



# Level 6 Diploma in Business Administration

Learner Guide

January 2017

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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 who are responsible for awarding organisations 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 can attain 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 consider 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 able 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 and 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 Qualification are to:

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

The Qualification 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 health and social care environment and different organisation's ability to stay resilient and respond positively to change and opportunities will be explored.

Management of a range of health and social care operations and functions and challenges for organisations will introduce Learners to 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;
- 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 Qualification 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 Qualification.

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

## **1.3 Qualification titles and codes**

The Qualification has 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 Qualification are as follows:

Qualifi Level 6 Diploma in Business Administration – 603/1037/6

## **1.4 Awarding institution**

QUALIFI LTD

# **2 Programme purpose**

## **2.1 Reasons for the Qualification**

The Qualification has been created to develop and reward the business managers of today and the future, and to continue to bring recognition and professionalism across several sectors.

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

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

The Diploma is accredited at Level 6 with a total equivalence of 120 credits. It is envisaged that learners completing the Level 6 Diploma will progress to either of the QUALIFI Level 7 Diplomas in Management.

## **2.2 Rationale, aims and learning outcomes of the course**

The rationale of the programme is to provide a career path for learners who wish to develop their care capabilities within the health and social care sector. The outcome of the Diploma, which is a recognised UK Qualification, is for learners to develop the skills required by organisations globally.

All QUALIFI 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 qualification will:

- prepare students for employment; and
- support a range of roles in the workplace.

The qualification provides a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required across a number of business sectors.

The qualifications are suitable for part-time learners in the workplace but equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Learners can progress into or within employment, either directly on achievement of the awards or following further study to QUALIFI Level 7 Diplomas.

## **2.3 Aims of the Diploma**

The Level 6 Diploma in Business Administration meets the need of those wanting to gain a qualification which provides a firm grounding in business administration and a basis for further academic study.

This qualification focuses on the functional areas of management and administration within an organisation and how those disciplines integrate at the operational level, linking with the overall corporate strategy to achieve short, medium and long term objectives.

At the end of this programme, learners will be able to,

- Develop problem solving techniques and critical thinking skills in a business situation.
- Demonstrate an understanding of internal structure and external relationship for companies doing business at an international level.
- Demonstrate an understanding of the organisation and its management system.

- Examine the concept of entrepreneurship including behaviours, processes and skills relate to small business and enterprise.
- Manage budget and perform financial analysis to the organisations for effective decision making.
- Manage complex issues in the organisation to improve management practice.
- Perform environmental analysis for strategic marketing decision making to implement strategy.
- Develop managerial and leadership skills to manage team performance.
- Gain knowledge about the advanced economic literature and legal systems in which business operate.
- Understand strategic human resource techniques and tools to manage employees' performance.
- Apply research methodologies for effective decision making.
- Develop an ability to analyse information and to identify research question and to apply advanced research techniques and tools to create new literature which is justifiable and measureable.

## **2.4 Learning Outcomes of the Diploma**

Students studying for the Diploma in Business Administration will be expected to develop the following skills during the programme of study:

1. The ability to read and use appropriate literature with a full and critical understanding the ability to think independently and solve problems
2. Applying subject knowledge and understanding to address familiar and unfamiliar problems
3. Recognising the moral and ethical issues of business practice and research; appreciating the need for ethical standards and professional codes of conduct
4. An appreciation of the interdisciplinary nature of business service provision
5. Capacity to give a clear and accurate account of a subject, in a mature way and engage in debate and dialogue both with specialists and non-specialists.
6. To develop transferable skills and knowledge which will enable individuals to meet changing
7. To motivate individuals to progress to further professional development through future study or as part of their chosen career.

These are the overall learning outcomes in line with a level 6 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the 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 students 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 students should be issued with the diploma handbook, a timetable and meet with their personal tutor and fellow students. Centres should assess students 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 students. Centres will need to ensure that students 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 students are recruited, you need to give them accurate information on the title and focus of the Qualification for which they are studying.

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

### 3.3 Entry criteria

#### QUALIFI Level 6 Diploma in Business Administration:

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:

- Learners who possess Qualifications at Level 5 and/or;
- Learners who have work experience in the business sector and demonstrate ambition with clear career goals;

In certain circumstances, students 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 5 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education post-graduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be Academic.

## 4 Structure of the Qualifications

### 4.1 Units, credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Business Administration is a Level 6 Qualification made up of 120 credits.

All units are 20 or 40 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 GLH and the 40-credit unit has a TQT of 400 hours incorporating 200 GLH.

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 5 mandatory units for this Qualification. All units cover a number of topics relating to learning outcomes.

Learners are required to complete 5 modules to achieve the 120 credits required to gain the Level 6 Diploma in Business Administration. 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 6 Diploma in Business Administration comprises 5 Units in total.**

The Diploma requires 5 Mandatory Units.

Unit Reference	Mandatory Units	Level	TQT	Credits
BA601	Management Control	6	200	20
BA602	Management of Sales force	6	200	20
BA603	Strategic Marketing Management	6	200	20
BA604	Business Law	6	200	20
BA605	Research Project including Research Methods	6	400	40

### **4.3 Progression and links to other QUALIFI programmes**

Learners completing the **QUALIFI Level 6 Diploma in Business Administration** will allow progress to:

- any QUALIFI Level 7 Diploma, or
- the first year of postgraduate study, or
- directly into employment in an associated profession.

### **4.4 University exemptions**

QUALIFI has exemptions for students to progress at a number of Universities.

The pathways are an indication of the student's progress toward 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 students 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 students' 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 contacting QUALIFI.

## 10. Further professional development and training

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

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

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

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

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

Or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

Website: [www.QUALIFI.net](http://www.QUALIFI.net) [www.QUALIFI-international.com](http://www.QUALIFI-international.com)

## Appendices

### Appendix 1: Unit Descriptors

#### Unit BA601: Management Control

Unit code: J/615/4710

RQF level: 6

#### Aim

The primary aim of this unit is to familiarise learner with the concepts and application in business organisations of management control systems.

#### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Be able to identify the characteristics of management control systems.	<ul style="list-style-type: none"><li>1.1. Explain the evolutions of control systems in an organisation.</li><li>1.2. Identify organisational control systems for effective organisational performance</li><li>1.3. Explain the importance of accounting and budgeting systems functions to influence human behaviour.</li><li>1.4. Identify leadership as a method of control.</li></ul>
2. Be able to evaluate management control systems for strategic planning and development in an organisation	<ul style="list-style-type: none"><li>2.1. Assess core control systems in an organisation</li><li>2.2. Identify the relationship between planning and control</li><li>2.3. Evaluate the contingency framework for strategic planning and development.</li></ul>
3. Be able to evaluate the controls systems in an organisation.	<ul style="list-style-type: none"><li>3.1. Evaluate the use of project management tools in an organisation.</li><li>3.2. Assess the nature of control systems in a small business</li><li>3.3. Assess the process of discovering strategic core competence in a small business</li><li>3.4. Evaluate the use of management control systems.</li></ul>

## **Delivery Guidance**

A range of learning and teaching methods can be employed including lectures, directed readings, case studies, group discussions and presentations.

## **Suggested Resources**

Management Control Systems: Text and Cases Sekhar, McGraw-Hill, 2005

Organisational Behaviour and Analysis, An Integrated Approach 4th Edition Derek Rollinson  
Prentice Hall, 2008

Management Control Systems Performance Measurement, Evaluation and Incentives 2nd  
Edition Kenneth Merchant, Wim Van der Stede Prentice Hall, 2007

## Unit BA602: Management of Sales Force

Unit code: R/615/4712

RQF level: 6

### Aim

The unit aims to explore the concept of customer relationship management, planning and decision making process to meet a salesforce target at local and international markets.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to identify the important of customer relationship management.	<ul style="list-style-type: none"><li>1.1. Identify the benefits of managing excellent customer relations.</li><li>1.2. Evaluate different working practices and methods to maintain customer relationship within the organisation.</li><li>1.3. Identify the use of the technological forces improve sales force management practices.</li></ul>
2. Be able to critically evaluate the salesperson performance and motivation in local and global market.	<ul style="list-style-type: none"><li>2.1. Identify the personal characteristics on salesperson motivation.</li><li>2.2. Critically analyse the components of salesperson performance model e.g. behaviour, role perceptions, and satisfaction.</li><li>2.3. Critically identify the cultural forces affecting the performance of salespeople</li><li>2.4. Critically evaluate criteria of selecting the best salesperson to target international market.</li></ul>
3. Be able to use sales planning and forecasting in order to meet sales target.	<ul style="list-style-type: none"><li>3.1. Identify salesforce strategies to plan and implement salesforce tasks.</li><li>3.2. Identify how to deal with an internal and external environment in salesforce planning.</li><li>3.3. Use financial and non-financial information to assess the scope of resource requirements.</li><li>3.4. Evaluate the impact of sales forecasting on sales targets.</li><li>3.5. Plan the use of resources to meet sales target.</li></ul>

## **Delivery Guidance**

A range of learning and teaching methods can be employed including lectures, directed readings, case studies, group discussions.

Students must be proactive in reading the following Journal/Book throughout the week and sharing their thoughts and summaries with the class and the tutor.

CRM Success stories at:

<http://www.salesforce.com/showcase/stories/wsj.jsp>

## **Suggested Resources**

Leading the Sales Force, A Dynamic Management Process, René Y. Darmon, ESSEC Business School, Cambridge University Press, 2008

Sales management: a global perspective, Earl D. Honeycutt, John B. Ford, Antonis C. Simintiras, Routledge, 2003

Customer Relationship Management (CRM), Ed Peelen, Prentice Hall, 2005

## Unit BA603: Strategic Marketing Management

Unit code: H/615/4715

RQF level: 6

### Aim

The aim of this unit is to introduce learners about the strategic reflections on the major issues on marketing management. Learners will be able to understand marketing literature, planning process, segmentation and target marketing.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to build an effective marketing strategy.	<ul style="list-style-type: none"><li>1.1. Identify main types of marketing strategies.</li><li>1.2. Conduct a market analysis for the organisation.</li><li>1.3. Use the market analysis to build a marketing strategy for the organisation.</li><li>1.4. Identify the strengths and weaknesses of the organisation marketing strategy.</li></ul>
2. Be able to develop the marketing plan for effective decision-making.	<ul style="list-style-type: none"><li>2.1. Identify the purpose of marketing plan.</li><li>2.2. Identify the benefits of developing sales and marketing plan.</li><li>2.3. Develop the marketing and operational plans for the organisation.</li></ul>
3. Be able to plan, segment and position the product in to achieve the target market.	<ul style="list-style-type: none"><li>3.1. Identify the buyer behaviour in consumer market.</li><li>3.2. Assess the role of pricing, distribution and communication in the process of marketing planning.</li><li>3.3. Analyse environmental factors the consumer buying process.</li><li>3.4. Identify criteria for successful marketing segmentation.</li><li>3.5. Use the marketing approaches in the planning and development of target marketing.</li></ul>

### Delivery Guidance

A range of learning and teaching methods can be employed including lectures, directed readings, case studies, group discussions and presentations.

## **Suggested Resources**

Strategic Marketing Management: planning, implementation and control by Richard M.S. Wilson and Colin Gilligan, 2004

Strategic Market Management: Global Perspectives by David A. Aaker and Damien McLoughlin, 2010

Strategic Marketing Management: A Process-based Approach by Luiz Moutinho and Geoff Southern, 2009

Strategic Marketing Management 6th Ed. by David A. Aaker, 2001

Marketing Management: A Strategic Decision-Making Approach by Mullins, 2012 (Not Available in Market since May 2012)

Marketing Management: A Strategic Decision-Making Approach, 6th Edition (Mcgraw Hill/Irwin Series in Marketing) by John Mullins, 2006

## Unit BA604: Business Law

Unit code: K/615/4716

RQF level: 6

### Aim

The aim of this unit is to introduce the importance of law in businesses and organisations including main features of English Legal systems, contract laws, sales of goods acts and credit transactions as well as intellectual property law. This unit will develop analytical skills in law and encourages their application to business contexts.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Be able to understand the main features of EU law and the English legal system.	<ol style="list-style-type: none"><li>1.1. Identify main rules of statutory interpretation.</li><li>1.2. Identify differences between civil and criminal law.</li><li>1.3. Describe ways in which EU law is created and the effect of the EU law in the United Kingdom.</li><li>1.4. Describe the features of the English legal system.</li></ol>
2. Be able demonstrate knowledge of legal materials relating to contracts.	<ol style="list-style-type: none"><li>2.1. Identify and explain main requirements for a legal contract.</li><li>2.2. Identify nature and remedies for misrepresentation.</li><li>2.3. Explain the types of contract which are illegal at common law.</li><li>2.4. Explicate the creation and discharge of contracts.</li></ol>
3. Be able understand the key features and legal requirements for the sale of goods act.	<ol style="list-style-type: none"><li>3.1. Identify the sales of goods act rules on passing of ownership.</li><li>3.2. Describe the duties of the buyer and the seller in the sales of goods act.</li><li>3.3. Identify remedies of the buyer and the seller in the sales of goods to be breached.</li></ol>
4. Be able understand the legal characteristics of a company and main features of credit transactions and intellectual property rights.	<ol style="list-style-type: none"><li>4.1. Identify legal characteristics of a company as compare to partnership and sole trader under company act 2006.</li><li>4.2. Identify the process of appointment and removal of directors.</li><li>4.3. Describe ways in which limited companies are controlled and managed.</li><li>4.4. Identify the creditor responsibility for dealer's misrepresentations and breaches</li></ol>

	<p>of contract under consumer credit act 1974.</p> <p>4.5. Describe the essential nature of copyright, a patent and a trade mark under Copyright, Designs and Patent Act 1988 and the Trade Mark Act 1994.</p>
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### **Delivery Guidance**

Centre tutors can use a range of teaching methods for the Business Law including case study, presentation and direct learning from supplementary texts/books.

### **Suggested Resources**

Business Law MyLawChamber Pack by Ewan MacIntyre, 2011

Business Law by James Marson, 2011

Business Law by Ms Sarah Riches and Ms Vida Allen, 2009

The Sale of Goods ACT, 1893, with Notes (1894) by Frank Newbolt, 2010

Contract Law (Palgrave Macmillan Law Masters) by Ewan McKendrick, 2011

Intellectual Property Law by Lionel Bently and Brad Sherman, 2008

## Unit BA605: Research Project including Research Methods

Unit code: M/615/4717

RQF level: 6

### Aim

The aim of this unit is to introduce the learner to research methods and how to produce a project based on their findings.

### Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must:	Assessment Criteria: Assessment of these outcomes demonstrates the learner can:
1. Identify features of good research design.	1.1. Identify a research question. 1.2. Describe the process of social research. 1.3. Explain the criteria and limitation of research design. 1.4. Identify the criteria for reliability and validity for the measurement of research data. 1.5. Identify the relationship between philosophy and methodology within research texts.
2. Apply research techniques to design the research proposal.	2.1. Explicate the qualitative-quantitative debate of social science research. 2.2. Explore the nature of pluralism in research methodology. 2.3. Describe the qualitative approach to research design. 2.4. Describe the quantitative approach to research design. 2.5. Apply suitable approach to design research proposal.
3. Review the collection, presentation and analysis of data to complete research project.	3.1. Perform literature review. 3.2. Create a sample of data from the findings. 3.3. Apply the suitable methods and statistical techniques to analyse data. 3.4. Present data and information from findings in suitable format to produce results. 3.5. Draw conclusions and recommendations from research findings
4. Investigate the quality issues associated with data handling	4.1. Explain the ethical issues of data handling. 4.2. Present guidelines for handling missing data while conducting research. 4.3. Critically review the importance of referencing system while recording data.

	4.4. Investigate challenges and responses of handling social science data.
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### **Suggested Resources**

Business Research Methods 3e by Alan Bryman and Emma Bell, 2011

Research Methodology: A Step-by-Step Guide for Beginners by Ranjit Kumar, 2010

Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First-Class Work (The How-to Series) by Derek Swetnam and Ruth Swetnam, 2000

Doing a Successful Research Project: Using Qualitative or Quantitative Methods by Professor Martin Brett Davies, 2007

## 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](mailto: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 your 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.