Level 7 Diploma in Executive Management

Learner Guide

September 2016

About QUALIFI

Quality: The Assurance of Recognition and Rigorous Quality Standards

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

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

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

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

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

Relevance

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

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

Accessible

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

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

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

Ambition

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

Student Commitment

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

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

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

Supporting Diversity

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

Contents

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

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

The objectives of this suite of Qualifications is to:

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

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

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

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

The Qualifications will develop the Learner's ability to:

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

1.2 Employer Support for the Qualification Development

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

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

1.3 Qualification titles and codes

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

Qualifi Level 7 Diploma in Executive Management: 601/7656/8

1.4 Awarding institution

QUALIFI LTD

2 Programme purpose

2.1 Reasons for the Qualifications

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

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

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

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

2.2 Rationale, aims and learning outcomes of the course

This qualification is aimed at those who are seeking middle and executive level roles in medium or large corporations. The qualification will:

- provide access and progression in learning within the management, leadership and strategy vocational area
- improve Learners career development opportunities, enhancing their career prospects in their chosen area of employment.

The qualification scope covers the primary business functions and aims to provide a holistic study of core organisational issues that executive management would be expected to take responsibility for.

The qualification provides a programme of learning for those who want to develop their knowledge, skills and understanding of organisations and how executive management can help to achieve organisational and strategic objectives.

Part of the assessment for this qualification will require study of large complex organisations (with excess of 250 staff and/or £5.75 million turnover) that operate internationally. The qualification aims to help individuals appreciate and develop their personal and professional abilities and skill sets.

The qualification programme requires Learners to understand and apply management concepts, models and techniques, and demonstrate skills associated with management operating at the strategic level in organisations. The qualification explores some of the main functions and disciplines that underpin effective and successful organisations, namely finance, human resources, operations, marketing and project management. It also explores how supply chain, quality and trade consideration impact organisations.

The Level 7 programme will require Learners to critically evaluate, challenge and apply a wide range of management theory, techniques and models and discipline specific theory, practice and tools. By analysing and critiquing national and international organisations Learners will examine how the different functions and disciplines affect the organisation's strategy, success and way it operates.

The qualification also requires Learners to demonstrate a range of skills required of executive level management including problem solving and report writing. Learners will also develop their research and analytical skills. The qualification will enable learners to become independent, self-directed, with the tools and motivation to continue learning, developing and reflecting on practice throughout their careers.

2.3 Aims of the Certificate and Diplomas

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

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

1. Gain a recognised qualification from an internationally recognised awarding organisation.
2. Learn from a curriculum supported by the most recent content relevant to a contemporary business environment.
3. Develop new skills and knowledge that can be immediately applied.
4. Prepare for higher-level positions in management through personal and professional develop as a leader who thrives in complex and globally diverse environments
5. Have assessments marked and moderated by respected professionals with practical experience across a number of business sectors and management fields
6. Be supported by a digital online platform and develop a personalised e-portfolio to improve the transparency and portability of the qualification
7. Progress along a pathway to gain a higher level qualification

2.4 Learning Outcomes of the Diploma

The overall learning outcomes of the Diploma are:

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

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

3. Delivering the qualifications

3.1 Quality Assurance Arrangements

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

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

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

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

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

3.2 Access to study

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

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

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

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

3.3 Entry Criteria

The Qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the Qualifications will be through centre interview and the candidates will be expected to hold the following

Level 6 Qualification or;
First Degree

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

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

4 Structure of the Qualifications

4.1 Units, credits and Total Qualification Time (TQT)

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

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

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

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

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

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

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

4.2 Qualification structure

The overall structure of the course is based on 8 mandatory modules that cover a number of topics relating to learning outcomes. Each unit has the equivalency of 15 credits. Learners will be invited to attend lectures and workshops that will introduce the subject matter.

Learners must complete all units successfully and achieve 120 credits before the Diploma can be issued. Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas.

Unit Refeernce	Mandatory Units	Level	TQT
QFEXE 1.1	Corporate Strategy	7	150
QFEXE 1.2	Corporate Finance and Financial Strategy	7	150
QFEXE 1.3	Human Resource Practice, Leadership and Managing People	7	150
QFEXE 1.4	Global Trade and its Impact on Strategy	7	150
QFEXE 1.5	Research, Problem Solving and Business Reporting	7	150
QFEXE 1.6	Operations, Quality and Supply Chain Management	7	150
QF708	Strategic Marketing	7	150
QFEXE 1.8	Project Management	7	150

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

4.3 Progression and links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 7 Diploma in Executive Management** will allow progress to:

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

4.4 University exemptions

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

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

4.5 Recognition of Prior Learning

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

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

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

5 Equality and Diversity

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

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

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

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

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

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

6 Further professional development and training

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

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

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

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

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

Or email: support@QUALIFI-international.com

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

Appendices

Appendix 1: Unit Descriptors

Unit EX1.1: Corporate Strategy

Unit code: T/507/8097
RQF level: 7

Aim

This unit is aimed at developing learners' critical analysis of corporate strategy and the role of supply chains in a global context. It explores how functional strategies are integrated and the relationship between strategy and organisation. It also requires learners to demonstrate professional skills that enable effective business management at the strategic level.

The unit will examine theoretical and conceptual frameworks and their use in evaluating and recommending practical applications in business areas such as market entry, internationalisation, global sourcing, globalisation, alliances and corporate growth.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Evaluate strategy in the global corporate context and apply different concepts and approaches; and address ethical considerations	1.1 Critically analyse strategic theories and models.
	1.2 Assess and determine how successful different strategies are when applied in the global marketplace.
	1.3 Evaluate how individual and organisational ethics, also global ethical issues can impact corporate strategy.
2. Critically assess the role played by global supply chains in organisations	3.1 Critically analyse supply chain methods, models and theories.
	3.2 Critically assess the role of global supply chains in organisations.
	3.3 Identify the factors that can affect global supply chains and how they can impact on corporate strategy, and any mitigating actions organisations can take to reduce any negative impacts.
3. Evaluate strategies in a range of areas	3.1 Evaluate how corporate strategy can be applied in a range of organisation functions.

	3.2 Critically assess how corporate strategy can be successfully integrated into organisations.
	3.3 Discuss how different organisation functions can affect the success of corporate strategy across the organisation.
4. Demonstrate a range of professional skills including critical thinking, negotiation skills, leadership and team work, and communication skills	4.1 Evaluate personal skills against the skill set needed to operate effectively in a global organisation at strategic level.
	4.2 Understand and make use of theory, relevant techniques and practices that enables learners to develop their individual skill set.
	4.3 Provide personal examples where a range of professional skills where demonstrated.
	4.4 Communicate effectively with fellow professionals and competently present ideas and proposals.

Suggested Resources

Textbooks
Harrison, A and van Hoeck, R. (2008), Logistics Management and Strategy: Competing through the Supply Chain (3rd edition)
Johnson, G. Scholes, K. and Whittington, R., 2008, Exploring Corporate Strategy (8th edition)
Lasserre, P., 2003, Global Strategic Management

Journals
The Strategic Management Journal
Journal of Supply Chain Management
Harvard Business Review

Websites
Cranfield Research papers
The McKinsey Quarterly

Unit EX1.2: Corporate Finance and Financial Strategy

Unit code: A/507/8098
RQF level: 7

Aim

This unit addresses the issues around making investment decisions and corporate finance at the global level. It highlights strategic approaches, risk and needs for maintaining working capital. The unit explores different capital structures, foreign exchange options and corporate finance, restructuring.

Learners will be expected to use case study material to explore these issues and be able to manipulate financial information.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Contrast investment strategies and determine the factors that affect investment decision making in organisations	1.1 Understand and critically assess the organisational and operational factors that affect investment decisions.
	1.2 Critically evaluate how corporate strategy can determine investment decisions.
	1.3 Apply a range of models that can influence investment strategy and decisions.
2. Evaluate and appraise the financial strategies of different organisations	2.1 Critically understand the financial strategies of a range of different organisations across different business sectors.
	2.2 Use case study information to evaluate the financial strategies of organisations in at least two different business sectors.
	2.3 Critically appraise the financial strategies of governmental, charitable and private sector organisations.
3. Analyse the impact of foreign exchange risk on organisations	3.1 Explain how the foreign exchange market works and how it can influence business and organisational decisions.
	3.2 Understand the risks involved with foreign exchange and critically assess potential impacts on a range of different organisations in different sectors.
	3.3 Critically assess whether foreign exchange markets can be a viable method for financing corporate restructuring.
4. Identify and critique systems employed to plan and control working capital	4.1 Evaluate the importance of working capital to organisations and understand the systems and methods used to manage working capital.

	4.2 Identify the risks where working capital management is not applied and the reasons why systems to monitor working capital management fail.
	4.3 Critique the systems and methods used to plan working capital.
5. Assess and decide upon appropriate strategies for restructuring	5.1 Critically assess the finance options available to corporations when looking to restructure their business including merger and acquisition strategies.
	5.2 Identify the risks involved in pursing different financial options in pursuit of corporate re-structuring.
	5.3 Critique the success of a range of organisations that have pursued different re-structuring options.

Suggested Resources

Textbooks

Watson, D. and Head, A. (latest edition) *Corporate Finance, Principles and Practice* Harlow: FT Prentice Hall

Arnold, G (latest edition) *Corporate Financial Management* Harlow: FT Prentice Hall

Madura, J. and Fox, R. (latest edition) *International Financial Management* London: Thomson

Journals

International Research Journal of Finance and Economics (http://www.internationalresearchjournaloffinanceandeconomics.com/)

Wall Street Journal

Journal of Banking & Finance

Websites

www.bbc.co.uk/news

www.ft,com

www.reuters.com

Unit EX1.3: Human Resource Practice, Leadership and Managing People

Unit code: F/507/8099
RQF level: 7

Aim

The aim of this unit is to critique the skills, value and contribution of human resource management and development practitioners, and leaders for the effective operation of organisations. Learners will gain insight into HR and leadership practices and techniques and examine relevant theory. The need for expertise and professionalism amongst HR practitioners and how ethics and culture in organisations might be affected is also considered.

The unit requires learners to be aware of contemporary research, debate and thinking on HR and leadership.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Review and critically evaluate contemporary research and debate in human resource management and development	1.1 Critique contemporary approaches to human resource management and development.
	1.2 Identify research evidence on employment and effective approaches to human resource management, learning and development practice and critically evaluate how the research evidence has affected management thinking and practice.
	1.3 Identify people management practices that have changed as a result of research evidence and led to positive organisational outcomes, citing real examples.
2. Critically evaluate theory and practice relating to motivation, commitment and employee engagement within organisations	2.1 Critically evaluate the main theories on motivation, commitment and employee engagement and their relevance in contemporary organisations.
	2.2 Illustrate how management practice has used, adapted or developed theoretical models using examples in real organisations.
	2.3 Justify how employee engagement is a positive factor in organisational health terms and provide real examples of this for a range of different organisations.
3. Critically assess the role and characteristics of effective leadership, and their development	3.1 Evaluate contemporary thinking about what makes a leader.
	3.2 Critically evaluate the role of leadership in organisations and characteristics of effective leaders.

	3.3 Identify relevant and suitable leadership development activities and experiences.
4. Critically discuss the role and practices of HR management and development	4.1 Critique the role of HR management and development in organisations and how HR and other managers can productively work together.
	4.2 Discuss the need for professional and qualified HR practitioners in organisations.
	4.3 Critically evaluate how ethics and organisational culture can be influenced by HR practices.

Suggested Resources

Textbooks
Adams, (2007), Managing People in Organisations: Contemporary theory and practice
Hughes, (2006), Change Management: A critical perspective
Rees and French, 2010, Leading, Managing and Developing People. 3rd edition.

Journals
Harvard Business Review
Human Resource Management Journal
People Management

Websites
ACAS
CIPD
Department for Business Innovation and Skills

Unit EX1.4: Global Trade and its impact on Strategy

Unit code: K/507/8100

RQF level: 7

Aim

The unit looks at contemporary trade and trade issues as they affect organisations. It examines the impact of globalisation, the internet, politics and ethics on business behaviour and business success.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Analyse the impact of globalisation on business, business behaviour and strategy	1.1 Assess how organisational behaviour can be affected by changes in international trade and globalisation of business.
	1.2 Identify measures and economic groups that aim to restrict trade and evaluate how successful they are.
	1.3 Critically evaluate how international trade relations and regulation affects the supply of materials, labour, products and services in different industries.
2. Critically evaluate how the internet, politics and ethics has affected trade, business behaviour and strategy	2.1 Discuss how the internet has changed global trade and critique how it has affected different industry sectors and individual companies using case study evidence.
	2.2 Discuss how global brands and other companies have been affected by the politicization of issues and ethical considerations.
	2.3 Identify policies and ways of working that companies use to protect themselves against shifts in trade, national or international barriers and policy that restrict trade.

Suggested Resources

Textbooks

Gerber, J., (2011) International Economics

Salvatore, D (2007) International Economics

Krugman, p., and Obstfeld, M., (2005) International Economics

Journals

The Economist

International Trade Journal

Unit EX1.5: Research, Problem Solving and Business Reporting

Unit code: M/507/8101
RQF level: 7

Aim

The unit will develop learners' use and understanding of research methods and using research evidence. It will review relevant methods and theory connected with identifying and solving business problems as well as exploring the use of decision making tools.

Learners will be expected to develop and show competence in their business writing too by presenting reports that make use of relevant research evidence to support their propositions and recommendations.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Critically evaluate business problems and make use of relevant methods and theory to analyse problems and make appropriate decisions	1.1 Critically analyse strategic and operational strengths and weaknesses for different organisations in a range of sectors.
	1.2 Critically examine problem structuring methods and apply problem analysis methods and theory to specific business issues and comment on their relevance and usability.
	1.3 Critically examine relevant decision making tools that can be applied to business problems and comment on their relevance and usability.
2. Be able to understand and apply different research methods that can provide realistic and applicable outcomes	2.1 Critically apply the principles and practices of quantitative and qualitative research on a practical level.
	2.2 Define research and development questions and prioritise them in relation to contemporary managerial and business needs.
3. Develop and present persuasive reports on business issues making use of research evidence	3.1 Make use of research evidence, big data, data analytics and pattern recognition to support business propositions and recommendations.
	3.2 Critically identify the requirements of an effective report and the factors that make it compelling for senior and strategic management.
	3.3 Produce effective reports that articulate business problems, point to relevant research evidence and provide recommendations.

Suggested Resources

Textbooks

Cameron, S, and Price, D., (2009) Business Methods. A practical Approach

Saunders et al (2010) Research Methods for Business Students. (Latest Edition)

Unit EX1.6: Operations, Quality and Supply Chain Management

Unit code: T/507/8102

RQF level: 7

Aim

The unit considers operations management and its contribution in supporting business objectives. It addresses quality and supply chain issues and how different organisations and industries make use of different systems, techniques and methods. Learners will be able to evaluate alternative operations management strategies to support business performance.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Assess the contribution of operations management in organisations and how it supports business objectives	1.1 Critically evaluate the business operations of a number of organisations in different industry sectors.
	1.2 Critically analyse how process and lean techniques and methods can contribute to effective operations.
	1.3 Explore the role of customer service in organisations and how this can impact operations.
2. Evaluate the role and contribution of quality models, systems and standards to modern day business operations	2.1 Critically evaluate a range of quality models, systems and standards.
	2.2 Explore the use of quality models and systems in different companies across a range of industry sectors.
	2.3 Identify the pros and cons, and relevance of using quality models and systems in modern day business operations.
3. Evaluate the contribution of suppliers and supply chains on effective operations	3.1 Critically evaluate supply chain theories and models and explore the use of supply chain management in different companies across a range of industry sectors.
	3.2 Review how logistics impacts upon supply chain management.
	3.3 Identify the main requirements of supplier contracts, the risks involved and mitigating strategies for organisations when securing effective contracts.

Suggested Resources

Textbooks

Slack et al., (20120, Operations & Process Management: Principles & Practice for Strategic Impact

Slack et al., (2010), Operations Management

Harrison and Hoek, (2008) Logistics management and Strategy

Turner C & Martin J, (2010) Contract Law

Journals

International Journal of Operations and Production Management

Institute of Operations management: Control

Manufacturing and Service Operations management

Websites

Operations management Library http://www.managementhelp.org/ops_mgnt.htm

Institute of Operations Research and the Management Science http://www.informs.org

Production and Operations Management Society http://poms.org

Unit QF 708: Strategic Marketing

Unit code: M/506/9074

RQF level: 7

Aim

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

Learning Outcomes and Assessment Criteria

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

Suggested Resources

Textbooks

Hollensen, S. (2010) Global Marketing, A Decision-Oriented Approach, 5th Ed.

Kotabe, M., and Helsen K. (2010) Global Marketing Management, 5th Ed

Usinier, J, C, and Lee, J. A. (2009) Marketing Across Cultures 5th Ed

Journals

European Journal of Marketing

International Marketing Review

Journal of International Marketing

Unit EX 1.7: Project Management

Unit code: A/507/8103

RQF level: 7

Aim

The unit will support learners in their appreciation of project management methods, techniques and tools. It will consider human, financial and other matters in project feasibility and how people, teams and risk is factored into project initiation and delivery.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Review and analyse project management disciplines and their effectiveness for organisations	1.1 Critically evaluate project management methods, models and underpinning theories.
	1.2 Assess the value of project planning methods, individual plans and project management processes for a range of different organisations and business objectives
	1.3 Identify how risk is managed in projects and illustrate how risk can be mitigated in global, complex or sensitive projects.
2. Review project feasibility methods, the role of people and teams in projects and the use of project software	2.1 Critically review how project feasibility can be assessed for individual projects.
	2.2 Critically evaluate the role and choice of individuals and teams in project development and project delivery.
	2.3 Evaluate the uses and effectiveness of different project management software.

Suggested Resources

Textbooks
Maylor, H., (2010) Project Management
Pinto, J., (2009) Project Management: Achieving Competitive Advantage

Journals
International Journal of Project management
Project Management Journal
Project Management Today

Websites
APMG International
OGC

Appendix 2: A Guide to Essay Writing

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

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

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

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

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

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

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

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