sociological theories and case studies.

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 global social issues and challenges	1.1	Explain key global social problems such as inequality, conflict, health, environment, and cultural change using sociological concepts and perspectives.
		1.2	Analyse the interconnections among social, political, economic, and cultural systems in shaping global issues.
		1.3	Evaluate how globalisation, urbanisation, and technological change contribute to both challenges and opportunities for societies worldwide.
		1.4	Compare diverse viewpoints and approaches to addressing issues such as poverty, gender roles, crime, religion, and political ideologies across cultures.
		1.5	Using a multidisciplinary approach, propose informed responses or solutions to contemporary global challenges
		1.6	Assess personal, national, and global responsibilities in promoting equity, sustainability, and social justice

Indicative Content

- Pop Culture and the Arts
- Technology and Society
- Education
- Public Health
- Equality and Discrimination
- Human Behaviour
- Environmental Studies
- Technology and Energy: Prometheus's Fire and Pandora's Box

Suggested Resources

Perspectives on Contemporary Issues, 9th Ed. (2025) ISBN: 9780357946176

Unit 19: Introduction to Personality Psychology

Unit code:

RQF Level: 4

Unit Aim

This unit is an introduction to personality theory to help learners begin to think usefully and critically about human behaviour through reviewing some of the most important concepts and findings of personality theory. The Six Domains of Personality (i.e. dispositional, biological, intrapsychic, cognitive/experimental, sociocultural, and adjustment) as well as several well-known personality models (e.g. MBTI, Five-Factor Model, Enneagram) will be explored.

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 major concepts, theories and research methods and the application of psychology to business	1.1	Explain the major concepts, theoretical perspectives, empirical findings, and historical trends in personality psychology.
		1.2	Apply psychological principles to personal, social and organisational issues
		1.3	Reflect on how you use empirical evidence, tolerate ambiguity and act ethically in the business environment
		1.4	Recognise the complexity of sociocultural and international diversity and the need to respect this
		1.5	Reflect on your own and others' behaviour and mental processes and apply effective strategies for self-management and self-improvement.
		1.6	Examine and present realistic ideas about how to implement your psychological knowledge, skills, and values in a variety of occupational settings.

Indicative Content

- Introduction to Personality Psychology
- Sigmund Freud: Psychoanalysis
- Carl Jung: Analytical Psychology
- Alfred Adler: Individual Psychology
- Carl Rogers: Self-Actualization Theory
- Abraham Maslow: Needs-Hierarchy Theory
- Karen Horney: Neurotic Needs and Trends
- Gordon Allport: Motivation and Personality
- Personality in Taking Control, Taking Chances, and Finding Happiness
- Albert Bandura: Modeling Theory

- Personality: In Perspective

Suggested Resources

Theories of Personality, 12th Ed. (2025) ISBN: 9780357946442

Unit 20: Understanding Undergraduate Academic Writing

Unit code:

RQF Level: 4

Unit Aim

In this unit learners will explore the principal elements of Academic Writing and IAS style such as how to correctly paraphrase, cite, or summarise authors' works by creating narrative/in-text and end-of-text parenthetical references to avoid plagiarism in their papers. Learners will practise organising their writing by composing an effective outline that includes an introduction and thesis statement supported by textual evidence that is correctly cited in IAS.

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 and apply principals and standards of academic writing and research to produce an academic paper	1.1	Apply the principal elements of good academic writing and research to compose a well-organised paper conforms to IAS requirements for research papers and case studies.
		1.2	Examine the use of IAS format and follow a consistent format for headings, list of references, tables, figures and data to avoid plagiarism.
		1.3	Paraphrase, cite, or summarize authors' works to avoid plagiarism and give credit to the author(s).
		1.4	Organise their writing by creating a formal outline using evidence correctly cited in IAS style.
		1.5	Identify and use supporting evidence from peer-reviewed sources correctly cited in IAS style.
		1.6	Composing short written responses correctly cited in IAS style in response to online Discussion Questions (DQs).

Indicative Content

- Introduction to Academic Writing - Part I
- Introduction to Academic Writing - Part II
- How to Perform Academic Research
- Syntax in Academic Writing
- Grammar, Word Choice and Mechanics of Style for Academic Writing

Suggested Resources

Publication Manual of the American Psychological Association, 7th ed. (2020), the Official Guide to APA Style. ISBN : 978-1-4338-3216-1

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.*

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