Level 7 Diploma in Strategic Management and Leadership

Specification (For Centres)

September 2016

About QUALIFI

Quality: The Assurance of Recognition and Rigorous Quality Standards

At the heart of QUALIFI's commitment to the creation and awarding of respected Qualifications is a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO). QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI are also recognised by the Qualifications in Wales (QiW) and the CCEA (in full) who are responsible for awarding organisation and the quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised awarding organisation, QUALIFI has a duty of care to implement good quality assurance processes. This is to ensure that centres that are approved for the delivery and assessment of QUALIFI's qualifications and awards. It will also safeguard the outcome of assessments and meet the national regulatory requirements.

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

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

Relevance

QUALIFI works with a growing number of sector skills councils, professional associations and employers to identify mission-critical learning requirements and assess outcomes of programmes to achieve a consistent and recognised professional and academic standards.

We have built a reputation for supporting relevant skills in a range of job roles and industries including Leadership, Enterprise and Management, Hospitality & Catering, Health and Social Care, Business Process Outsourcing and Public Services. Our portfolio includes nationally recognised Qualifications as well as bespoke Qualifications.

Accessible

The result is a growing number of UK and internationally recognised Qualifications that reflect workforce and professional areas of needed competency.

We support our Approved Learning Centres with flexible approaches to learning assessment through classroom based study, blended learning and distance learning programmes. Our goal is to support learners by giving them access to current and relevant education and Qualifications that support their career aspirations. Learn more about online learning.

The world is changing and QUALIFI has the innovative spirit and commitment to learners to change with it while maintaining high standards of integrity and credibility.

Ambition

Our ambition is **"To enable all individuals to realise their true potential by achieving success through learning."**

Student Commitment

This represents a clear statement of QUALIFI Ltd and its partners' intentions to deliver agreed standards for a range of academic and administrative services. It spells out what is expected of you as a student and the contribution that can be made to gain the most benefit from your study time through our courses. Students play an important part in the process of improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for students to feedback about the experience of teaching and learning.

Students will get the best out of their study time with QUALIFI centres if you are encouraged to:

- Prepare for classes and attending punctually
- Complete work to the best of their ability and submitting it on time
- Not committing plagiarism
- Keeping up to date with course information through email or other channels
- Using the feedback opportunities given to improve subsequent work
- Making appropriate use of teaching staff's time
- Taking responsibility for personal development planning and skills development
- Treating staff, fellow learners and neighbours in the local community with respect at all times

Supporting Diversity

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

Contents

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

This suite of Qualifications provides a realistic and broad opportunity for Learners seeking career and professional development. They will support Learners in realising their potential and by association the prospects of the organisations they work with or for.

The objectives of this suite of Qualifications is to:

- provide career path support to Learners who wish to develop their management, enterprise capabilities and opportunities in their chosen sector;
- improve understanding of the business environment, organisations and how they are managed and developed; and
- develop skills and abilities in Learners to support their professional development.

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

Management of a range of business operations and functions, the management of specific challenges for organisations will introduce Learners to management theory, practice and models that will provide valuable knowledge and know-how.

The issues and concepts dealt with as part of this suite of Qualifications are best explored through exposure to organisations, for any full time Learners work placements are encouraged so that genuine experience and insight can be gained. Problem solving and creativity are attributes encouraged and developed in Learners through all the Units.

The Qualifications will develop the Learner's ability to:

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

1.2 Employer Support for the Qualification Development

The development of this suite of Qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigour, validity and demand for the Qualifications.

Discussions and feedback has been taken during the duration of the development of the Qualifications on content, the potential Learner audience for the Qualifications and assessment methods ensuring a valuable experience and recognised set of skills, knowledge and understanding are realised.

1.3 Qualification titles and codes

The Qualifications have been accredited to the Regulated Qualification Framework (RQF) and each Qualification has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the Qualification has its own RQF code. The QAN for these Qualifications are as follows:

Qualifi Level 7 Diploma in Strategic Management and Leadership: 601/5335/0

1.4 Awarding institution

QUALIFI LTD

2 Programme purpose

2.1 Reasons for the Qualifications

The Qualifications have been created to develop and reward the business managers of today and the future, and to continue to bring recognition and professionalism to the management sectors.

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

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

The Diploma is accredited at the post graduate Level 7. The programme has a total equivalence of 120 credits. Completing the Diploma allows access to a dissertation at one of our University partners for a related Master Degree.

2.2 Rationale, aims and learning outcomes of the course

The Level 7 programme will require Learners to critically evaluate, challenge and synthesise a wide range of current management tools, techniques and models. The emphasis placed on current management concepts and models is on those that are relevant to the 21st century business environment and context and goes beyond the normal examination of Anglo American management models.

The programme provides a unique opportunity for Learners due to it not focusing upon Anglo American models. At level 7 emphasis is also placed on the ability to adapt management concepts, tools and techniques to align with organisation culture and apply critical reflective thinking.
The qualification scope covers all the primary business functions and how these are interrelated and integrated. The mandatory units provide a holistic study of core organisational issues that are relevant to strategic decisions making, planning and enabling the organisation to achieve its strategic aims and objectives.

The optional units allow Learners to select some specialisation in their study to support specific career directions. The Finance for Managers unit is strongly recommended for Learners who have not had exposure to finance as a non-financial manager. Subject to market demand and feedback Qualifi may add further Options to the qualification later on.

The qualification will enable Learners to become independent, self-directed learners with tools and motivation to continue learning, developing and reflecting on practice throughout their careers.

2.3 Aims of the Certificate and Diplomas

Level 7 qualifications are designed to develop the learners' knowledge, understanding and skills required to deal with the complexities of leadership and strategic management in a business context, and to develop their ability to lead change in organisations.

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

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

5. Have assessments marked and moderated by respected professionals with practical experience across a number of business sectors and management fields
6. Be supported by a digital online platform and develop a personalised e-portfolio to improve the transparency and portability of the qualification
7. Progress along a pathway to gain a higher level qualification

2.4 Learning Outcomes of the Diploma

The overall learning outcomes of the Diploma are:

1. To understand and apply the principles of strategic leadership in a business environment
2. Review and apply the principles of business management within industry
3. To understand and apply the principles of strategic management in a specific environment
4. To improve the employability of learners by allowing them to explore the relationship between management theories and their practical application in the business world.
5. Analyse problem solving techniques specific to business and industry
6. Select, collate, review and analyse information form a wide range of sources
7. Work independently and as part of a team
8. Manage one's own personal development and growth

These are the overall learning outcomes in line with post graduate programmes. The learning outcomes for each module are identified in Appendix 1 within the module descriptors.

3. Delivering the qualifications

3.1 Quality Assurance Arrangements

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

Approved Centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that Learners are provided with appropriate learning opportunities and guidance. EQA's will ask to see and discuss a Centre's formative assessment plans. The suitability of plans will be agreed with the Centre.

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

- appoints assignment setters, markers and moderators;
- sets and agrees assignments;
- marks and moderate's assignments;
- agrees the final mark and issues certificates.

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

3.2 Access to study

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

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

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

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

3.3 Entry Criteria

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 the candidates will be expected to hold the following

Level 6 Qualification or;
First Degree

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

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be Academic.

4 Structure of the Qualifications

4.1 Units, credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Strategic Management and Leadership is a Level 7 Qualification made up of 120 credits.

All units are each 15 credits in value. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15 credit unit approximates to a TQT of 150 hours incorporating 70 hours of Guided Learning. This equates to 1200 hours of TQT.

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

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

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

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

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

4.2 Qualification structure

The overall structure of the course is based on 8 modules that cover a number of topics relating to learning outcomes. 6 modules are mandatory with options to then choose 2 from 4. Each unit has the equivalency of 15 credits.

Learners will be invited to attend lectures and workshops that will introduce the subject matter.

Learners must complete all units successfully and achieve 120 credits before the Diploma can be issued.

Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas.

Units require reflective exam sets and/or summative assessments for marking.

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The Level 7 Diploma focuses upon developing understanding, skills and abilities to equip the Learner with the awareness and aptitudes to be an effective strategic manager and leader.

Learners must complete the 6 mandatory units and choose 2 from 4 of the optional units.

Unit Reference	Mandatory Units	Level	TQT
702	Manage Team Performance to Support Strategy	7	150
704	Information Management and Strategic Decision Taking	7	150
705	Leading a Strategic Management Project	7	150
706	Strategic Direction	7	150
711	Strategic Planning	7	150
724	Development as a Strategic Manager	7	150
Optional Units			
703	Finance for Managers	5	150
708	Strategic Marketing	7	150
710	Organisational Change Strategies	7	150
712	Human Resource Planning	7	150

4.3 Progression and links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 7 Diploma in Strategic Management and Leadership** will allow progress to:

- the QUALIFI Level 8 Diploma in Strategic Management and Leadership, or
- a university partner to complete a dissertation to then receive a full master's degree, or
- directly into employment in an associated profession.

4.4 University exemptions

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

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

4.5 Recognition of Prior Learning

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

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

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

5   Guidance to teaching and learning

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

5.1 Expertise of staff

Programmes of study are managed by a nominated course director within the centre and supported by an administrator responsible for the approved delivery and assessment team.

The team of educators and tutor associated with QUALIFI Ltd are, in typical UK University terms, the equivalent of senior academics and experienced practitioners.

All units will be delivered by an appropriately qualified tutor. The tutor responsible for each aspect of delivery and assessment is clearly identified within the module and assessment descriptors and will appropriate industry experience.

All tutors will be supported by a nominated administration person.

Administration and support for both technical and non-technical will be identified.

5.2 Learning and teaching methods

The Diploma course deliveries lead themselves to blended learning. Blended Learning is an inclusive approach to a variety of differing learning styles and activities, enabling all learners to achieve successful outcomes.

Content is provided with appropriate exercises and the learning is reinforced through lectures facilitated workshops and online.

Learners will be expected to attend all workshops and lectures and will be able to access subject matter through the delivery team and online.

Learners will develop academically by continually researching, evaluating, analysing theories and then testing out their findings in a simulated work environment.

5.3 Study skills

The support team will assist learners that require further development of study skills.

Personal development skills that include time management, organisational and research methods will be encouraged at all times. Learners unable to manage their academic workload can seek assistant.

QUALIFI can provide further learning support that includes how to write effective essays this can be requested through your registered centre or emailing support@QUALIFI-international.com

5.4 Learning resources

Extensive resources and learning support materials are available to support studies provided by QUALIFI and our partner. The materials are designed to enable you to gain all the skills needed for research and study.

Core text and suggested further reading are identified in the module descriptors in Appendix 1.

QUALIFI Ltd may provide (where appropriate) access to a range of electronic resources – e-journals and databases, e-books, images and texts through their learning management system. Core text has been made available as part of the Qualifications offered by QUALIFI Ltd and their centre partners.

All learners will be given access to the platform that also records all formative exercises as a record of achievement.

5.5 Personal development planning

Learners are encouraged to develop and achieve personal development plans. Personal tutors and administration staff will support all learners looking to set out a plan and realise their ambitions.

Personal development plans promote a sense of direction and assist with future objectives.
The learning management system provides all learners with an e-portfolio. This will record all learning and achievements.

5.6 Career opportunities

The learning experience is not only about achieving a chosen award, it is also about developing as a person and realising potential. QUALIFI encourages learners to gain the skills and attitudes that will help them achieve their goals and aspirations.

QUALIFI may offer a range of support for centres and learners including:

- career and employability advice and guidance
- access to voluntary opportunities and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- business start-up, freelance and self-employment advice
- your University Diploma/Certificate will formally recognise your employability and enterprise achievements.

6 Student Support

Centres should continue to support learners and encourage appropriate behaviour. In addition:

6.1 Learners with disabilities

If learners have a disability that may affect their studies, they should either contact a personal tutor or let one of the course team know as soon as possible. With a centre agreement information will be passed on to the course admin team. QUALIFI can make reasonable adjustments to accommodate their needs and to provide appropriate support for them to complete your study successfully. Where necessary, learners will be asked for evidence to help identify appropriate adjustments.

6.2 Health and Safety

Learners are responsible for the safety of themselves and for others around them. They must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

6.3 Conduct

Learners will be expected to abide by the Regulations for the Conduct of Learners in the centre of study. QUALIFI Ltd expects learners to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones/other devices off prior to attending classes.

If behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and all QUALIFI partners will support staff by invoking formal procedures where necessary. Learners and centres can receive more information about our expectations in the regulations for the Conduct of Learners. This will be made available on request.

6.4 Progression

Discussions about academic progression through the course should normally take place 3 months before the end of the Qualification. It is an opportunity for learners to make plans for further study over the next academic year and to identify progression to the University for a final year.

6.5 Weekly timetable

A timetable must be provided from all centres of learning. Learners are encouraged to attend all workshops and lectures available or online. These will be followed by final assessments.

6.6 Attendance Requirements

Learners are required to attend all timetabled learning activities for each unit. Notification of illness or exceptional requests for leave of absence must be made to the centre of study.

If learners have not gained the required authorisation for leave of absence, do not respond to communications from the course tutor or support team and if they are absent for four weeks or more, they may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

6.7 Data Protection

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

7. Assessment

The Qualifications within this suite are vocational because they support a Learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through an assignment. Assignment tasks will be written in a way to make them realistic 'work-related' tasks wherever possible. Knowledge, understanding and application will be need to be demonstrated by Learners. Original thought, problem solving and recommendations on actions will also be asked for from the Learner where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the Qualification.

Assignments will contain a question strand for each of the given unit's Learning Outcomes. The assignment tasks will address the LO (Learning Outcome) and AC (Assessment Criteria) requirements. Within assignments there will always be requirements for Learner's to engage with important and relevant theory that underpins the subject area.

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

Centres are required to provide a programme of formative assessment that prepares the Learners for their final assessment.

Sample assignments are included as part of the Qualification Specification supplied to Centres.

7.1 Assessment Strategy

All units include summative assessments. Assignments are handed out by course tutors and marked in line with the marking processes.

Assessment is varied and may include; written reports, business plans, change management plans, presentations, group work, viva, a worked-based project and personal development plan.

All assessments are linked to the learning outcomes of each module identified in Appendix 1 module descriptors. Learners are encouraged to act on feedback from tutors and markers so that they can take as part of their own learning and development.

7.2 Assessment arrangements for learners with a disability

Arrangements are made for learners who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the course tutor to advise.

7.3 Verification

The tutors will also act as assessors. This will contribute to the verification of the student submitting their own work and will act against cheating or plagiarism as the student will be known.

7.4 Marking

The marking of the summative assignment will include comments on the text as well as an overall grade and feedback. The feedback will be based on the level of references and the quality of the interpretation of the question.

Marks will be deducted for transgressions, especially plagiarism and poor citation of sources:

- Assessors will make a judgement of minor transgressions not sufficient to require penalties.

- A warning will be issued and any further transgressions will result is marks being deducted.

- This will be in agreement with the course Director.

- Learners will pass the assignment to their respected tutors for assessment.

A marking scheme will be made available with all assignments. Guidelines are issued on plagiarism. Assessors are to be encouraged to avoid the use of borderline marks.

7.5 Marking Scheme

7.5.1 Pass Mark

A mark of at least 40% is required for a unit to be passed and the credit achieved. This same pass mark applies to all units that contribute to the Diploma. Once a unit pass mark has been agreed by and credit awarded, the student may not be re-assessed in that unit.

7.5.2 Deferral after valid mitigating circumstances

Unit Assessment Boards may offer a deferral where it is considered that a valid claim for personal mitigating circumstances has been made. The nature of the deferral task and its timing is decided by the MAB. When the deferred student next presents her/himself for assessment the outcome will be judged as if for the first time, and the full module mark awarded.

7.5.3 Referral after failure

Unit Assessment Boards may offer one referral (= resit) opportunity to candidates who have failed a module. This 'second chance' is the right of the learner. The nature of the referral task and its timing is decided by the Assessment Board(AB). When the referred candidate next presents her/himself for assessment <u>a maximum mark of 40%</u> can be awarded by the AB, although it is best practice to inform the candidate of the un-moderated mark, which may be greater than 40%.

7.6 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief:

- **Assignments received up to 5 working days late will be eligible for a maximum mark of up to 40%. Submissions made later than 5 working days late will receive a fail grade;**

- **This is stated on the assignment submission sheet which should be electronically copied with each assignment.**

If learners anticipate that they will have difficulty in meeting assessment deadlines or have missed or are likely to miss in-semester tests they must report this at the earliest possible opportunity to the centre.

Authorisation of the late submission of work requires written permission. The centre is the only person authorised to give permission for one extension period of between 1 and 10 working days where evidence of circumstances has been accepted and where submission within this timescale would be reasonable taking into account those circumstances.

Centres should aim to inform learners of a decision about granting an extension within 5 days of the receipt of the request.

If learners are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, they may submit a case for consideration in accordance with the Extenuating Circumstances Procedure.

7.7 Extenuating circumstances

'Extenuating Circumstances' is a phrase which refers to exceptional factors outside of the student's control which have adversely affected their performance. These factors may prevent them from attending examinations or other timed assessments or caused them to miss assessment submission dates. Examples are illness, accidents or serious family problems.

Normally extenuating circumstances will relate to a change in their circumstances since they commenced your course, which have had a significant, adverse effect on their studies.

Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. Centres should not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time learners.

The normal work commitments of part-time learners would not constitute an extenuating circumstance.

A disability or learning difficulty does not constitute an extenuating circumstance. In determining assessment recommendations, Assessment Boards will consider properly submitted claims from learners who believe their performance has been adversely affected by extenuating circumstances.

Note: Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances.

7.7.1 Late submissions
If a learner submits work late and unauthorised, a universal penalty will be applied in relation to their work:
- If a learner submits work within 5 working days following the published submission date they will obtain a maximum mark of 40% for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0%.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

7.8 Assessment Boards

The Assessment Board will meet to consider the percentage marks gained by the learners.
The role is to moderate and agree module marks, award credits to learners who have achieved a pass mark, offer the federal opportunities to fail candidates who provided satisfactory evidence of mitigating circumstances.

7.9 Appeals

If a student wishes to appeal a decision made by the board then the following two stage appeal process is available to them:

7.9.1 First Stage Appeal
If, after being notified of results, a student considers that an appeal is justified, s/he must within 7 days of the notice of grades make a written submission of grounds for appeal to QUALIFI Ltd. This written appeal must state the grounds on which the appeal is sought and should be accompanied by appropriate documentary evidence.

QUALIFI Ltd will contact the student to discuss the matter. If it is not possible to resolve the issue a formal meeting will take place with the student having the right to bring a friend or colleague with them.

QUALIFI Ltd will make it clear to the appellant at the opening of the appeal that the decision could be one of the following options:

(i)   To uphold the appeal based on the evidence presented and either to refer the matter to a full meeting of the Assessment Board; or to request that the Chair of that Assessment Board take action;

(ii)   To turn down the appeal and to uphold the original decision of the assessment board;

(iii)   To postpone a final decision on the appeal, subject to seeking further clarification, evidence or advice as necessary. It the outcome is postponed, a second meeting will be necessary and must be conducted as an extension of the first meeting and be governed by the procedures pertaining to the appeal.

In all cases, the student must be informed of the right of appeal to the second stage if dissatisfied with the outcome of the first stage appeal. QUALIFI Ltd will be responsible for preparing a report of the Stage One meeting. This report will be sent to the student and a copy retained by QUALIFI Ltd.

7.9.2 Stage Two Appeal

If the appeal is not satisfactorily resolved at Stage One, a written appeal must be submitted by the student to the Managing Director of QUALIFI Ltd (or nominee) within 14 days of the first appeal meeting. This written appeal must state the grounds on which the appeal is sought and should be accompanied by appropriate documentary evidence.

Extenuating circumstances which have not been declared at either time of the Board meeting or the first stage appeal will not be considered at the second stage appeal.

However, a learner can still appeal on the grounds that s/he believes that the Board and/or the Chair of the Board did not give sufficient weight to the declared extenuating circumstances.

7.10 Cheating and plagiarism

A learner may appeal against a decision in relation to an allegation of cheating or plagiarism. Information that will be provided to learners with their assignment briefs include.

QUALIFI Ltd regard with particular severity any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained.

Plagiarism is a particular form of cheating that QUALIFI and centres regard with concern.
All work that is submitted for assessment must be genuinely a learner's own work and not the result of plagiarism. If they are quoting actual words from a published or unpublished source they must acknowledge that fact each time they do it by using quotation marks and citing the source.

Learners must not also pass work off as the result of individual efforts, if they have in fact colluded with other learners to prepare the piece of work jointly, or have copied each other's work. Clearly, it is also wrong to copy another learner's work without her/him knowing about it.

If there are any doubts on this important matter, centres and learners are advised to contact QUALIFI Ltd direct.

7.11 Referencing

The standard adopted by QUALIFI Ltd is the Harvard method, in the style used by the *British Journal of Management* (*BJM*)*.* It is strongly recommended that learners use *only* this style standard. However, if learners use another style of Harvard referencing correctly and consistently, they will not be penalised. They must not mix styles.

7.11.1 Bibliographies

In the Harvard/*BJM* system, bibliographies of works consulted are **not** to be used. Learners should list **only** the sources directly referred to in work in the references. The page(s) where they show these references should be entitled References, *not* Reference List or References Section.

7.11.2 Direct quotations

In the Harvard/ *BJM* system, direct quotations are only rarely used. Learners should instead summarise the author's ideas in your own words and provide the appropriate reference in the body of work, followed by the full references in the list of References.

7.11.3 Summary of Harvard/BJM style details:

1.   Show sources in brief in the body of your work. Instructions on how to do this follow.
2.   Direct quotations should only be used rarely. Instead, summarise the ideas in your own words (paraphrasing) and show the source by indicating the author's/authors' name(s), the year of publication and the page number(s) on which the reference occurs.
3.   Show full details of sources as References at the end of your work, but before appendices.
4.   In the References section, show sources only for articles/books/etc. directly referred to in the body of your work.
5.   Do not use footnotes to reference sources or number the references in the References list.
6.   In the References section, list the works in alphabetical order by the author's surname.
7.   Put all references in the same list. Do not list books, articles, websites etc. separately.
8.   There is a standard order for listing publishing details in the References list. For individual references, the order is:

   a.   author(s)' surname
   b.   author(s)' initials
   c.   year of publication
   d.   title of the work (book, journal article, chapter in a book, name of the scholarly paper, etc.)
   e.   name of the journal or magazine (if not a book)
   f.   publishing details. The publishing details will vary depending upon whether it is a book, a journal or magazine, a conference paper or a website.

A full guide to referencing is available through your registered centre. You can request this through email to: support@QUALIFI-international.com

7.12 Confidential material

Learners may encounter confidential information whilst on work placements or through their research for assignments.

Learners are reminded that there are ethical and legal responsibilities to respect confidentiality and maintain anonymity of individuals and organisations within their assignments. If learners are unclear of their responsibilities, they must contact their course tutor for further guidance.

7.13 Submission

Please refer to Appendix 2 for the Assignment submission sheet and mailbox and refer to Appendix 3 for the Feedback sheet that will be used to mark assignments.

8. Course Regulations

8.1 Course requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful learners through the registered centres.

8.2 Classification of Awards

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

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Student Voice

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

8.4 Module Evaluation Questionnaires

Module evaluation questionnaires provide one of the most important means for learners and centres to express your opinion about teaching and learning experiences. They capture feedback on experience within each unit and inform staff about where improvements could be made. A sample evaluation sheet is provided in Appendix 4.

8.5 Complaints

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

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

9 Equality and Diversity

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

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

All employees and other related representatives, whether part-time, full-time or temporary, will be treated fairly and with respect. Selection for entry on to learning programmes and selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the organisation.

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

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly Equality Act 2010 https://www.gov.uk/equality-act-2010-guidance. In

addition, full account will be taken of any guidance or Codes of Practice issued by the Equality and Human Rights Commission, any Government Departments, and any other statutory bodies.

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

10. Further professional development and training

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

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

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

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

Our customer service number: +44 (0) 161 818 9904

Or email: support@QUALIFI-international.com

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

Appendices

Appendix 1: Unit Descriptors

Unit 702: Manage Team Performance to Support Strategy

Unit code: Y/506/9067
RQF level: 7

Aim

The unit will explore how team performance can be evaluated and optimised to realise strategic objectives.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to set performance targets for teams to meet strategic objectives	1.1 Critically assess the links between team performance and strategic objectives
	1.2 Critically evaluate tools and techniques available to set team performance targets
	1.3 Critically evaluate the value of team performance tools to measure future team performance
2. Be able to agree team performance targets to contribute to meeting strategic objectives	2.1 Analyse how to determine required performance targets within teams against current performance
	2.2 Address the need for individual commitment to team performance in achievement of strategic objectives
	2.3 Critically evaluate the application of delegation, mentoring and coaching to the achievement of the strategic objectives
	2.4 Critically evaluate a team performance plan to meet strategic objectives
3. Be able to monitor actions and activities defined to improve team performance	3.1 Identify tools and methodologies to assess the process for monitoring team performance and initiate changes where necessary
	3.2 Evaluate team performance against agreed objectives of the plan and address problematic performances
	3.3 Critically evaluate the impact of the team performance in contributing to meeting strategy
4. Be able to apply influencing skills to respond to the dynamics and politics of personal interactions	4.1 Determine influencing methodologies that can gain the commitment of individuals to strategy
	4.2 Critically discuss the impact of individual dynamics, interests and organisational politics on securing the commitment of individuals to strategy

Indicative Content

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

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

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas which could be used to help you set departmental, project, team and their own objectives.

Core Text

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

Suggested Resources

http://www.cipd.co.uk/hr-resources/factsheets/identifying-learning-talent-development-needs.aspx
Empowerment
http://www.economist.com/node/12497834
Coaching and mentoring
http://www.cipd.co.uk/hr-resources/factsheets/coaching-mentoring.aspx

Managing stakeholders

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

CMMI

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

Nadler and Tushman - Organisational congruence model

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

Porter's Value Chain

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

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

Mintzberg - Crafting strategies

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

TRIZ UK

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

Guānxi

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

The 7 Habits of Effective Managers, Stephen Covey

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

General systems model

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

Problem structuring methods

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

The Core Competence of the Corporation, Prahalad and Hamel 1990

http://www.enterrasolutions.com/media/docs/2013/08/Prahalad_Hamel_1990.pdf

Emotional intelligence

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

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

Kakabadse

http://www.kakabadse.com/

Neuroscience for Leadership: Harnessing the Brain Gain Advantage (The Neuroscience of Business)

http://www.amazon.co.uk/Neuroscience-Leadership-Harnessing-Advantage-Business/dp/1137466855

Belbin

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

Emotional intelligence

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

Win-win

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

https://en.wikibooks.org/wiki/Introduction_to_Game_Theory/Prisoner%27s_Dilemma

5 conflict management styles

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

Unit 703: Finance for Managers

Unit code: D/506/9071

RQF level: 7

Aim

This unit is geared towards supporting Learners in understanding and using financial information and data. This unit is important to Learners as it support decision making.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to analyse financial information and data	1.1 Determine what financial information is needed and assess its validity
	1.2 Analyse different financial documents and information and formulate conclusions about financial performance levels and needs of stakeholders
	1.3 Conduct comparative analysis of financial information and data
	1.4 Critically review and question financial information and data
2. Be able to assess budgets and their ability to support organisational objectives	2.1 Identify how a budget can be produced taking into account financial constraints and achievement of targets and accounting conventions
	2.2 Be able to assess a budget
	2.1 Identify how a budget for a complex organization can support organizational objectives and targets whilst taking into account financial constraints and accounting conventions
3. Be able to evaluate financial proposals for expenditure provided by others	3.1 Identify criteria by which proposals can be judged
	3.2 Critically analyse the viability of a proposal for expenditure
	3.3 Identify the strengths and weaknesses of a proposal and give feedback on the financial proposal
	3.4 Analyse the viability of a proposal for expenditure

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

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas which could be used to help them set departmental, project, team and their own objectives.

Core Text

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

Core Text (US)

- Horngren's Financial & Managerial Accounting, The Managerial Chapters and The Financial Chapters, Global Edition, 5th Edition

- Introduction to Management Accounting Global Edition, 16th Edition, Charles Horngren, Gary Sundem, William Stratton, Dave Burgstahler, Jeff Schatzberg, Feb 2013,

Core Text (UK)

- Introduction to bookkeeping and accounting Kindle Edition, by The Open University

- Accounting Paperback – 5 Apr 2013, by Michael J. Jones. This includes students on both accounting and non–accounting degrees and also MBA students.

Suggested Resources (US)

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

Suggested Resources (UK)

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

Unit 704: Information Management and Strategic Decision Taking

Unit code: H/506/9069

RQF level: 7

Aim

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

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to understand the importance of management information on strategic decisions	1.1 Critically identify the features of data and information
	1.2 Determine the criteria to be applied when selecting appropriate data and information to support strategic decisions
	1.3 Critically evaluate the impact of a management information system to an organisation
2. Be able to understand the importance of information sharing within an organisation	2.1 Determine the legal responsibilities in sourcing, sharing and storing information
	2.2 Critically discuss when information should be offered and access allowed
	2.3 Critically evaluate the formats in which information can be provided and the impact of using various formats
3. Be able to use information to support strategic decision making	3.1 Critically analyse information to identify patterns, trends and impacts on strategic decision making
	3.2 Critically evaluate a range of decision making tools and techniques available to support strategic decision making
	3.3 Determine data and information sources available to assist in strategic decision taking
4. Be able to monitor and review management information	4.1 Critically identify methods of evaluating management information within an organisation
	4.2 Formulate processes and methodologies for analysing the impact of information on the strategic decisions made
	4.3 Determine methods of developing information capture to inform and support strategic decision making

Indicative Content

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

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

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas which could be used to help you set departmental, project, team and personal objectives.

Core Text

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

Suggested Resources

Stewart Brand: How Buildings Learn: What Happens after They're Built
http://shearinglayers.com/layers/
 TRIZ
http://www.triz.co.uk/
COBIT 5
https://cobitonline.isaca.org/
ITIL
http://www.itil.org.uk/
eTOM (Extended Telecoms Operating Model)
https://www.tmforum.org/tm-forum-frameworx/

Systems and Requirements Engineering

http://www.incose.org/.

ISO9000 - Quality Management

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

Standards in the ISO 9000 family include:

ISO 9001:2015 - sets out the requirements of a quality management system

ISO 9000:2015 - covers the basic concepts and language

ISO 9004:2009 - focuses on how to make a quality management system more efficient and effective

ISO 19011:2011 - sets out guidance on internal and external audits of quality management systems.

A theory of networks (Karen Stephenson)

http://avxhome.se/ebooks/The_exploit__a_theory_of_networks.html

The Fractal Organisation

http://journals.isss.org/index.php/proceedings56th/article/viewFile/1796/663

http://www.amazon.com/The-Fractal-Organization-sustainable-organizations/dp/0470060565

OODA

https://www.mindtools.com/pages/article/newTED_78.htm

Unit 705: Leading a Strategic Management Project

Unit code: L/506/9065

RQF level: 7

Aim

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

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to identify and justify a strategic investigative project	1.1 Determine a strategic topic to investigate that has significant implications for the organisation
	1.2 Discuss the aim, scope and objectives of the project
	1.3 Take responsibility for and justify the topic of investigation and its aim, scope and objectives
	1.4 Formulate the project research methodology, including the project structure and research base
2. Be able to conduct research using different data sources, and synthesise data and options	2.1 Assess sources of data and information that will support the aim of the project
	2.2 Synthesise the data and information for options or alternatives that support the project aims
	2.3 Critically evaluate and determine an option that supports the project's strategic aims
3. Be able to draw conclusions and make recommendations that achieve the project aim	3.1 Critically evaluate the research to enable conclusions to be made
	3.2 Recommend a course of action that achieves the strategic aims of the project
	3.3 Critically analyse the impact of the recommendations
4. Be able to develop and review the results of the investigative project	4.1 Determine the medium to present the result of the project and its contribution to strategic objectives
	4.2 Take responsibility for the results of the investigative project and the substantial changes and developments it brings about
	4.3 Critically evaluate the impact and success of the investigative project

Indicative Content

In this unit learners will examine;

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

Core Text

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

Suggested Resources

- Project Management, a step by step guide on how to plan and manage a highly successful project. Richard Newton
- The Project Manager, mastering the art of delivery. Richard Newton
- Brilliant Checklist for Project Managers. Richard Newton
- A Guide to the Project Management Body of Knowledge (PMBoK- The Project Management Institute)
- Essential Maths for Business and Management. Morris, C. 2007, London: Palgrave Macmillan
- Business Research Projects, Jankowicz, Chapman Hall
- Researching and Writing Dissertations, Horn, CIPD

- Essential Guide to Qualitative Methods in Organisational Research, Cassell C. & Symon G. 2004 London: Sage.
- Research Methods for Managers, 4th ed, Gill, J. & Johnson, P. 2010, London: Sage
- Market Research in Practice: Questionnaire Design: How to Plan Structure and Write Survey Material for Effective Market Research, Bruce, I. (2008) 2nd edition, London, Kogan Page.
- Embracing Complexity, Allen, Bowman and Boulton, Oxford University Press

Unit 706: Strategic Direction

Unit code: D/506/9068
RQF level: 7

Aim

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

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to review and determine the organisation's strategic aims and objectives	1.1 Critically analyse the existing strategic aims and objectives of the organisation
	1.2 Undertake a critical evaluation of the components of current organisational strategy
	1.3 Critically analyse the factors affecting the strategic aims of organisational strategy over the short and medium term
2. Be able to evaluate progress towards achieving organisational strategic aims and objectives	2.1 Apply a range of diagnostic and analytical tools to audit and assess progress towards existing strategic aims and objectives
	2.2 Take responsibility for and critically assess the expectations of all stakeholders and their influence upon future organisational strategy
	2.3 Critically analyse, interpret and produce an evaluation of the existing organisational strategic position and progress towards achieving the existing strategy
3. Be able to determine and evaluate strategic options to support a new strategic position	3.1 Critically evaluate and develop a range of alternative strategic options to meet organisational strategic aims, direction and objectives in the short and medium term
	3.2 Determine and justify the existing strategic option that can meet the revised strategic position

Indicative Content

In this unit learners will be introduced to some of the concepts, ideas and models which underpin an organisation setting or taking a strategic direction. The models and concepts to be discussed include:

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

Core Text

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

Suggested Resources

- The Art of Strategy. (Avinash K. Dixit)
- Competitive Strategy Techniques. (Professor Michael Porter)
- Blue Ocean Strategy. (W. Chan Kim)
- Good Strategy Bad Strategy. (Richard Rumelt)
- The Lean Start-up. (Eric Ries)
- Strategy. (B. H. Liddell Hart)
- The Innovators Dilemma. (Clayton M. Christiansen)
- Completive Advantage. (Professor Michael Porter)
- Strategic Safari. (Henry Mintzberg)
- Competitive Advantage. (Johnson and Scholes)
- Grant, R., (2007) Contemporary Strategy Analysis 6th Ed., Pearson
- Lynch, R., (2005) Corporate Strategy 4th Ed., F-T/Prentice Hall
- Mintzberg, H., (2007) Tracking Strategies: Towards a General Theory, OUP
- Ringland, G. (2004) Scenario Planning. Wiley
- Van der Heijden, K. (2004) Scenarios: The Art of the Strategic Conversation. Wiley
- Whittington R (2001) What is Strategy – and does it matter? 2nd Ed. Thomson Learning
- Stacey, R., (2011) Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking about Organisations. 6th ed. Harlow, England, New York: Financial Times Prentice Hall.

Unit 708: Strategic Marketing

Unit code: M/506/9074
RQF level: 7

Aim

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

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to understand the relationship between the marketing plan and strategic objectives	1.1 Critically evaluate how marketing techniques and tools can support the strategy of an organisation and how this impacts on the marketing plan
	1.2 Determine marketing methodologies and approaches that contribute to a marketing plan within complex organisations
	1.3 Address risk associated with the marketing plan
2. Be able to produce a strategic marketing plan	2.1 Critically analyse the components of a marketing plan and the levels of importance of each component to the achievement of strategic objectives
	2.2 Address mitigation strategies for high risk components of the plan
	2.3 Develop a marketing plan that will achieve strategic objectives for a complex organisation
3. Be able to promote the marketing plan in support of strategic objectives	3.1 Discuss how the plan supports strategic objectives
	3.2 Develop an approach to gain agreement for the marketing plan that will change organisation actions and methods to achieve strategic objectives
	3.3 Critically evaluate and provide review measures for the agreed plan

Indicative Content

- Marketing mix and principles of marketing
- Marketing research
- International marketing planning
- Methods and Techniques for collecting Data and Information

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

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas which could be used to help them set departmental, project, team and their own objectives.

Core Text
- Marketing by Paul Baines and   Chris Fill, 3rd Edition, Oxford University Press

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

Unit 710: Organisational Change Strategies

Unit code: K/506/9073
RQF level: 7

Aim

The main objective of this module is to enable students to understand, plan and achieve organisational change successfully. The received wisdom in much of the business world is that change has to be fast, large-scale and transformational if organisations are to survive. However, there is also evidence that many successful organisations take a much slower and more cautious approach to change. In addition, the failure rate of change initiatives is claimed to be around 70%. It follows from this that managing organisational change is one of the most problematic tasks leaders undertake, and that the ability to do so is a key attribute of successful leaders and successful organisations.

This module will examine the changing nature of organisations and the challenges they face. It will examine the main approaches to managing change and show how these relate to the types of changes that organisations are undertaking especially in terms of individual, group and organisational behaviour.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Understand how to apply solutions to organisational change	1.1 Critically evaluate the range of organisational change models and frameworks that could be used in your organisation
	1.2 Identify and apply a range of creative problem solving tools and techniques to address change challenges
	1.3 Critically evaluate, determine and justify change solutions that link to the achievement of organisational strategy
2. Understand how to develop a change strategy using implementation models	2.1 Critically evaluate a range of change implementation models
	2.2 Identify and justify the criteria to select and support a change implementation model and will achieve the organisational change desired
3. Be able to analyse an organisational response to change	3.1 Identify and demonstrate the use of analytical tools to monitor the progress and the effects of change within your organisation
	3.2 Critically assess monitoring and measurement techniques used to measure and track change within an organisation
	3.3 Analyse and critically assess strategies to minimise the impact of adverse effects of change in your organisation

4. Understand how to evaluate the impact of change strategies	4.1 Critically evaluate the processes required to review the impact of the change in your organisation
	4.2 Critically analyse and discuss the results of a change impact review
	4.3 Formulate findings of a change analysis and present them in an appropriate way for different stakeholders

Indicative Content

- Setting Scope and Boundaries

- Perspectives and relationships

- PSMs - problem structuring methods

- The importance of organisational change

- Change communications and communications strategies

- Organisational structures

- Organisational maturity and leadership styles

- Organisational change and the individual

- A 20 Year Look at Business and Organisational Change.

- Organisational change and organisational theory

- Culture, Power, Politics and Change

- Approaches to organisational change – traditional models

- Change solutions v change options

- Change as an emergent, tropic, rhizomatic and spontaneous process

- The emergence and power of social media as a change process

- Supporting tools and techniques

- Organisational change and organisational choice

- Change in Practice – The Consultant's View

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas which could be used to help them set departmental, project, team and their own objectives.

Core Text

- Planning and Managing Change Paperback – by Bill Mayon-White (Editor)

- Managing Change Paperback by Bill (Editor) Mabey Chr and Mayon-White (Author)

Suggested Resources

- Burnes, B (2009) Managing Change (5th Edition). FT/Prentice Hall.

- Rosabeth Moss Kanter: pioneer of empowerment and change management

- Gary Hamel: the search for a new strategic platform

- Sumantra Ghoshal: professor of the Spring strategy

- Charles Handy: understanding the changing organisation

- Igor Ansoff: father of corporate strategy

- C K Prahalad: a new view of strategy

- Richard Tanner Pascale: change agility and complexity

- Kurt Lewin: change management and group dynamics

- https://www.academia.edu/479771/Change_Management_The_Road_Ahead

- https://www.researchgate.net/profile/Cliff_Oswick/publications

Unit 711: Strategic Planning

Unit code: Y/506/9070
RQF level: 7

Aim

This unit is about the value of the strategic planning process in formulating appropriate strategies and designing a plan that will be supported by stakeholders and other organisational leaders. The critical review of the plan and its success is also addressed in the unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to conceive and analyse strategic options	1.1 Critically analyse and identify the organisation's strategic aims and objectives including the approach adopted to strategic planning
	1.2 Determine alternative strategic options available and the implications for the organisation
	1.3 Critically evaluate the impact of stakeholder expectations on a strategic plan and the planning horizon
2. Be able to formulate a strategic plan	2.1 Critically evaluate the strategic options available to the organisation over the existing planning horizon and factoring in wider context market and competitor impacts
	2.2 Assess and determine the priorities and feasibility of alternative options over the existing planning horizon
	2.3 Carry out a risk assessment of the preferred strategy and alternatives
	2.4 Identify, justify and articulate the selected strategies within the plan and address any potential problems
	2.5 Produce a strategic plan and its components to achieve the selected strategic direction
3. Be able to implement, evaluate, monitor and review the strategic plan	3.1 Critically review the organisational and market factors to be considered in the implementation of the strategic plan
	3.2 Determine and apply a range of tools and concepts to monitor and review the strategic plan
	3.3 Determine the impact of the strategic plan on the organisation's direction and achievement of the organisation's objectives

Indicative Content

In this unit learners will be introduced to the concepts, ideas and models which underpin an organisation setting or taking a strategic direction. The models and concepts briefly discussed include:

- Organisational aims and objectives
- Alternative Strategic Options
- Strategic Tools and Techniques
- Other Tools and Techniques
- Stakeholder expectations
- Strategic options
- Risk Assessment
- Components of a Strategic plan
- How to evaluate, monitor and review a strategic plan

Core Text

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

Suggested Resources

- Johnson, G, Whittington, R and Scholes, K (2013) Exploring Strategy. London: Financial Times / Prentice Hall.
- Johnson, M. W., Christensen, C. M., & Kagermann, H. (2008). Reinventing your business model. Harvard Business Review, 86(12), 50-59.
- Kaplan, R. S., & Norton, D. P. (2007). Using the balanced scorecard as a strategic management system. Harvard Business Review, 85(7/8), 150-161.
- Markides, C. and Williamson, P. (1996). 'Corporate diversification and organizational structure: A resource-based view'. Academy of Management Journal: 39(2): 340
- Martin, J. and Sayrak, A. (2003). 'Corporate diversification and shareholder value: a survey of recent literature'. Journal of Corporate Finance, 9(1): 37–57.
- Neilson, G. L., Martin, K. L., & Powers, E. (2008). The secrets to successful strategy execution. Harvard Business Review, 86(6), 60-70.
- Johnson, G, Whittington, R and Scholes, K (2011) Exploring Strategy. London: Financial Times / Prentice Hall.
- Strategic management system. Harvard Business Review, 85(7/8), 150-161.
- Martin, J. and Sayrak, A. (2003). 'Corporate diversification and shareholder value: a survey of recent literature'. Journal of Corporate Finance, 9(1): 37–57.
- Porter, M. E. (1996). What is strategy? Harvard Business Review, 74(6), 61-78.
- Sethi, R., Iqbal, Z., & Sethi, A. (2012). Developing New-to-the-Firm Products: The Role of Micropolitical Strategies. Journal of Marketing, 76(2), 99-115. doi:10.1509/jm.09.0308.

Unit 712: 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	Assessment Criteria
1. Understand how the HR plan supports strategic objectives	1.1 Critically assess the strategic importance of current, future and anticipated HR requirements
	1.2 Analyse how HR planning impacts on the strategic plan
2. Understand the legal and organisational frameworks for the employment of staff	2.1 Evaluate the current legal frameworks that influence a HR plan
	2.2 Identify approaches and methodologies to support the recruitment and selection of staff (external candidates) and the impact of current legislation and organisation requirements
3. Understand the effect of the organisational environment on employees	3.1 Critically evaluate how organisational culture affects recruitment and retention of employees
	3.2 Discuss the work environment influences where personal work life balance issues and the changing patterns of work practices determine motivation and commitment

Indicative Content

In this unit, learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas which could be used to help them set departmental, project, team and their own objectives. Topics will include:

- What is HRM
- Drivers' towards HRM?
- Categorisation of Theories of HRM
- Categorisation and Critiques of HRM Models / Approaches
- Approaches to the Development of HR Strategy
- Organisation theory

- Contemporary theories of organisations
- Ulrich's Adapted HR Stool
- Organisational & managerial perspectives
- Best Practice Models
- Evolution of HR Strategy
- Performance management the planning, assessment and feedback model
- The Michigan HR resource cycle
- Features of new organisational forms
- Managing employee relations
- Corporate governance, ethics, CSR and accountability

Core Text

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

Suggested Resources

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

Unit 724: Development as a Strategic Manager

Unit code: J/506/9064
RQF level: 7

Aim

The unit aims to supports organisational and self-awareness in Learners. It provides foundations for a self-critical and reflective approach to personal development to support the Learner when operating at a strategic level. Wider context organisation and environmental factors are also considered as contributors to overall strategic success of the individual and the organisation.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Be able to identify personal skills to achieve strategic ambitions	1.1 Critically analyse the strategic direction of the organisation
	1.2 Critically evaluate the strategic skills required of the leader operating in a complex environment to achieve personal and organisational strategic ambitions
	1.3 Assess the relationship between existing, required and future skills to achieve strategic ambitions
2. Be able to manage personal leadership development to support achievement of strategic ambitions	2.1 Critically discuss the opportunities to support leadership development
	2.2 Design a personal development plan to direct leadership development in a complex environment
	2.3 Devise an implementation process to underpin the success of the development plan that can realise substantial changes in leadership style
3. Be able to evaluate the effectiveness of the leadership development plan	3.1 Critically evaluate the achievement of outcomes of the plan against original objectives
	3.2 Evaluate the impact of leadership style and the achievement of objectives on strategic ambitions in different organisational settings
	3.3 Critically review and update the leadership development plan
4. Be able to advocate an employee welfare environment that supports organisational values	4.1 Critically evaluate the impact of corporate commitment to employee welfare on strategic organisational objectives
	4.2 Discuss how an employee welfare environment can affect achievement of strategic organisational objectives
	4.3 Determine the influence of corporate commitment to employee welfare on the development of organisational values that will realise strategic ambitions

Indicative Content

The indicative content for learners includes, but is not limited to, the following:

- Approaches to business strategy
- Old and new business models
- Strategy evolution
- Resource based approach to strategy
- Analysis of the environment
- Honey and Mumford learning styles
- Personal development and gap analysis including developing yourself
- Career anchors (Edgar Schein)
- Blanchard, Adair, Blake and Mouton Models on leadership and development
- Argyris' double loop learning
- Reddin's 3D and Belbin's team roles
- Skills competences and know-hows including core and distinctive competences
- Intellectual capital and balance score card methods
- Development of a personal development plan (PDP)
- Health and safety at work
- Erikson's Life Stage Theory
- Nudge Theory
- Psychological Contract
- Kirkpatrick's Learning Evaluation Model
- Erikson's Theory of Personal Development (1902 – 1994)
- Developmental and Sponsorship Mentoring
- Formal and Informal Coaching

Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas which could be used to help them set departmental, project, team and their own objectives.

Core Text

Human resource management at work Marchington, M. and Wilkenson, A 2008

Suggested Resources

- The CIPD Employee Outlook report is based on a twice-yearly survey of over 2,000 UK employees conducted by YouGov on behalf of the Chartered Institute of Personnel and Development, well worth a general read
- Organisational Behaviour, ARVINEN MUONDON and PERKINS, KOGAN PAGE
- Human resource Management in a Business Context, KEW and STREDWICK, CIPD
- Strategy and human resource, BOXALL, P. and PURCELL, J. (2008) CIPD
- Learning and Development Talent, Jim STEWART and CLARE RIGG, CIPD

- Contemporary strategy analysis. 6th ed. GRANT, R. (2008), Blackwell.
- Exploring Corporate Strategy, JOHNSON and SCHOLES, PRENTICE HALL
- Strategic Management and Organisational Dynamics: The Challenge of Complexity to Ways of Thinking about Organisations. 6th ed. Stacey, R., (2011), Financial Times Prentice

Appendix 2 Student Assessment Cover Sheet

Learner Reference Number	
Unit Level and Title	
Assignment Number	
Name of Tutor	
Date Submitted	
Essay/Assignment Question	

Any piece of student's work without a declaration **will not be accepted** for marking.

Declaration
1. This assignment is the product of individual work.
2. I am aware of what plagiarism is and the penalties that I/we would suffer if I am found to have committed plagiarism.
3. The work submitted is the product of my original work and where material and ideas have been taken from the published and unpublished work of others, reference to all original sources has been made in the text and via the reference, bibliography or notes sections, or by some other means.
4. I understand that 3% points are deducted for each day of late submission.

Instructions to Student:

Assignments should be no longer than 1,500 words. Appendices, references and tables are not part of the word count. Ideally assignments should include an executive summary of key points, clarification of the question set and a critical perspective on the question based around course material. External sources should be referenced and wherever possible case examples included in the answer. Ensure that you provide a conclusion to the discussion that shows the balance of the argument.

The marking criteria are:
- Understanding of question and topic;
- Clarity and structure of argument;
- Use of sources and citation;
- Critical analysis and discussion of arguments.

Assignments should be submitted electronically to (insert address) using the Learner Reference Number. Do not write your name on the document.

Attach this cover sheet to all your assignments for submission and email the Course Administrator at (insert email address)

Appendix 3: Student Assessment Feedback Sheet

Name of Tutor	
Assignment Number	
Essay/Assessment Question	

Marking Criteria

Understanding of question and topic.	
Clarity and structure of argument.	
Use of sources and citation.	
Critical analysis.	
Conclusions and recommendations.	
General Comments	

Grade Issued			
1st Marker		**Date**	
2nd Marker		**Date**	

Appendix 4: Evaluation by Student

Qualification Title:

Name	
Date	
Tutor	
Module title(s)	
Assessment/Learning Period	

In the following sections please provide any information that will help us to improve the programme

Curriculum design, content and organisation

Teaching, learning and support

Assessment methods and feedback

Student achievement (to what extent have you met the learning outcomes)

Any further comments

Appendix 5: A Guide to Essay Writing

QUALIFI Ltd provides guides to writing essays and reports in line with expectations at this level of learning.

This guide is available on request through your tutor in the first instance or by emailing: support@QUALIFI-international.com

Essays require a structure with the arguments or topics flowing cohesively through the document in a logical manner in order to create an argument that answers the question asked. If you've prepared a good outline, the resulting written work's structure should develop from that. Reports and Briefing Papers have similar requirements although the logical structure is made explicit through headings and sub-headings.

As you write try to be concise and to the point. Think of the most economical way of putting every point across. Similarly, be as clear as possible. If you don't understand what you have written the chances are that nobody else will either. Try to give the reader a smooth progression from one idea to the next through your work, rather than a series of random, disconnected points. Your writing should lead the reader clearly and naturally to your conclusion.

With this in mind, you should only use bullet points if they are appropriate, i.e. you have an actual list of brief items that are clearly a list. Don't write in bullet points because you think it relieves you of the need for a logically flowing structure.

Avoid the use of jargon unless you are sure what it means. Likewise, don't pepper you work with large, unwieldy words in an effort to sound 'academic.' Using words that you almost (but don't quite) understand fully simply makes you sound silly.

Try to put things in your own terms. There is no sense in regurgitating passages from books or articles that you clearly don't understand, and this in any case carries the risk of committing plagiarism. Nobody wants to see that you have merely read the books; you need to show that you have understood them. A good assignment demonstrates both an understanding of relevant readings and independent thought about a topic.

You should therefore use direct quotations sparingly. Direct quotations should only be used when an author says something utterly unique in a unique and memorable way. Direct quotations are meant to add emphasis and interest to your ideas. They are not meant to be a substitute for your ideas.