Level 4 Certificate in Business Management

Level 5 Diploma in Business Management

Level 5 Diploma in Business Enterprise

Learner Guide

September 2016

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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.

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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 4 Certificate in Business Management (601/6048/2)

QUALIFI Level 5 Diploma in Business Management (601/6049/4)

QUALIFI Level 5 Diploma in Business Enterprise 601/6050/0

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 Certificate is accredited at Level 4 and the Diplomas are each accredited at level 5. Each programme has a total equivalence of 120 credits. Completing the Certificate and either Diploma has a value of 240 credits. This is equivalent to a **Foundation Degree** and as such allows access to the final year at one of our University partners for a related Honours Degree.

2.2 Rationale, aims and learning outcomes of the course

The rationale of the programmes is to provide a career path for learners who wish to develop their management capabilities within the business sector. The outcome of the Certificate and Diplomas, which are recognised UK Qualifications, is for Learners to develop the skills required by organisations globally.

All programmes create learning that advances the thought leadership of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, we look to develop the team leaders, managers and leaders of the future through the creation and delivery of learning appropriate for industry.

The Certificate and Diplomas will link to key development in areas of commerce. Contemporary issues are identified and evaluated so that the learner has a true vocational understanding on the industry as well as an academic perspective.

In order to achieve this, work placements are encouraged so that genuine experience can be gained and a true insight into the practicalities of management can be realised.

2.3 Aims of the Certificate and Diplomas

The programmes offered provide the opportunity for individuals to forge a career in business by seeking a greater knowledge and understanding industry, and to support the individual's development into senior positions. The course aims for the following:

1. To enable Learners to apply analytical and evaluative techniques to business in private and public sectors
2. To enhance analytical and evaluative skills relating to business across a number of industries
3. To develop the Learner's ability to recognise and reflect on the process of personal learning and development which facilitates the enhancement of key personal, sociable and other transferable skills
4. To encourage the Learner's self-reflection, analytical, intellectual and transferable skills

2.4 Learning Outcomes of the Certificate and Diplomas

The overall learning outcomes for all programmes are:

1. To understand and apply the principles of leadership in a business environment
2. Review and apply the principles of business management within industry
3. To understand and apply the principles of 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. Effectively use verbal and communication skills
8. Work independently and as part of a team
9. Manage one's own personal development and growth

These are the overall learning outcomes in line with foundation degree equivalences. 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 can:

- 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 Qualifications have 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

QUALIFI Level 4 Certificate in Business Management:

- Learners who have demonstrated some ability and possess Qualifications at Level 3, for example 'A' Levels or vocational awards;
- Learners who have spent some time in an organisational role and shown they have capability and drive to develop
- Learners seeking further professional development and gain work related skills and know-how.

QUALIFI Level 5 Diploma in Business Management:

- Learners who possess Qualifications at Level 3 and/or 4;
- Learners who have work experience at a managerial level and demonstrate ambition with clear career goals;
- Learners who possess a first degree in another discipline and want to develop their careers in business.

QUALIFI Level 5 Diploma in Business Enterprise:

- Learners who possess Qualifications at Level 3 and/or 4;
- Learners who have work experience and demonstrate drive and ambition to start their own business, or work in business development;

- Learners who possess a first degree in another discipline and want to develop their own business or shift careers.

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 Certificate in Business Management is a Level 4 Qualification made up of 120 credits.

The QUALIFI Diploma in Business Management and the QUALIFI Diploma in Business Enterprise are both Level 5 Qualifications equalling 240 credits. Learners who register for the either Level 5 and fail to complete may be awarded a Level 4 if they have competed sufficient credit.

All units are 20 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 20 credit unit approximates to a TQT of 200 hours incorporating 100 hours of Guided Learning.

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 structures

There are 6 mandatory units for each Qualification. All units cover a number of topics relating to learning outcomes. Each module has the equivalency of 20 credits.

Learners are required to complete 6 units at Level 4 to achieve the 120 credits required to gain the Level 4 Certificate in Business Management.

Learners achieving 120 credits for the Level 4 may then opt to progress to either the Level 5 Diploma in Business Management to gain a further 120 credits or The Level 5 Diploma in Business Enterprise.

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

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.

QUALIFI Level 4 Certificate in Business Management

The Level 4 Certificate provides an introduction to the main facets and operations of organisations. It introduces the challenges faced by modern day businesses. The Qualification focuses upon developing understanding, skills and abilities to equip the Learner with the awareness and aptitudes to be an effective organisational manager and leader.

Qualification Structure and Requirement

The Qualification is made up of 6 units. All units are mandatory and required by learners for the Level 4 Certificate in Business Management.

Ref:	Unit Title	Credit	TQT
BUS 1.1	Communications in Organisations	20	200
BUS 1.2	Leadership and the Organisation	20	200
BUS 1.3	Financial Awareness	20	200
BUS 1.4	Managing Change	20	200
BUS 1.5	Business Operations	20	200
BUS 1.6	Developing Teams	20	200

QUALIFI Level 5 Diploma in Business Management

The Qualification deals with complex and challenging organisational issues and opportunities. The units are closely linked to current day real world and work challenges and the Qualification will test and develop student's workplace experience and abilities.

The Qualification will require learners to make judgements and provide creative and practical solutions and ways of responding to organisational challenges and problems. An action based approach will be sought and learners who have strong motivation to progress in their chosen career and business pathway will gain significantly from the qualification.

The Level 5 units are also designed to dove-tail into a top-up undergraduate year at a UK University.

Qualification Structure and Requirement

The Qualification is made up of 6 units. All units are mandatory and required by learners for the Level 5 Diploma in Business Management.

Ref:	Unite Title	Credit	TQT
BUS 2.1	Responding to the Changing Business Environment	20	200
BUS 2.2	Effective Decision Making	20	200
BUS 2.3	Business Development	20	200
BUS 2.4	Business Models and Growing Organisations	20	200
BUS 2.5	Customer Management	20	200
BUS 2.6	Risk Management and Organisations	20	200

Level 5 Diploma in Business Enterprise

The Qualification provides comprehensive coverage of the issues, challenges and disciplines growth organisations or business start-ups face. Learners who want to make a success of their own business venture or to develop their skills in promoting or creating growth in organisations will gain significantly from this qualification.

The inspired student or entrepreneur will gain valuable insights into the characteristics, skills, resources and tools required to drive a growing organisation or business start-up forward. Learners will be required to be proactive and engage with businesses that have growth strategies or start-ups with ambition. Learners will be expected to create ideas and plans that support their personal business goals or those of organisations that they are involved with.

The Level 5 units are also designed to dove-tail into a top-up undergraduate year at a UK University.

Qualification Structure and Requirement

The Qualification is made up of 6 units. All units are mandatory and required by learners for the Level 5 Diploma in Business Enterprise.

Ref:	Unit Title	Credit	TQT
ENT 2.1	Entrepreneurship, Enterprise and Creativity	20	200
ENT 2.2	Influences on Organisational Growth and Development	20	200
ENT 2.3	Venture Management - Growing a Business	20	200
ENT 2.4	Marketing for Growth Organisations	20	200
ENT 2.5	Developing and Launching a New Business	20	200
ENT 2.6	Social Enterprise and Third Sector Organisations	20	200

4.3 Progression and links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 4 Certificate in Business Management** will allow progress to:

- the QUALIFI Level 5 Diploma in Business Management or Business Enterprise, or
- the second year of undergraduate study in business management; or
- directly into employment in an associated profession.

Learners completing the **QUALIFI Level 5 Diploma in Business Management or QUALIFI Level 5 Diploma in Business Enterprise** will allow progress to:

- the final year of an undergraduate degree; or
- directly into employment in an associated profession.

4.4 University exemptions and progression

QUALIFI has exemptions for learners to progress to a final year of an Honours degree at a number of Universities.

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 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.

6 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

Level 4 QUALIFI Certificate in Business Management

Bus1.1: Communication in an Organisation

Unit code: D/507/1581
RQF level: 4

Overview

This module is divided into three parts and examines Communications at an organisational level, interpersonal communications and managing internal and external communications.

Effective communications are vital to the success of any organisation, to ensure understanding, involvement and commitment to organisational policies and procedures.

Organisations today often need to change their policies and procedures to survive in the developing local and global economies. It is important for managers to realise the importance of sound communication practice and systems to ensure the effective development and dissemination of new ideas and decisions for change.

This module will help managers explore the links between good communications and the development of workforce understanding and commitment to change by considering what is meant by good communications practice. It will then help them look at their communication skills as well as how to improve links between their team, other parts of the organisation and beyond.

Module Aims

The module aims to develop the learner's awareness of organisational, personal, team and external communications. Communication practices, systems, styles and tools are explored and how they support individual and group's commitment to organisations and their objectives.

Interpersonal communication with an emphasis on analysing the learner's own personal style to empower and improve personal communication skills is central to the unit. For this purpose, learners should obtain feedback on their input at meetings, presentations, interviews and in discussions with peers and tutors.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcome	**Assessment Criteria- The Learner can:**
1. Analyse communications in organisations	1.1 Understand the importance of effective communications in organisations. 1.2 Identify and explain communication practices and systems that allow organisation policy and procedures to be understood and followed; and how ideas, new initiatives and developments can be shared. 1.3 Evaluate how workforce commitment to organisational change can be achieved using different communication practices. 1.4 Analyse communication barriers and weaknesses and remedies to such problems.
2. Understand and develop personal interpersonal communications	2.1 Explain interpersonal communications and communication styles. 2.2 Show awareness of personal interpersonal communication skills and provide evidence of your skills including presentation style, meetings management and networking. 2.3 Apply approaches to improve personal communication style.
3. Evaluate the management of internal and external workplace communications	3.1 Identify and explain how management can support teams and other groups, departments or sections within and outside an organisation to communicate effectively. 3.2 Investigate organisational practices that support internal and external workplace communications. 3.3 Evaluate communication tools, approaches and practices that support effective internal and external communications. 3.4 Plan improvements in workplace communications and implement the plan.

Teaching and Learning Strategy

The emphasis for this module must ensure that learners have opportunities not only to develop understanding and suggest improvements but also to practice and gain feedback on their own personal communications skills. Therefore, the module should include feedback from meetings, presentations, interviews, discussions and peer as well as tutors.

Further emphasis on active learning is required and consequently the extent of pure input sessions should be kept to a minimum.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	**Assessment**	**Weighting %**	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

Please refer to the course text:

Kelly M., Williams M., (2015) BUSN 7, Business Communications, Chapter 5, Cengage

Much of the material for this unit has been drawn from the following text:

Huber, D., (2013) *Leadership and Nursing Care Management*, Elsevier, Chap 7 pp111 - 124 ISBN: 978-1-4557-4071-0

Stanton, N., (2013) *Mastering Communications*, 5th Edition, Palgrave, ISBN: 0-333-69343-4

West, R., Turner, L., (2009) Understanding Interpersonal Communication 2nd edition, Cengage

Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Guirdham, M., (2011) Communicating Across Cultures at Work, 3rd edition, Palgrave Macmillan.

Fitzpatrick, L., Valskov, K., (2014) Internal Communications: A manual for practitioners, Kogan Page.

Hargie, O and Tourish, D (2009), Auditing Organizational Communication, A Handbook of Research, Theory and Practice, Routledge.

Hargie, O and Tourish, D (2009), Auditing Organizational Communication, A Handbook of Research, Theory and Practice, Routledge.

McKay, M., Davies, M., Fanning, P., (2009) Messages: The Communication Skills Book, New Harbinger Publications, Inc.

Răducan, R., & Răducan, R. (2014). Communication Styles of Leadership Tools. Procedia - Social and Behavioural Sciences, 149, 813–818

Schramm, W. (1955). How communication works. In W. Schramm (Ed.). The process and effects of mass communication. Urbana: University of Illinois Press

Wood, J. T. (2009). Communication in our Lives! (4th edition.), Belmont, Thomson-Hadsworth

Bus1.2: Leadership and the Organisation

Unit code: H/507/1582
RQF level: 4

Overview

This unit looks at the development of practical leadership skills at a non-strategic level within the rapidly changing working environment.

The unit provides an opportunity for learners to explore in depth the attributes and skills of successful leaders. Learners will also be able to consider how some of the leadership theories and models can be applied to specific situations and to learn how leadership skills can be developed.

The unit draws on a selection of established principles and on more recent work. It seeks to consider their relevance to specific working situations.

Module Aims

Through a study of leadership styles, current theory and models learners will be gain an appreciation of leadership skills and their importance at all levels in organisations and for specific purposes.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	**Assessment Criteria**
1. Evaluate the impact of different leadership qualities and skills in organisations	1.1 Identify different skills and characteristics of successful leaders. 1.2 Assess how different leadership styles can influence an organisation.
2. Research current theories, models and principles of leadership	2.1 Appreciate and comment on different leadership theories, models and principles. 2.2 Discriminate between the leadership skills needed for different tasks in organisations and at different levels, from strategic to team leader. 2.3 Evaluate the usefulness of leadership theories, models and principles.
3. Analyse the leadership skills required for specific situations	3.1 Discuss how an organisation's objectives can influence choice of leadership style.

	3.2 Evaluate different industries and sectors and what leadership styles may be most suited to them. 3.3 Evaluate different organisation functions and situations and what leadership styles may be most suited to them. 3.4 Identify methods of leadership development suitable for a range of different contexts.

Teaching and Learning Strategy

This module will involve the student engaging in a process of research on an independent and group basis into the subject matter. The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	**Assessment**	**Weighting %**	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise. Further information and guidance on the assessment will be made available through the module tutor.

Core text

Please refer to the course text:

> Kelly M., Williams M., (2015) BUSN 7, Management, Motivation and Leadership, Chapter 14, Cengage

Much of the material for this unit has been drawn from the following text:

> Yukl, G. (2010) Leadership *in Organizations*, 7th Edition, New Jersey: Pearson.

Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Bus1.3: Financial Awareness

Unit code: M/507/1584
RQF level: 4

Overview

This module is designed to introduce learners to the nature, role and importance of financial information in organisations from a managerial perspective. Learners will have the opportunity to look at communication and interpretation of financial information for managing organisations, its regulation and structuring and use in decision making, together with the principles of accounting, standards expected, and concepts and conventions that influence the presentation of financial information.

Learners will, through the examination of financial information, learn about the important issues relating to the measurement of efficiency, profitability and solvency, and the different demands on organisations made by different stakeholders. They will also explore the extent to which external confidence is determined by financial performance.

Learners will examine how financial information can be interpreted, analysed and evaluated, how costs in an organisation can be monitored and controlled, and how the concept of contribution aids decision making.

Module Aims

The overriding aim of the module is to provide the learner with the necessary knowledge to be able to critically evaluate the financial systems, processes and procedures in their own organisations.

Learners will gain understanding of accounting conventions, appreciate measurement for efficiency, profitability and solvency, and the different demands made by different stakeholders. Learners will gain understanding of financial commentary.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcome	Assessment Criteria
1. Explore the nature and use of financial information	1.1 Discuss the need for financial information, its purpose, limitations and the main stakeholders interested in the information. 1.2 Identify accounting arrangements and conventions used by organisations.
2. Investigate the principles and standards used to produce accounting and financial information	1.1 Explain how accounting frameworks and regulation influence accounting and financial arrangements. 1.2 Explain the uses of published financial information. 2.3 Explain how an organisation uses management accounting practices.
3. Examine financial commentary that interprets and analyses published financial information	3.1 Explain the main items commented on and explain their importance. 3.2. Identify trends in published accounting information.

Teaching and Learning Strategy

This module will involve the student engaging in a process of research on an independent and group basis into the subject matter. The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria:

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

Please refer to the course text:

Kelly M., Williams M., (2015) BUSN 7, Accounting: Decisions by the Number, Chapter 8, Cengage

Much of the material for this unit has been drawn from the following text:

Atrill P and McLaney E (2012) Accounting an Introduction 6e, Pearson Education

Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Bamber, M., Parry, S., Accounting and finance for Managers, Kogan , 2014

Weetman, P., (2013) Financial and management accounting, 6th ed Edition, Pearson.

Holmes, G., Sugden, A., Gee, P., Holmes, G., (2008) Interpreting company reports and accounts, 10th Edition, Financial Times Prentice Hall

Elliott, B., Elliott, J., (2015) Financial accounting and reporting, 17th edition Edition, Pearson, 2015

Bus1.4: Managing Change

Unit code: A/507/1586
RQF level: 4

Overview

Management has often been defined as 'creating change through people' and this module encourages learners to adopt this approach to change. It is designed for managers or potential managers working at first line or operational levels who are seeking to change ongoing systems and processes in the workplace.

Learners will gain the realisation that it is only through the people that they work with that change can become successful.

This module will allow learners to take a problem solving approach, initially defining issues and then looking at options, before selecting an appropriate route to change.

Finally, the module looks at planning for implementation and evaluation of the change itself. There will be an emphasis on involving those directly affected, to gain their experience and knowledge as well as their commitment to, and ownership of, the change itself.
Throughout the module, importance will be placed the need to manage and control the change process by effective monitoring and evaluation. Various change models will be used as the basis of activity.

Module Aims

The aim of this model is to introduce different models and practices of change management.

The model further aims to help Learners to develop an understanding of the issues and practices involved in the management of change and those activities that contribute to positive organisational change. Learners are encouraged to develop and use their problem solving skills.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	Assessment Criteria
1. Research and analyse issues that concern significant organisational change	1.1 Identify and analyse the resources impact of change on the organisation. 1.2 Explain positive and negative implications for making the change. 1.3 Evaluate organisation plans and arrangements and their fitness to accommodate the change.
2. Develop plans to involve stakeholders in planning for and supporting change	2.1. Provide reasons and recommendations to support a team approach to managing change. 2.2 Consider options for an organisation that needs to make changes. 2.3. Evaluate options and provide reasons to select a particular option, or set of options.
3. Plan the implementation and evaluation of a change process.	3.1 Produce plans that prepare the organisation for change and support implementation. 3.2. Monitor and evaluate the change implementation. 3.3 Review the successes and/or failures of the change process.

Teaching and Learning Strategy

This module will involve the student engaging in a process of research on an independent and group basis into the subject matter. The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

Please refer to the course text:

> Kelly M., Williams M., (2015) BUSN 7, Business Now: Change is the only Constant, Chapter 1, Cengage.

Much of the material for this unit has been drawn from the following text:

> Burnes, B., (2014) Managing Change, 6th edition, Pearson Education
>
> Rees Hal D., Managing Change, CIPD, available to download from: http://shop.cipd.co.uk/shop/bookshop/media/cms/pdf/bookstorepdfs/leading-managing-and-developing-people-4th-edition---a-sample-chapter.pdf , accessed May 2016.
>
> Bothma, R., Brewster, C., Carey, L., Holland, P., Warnich, and Edited by Grobler, P., (2012) Contemporary Issues in Human Resource Management, 4th edition Chapter 11 Change Management and Building the Learning Organisation.

Suggested Reading

There is now a great range of textbooks and other useful texts on the market and the list below is indicative. The list includes standard texts that need to be used appropriately, as well as other texts that include case studies.

> Anderson D., Ackerman L., (2010)Beyond Change Management: How to Achieve Breakthrough Results Through Conscious Change Leadership, Second Edition, Wiley.

Drucker, P., (2009) Managing in a Time of Great Change (Drucker Library).

Holman, P., Devane, T., Cady S., (2007) The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems, BK

HBR's 10 Must Reads on Change Management, (2011) Harvard Business Review.

Kotter J and Cohen D S (2012) The Heart of Change; Real Life Stories of How People Change Their Organisations (Harvard Business School Press,)

Kotter, J. (2012). The 8-step process for leading change. Kotter International.

Hayes, J., (2010). The Theory and Practice of Change Management: Third Edition, Palgrave.

Quinn, R., Cameron, S., (2011). Diagnosing and Changing Organizational Culture, Wiley.

Bus1.5: Business Operations

Unit code: F/507/1587
RQF level: 4

Overview

This module focuses upon the effective and efficient planning and management of work activities. It provides learners with the knowledge and skills to design, implement and change operational plans to improve effectiveness and efficiency, and to design and monitor appropriate systems to ensure quality of the products and services.

Learners may investigate their own organisation and their role within it. Their research will involve evaluating the importance of business processes in delivering outcomes based on business goals and objectives, establishing customer requirements and developing and implementing operational plans to meet them.

This will include the identification of resources needed, the planning and allocation of appropriate work activities, the setting and monitoring of performance measures and quality standards, and then taking appropriate action or making suitable recommendations to solve problems at work and managing the resulting change.

Consideration will be given throughout the unit to legal, regulatory and ethical requirements, particularly to the maintenance of health and safety.

Learners will discover that the objectives of successful managers are largely achieved through others and that the involvement of teams, peers and individuals is crucial to the efficient and effective management of activities.

Module Aims

This module aims to enable learners to develop an understanding of the issues relating to the management of activities with a particular focus on problem solving.

The module provides a basis for understanding how different organisations are structured and controlled, and the importance of business goals and objectives. The workings and operations of the organisation are examined and Learners are required to develop and deliver operational plans.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	Assessment Criteria
1. Examine the importance of business processes in delivering business goals and objectives	1.1 Identify and evaluate organisational functions, their main processes and the relationships between the functions. 1.2 Review methods and approaches for mapping organisational processes.
2. Investigate how business goals and objectives affect business operations	2.1 Explain the effect of organisation mission, aims and objectives on the structure and culture of an organisation. 2.2 Analyse different approaches to goal setting for organisations. 2.3 Set SMART objectives.
3. Develop and implement plans for an operational area.	3.1 Develop and introduce plans that support the achievement of organisational goals and objectives. 3.2. Use SMART objectives. 3.3 Monitor and control plans to make sure objectives are achieved.

Teaching and Learning Strategy

This module will involve the student engaging in a process of research on an independent and group basis into the subject matter. The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

The text for this module has been taken from:

Wickham, P.A, (2012) Management Consulting; Delivering an Effective project, Fourth Edition, Pearson.

Bedi, K (2016) Production and Operations Management, 3rd edition, Oxford University Press

Slack, N., Brandon A., Johnson R., (2013) Operations Management, 7nd Edition, Pearson

Suggested Reading

There is now a great range of textbooks and other useful texts on the market and the list below is indicative.

Hill, A & Hill, T (2011), Essential Operations Management, Palgrave.

Oakland, J.S. (2014). Total Quality Management and Operational Excellence: text and cases, 4th edn. Routledge

Pugh, Derek S., & Hickson, David J. (2007). Great Writers on Organizations (Third Edition). Ashgate Publishing.

Shafritz, Jay M., Ott, J. Stephen, & Jang, Yong Suk. (2010). Classics of Organisation Theory, Seventh Edition. Wadsworth

Williamson, Oliver E. (2008). Outsourcing: Transaction cost economics and supply chain management, Journal of Supply Chain Management, Vol. 44, No. 2, pages 5–16.

Bus1.6: Developing Teams

Unit code: J/507/1588
RQF level: 4

Overview

This module focuses on building, developing and supporting teams to enable them to achieve their goals and objectives. Learners must identify the skills and potential of team members while providing opportunities for them to gain new skills and experiences.

Learners will evaluate team roles and their importance when allocating team members to appropriate tasks in order to achieve objectives.

A key factor in a winning team is the team leader. Learners will have the opportunity to examine the qualities required of an effective leader to ensure that tasks are achieved, while building and developing the team and individuals within it.

This module also focuses on methods for monitoring team performance and approaches for handling poor performance and conflict.

Module Aims

The module focuses on building, developing and supporting teams to enable them to achieve their goals and objectives. Learners will identify the skills and potential of teams and individuals.

Opportunities for teams to develop, gaining new skills and experiences and ways to evaluate and improve their performance are important to the module too.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	Assessment Criteria
1. Analyse the characteristics of teams	1.1 Identify the attributes of a successful team. 1.2 Review theoretical models and approaches used to evaluate teams.
2. Evaluate methods for team development	2.1 Assess motivational factors affecting different teams. 2.2 Evaluate relevant theory.
3. Evaluate methods of setting team objectives, and monitoring and evaluating team performance	3.1 Identify different approaches to setting team objectives and evaluating team performance. 3.2. Produce recommendations on how to improve team performance.

Teaching and Learning Strategy

This module will involve the student engaging in a process of research on an independent and group basis into the subject matter. The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

Please refer to the course text:

> Kelly M., Williams M., (2015). BUSN 7, Management, Motivation and Leadership, Chapter 15, Human Resource Management: Building a Top Quality Team, Cengage Publishing

Much of the material for this unit has been drawn from the following text:

> Whetton, D., Cameron, K., Developing Management Skills (2011). Chapter 6, Motivating Others, 8th Edition, Pearson

Suggested Reading

There is now a range of textbooks and other useful texts on the market and the list below is indicative.

> Belbin M., (2003), Management Teams - Why They Succeed or Fail, Butterworth-Heinemann.
>
> Hawkins, P., (2015). Leadership Team Coaching: Developing Collective Transformational Leadership, Kogan Page.
>
> Huczynski, A. and Buchanan, D. (2010), Organizational Behaviour, New Edition (7th Revised edition)- Pearson Education.
>
> Lencioni, P., Overcoming (2005). The Five Dysfunctions of a Team: A Field Guide for Leaders, Managers, and Facilitators, Wiley.
>
> Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. Group & Organization Management, 2(4), 419-427.

For additional insight you may wish to explore the Chartered Institute of Personal Development; http://www.cipd.co.uk/hr-topics/performance-management.aspx .

QUALIFI Level 5 Diploma in Business Management

Bus2.1: Responding to the Changing Business Environment

Unit code: R/507/1612
RQF level: 5

Overview

The three key themes to this module examine the socio-economic environment, the way in which markets operate and the relationship between business and governments.

The central theme to the module is the changing roles that exist between business, government and their citizens that create both opportunities and threats for the modern organisation. By understanding the organisational impact of the trends, managers can respond positively to a changing socio-economic environment.

The module also looks at the external business environment and the different ways that organisations respond to changes.

Module Aims

The aim of the module is to introduce the learner to a number of dynamic factors that affect how an organisation operates and the change in management that is required. By understanding how relationships between public and private sector organisations are affected by socio-economic factors the learner will be better placed to manage that relationship.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	Assessment Criteria
1. Evaluate and analyse the factors that influence business and the responses that can be deployed to manage these factors.	1.1 Identify and make use of different approaches to understanding the macro and micro environments for business. 1.2 Review business resources and external factors and trends to identify where business performance could be positively or negatively affected. 1.3 Recommend responses to external factors and trends.
2. Appreciate how an integrated approach to understanding the business context and decision making can support business development.	2.1 Identify and prioritise organisational changes to individual businesses that would counteract negative or support positive business environmental factors and trends. 2.2 Use case examples to illustrate the impact of responding to business environmental factors and trends. 2.3 Evaluate the role of management in responding to a changing business environment.
3. Investigate the changing relationship between the private and public sector	3.1 Explain changes in the relationship between business, government and the public sector. 3.2. Use scenarios and models to illustrate changes in relationships. 3.3 Identify opportunities that may arise due to changes in relationships.

Teaching and Learning Strategy

Working in Virtual Groups and using shared space on the Learning Management systems learners will be expected to choose an organisation and apply the course material to understand the impact of changes in the business environment to the performance of the business.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	**Assessment**	**Weighting %**	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

The text for this module has been taken from:

Worthington, I., Britton, C., (2009) The Business Environment, Chapter 1,2,3, 5, 6, 13 Pearson 7/E

Needle, 2010, Business in Context, Chapter 4 p 98 – 122, Fifth Edition, Cengage.

Burnes, B., (2015) Managing Change, Chapter 2, 4 and 7, 6th Edition, Person.

Whetton, 2011, Developing Management Skills, Pearson Education, Chapter4, 5 and 10

Suggested Reading

There is now a range of textbooks and other useful texts on the market and the list below is indicative.

Anderson A., Anderson D., (2010). The Change Leader's Roadmap: How to Navigate Your Organization's Transformation, 2 edition, Wiley

Bremer, M., Lamers, M., (2012). Organizational Culture Change: Unleashing your Organization's Potential in Circles of 10

Bui, H., & Baruch, Y. (2010). Creating learning organizations: a systems perspective. The Learning Organization, 17(3), 208–227.

Czinkota et al, (2005). International Business, Chap 5, The Theory of international Trade, pp148 -179, Thomson South Western

Holt, Quelch, Taylor, (2005). How Consumer Value Global Brands, Harvard Business School, Working Knowledge

Garvin, D. a, Edmondson, A. C., & Gino, F. (2008). Is yours a learning organization? Harvard Business Review, 86(3), 109–16, 134. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/18411968

Kotter, J., (1996) "Developing a Vision and Strategy". Leading Change. 72. Library of Congress, Cataloging-In-Publication Data.

Kotter J., (1995). Leading Change: Why Transformation Efforts Fail, Harvard Business Review, March to April.

OECD (1997), *In Search of Results: Performance Management Practices*, OECD, Paris.

Shek, P., Wong, P., & Lam, K. Y. (2012). Facing Turbulence: Driving Force for Construction Organizations to Regain Unlearning and Learning Traction, (October), 1202–1212.

You also may wish to examine:

Chartered Management Institute: http://businesscasestudies.co.uk/cmi/developing-the-skills-for-managing-change/managing-change.html#ixzz3nDtsFarz extract from Rees, G., Hall, D., Managing Change, Chapter 6, accessed April 2016.

Bus2.2: Effective Decision Making

Unit code: Y/507/1613
RQF level: 5

Overview

The module will look at the different ways that decisions are taking by companies by exploring approaches to decision making, implementing decisions and the way in which knowledge can be used within organisations.

With the growth of IT and customisation, few decisions are straightforward enough for managers to rely on the answers that have been successful in past years. To remain competitive, organisations need to develop decision-making processes that use all the current information and knowledge available in the workplace, workforce and beyond.

Consequently, today's decision making becomes more of a problem-solving process.

In addition, increasing workforce empowerment and expectation means that the decision-making process for competitive organisations needs to be a much more participative process. Otherwise, management will not gain the information and knowledge they need and will also lose the commitment required to ensure decisions taken become effective.

So, while the act of decision taking effectively remains with the manager responsible, the process of decision making needs to involve all the stakeholders within the managers' immediate workplace and beyond. This ensures that the decision taken is owned by all whom have to work with it.

Module Aims

The module aims to equip the learner with the means to manage the process of decision-making rather than the outcome or decision itself. By recognising methods of decision taking, the learner can stress the need for greater participation of stakeholders to ensure pro-activity and innovation.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	Assessment Criteria
1. Review relevant issues that are important to making business decisions	1.1 Review several different business issues where decisions are needed and analyse stakeholder needs and expectations for each case. 1.2 Research and review all relevant information and knowledge on the business issues where decisions are needed.
2. Explore approaches to the decision-making process and how to improve approach	2.1 Evaluate processes for obtaining relevant information on business issues for given organisations and identify where any strengths or weaknesses in approach exists. 2.2 Take decisions based upon information gained, provide justifications and say how the decision should be disseminated. 2.3 Make recommendations for improvements to the decision making process and make sure there is relevant participation in the process.
3. Recommend approaches to improve decision making	3.1 Plan for, communicate and oversee new approaches to decision making. 3.2. Identify and develop measures to allow the effectiveness of the decision making process to be evaluated.

Teaching and Learning Strategy

This module will involve the student engaging in a process of research on an independent and group basis into the subject matter. The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

The text for this module has been taken from:

Whetton D., Cameron, K., (2011). Developing Management Skills, Chapter 3 and 10, Pearson.

Johnson, G., Whittington, R., Angwin, D., Regner, P., Scholes, K., & Pyle, S. (2013). Exploring Strategy: Text and Cases. Pearson**.**

Dibbs S., Simkins, (2016). Marketing Concepts and Strategies, Chapter 2 Competitive strategy and Dibbs Chapter 22 Managing the Marketing Mix, Cengage.

Robbins, D., (2011) Fundamentals of Management Chapter 2 The Management Environment, Pearson.

Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Bazerman, M. & Moore, D. A. (2013) Judgment in Managerial Decision Making, Chapters 9 and 10, 8th Edition; Wiley

Boddy D, Marrakas A and Kennedy G (2004) Managing Information Systems; An Organizational Perspective, FT Prentice Hall, 2004.

Drucker P F (editor) (200) Harvard Business Review on Decision Making, Harvard Business School.

French, Maule, & Papamichail N (2009) Decision behaviour, analysis and support, Cambridge University Press.

Goodwin, P. and Wright, G., (2009). Decision Analysis for Management Judgment, (4th edition), Wiley, Chichester.

McKenzie J and van Winkelen C (2003) Understanding the Knowledgeable Organisation, Thomson Learning.

Thompson, P. and McHugh, D. (2009) Work Organisations, Basingstoke, Palgrave.

Maurizio C., (2013). Organizational myopia: problems of rationality and foresight in organizations, Cambridge.

Kahane, A., (2012). Transformative scenario planning: working together to change the future, Reos Publications.

Bus2.3: Business Development

Unit code: D/507/1614
RQF level: 5

Overview

The module will allow for learners to work in a team to investigate new business formats and a feasibility assessment for a potential knowledge-based product or service opportunity identified by the team. This might be undertaken for a new income stream within an existing business or for a new enterprise.

The core module material will focus on Refining an Idea, Research and Presenting the Plan.

All learners will be involved with refining the idea and individual learners will be responsible for doing market research, building a finial plan and creating an operational plan.

Module Aims

The aim of this module is to provide the Learner with the knowledge and skills to research a market and plan a development strategy such as the launch of a new business model, new enterprise, product or service line. Learners will need to fully develop and pitch their business development strategy

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	Assessment Criteria
1. Analyse the role that planning has in developing new business streams.	1.1 Use the TOWS matrix to identify a response to a future opportunity or threat. 1.2 Identify the business planning links between marketing, finance, HR and operations.
2. Conduct research into demand and assess market potential	2.1 Produce an 'opportunities matrix' that supports strategy development and responses to external threats. 2.2 Use primary and secondary research to define the size of an opportunity. 2.3 Identify both tangible and intangible resources that exist and those required to support a development strategy.

3. Prepare a business model and present a business sales plan	3.1 Develop a business model to support a development strategy. 3.2. Produce sales measures and key success factors. 3.3 Prepare and deliver a pitch to raise support and finance for a development strategy. 3.4 Take feedback on their development strategy and make improvements.

Teaching and Learning Strategy

This module will involve the student engaging in a process of research on an independent and group basis into the subject matter. The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	**Assessment**	**Weighting %**	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

Core text will be made available through the online learning management system. It is worth noting that no single text covers this subject area. The text for this module has been taken from:

Sorensen, H., (2012) Business Development; A Market-Oriented Perspective, Wiley

Burns, P. (2012) Entrepreneurship and Small Business, Second Edition, Palgrave ISBN 1-4039-4733-3 Part 1 Chapters 1-4, Part 2 Chapters 5-7, Part 4 Chapters 13-14

Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Barrow, C. and Barrow, P. (2001). The Business Plan Workbook., Kogan Page, London

Bazerman, M. & Moore, D. A. (2013) Judgment in Managerial Decision Making. 8th Edition; Wiley.

Bridge, S., O'Neill., & Martin, F. Understanding Enterprise, 3rdEdition, Palgrave Macmillan 2009.

Hardman, D. (2009) Judgment and decision making: psychological perspectives. BPS Blackwell.

Kahneman, Daniel (2012), Thinking, fast and slow, Penguin.

Newell, B. R. Lagnado D. A and. Shanks D. R. (2007) Straight choices: the psychology of decision making. Psychology Press.

Rae, D. (2007) Entrepreneurship: from opportunity to action. Palgrave

Articles include:

Martin & Smith, 2010 What is it that entrepreneurs learn from experience? Industry and Higher Education, Vol 24, No 6, December 2010, pp 505–512

Rappa, M. (2001), "Business models on the web: Managing the digital enterprise," [Online] <digitalenterprise.org/models/models.html >. Accessed: April 2016.

Bus2.4: Business Models and Growing Organisations

Unit code: H/507/1615
RQF level: 5

Overview

The module is designed to help learners understand what is expected from them in working for a growing organisation.

The three units explore the relationship between enterprising behaviour and business success, the different ways in which firms can grow and the different types of business that they might be expected to work in.

Module Aims

To introduce the concept of working for and managing creatively within a smaller growth organisation.

This module examines how the small business grows, reasons for success and how best to manage available growth options. This will give the learner a greater understanding of fast growth organisations in both private and social sectors of the economy.

Learners will develop skills to support their ability to understand business strategy and development with an emphasis on business growth.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Leaning Outcomes	**Assessment Criteria**
1. Examine growth options and the resource implications on organization structures and operations	1.1 Illustrate the differences between strategy and a plan. 1.2 Provide ideas and examples of different approaches to delivering business growth. 1.3 Analyse the impact and resource requirements likely for growth strategies in a range of organisations.
2. Develop an appreciation of different business models and how performance and success of ventures may be evaluated	2.1 Analyse different business models and their revenue streams. 2.2 Identify and recommend ways in which business performance can be measured and new ventures evaluated. 2.3 Provide examples of innovation in businesses and comment on their success.
3. Evaluate environmental scanning and how growth options may be analysed	3.1 Use environmental scanning as a tool to identify business opportunities. 3.2. Analyse businesses that have successfully used environmental scanning. 3.3 Provide examples of strategic fit in determining growth options.

Teaching and Learning Strategy

The learners will be expected to show practical output by working through a series of business cases that examine the motivation, the measures of performance and “exit” options for successful business.

These will form the basis of assessing business growth options. The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	**Assessment**	**Weighting %**	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

There is no single text that covers this topic and you are encouraged to read from a range of sources. The text for this module has been taken from:

Johnston, G., Whittington, R and Scholes, K., Angwin, d., Regner, P., (2014) Exploring Strategy 10e, Pearson**.**

Robbins, D., (2014) Fundamentals of Management Chapter 7 Managing Change and Innovation, Pearson.

Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Kaplan, R. S., & Norton, D. P. (2000). Having trouble with your strategy? Then map it, Harvard Business Review, 78(5), 167–76, 202. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/11143152

Osterwalder, A., Pigneur, Y., Clark, T., (2010). Business model generation: a handbook for visionaries, game changers, and challengers.

Storey, D. J., & Greene, F.J. (2010). Small Business and Entrepreneurship, FT Prentice Hall

The most commonly adopted approach to business modelling is the business canvass. This is available from http://www.businessmodelgeneration.com/canvas/bmc

Bus2.5: Customer Management

Unit code: K/507/1616
RQF level: 5

Overview

This module is designed to help learners understand the role of customer-centred organisations. The three units are understanding customers, meeting customer need and adding value.

Learners will evaluate best practice and the policies and approaches that result in excellent service and delivery within a contemporary business environment.

Customer Relationship Management (CRM) is now being actively embraced by organisations within most industry sectors. Furthermore, customer expectations are changing with the result that customer relationships are becoming increasingly more complex to manage.

This module analyses how businesses have responded by looking after their customer base in new and more cost effective ways.

Module Aims

The aim of the module is to provide Learners with understanding and insight into customer behaviour. It will develop skills and Learners will use tools and practices an organisation can use to retain and improve customer retention and relationships.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	Assessment Criteria
1. Examine the different ways that organisations deal with their customers	1.1 Analyse customer behaviour and identify patterns and differences in approach. 1.2 Segment customers and identify target groups.
2. Develop skills and practices that will support customers retention	2.1 Appraise CRM (customer relationship management) and customer relationship marketing activities. 2.2 Explain and provide examples of customer retention practices for different industries. 2.3 Create examples that demonstrate the concept of 'adding value' to customers.

3. Explore and learn from examples of customer centered organisations and the benefits of such an approach	3.1 Research customer centres organisations across different industries and evaluate their approaches 3.2. Create recommendations for an organisation known by the Leaner for improving its approach to customers.

Teaching and Learning Strategy

This module will involve the student engaging in a process of research on an independent and group basis into the subject matter. The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

The learners will work on interactive exercises which simulate contact with customers. They will be expected to deal with “difficult customers” and be able to respond to complaints. As well as managing this process they will be expected to identify new market opportunities based on changing customers.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	**Assessment**	**Weighting %**	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

The text for this module has been taken from:

Buttle F., Maklan, S., (2015), Customer Relationship Management, 3rd Edition Butterworth Heinneman.

Dibbs, S., Simkins, L., Ferrell O., (2012) Marketing Concepts & Strategies, Chapter 5, 18 and 21, Cengage

Suggested reading

There are a number of texts which are directly relevant to this area and the list below is indicative.

Ahearne, M., Rapp, A., Mariadoss, B. J., & Ganesan, S. (2012). Challenges of CRM Implementation in Business-to-Business Markets: A Contingency Perspective. Journal of Personal Selling and Sales Management, 32(1), 117–130

Baran, R., (2013) CRM: The Foundation of Contemporary Marketing Strategy, Routledge

Kostojohn, S., (2011). CRM Fundamentals, Apress

Kotler, Phillip. 1977. "From Sales Obsession to Marketing Effectiveness." Harvard Business view 55 (November/December): 67-75.

Kumar, V., (2012). Customer Relationship Management, Second Edition, Springer

Levitt, 1988 Essentials of Marketing, Lancaster & Massingham, McGraw Hill, p11-13.

Mack, O., Mayo, M. C., & Khare, A. (2005). A Strategic Approach for Successful CRM: A European Perspective, 98–106.

Payne, A., (20015) Handbook of CRM, Butterwoth Heinnman.

Piercy, N. F. (2002). Market-Led Strategic Change: New Marketing for New Realities. The Marketing Review, Vol 2, 385–404.

Bus2.6: Risk Management and Organisations

Unit code: T/507/1618
RQF level: 5

Overview

This module prepares learners for working in a commercial environment by providing an insight into the different risk profiles from both an organisation's and an individual's perspectives. The three units are understanding business risk, managing risk and innovation and creativity.

The aim is to provide learners with an understanding of what makes an effective organisation in balancing out opportunity with change.

Module Aims

This module will involve the Learner developing risk profiles and identifying risk management strategies for selected case studies. These will be available on-line as used as a means to illustrate the different ways organisations approach change. The course material will be closely linked with creativity and innovation.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	**Assessment Criteria**
1. Review organisations risk tolerance in different environments	1.1 Identify and evaluate different business environments and the likely risks of those environments. 1.2 Provide examples of organisation's tolerance to risk taking and evaluate how organisations can measure tolerance.
2. Develop skills to identify and assess the risk profiles of organisations	2.1 Produce a risk profile for an organisation. 2.2 Review and comment on risk profiles of organisations in different industries. 2.3 Discuss enterprise wide risk and the benefits and drawbacks of such an approach.

3. Investigate how innovation can be used to reduce risk aversion in growing organisations.	3.1 Analyse the possible risks of innovation in an organisation. 3.2. Produce examples of how to manage innovation risk so that innovation can be used to create advantage.

Teaching and Learning Strategy

This module will involve the student working to develop risk profile and risk minimisation strategies for selected case studies. These will be available on-line as used as a means to illustrate the different ways organisations approach change. The course material will be closely linked with creativity and innovation.

The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	**Assessment**	**Weighting %**	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core Text

The text for this module has been taken from:

Hutter, B. and Power, M. (eds.) (2005) Organisational Encounters with Risk, Cambridge: Cambridge University Press

Extracts have been taken from:

Slack, N., Brandon-Jones A., Johnson, R., (2014). Operations Management, Chapter 9, Pearson.

You may also wish to download A Risk Management Standard from the Institute of Risk Management available from https://www.theirm.org/media/886059/ARMS_2002_IRM.pdf

Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Borodzicz, E. P. (2005) Risk, crisis and security management: John Wiley and Sons. Chichester.

Drucker, P. (1974), Management: Tasks, Responsibilities, Practices, Heinemann Professional Publishing, London

Christensen, C., (1997), The Innovator's Dilemma, Harvard Business School Press.

Hyndman R., Athana-sopou-los, G., Forecasting: Principles and Practice (2013). Texts (Available for free online or in print). Available online at: https://www.otexts.org/fpp

Smith, D. & Elliott, D. (2006) Key readings in crisis management: systems and structures for prevention and recovery Routledge, London

QUALIFI Level 5 Diploma in Business Enterprise

Level 5 Diploma in Business Enterprise

Ent2.1: Entrepreneurship, Enterprise and Creativity

Unit code: A/507/1619
RQF level: 5

Overview

The focus for this module is to develop understanding of the role of entrepreneurial activity in new venture creation and to explore the different approaches to running a fast growth organisation. A distinction is made between the individual entrepreneur and the role of enterprise and creative thinking as a means of achieving fast growth.

The module combines the intellectual and practical skills of the learner in the understanding and critical evaluation of the entrepreneurial process, and its emerging role in new business formation and growth. It combines the twin concepts of entrepreneurship with the management of a growing business.

The module will be of interest to anyone who wishes to manage a growing organisation as distinct from working in a larger corporate business.

Module Aims

The aim of the module is to explore how and what affects entrepreneurial and enterprising activity.

Learners will gain insight into different ventures to start to help them explore their own creativity as entrepreneurs. is to explore the personal leadership and management capabilities needed to start and grow a business.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to understand:

Learning Outcomes	Assessment Criteria
1. Understand entrepreneurial thinking and its impact on new ventures	1.1 Discuss entrepreneurial activity including economic, sociological, psychological, resource and opportunity based theories. 1.2 Critique how different theories might affect the growth of new ventures and provide examples.
2. Investigate the role of the entrepreneur	2.1 Provide examples of and discuss difference in entrepreneurial individuals and enterprising organisations. 2.2 Provide examples and comment on creative thinking and innovation, and how both can be nurtured. 2.3 Explore and illustrate entrepreneurs in technology, family and social enterprises and how they took opportunities, developed them and the impacts on those organisations.
3. Evaluate the role of SME's in the economy	3.1 Evaluate the impact of entrepreneurial ventures in the economy and policies that support that activity. 3.2 Explain the different perspectives of policy makers and entrepreneurs.

Teaching and Learning Strategy

The course combines the intellectual and practical skills of the learner in the understanding and critical evaluation of the entrepreneurial process, and its emerging role in new business formation and growth.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	40%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

Learning material and content will be made available through the online learning management system. The core text for this module is: Bridge, S., O'Neill. & Martin, F. (2010) Understanding Enterprise, 4th Edition, Palgrave Macmillan

Suggested Reading

Indicative reading for this module includes:

Coviello, N. E., McDougall, P. P., & Oviatt, B. M. (2011). The emergence, advance and future of international entrepreneurship research — An introduction to the special forum. Journal of Business Venturing, 26(6), 625–631.

Thompson, J. L. (1999). A strategic perspective of entrepreneurship. International Journal of Entrepreneurial Behaviour & Research, 5(6), 279–296.

Busenitz, L. (2003). Entrepreneurship Research in Emergence: Past Trends and Future Directions. Journal of Management, 29(3), 285–308.

Kiss, A. N., Danis, W. M., & Cavusgil, S. T. (2012). International entrepreneurship research in emerging economies: A critical review and research agenda. Journal of Business Venturing, 27(2), 266–290.

Thompson, J., 1999 A Strategic Perspective of Entrepreneurship, International Journal of Entrepreneurial Behaviour & Research, Vol. 5 No. 6, pp. 279-296.

Ent2.2: Influences on Organisational Growth and Development

Unit code: M/507/1620
RQF level: 5

Overview

This module offers an overview of the "modern world" and how the individual firm, large or small, can respond positively to a global business environment.

Module Aims

The aim of the module is offer to learners with an insight into the socio-economic environment in which business decisions are made and the impact that the changing business environment has on fast growth organisations. The focus is on the defining the characteristics of growth organisations and how these characteristics influences the decisions taken. These decisions are viewed from a management perspective with the emphasis on the entrepreneurial teams as distinct from a traditional management structure.

Learners will evaluate current day influences on organisation growth and development. The influence of ethics and culture, internationalisation and individual behaviour are considered and evaluated as to their impact on organisational development and growth.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	Assessment Criteria
1. Appreciate the role of ethics and culture and impact of corporate social responsibility (CSR) on organisation decisions and growth	1.1 Explain stakeholder behaviour and how that can impact on organisation growth. 1.2 Explain the balance and tensions between commercial gain and social impact and provide examples of CSR in operation. 1.3 Discuss how organisation culture and ethics can influence business development.
2. Analyse internationalisation and its impact on organisation growth	2.1 Discuss how internationalisation can affect the management of organisations and provide some specific examples from research. 2.2 Evaluate how global organisations structures and management can differ from those that 'export' only.

	2.3 Critique organisations that are global businesses and identify the positive and negative factors in their approach to business and organisation.
3. Evaluate the role of managers and others on the success of organisations	3.1 Analyse the impact that individuals and teams can have on a growing business. 3.2. Discuss differences between entrepreneurial leadership and management and how that may affect growth.

Teaching and Learning Strategy

This is achieved by looking best practice through the themes of Corporate Social Responsibility, Managing Organisational Risk and Organisational Entrepreneurs.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	**Assessment**	**Weighting %**	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

The text for this module is

Needle, 2010 Business in Context, Fifth Edition Cengage

Suggested Reading

Indicative reading for this module includes:

Behn, R,. 2003) Why Measure Performance? Different Purposes Require Different Measures Public Administration Review 63 (5), 586–606

Boschee (2006), Migrating from Innovation to Entrepreneurship: How Nonprofits are Moving Toward Sustainability and Self-Sufficiency, www.socialent.org

Carson, D, Cromie S, McGowen, P, Hill, J 1995 Marketing & Entrepreneurship: An Innovative Approach, Prentice Hall, p56-57
Moshirian, 2007, Globalisation, Growth and Institutions, Journal of Banking & Finance 32 (2008) 472–479

Perlmutter, 1969 "The Tortuous Evolution of the Multinational Corporation," Columbia Journal of World Business, pp. 9-18. ...

Czinkota et al, 2005, International Business, Chap 5, The Theory of international Trade, pp148 -179, Thomson South Western

Gibb, A.A. 1996, "Entrepreneurship and small business management: can we afford to neglect them in the twenty-first century business school?", British Journal of Management, Vol. 7 No. 4, pp. 309-24.

Christensen, C.M., Anthony, S.D., and Roth, E.A. 2004 Seeing What's Next: Using Theories of Innovation to Predict Industry Change. USA: HBS Press, pp

Holt, Quelch & Taylor, 2005, How Consumer Value Global Brands,

Institute for Social Entrepreneurs, http://www.socialent.org/definitions.htm

Kanter, R.M. 1999 'Change in Everyone's Job: Managing the Extended Enterprise in a Globally Extended World' Organizational Dynamics, 28,1, pp. 7-23.

McPhee 2000, Building Capacity in Non-profit Organisations, The Urban Institution, Introduction p1

Ent2.3: Venture Management: Growing a Business

Unit code: T/507/1621
RQF level: 5

Overview

This module focus on understanding the business development options that are available to faster growth organisations. The module borrows from the literature on strategy, marketing and entrepreneurship to identify the choices that need to be made to sustain a rapidly growing business.

As well as looking at different growth models, the models look at entrepreneurial orientation and entrepreneurial learning as means of accelerating growth in smaller organisations. It also explores success and failure and how these can be measured as risk coping strategies.

It is aimed at anyone who wishes to work in a growing business by developing the enterprising mindset that facilitates creative thinking.

Module Aims:

The aim of the module is to develop an understanding of what can drive or stifle growth. It will look at various growth and business models and how they can support development. Learners will be expected to examine and critique several different organisations.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	Assessment Criteria
1. Understand what can drive a growth organisation	1.1 Explain differences between 'growth SMEs compared to 'lifestyle businesses'. 1.2 Examine and critique organisation's opportunities and barriers to growth.
2. Assess the value of growth models and how these can be applied in a business context	2.1 Use growth models to understand and recommend options in organisations. 2.2 Determine the characteristics of growth organisations and what makes them different to a 'normal' organisation.

3. Appreciate differences in business models and using models to gain competitive advantage	3.1 Research and critique different business models. 3.2 Evaluate 'value added' business models and how this approach can support sustainable enterprise.

Teaching and Learning Strategy

The course does not explicitly deal with the start-up process but looks at the more difficult challenge of reconciling growth with entrepreneurial. Case work around fast growth organisations allows learners an insight into the value of theory and models to the real world opportunities.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	**Assessment**	**Weighting %**	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

Core text will be made available through the online learning management system. The text for this module has been taken from

Bridge, S, O'Neill K and Martin, F (2010), Understanding Enterprise, Fourth Edition, Palgrave.

Suggested Reading

Indicative reading for this module includes:

Barrow, C., Burke, G., Molian, D. & Brown, R. (2005), Enterprise Development, Thomson, ISBN1-86152-989-9

Birley, S. and Muzyka, D.F. (Eds), (2000), Mastering Entrepreneurship, London, FT Prentice Hall, ISBN0-273-64928-0

Bridge, S., O'Neill, K., and Cromie, S. (2003). Understanding Enterprise, Entrepreneurship and Small Business, (Second Edition), Palgrave/Macmillan. ISBN 0-333-98465-X

Burns, P. (2001), Entrepreneurship and Small Business, Palgrave ***, Publishers, Hampshire and New York. ISBN 0-333-9174-0

Deakins, D. & Freel, M. (2006), Entrepreneurship and Small Firms, 4th ed., McGraw-Hill, ISBN0-07-710826

Kirby, D. A. (2003) Entrepreneurship, McGraw-Hill. ISBN 0-07-709858-7

Stokes, D. and Wilson, N. (2006), Small Business Management and Entrepreneurship, 5th ed., Thomson Learning, ISBN1-84480-224-8

Stokes, D., & Wilson, N. (2010) Small Business Management and Entrepreneurship, 6th edition. Cengage. ISBN 978-1-4080-1799-9

Stokes, D., Wilson, N., & Mador, M. (2010) Entrepreneurship. Cengage ISBN 978-1-4080-0745-7

Storey, D. J., & Greene, F.J. (2010) Small Business and Entrepreneurship, FT Prentice Hall ISBN 978-0-273-69347-5

Ent2.4: Marketing for Growth Organisations

Unit code: A/507/1622
RQF level: 5

Overview

The key themes to this module examine the ways in which successful firms become market orientated to include becoming customer centred and creating sustainable competitive advantages. Core marketing concepts such as differentiation, value added and positioning are used to show how growth firms respond and adapt to changing market environments.

This module will be of interest to anyone who wishes to explore new market opportunities, within an existing growth firms by creating a new business within a business.

Module Aims

The module aims to develop marketing and market research skills. Learners will develop plans for a business to enter a market. Learners will be expected to show creativity and work with their ideas as well as looking at SMEs in the marketplace.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	Assessment Criteria
1. Develop a critical insight into marketing models and marketing concepts	1.1 Illustrate how marketing in smaller organisations can differ from larger organisations. 1.2 Critique how a small organisation can create value and differentiate themselves from competitors. 1.3 Make recommendations about how an organisation can become market orientated.
2. Use market research methods and identify opportunities in the market	2.1 Identify opportunities in a market. 2.2 Conduct primary research into customer demand and produce findings. 2.3 Develop a market research plan.
3. Develop market entry plans and understand the influence of suppliers	3.1 Appreciate different routes to market and how they differ from channel management.

	3.2. Produce recommendations on how a selected organisation might enter a new market. 3.3 Identify the influences and role of intermediaries and partners in supply chain.

Teaching and Learning Strategy

In this module the role and characteristics of smaller firms and the way in which marketing models and marketing principles can best be applied are tested. Working in groups, learners apply marketing theories and models to better understand options for growth.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes. It will include 30% group project report consisting of 2,000 and 70% individual assignment based around selected aspects of the practical application of value added to a marketing case.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	**Assessment**	**Weighting %**	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

Core text will be made available through the online learning management system. The text for this module has been taken from

Dibbs S., Farrell O., Simkin I., Pride W. (2012), Marketing Concepts and Strategies, Cengage

Suggested Reading

Indicative reading for this module includes:

Baker, M, 2007, Marketing Strategy and Management, Palgrave, ISBN: 9781403986276

Busenitz, L. (2003). Entrepreneurship Research in Emergence: Past Trends and Future Directions. Journal of Management, 29(3), 285–308. doi:10.1016/S0149-2063(03)00013-8

Cassia, L., & Minola, T. (2012). Hyper-growth of SMEs: Toward a reconciliation of entrepreneurial orientation and strategic resources. International Journal of Entrepreneurial Behaviour & Research, 18(2), 179–197. doi:10.1108/13552551211204210

Gilmore, A., Carson, D., Donnell, A. O., & Cummins, D. (1999). Added value: A qualitative assessment of SME marketing.

Hill, K., Chernatony, L. D., Harris, F., Dall, F., & Riley, O. (2000). Added value: its nature, roles and sustainability Added value, 34(1), 39–56.

Hisrich, R. D. (1992). The Need for Marketing in Entrepreneurship. Journal of Business and Industrial Marketing, Vol 7(No 3, Summer).

Lambin, L., Chumpitaz, R., and Schuilin, I.,2007, Market Driven Management Strategic and Operational Marketing, Palgrave, 2nd Edition ISBN: 9781403998521

Simpson, M., Padmore, J., & Newman, N. (2012). Towards a new model of success and performance in SMEs. International Journal of Entrepreneurial Behaviour & Research, 18(3), 264–285. doi:10.1108/13552551211227675

Soresen, H., (2012) Business Development, A Market Orientated Approach, Wiley

Ent2.5 Developing and Launching a New Business

Unit code: F/507/1623
RQF level: 5

Overview

The module provides an appreciation of the role entrepreneurial thinking with reference to business start-up process and the preparation of a business plan. The module looks at the ways in which successful firms research plan and test a business idea and the early stages of setting up a business.

Module Aims

The aim of the module is to better understand what makes a good business idea and how this idea can be translated into an effective business plan for a new start-up business. It offers practical insight into the business start-up process by allowing learners to finding ideas, test demand for those ideas and communicate those ideas in a business plan.

The module requires the Learner to identify and champion a business idea though the development stages, proving its viability to delivering a business plan.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	Assessment Criteria
1. Demonstrate business planning skills	1.1 Develop a business plan based upon understanding of its component parts. 1.2 Take a business idea and refine it to exploit qualified opportunities. 1.3 Develop a schedule, budget and resource allocations for a business.
2. Produce evidence of the viability of a business idea.	2.1 Prove market need for a business idea. 2.2 Show how competitive advantage can be gained for a business idea. 2.3 Identify an appropriate approach to managing an enterprise based upon a business idea and plan.
3. Prepare a working business model and plan	3.1 Prove market demand from customers. 3.2. Show how demand can be satisfied profitably. 3.3 Create a management plan to set and run the business.

Teaching and Learning Strategy

The module offers a review of the role and format of a business plan at the start-up stage. From this, learners will be expected to develop their own business plan for a start-up.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	**Assessment**	**Weighting %**	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

Assessment will be based on a range of documents generated by the groups and by each individual group member. The group elements will account for 60% of the final mark awarded to the individual, with individual assignments will comprise the remaining 40%.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

Core text will be made available through the online learning management system. The text for this module has been taken from

Burns, P. (2007) Entrepreneurship and Small Business, Second Edition, Palgrave ISBN 1-4039-4733-3

Suggested Reading

This module is based around a series of guides rather than the use of academic tests. Indicative reading includes:

Martin, F, & Smith, R., (2010) “What is it that entrepreneurs learn from experience?” Industry and Higher Education Vol 24, No 6, December 2010, pp 505–512 by permission

Birley, S & D. Muzyka, (eds.) (2000) Mastering Entrepreneurship, London, Pitman.

Sahlman, W.A. (1997) ‘How to write a Great Business Plan’, Harvard Business Review, July-August.

Shane, S. (2000) ‘Prior knowledge and the discovery of entrepreneurial opportunities’, Organization Science 11(4), pp. 448-469.

Stevenson, H.H. and Gumpert, D.E. (1985) ‘The Heart of Entrepreneurship’, Harvard Business Review March/April, pp.85-94.

Timmons, J.A. and Spinelli, S. (2003) New Venture Creation: Entrepreneurship for the 21st Century, Irwin- McGraw Hill, 6th edition.

Ent2.6: Social Enterprise and Third Sector Organisations

Unit code: J/507/1624
RQF level: 5

Overview

This module will allow learners to understand the essence of entrepreneurship, management and leadership in social organisations and whether this differs from the same elements in any other for profit business. It concentrates on matching social goals with revenue streams to create a social organisation that is self-sufficient and can deliver services to vulnerable members of the community.

Emphasis is placed on identifying new revenue streams that will ensure the independence of a third sector organisation. Consideration is also given to the role of stakeholders and how their expectation can be managed.

Module Aims

This module introduces the social enterprise as a sustainable business model. It explores how matching social goals with revenue streams to create a social organisation that is self-sufficient can be successful.

Learners will research a range of social enterprises to obtain an understanding of the opportunities and successes of the third sector.

Learning Outcomes and Assessment Criteria

On successful completion of this module a student will be able to:

Learning Outcomes	Assessment Criteria
1. Understand the role and importance of social enterprises in the economy	1.1 Explain the objectives, organisation and features of social enterprises, and contrast them to for-profit businesses. 1.2 Evaluate the characteristics and motivations of a social entrepreneur.
2. Recognise successful revenue sources and business models used by social enterprises	2.1 Identify and support ideas for possible new revenue streams for selected social enterprises. 2.2 Analyse the management perspectives and external stakeholder perspectives of selected social enterprises and how any objections to new development might be countered.
3. Identify formulae for success within social organisations	3.1 Explain how a social enterprise may become sustainable and provide researched examples.

	3.2 Analyse how 'blended values' may impact the development of selected social enterprises. 3.3 Evaluate the distinct role of 'innovation' in the third sector.

Teaching and Learning Strategy

The focus is one the role of the social entrepreneur and what it takes to set up a not-for-profit organisation that supports social causes.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes.
Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	**Assessment**	**Weighting %**	**Type/Duration/Word count** (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

Core text will be made available through the online learning management system. The text for this module has been taken from

Martin, F., Thompson M, (2010) Social Enterprise; Developing Sustainable Businesses, Palgrave

Suggested Reading

Indicative reading for this module includes:

Chell, E. (2007). Social Enterprise and Entrepreneurship: Towards a Convergent Theory of the Entrepreneurial Process. International Small Business Journal, 25(1), 5–26. doi:10.1177/0266242607071779

Dees, J. G. (2001). The Meaning of "Social Entrepreneurship" Kauffman Foundation, 1–5.

Piboonrungroj, P. (2012). Understanding Social Enterprise: Theory and Practice:

Stead, Martine Hastings, G. (1999). A Synopsis of Social Marketing. University of Stirling, (1999).

Westall, A., & Chalkley, D. (2007). Social enterprise futures, Smith Institute (pp. 2–84)

Appendix 2: 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.