



SEVERN  
BUSINESS  
COLLEGE

**Qualifi Level 5 Diploma in Business  
Management**

**Course Handbook**



## Qualification

Qualifi Level 5 Diploma in Business Management

## Ofqual Number

601/6049/4

## Level

5

## Total Qualification Time

1200

## Credit Value

120

## Aim of the Course

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 dovetail into a top-up undergraduate year at a UK University.

## Assessment

Assessment is through practical assignments, with no exams - to more accurately reflect the real working environment.

## Course Structure

Qualifi Level 5 Diploma in Business Management			
Unit number	Units	Unit level	Unit credit
BUS 2.1	Responding to the Changing Business Environment	5	20
BUS 2.2	Effective Decision Making	5	20
BUS 2.3	Business Development	5	20
BUS 2.4	Business Models and Growing Organisations	5	20
BUS 2.5	Customer Management	5	20
BUS 2.6	Risk Management and Organisations	5	20

## Assessment Grades

Marks Ranges %	Marking Criteria
40-100	<b>Pass:</b> All learning outcomes are achieved. All assessment criteria are met.
0-39	<b>Fail:</b> All learning outcomes are not achieved. All assessment criteria are not met.
No Marks	Plagiarism

## UNIT SPECIFICATIONS

### Unit Title

Responding to the Changing Business Environment

### Level

5

### Learning Time Hours

200

### Credit Value

20

### Overview

The three key themes to this module examine the socio-economic environment, the way in which markets operate and the relationship between business and governments. The central theme to the module is the changing roles that exist between business, government and their citizens that create both opportunities and threats for the modern organisation. By

understanding the organisational impact of the trends, managers can respond positively to a changing socio-economic environment. The module also looks at the external business environment and the different ways that organisations respond to changes.

### Unit aim

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

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

### Supplementary Text and 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
- 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.

## UNIT SPECIFICATIONS

### Unit Title

Effective Decision Making

### Level

5

### Learning Time Hours

200

### Credit Value

## Overview

The module will look at the different ways that decisions are taken by companies by exploring approaches to decision making, implementing decisions and the way in which knowledge can be used within organisations. With the growth of IT and customisation, few decisions are straightforward enough for managers to rely on the answers that have been successful in past years. To remain competitive, organisations need to develop decision-making processes that use all the current information and knowledge available in the workplace, workforce and beyond. Consequently, today's decision making becomes more of a problem-solving process. In addition, increasing workforce empowerment and expectation means that the decision-making process for competitive organisations needs to be a much more participative process. Otherwise, management will not gain the information and knowledge they need and will also lose the commitment required to ensure decisions taken become effective. So, while the act of decision taking effectively remains with the manager responsible, the process of decision making needs to involve all the stakeholders within the managers' immediate workplace and beyond. This ensures that the decision taken is owned by all whom have to work with it.

## Unit aim

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

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

## Supplementary Text and 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, Re os Publications.

## UNIT SPECIFICATIONS

### Unit Title

Business Development

**Level**

5

**Learning Time Hours**

200

**Credit Value**

20

**Overview**

The module will allow for learners to work in a team to investigate new business formats and a feasibility assessment for a potential knowledge-based product or service opportunity identified by the team. This might be undertaken for a new income stream within an existing business or for a new enterprise. The core module material will focus on Refining an Idea, Research and Presenting the Plan. All learners will be involved with refining the idea and individual learners will be responsible for doing market research, building a final plan and creating an operational plan.

**Unit aim**

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

**Learning outcomes and assessment criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

**Supplementary Text and Reading:**

- Sorensen, H., (2012) Business Development; A Market-Oriented Perspective, Wiley
- Burns, P. (2012) Entrepreneurship and Small Business, Second Edition, Palgrave ISBN 1-4039- 4733-3 Part 1 Chapters 1-4, Part 2 Chapters 5-7, Part 4 Chapters 13-14
- 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, 3rd Edition, 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

**UNIT SPECIFICATIONS****Unit Title**

Business Models and Growing Organisations

**Level**

5

## Learning Time Hours

200

## Credit Value

20

## Overview

The module is designed to help learners understand what is expected from them in working for a growing organisation. The three units explore the relationship between enterprising behaviour and business success, the different ways in which firms can grow and the different types of business that they might be expected to work in.

## Unit aim

To introduce the concept of working for and managing creatively within a smaller growth organisation. This module examines how the small business grows, reasons for success and how best to manage available growth options. This will give the learner a greater understanding of fast growth organisations in both private and social sectors of the economy. Learners will develop skills to support their ability to understand business strategy and development with an emphasis on business growth.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

## Supplementary Text and 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.
- 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

## UNIT SPECIFICATIONS

### Unit Title

Customer Management

### Level

5

### Learning Time Hours

200

### Credit Value

20

## Overview

This module is designed to help learners understand the role of customer-centred organisations. The three units are understanding customers, meeting customer need and adding value. Learners will evaluate best practice and the policies and approaches that result in excellent service and delivery within a contemporary business environment. Customer Relationship Management (CRM) is now being actively embraced by organisations within most industry sectors. Furthermore, customer

expectations are changing with the result that customer relationships are becoming increasingly more complex to manage. This module analyses how businesses have responded by looking after their customer base in new and more cost effective ways.

### Unit aim

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

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

### Supplementary Text and Reading:

- Buttle F., Maklan, S., (2015), Customer Relationship Management, 3rd Edition Butterworth Heinemann.
- 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
- Kotler, Phillip. 1977. "From Sales Obsession to Marketing Effectiveness." *Harvard Business Review* 55 (November/December): 67-75.
- Kumar, V., (2012). Customer Relationship Management, Second Edition, Springer
- Levitt, 1988 Essentials of Marketing, Lancaster & Massingham, McGraw Hill, p11-13.
- Mack, O., Mayo, M. C., & Khare, A. (2005). A Strategic Approach for Successful CRM: A European Perspective, 98–106.
- Payne, A., (2015) Handbook of CRM, Butterworth Heinemann.
- Piercy, N. F. (2002). Market-Led Strategic Change: New Marketing for New Realities. *The Marketing Review*, Vol 2, 385–404.

## UNIT SPECIFICATIONS

### Unit Title

Risk Management and Organisations

### Level

5

### Learning Time Hours

200

### Credit Value

20

### Overview

This module prepares learners for working in a commercial environment by providing an insight into the different risk profiles from both an organisation's and an individual's perspectives. The three units are understanding business risk, managing risk and innovation and creativity. The aim is to provide learners with an understanding of what makes an effective organisation in balancing out opportunity with change.

### Unit aim



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

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

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

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