



# Level 6 Diploma in Business Administration

Specification (For Centres)

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 Guidance to teaching and learning**

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

## **5.1 Expertise of staff**

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

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

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

All tutors will be supported by a nominated admin person.

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

## **5.2 Learning and teaching methods**

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

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

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

Students will develop academically by continually researching, evaluating, analysing theories and then testing out their findings.

## **5.3 Study skills**

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

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

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

## **5.4 Learning resources**

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

Core content is identified in the module descriptors in Appendix 1.

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

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

## **5.5 Personal development planning**

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

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

## **5.6 Career opportunities**

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

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

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

## **6 Student Support**

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

### **6.1 Students with disabilities**

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

### **6.2 Health and Safety**

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

### **6.3 Conduct**

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

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

### **6.4 Progression**

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

### **6.5 Weekly timetable**

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



## 6.6 Attendance Requirements

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

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

## 6.7 Data Protection

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

## 7. Assessment

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

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

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

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

Sample assessments can be included as part of the Qualification Specification supplied to Centres.

## **7.1 Assessment Strategy**

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

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

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

## **7.2 Assessment arrangements for students with a disability**

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

## **7.3 Verification**

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

## **7.4 Marking**

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

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

- Assessors will make a judgement of minor transgressions not sufficient to require penalties.
- A warning will be issued and any further transgressions will result in marks being deducted.
- This will be in agreement with the course Director.
- Learners will pass the assignment to their respected tutors for assessment.

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

## 7.5 Marking Scheme

### 7.5.1 Pass Mark

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

### 7.5.2 Deferral after valid mitigating circumstances

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

### 7.5.3 Referral after failure

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

## 7.6 Dealing with difficulties in meeting assessment deadlines

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

- **Assignments received up to 5 working days late will be eligible for a maximum mark of up to 40%. Submissions made later than 5 working days late will receive a fail grade;**
- **This is stated on the assignment submission sheet which should be electronically copied with each assignment.**

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

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

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

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

## **7.7 Extenuating circumstances**

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

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

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

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

A disability or learning difficulty does not constitute an extenuating circumstance.

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances.

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

### **7.7.1 Late submissions**

If a student submits work late and unauthorised, a universal penalty will be applied in relation to their work:

- If a student submits work within 5 working days following the published submission date they will obtain a maximum mark of 40% for that element of assessment;
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0%;
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

## 7.8 Assessment Boards

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

## 7.9 Appeals

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

### 7.9.1 First Stage Appeal

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

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

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

- (i) To uphold the appeal based on the evidence presented and either to refer the matter to a full meeting of the Assessment Board; or to request that the Chair of that Assessment Board take action;
- (ii) To turn down the appeal and to uphold the original decision of the assessment board;
- (iii) To postpone a final decision on the appeal, subject to seeking further clarification, evidence or advice as necessary. If the outcome is postponed; a second meeting will be necessary and must be conducted as an extension of the first meeting and be governed by the procedures pertaining to the appeal.

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

### 7.9.2 Stage Two Appeal

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

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

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

## 7.10 Cheating and Plagiarism

A student may appeal against a decision in relation to an allegation of cheating or plagiarism. Information that will be provided to learners with their assignment briefs include. QUALIFI Ltd regard with particular severity any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained.

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

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

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

## 7.11 Referencing

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

### 7.11.1 Bibliographies

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

### 7.11.2 Direct quotations

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

### **7.11.3 Summary of Harvard/BJM style details:**

1. Show sources in brief in the body of your work. Instructions on how to do this follow.
2. Direct quotations should only be used rarely. Instead, summarise the ideas in your own words (paraphrasing) and show the source by indicating the author's/authors' name(s), the year of publication and the page number(s) on which the reference occurs.
3. Show full details of sources as References at the end of your work, but before appendices.
4. In the References section, show sources only for articles/books/etc. directly referred to in the body of your work.
5. Don't use footnotes to reference sources or number the references in the References list.
6. In the References section, list the works in alphabetical order by the author's surname.
7. Put all references in the same list. Do not list books, articles, websites etc. separately.
8. There is a standard order for listing publishing details in the References list. For individual references, the order is:
  - a. author(s)' surname
  - b. author(s)' initials
  - c. year of publication
  - d. title of the work (book, journal article, chapter in a book, name of the scholarly paper, etc.)
  - e. name of the journal or magazine (if not a book)
  - f. publishing details. The publishing details will vary depending upon whether it is a book, a journal or magazine, a conference paper or a website.

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

## **7.12 Confidential material**

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

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

## **7.13 Submission**

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

# **8. Course Regulations**

## **8.1 Course requirements**

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

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

## **8.2 Classification of Awards**

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

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

## **8.3. Student Voice**

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

## **8.4 Module Evaluation Questionnaires**

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

## **8.5 Complaints**

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

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

## **9 Equality and Diversity**

QUALIFI recognises that discrimination and victimisation is unacceptable and that it is in the interests of the organisation and its employees to utilise the skills of the total workforce. It is the aim of the organisation to ensure that no employee or other representative of the organisation receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on



grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

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

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

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

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or Codes of Practice issued by the Equality and Human Rights Commission, any Government Departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or 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.	1.1. Explain the evolutions of control systems in an organisation. 1.2. Identify organisational control systems for effective organisational performance 1.3. Explain the importance of accounting and budgeting systems functions to influence human behaviour. 1.4. Identify leadership as a method of control.
2. Be able to evaluate management control systems for strategic planning and development in an organisation	2.1. Assess core control systems in an organisation 2.2. Identify the relationship between planning and control 2.3. Evaluate the contingency framework for strategic planning and development.
3. Be able to evaluate the controls systems in an organisation.	3.1. Evaluate the use of project management tools in an organisation. 3.2. Assess the nature of control systems in a small business 3.3. Assess the process of discovering strategic core competence in a small business 3.4. Evaluate the use of management control systems.

## **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 Student Assessment Cover Sheet

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

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

### Declaration

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

### *Instructions to Student:*

Appendices, references and tables are not part of the word count. Ideally assignments should include an executive summary of key points, clarification of the question set and a critical perspective on the question based around course material. External sources should be referenced and wherever possible case examples included in the answer. Ensure that you provide a conclusion to the discussion that shows the balance of the argument.

The marking criteria are:

- Understanding of question and topic;
- Clarity and structure of argument;
- Use of sources and citation;
- Analysis and discussion of arguments.

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

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

### Appendix 3: Student Assessment Feedback Sheet

<b>Name of Tutor</b>	
<b>Assignment Number</b>	
<b>Essay/Assessment Question</b>	

#### Marking Criteria

<i>Understanding of question and topic.</i>	
<i>Clarity and structure of argument.</i>	
<i>Use of sources and citation.</i>	
<i>Analysis.</i>	
<i>Conclusions and recommendations.</i>	
<b>General Comments</b>	

<b>Grade Issued</b>			
<b>1<sup>st</sup> Marker</b>		<b>Date</b>	
<b>2<sup>nd</sup> Marker</b>		<b>Date</b>	

## Appendix 4: Evaluation by Student

Qualification Title:

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

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

<b>Curriculum design, content and organisation</b>

<b>Teaching, learning and support</b>

<b>Assessment methods and feedback</b>

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

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**Any further comments**

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## Appendix 5: A Guide to Essay Writing

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

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