QUALIFI

SUCCESS THROUGH LEARNING RECOGNISED WORLDWIDE

Level 4 Diploma in Business Management

Level 5 Diploma in Business Management

<u>Diploma in Business Management</u>

<u>Level 4</u>

These qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

These qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills

- develop and encourage problem solving and creativity to tackle problems and challenges

- exercise judgement and take responsibility for decisions and actions

- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Equality and Diversity

These qualifications are developed to be accessible to all learners who are capable of attaining the required standard. We promote equality and diversity across aspects of the qualification process and and ensure teaching and learning are free from any barriers that may restrict access and progression. Learners with any specific learning need should discuss this with the college.

Qualification Title and Accreditation Number

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

> QUALIFI Level 4 Certificate in Business Management (601/6048/2)

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

Qualification Aims and Learning Outcomes

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

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

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

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

Aims of the qualifications

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

1. To enable Learners to apply analytical and evaluative techniques to business in private and public sectors

2. To enhance analytical and evaluative skills relating to business across a number of industries

3. To develop the Learner's ability to recognise and reflect on the process of personal learning and development which facilitates the enhancement of key personal, sociable and other transferable skills

4. To encourage the Learner's self-reflection, analytical, intellectual and transferable skills

Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access, for this qualification applicants must be aged 18 or over. It is envisaged that learners entering the Level 4 Diploma will have a Level 3 qualification. Learners entering the Level 5 Diploma will have a Level 4 qualification.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment

requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

The College takes into consideration learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification. Evidence of learning must be valid and reliable.

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year. The College has a range of mechanisms for learners to feed back about their experience of teaching and learning.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 4 Diploma** will enable learners to progress to:

- QUALIFI Level 5 Diploma in related areas.
- Bachelor's degree second year.
- Employment in an associated profession.

Completing the **QUALIFI Level 5 Diplomas** will enable learners to progress to:
- QUALIFI Level 6 Diploma in related areas.
- Bachelor's degree final year.
- Employment in an associated profession.

University exemptions

Learners with these qualifications are eligible for exemptions to progress to a final year of an Honours degree at a number of Universities.

The pathways are an indication of the learner's progress towards a University degree and is based on the University's review of these qualifications learning programmes and outcomes.

Diploma in Business Management

601/6048/2 QUALIFI Level 4

All Units are mandatory.

Qualification Structure and Requirement

The Qualification is made up of 6 units. All units are mandatory and required by learners to be awarded the Level 4 Diploma in Business Management.

Unit Reference	Unit Title	Level	Credit	GLH	TQT
D/507/1581	Communications in Organisations	4	20	80	200
H/507/1582	Leadership and the Organisation	4	20	80	200
M/507/1584	Financial Awareness	4	20	80	200
A/507/1586	Managing Change	4	20	80	200
F/507/1587	Business Operations	4	20	80	200
J/507/1588	Developing Teams	4	20	80	200
		Totals	120	480	1200

Diploma in Business Management 601/6049/4

QUALIFI Level 5

All Units are mandatory.

Qualification Structure and Requirement

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

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

The Qualification will require learners to make judgements and provide creative and practical solutions and ways of responding to organisational challenges and problems. An

action based approach will be sought and learners who have strong motivation to progress in their chosen career and business pathway will gain significantly from the qualification.

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

Unit Reference	Unite Title	Level	Credit	GLH	TQT
R/507/1612	Responding to the Changing Business Environment	5	20	80	200
Y/507/1513	Effective Decision Making	5	20	80	200
D/507/1614	Business Development	5	20	80	200
H/507/1615	Business Models and Growing Organisations	5	20	80	200
K/507/1616	Customer Management	5	20	80	200
T/507/1618	Risk Management and Organisations	5	20	80	200
		Totals	120	480	1200

Achievement Requirements

Learners must demonstrate they have met all assessment criteria for all units to achieve this qualification. QUALIFI will issue certificates to all successful learners via the College.

Awarding Classification/Grading

All unit grading is shown on the qualification transcript.

Fail - 0-39%

Pass - 40%-59%

Merit - 60% - 69%

Distinction 70%+

All units will be internally assessed through written assignment, internally marked by the College and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide written assessment tasks for each Unit of this qualification. These tasks will address all Learning Outcomes and related Assessment Criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on 'work-related' information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor, see Assessment Guidance for further information.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

QUALIFI provide a Candidate Workbook for each unit that Learners should use to record their answers and/or cross-reference any supporting evidence relating to a practical task. Approved centres should request a copy of the assessment workbook.

Learner assessments will be internally marked by the Approved Centre and will be subject to external moderation by QUALIFI prior to certification.

Unit Specifications

Bus1.1: Communication in an Organisation

Unit code: D/507/1581

RQF level: 4

Overview

This unit is divided into three parts and examines Communications at an organisational level, interpersonal communications and managing internal and external communications. Effective communications are vital to the success of any organisation, to ensure understanding, involvement and commitment to organisational policies and procedures. Organisations today often need to change their policies and procedures to survive in the developing local and global economies. It is important for managers to realise the

importance of sound communication practice and systems to ensure the effective development and dissemination of new ideas and decisions for change.

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

Unit Aims

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

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

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:

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

Teaching and Learning Strategy

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

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

Suggested Reading

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

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

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

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

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

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

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

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

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

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

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

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

Bus1.2: Leadership and the Organisation

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

Overview

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

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

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

Unit Aims

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

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Evaluate the impact of different leadership qualities and skills in organisations.	1.1 Identify different skills and characteristics of successful leaders. 1.2 Assess how different leadership styles can influence an organisation.
2. Research current theories, models and principles of leadership.	2.1 Appreciate and comment on different leadership theories, models and principles. 2.2 Discriminate between the leadership skills needed for different tasks in organisations and at
	different levels, from strategic to team leader. 2.3 Evaluate the usefulness of leadership theories, models and principles.

3. Analyse the leadership skills required for specific situations.	3.1 Discuss how an organisation's objectives can influence choice of leadership style.
	3.2 Evaluate different industries and sectors and what leadership styles may be most suited to them.
	3.3 Evaluate different organisation functions and situations and what leadership styles may be most suited to them.
	3.4 Identify methods of leadership development suitable for a range of different contexts.

Teaching and Learning Strategy

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

Suggested Reading

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

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

Bus1.3: Financial Awareness

Unit code: M/507/1584

RQF level: 4

Overview

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

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

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

Unit Aims

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

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

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Explore the nature and use of financial information.	1.1 Discuss the need for financial information, its purpose, limitations and the main stakeholders interested in the information.
	1.2 Identify accounting arrangements and conventions used by organisations.

2. Investigate the principles and standards used to produce accounting and financial information.	2.1 Explain how accounting frameworks and regulation influence accounting and financial arrangements. 1.2 Explain the uses of published financial information. 2.3 Explain how an organisation uses management accounting practices.
3. Examine financial commentary that interprets and analyses published financial information.	3.1 Explain the main items commented on and explain their importance. 3.2. Identify trends in published accounting information.

Teaching and Learning Strategy

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

Suggested Reading

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

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

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

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

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

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

Bus1.4: Managing Change

Unit code: A/507/1586

RQF level: 4

Overview

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

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

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

Finally, the unit looks at planning for implementation and evaluation of the change itself. There will be an emphasis on involving those directly affected, to gain their experience and knowledge as well as their commitment to, and ownership of, the change itself.

Throughout the unit, importance will be placed the need to manage and control the change process by effective monitoring and evaluation. Various change models will be used as the basis of activity.

Unit Aims

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

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

Learning Outcomes and Assessment Criteria

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

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

Teaching and Learning Strategy

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

Suggested Reading

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

Burnes, B., (2014) Managing Change, 6th edition, Pearson Education Rees

Hal D., Managing Change, CIPD, available to download from:

http://shop.cipd.co.uk/shop/bookshop/media/cms/pdf/bookstorepdfs/leading-managingand-developing-people-4th-edition---a-sample-chapter.pdf accessed May 2016.

Bothma, R., Brewster, C., Carey, L., Holland, P., Warnich, and Edited by Grobler, P., (2012) Contemporary Issues in Human Resource Management, 4th edition Chapter 11 Change Management and Building the Learning Organisation.

Anderson D., Ackerman L., (2010)Beyond Change Management: How to Achieve Breakthrough Results Through Conscious Change Leadership, Second Edition,   Wiley. Drucker, P., (2009) Managing in a Time of Great Change (Drucker Library).

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

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

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

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

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

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

Bus1.5: Business Operations

Unit code: F/507/1587

RQF level: 4

Overview

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

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

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

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

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

Unit Aims

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

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

Learning Outcomes and Assessment Criteria

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

Teaching and Learning Strategy

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

Suggested Reading

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

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

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

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

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

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

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

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

Bus1.6: Developing Teams

Unit code: J/507/1588

RQF level: 4

Overview

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

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

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

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

Unit Aims

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

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

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Analyse the characteristics of teams.	1.1 Identify the attributes of a successful team. 1.2 Review theoretical models and approaches used to evaluate teams.
2. Evaluate methods for team development.	2.1 Assess motivational factors affecting different teams.
	2.2 Evaluate relevant theory.

3. Evaluate methods of setting team objectives, and monitoring and evaluating team performance.	3.1 Identify different approaches to setting team objectives and evaluating team performance. 3.2. Produce recommendations on how to improve team performance.

Teaching and Learning Strategy

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

Suggested Reading

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

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

Belbin M., (2003), Management Teams - Why They Succeed or Fail, ButterworthHeinemann.

Hawkins, P., (2015). Leadership Team Coaching: Developing Collective Transformational Leadership, Kogan Page.

Huczynski, A. and Buchanan, D. (2010), Organizational Behaviour, New Edition (7th Revised edition)- Pearson Education.

Lencioni, P., Overcoming (2005). The Five Dysfunctions of a Team: A Field Guide for Leaders, Managers, and Facilitators, Wiley.

Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. Group & Organization Management, 2(4), 419-427.

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

Overview

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

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

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

Unit Aims

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

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:

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

Teaching and Learning Strategy

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

Suggested Reading

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Bus2.2: Effective Decision Making

Unit code: Y/507/1613

RQF level: 5

Overview

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

With the growth of IT and customisation, few decisions are straightforward enough for managers to rely on the answers that have been successful in past years. To remain

competitive, organisations need to develop decision-making processes that use all the current information and knowledge available in the workplace, workforce and beyond.

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

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

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

Unit Aims

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

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Review relevant issues that are important to making business decisions.	1.1 Review several different business issues where decisions are needed and analyse stakeholder needs and expectations for each case. 1.2 Research and review all relevant information and knowledge on the business issues where decisions are needed.

2. Explore approaches to the decisionmaking process and how to improve approach.	2.1 Evaluate processes for obtaining relevant information on business issues for given organisations and identify where any strengths or weaknesses in approach exists.
	2.2 Take decisions based upon information gained, provide justifications and say how the decision should be disseminated.
	2.3 Make recommendations for improvements to the decision making process and make sure there is relevant participation in the process.
3. Recommend approaches to improve decision making.	3.1 Plan for, communicate and oversee new approaches to decision making.
	3.2. Identify and develop measures to allow the effectiveness of the decision making process to be evaluated.

Teaching and Learning Strategy

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

Suggested Reading

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

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

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

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

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

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

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

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

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

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

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

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

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

Bus2.3: Business Development

Unit code: D/507/1614

RQF level: 5

Overview

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

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

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

Unit Aims

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

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Analyse the role that planning has in developing new business streams.	1.1 Use the TOWS matrix to identify a response to a future opportunity or threat. 1.2 Identify the business planning links between marketing, finance, HR and operations.
2. Conduct research into demand and assess market potential.	2.1 Produce an 'opportunities matrix' that supports strategy development and responses to external threats. 2.2 Use primary and secondary research to define the size of an opportunity. 2.3 Identify both tangible and intangible resources
	that exist and those required to support a development strategy.
3. Prepare a business model and present a business sales plan.	3.1 Develop a business model to support a development strategy. 3.2. Produce sales measures and key success factors. 3.3 Prepare and deliver a pitch to raise support and finance for a development strategy. 3.4 Take feedback on their development strategy and make improvements.

Teaching and Learning Strategy

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

Suggested Reading

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

Burns, P. (2012) Entrepreneurship and Small Business, Second Edition, Palgrave ISBN 14039-4733-3 Part 1 Chapters 1-4, Part 2 Chapters 5-7, Part 4 Chapters 13-14

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

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

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

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

Blackwell.

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

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

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

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

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

Bus2.4: Business Models and Growing Organisations

Unit code: H/507/1615

RQF level: 5

Overview

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

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

Unit Aims

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

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

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

Learning Outcomes and Assessment Criteria

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

Teaching and Learning Strategy

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

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

Suggested Reading

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

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

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

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

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

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

Bus2.5: Customer Management

Unit code: K/507/1616

RQF level: 5

Overview

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

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

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

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

Unit Aims

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

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Examine the different ways that organisations deal with their customers.	1.1 Analyse customer behaviour and identify patterns and differences in approach. 1.2 Segment customers and identify target groups.
2. Develop skills and practices that will support customers retention.	2.1 Appraise CRM (customer relationship management) and customer relationship marketing activities. 2.2 Explain and provide examples of customer retention practices for different industries.
	2.3 Create examples that demonstrate the concept of 'adding value' to customers.
3. Explore and learn from examples of customer centered organisations and the benefits of such an approach.	3.1 Research customer centres organisations across different industries and evaluate their approaches 3.2. Create recommendations for an organisation known by the Leaner for improving its approach to customers.

Teaching and Learning Strategy

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

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

Suggested Reading

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

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

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

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

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

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

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

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

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

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

Bus2.6: Risk Management and Organisations

Unit code: T/507/1618

RQF level: 5

Overview

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

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

Unit Aims

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

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Review organisations risk tolerance in different environments.	1.1 Identify and evaluate different business environments and the likely risks of those environments. 1.2 Provide examples of organisation's tolerance to risk taking and evaluate how organisations can measure tolerance.
2. Develop skills to identify and assess the risk profiles of organisations.	2.1 Produce a risk profile for an organisation. 2.2 Review and comment on risk profiles of organisations in different industries. 2.3 Discuss enterprise wide risk and the benefits and drawbacks of such an approach.
3. Investigate how innovation can be used to reduce risk aversion in growing organisations.	3.1 Analyse the possible risks of innovation in an organisation. 3.2. Produce examples of how to manage innovation risk so that innovation can be used to create advantage.

Teaching and Learning Strategy

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

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

Suggested Reading

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

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

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

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

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

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

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

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