



SEVERN
BUSINESS
COLLEGE

Qualifi Level 3 Diploma in Business
Innovation and Entrepreneurship

Course Handbook

Qualification

Qualifi Level 3 Diploma in Business Innovation and Entrepreneurship

Ofqual Number

603/1051/0

Level

3

Total Qualification Time

600

Credit Value

60

Aim of the Course

The Qualification has been created to develop and reward business innovators and entrepreneurs of today and the future, and to continue to bring recognition and professionalism to a wide range of sectors.

Assessment

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

Course Structure

Qualifi Level 3 Diploma in Business Innovation and Entrepreneurship			
Unit number	Units	Unit level	Unit credit
BIE 301	Innovation for Business	3	10
BIE 302	English for Business Communication	3	10
BIE 303	Thinking Entrepreneurially	3	10
BIE 304	Entrepreneurship and Entrepreneurial Business Planning	3	15
BIE 306	Entrepreneurial Finance and Accounting	3	15

Assessment Grades

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

UNIT SPECIFICATIONS

Unit Title

Innovation for Business

Level

3

Learning Time Hours

100

Credit Value

10

Unit aim

The aim of this unit is to introduce the learner to innovation in a business context. Learners will understand the innovation management and its role in developing business. Learners will recognise the value of innovation for business and the role it takes in a business life cycle.

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. Be able to understand innovation management for business development.	1.1. Define the term 'innovation management'. 1.2. Explain the impact of knowledge on innovation management. 1.3. Explain the importance of building innovative systems for business development and growth.
2. Be able to identify the value of innovation for business.	2.1. Discuss the roles of information technology innovation for business value creation. 2.2. Identify how to create value of business through business model innovation. 2.3. Identify how to create competitive advantages with innovation in business.
3. Be able to understand management of innovation in business development life cycle.	3.1. Explain main stages of business development life cycle. 3.2. Identify the needs of innovation for business development. 3.3. Explain how organisations resource their innovation capabilities and activities. 3.4. Explain how to plan, identify and manage innovation as an on-going process at each stage of business development life cycle.

Supplementary Text and Reading:

- Johnston, R., & BATE, J. Douglas. (2003). The Power of Strategy Innovation: A New Way of Linking Creativity and Strategic Planning to Discover Great Business Opportunities. New York: AMACOM.
- Jolly, A. (2012). The Growing Business Handbook : Inspiration and Advice from Successful Entrepreneurs and Fast Growing UK Companies (14th ed.). London: Kogan Page.
- Kourdi, J. (2009). 100 Great Business Ideas (New Ed): From leading companies around the world (100 Great Ideas). Singapore: Marshall Cavendish.
- Jolly, A. (2010). Innovation Handbook: How to Profit from Your Ideas, Intellectual Property and Market Knowledge. Kogan Page.
- Pinchot, G., & Pellman, Ron. (1999). Intrapreneuring in action : A handbook for business innovation (1st ed.). San Francisco: Berrett-Koehler.
- Singh, M., Waddell, Dianne, & NetLibrary, Inc. (2004). E-business innovation and change management [electronic resource]. Hershey, Pa.: Idea Group Pub.
- Drummond, H. (2009). How to be a Successful Entrepreneur [electronic resource] : Spot the Opportunity, Take a Risk and Build a Brilliant Business. London: Kogan Page.
- Black, J., Hashimzade, N., & Myles, G. (2012). Department for Business, Innovation and Skills. A Dictionary of Economics, A Dictionary of Economics.
- Herrera, M. (2016). Innovation for impact: Business innovation for inclusive growth. Journal of Business Research, 69(5), 1725-1730.
- Sahut, J., & Peris-Ortiz, M. (2014). Small business, innovation, and entrepreneurship. Small Business Economics, 42(4), 663-668.
- Coulson-Thomas, C. (2016). Corporate Leadership, Business Innovation and Growth. Effective Executive, 19(2), 9-21.

UNIT SPECIFICATIONS

Unit Title

English for Business Communication

Level

3

Learning Time Hours

100

Credit Value

10

Unit aim

The aim of this unit is to offer the learner the skills required in effective communications within an organisation. Learners will be able to identify issues that relate to adverse effects in a business and how to address them.

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. Be able to gain skills and knowledge required for effective communications	1.1. Identify how communication takes place in the organisation. 1.2. Identify how to write memo, report, email, poster and letter in the organisation.

in the organisation.	1.3. Identify basic rules to develop correct sentences in the structured writing. 1.4. Explain ways to improve written and verbal communications.
2. Be able to identify ethical consideration for communication in the organisation.	2.1. Define ethics in the communication skills 2.2. Identify the importance ethical consideration for effective communications 2.3. Evaluate complex issues that surround advocacy and concern powers in ethical communications.
3. Be able to identify issues that reduce positive and effective communication in the organisation.	3.1. Identify how barrier gesture affects positive and effective communication. 3.2. Identify non-verbal barrier gestures in communication performance. 3.3. Analyse the importance of effective communication in tricky moments.

Supplementary Text and Reading:

- Bhatia, V., & Bremner, S. (2012). English for Business Communication. *Language Teaching*, 45(4), 410-445.
- Association for Business Communication, issuing body. (2014). *Business and Professional Communication Quarterly*.
- Talbot, F. (2009). *Executive Writing Skills for Managers: Master Word Power to Lead Your Teams, Make Strategic Links and Develop Relationships (Better Business English)*. London: Kogan Page.
- Garzone, G., & Ilie, Cornelia. (2007). The use of English in institutional and business settings : An intercultural perspective (Linguistic insights. studies in Language and communication ; v. 34). Bern ; Oxford: Peter Lang.
- Salvi, R., & Tanaka, Hiromasa. (2011). *Intercultural interactions in business and management (Linguistic insights ; v. 146)*. Bern: Peter Lang.
- Hewings, M., Nickerson, Catherine Ross, & British Council. (1999). *Business English : Research into practice (English language teaching review)*. Harlow: Longman (in association with the British Council).
- Gutmann, J. (2013). *Taking Minutes of Meetings [electronic resource]*. (3rd ed., *Creating Success*). London: Kogan Page.
- Adriana Teodorescu. (2011). BUSINESS ENGLISH IN INTERCULTURAL BUSINESS COMMUNICATION. *Language and Literature : European Landmarks of Identity*, 9(2011), 483-488.
- McArthur, T. (1998). BUSINESS ENGLISH. *Concise Oxford Companion to the English Language, Concise Oxford Companion to the English Language*.
- Caraivan, L. (2016). BUSINESS ENGLISH: A KEY EMPLOYABILITY SKILL? *Quaestus*, (9), 266-270.
- Mckinnon, W. (1980). *Style and structure in modern business communication*. Bergen, [Norway] : Irvington-on-Hudson, New York distributed by Columbia University Press.

UNIT SPECIFICATIONS

Unit Title

Thinking Entrepreneurially

Level

3

Learning Time Hours

100

Credit Value

10

Unit aim

The aim of this unit is to introduce the learner to an evaluation of themselves in an entrepreneurial context by using several techniques including SWOT. Learners will be introduced to critically thinking skills and put into context against a business plan.

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. Be able to understand self-analysis in the context of entrepreneurial career.	1.1. Define the terms 'Entrepreneur', Entrepreneurship, opportunity assessment and creativity. 1.2. Examine different types of Entrepreneurs and their success stories. 1.3. Conduct your self-analysis for entrepreneurial abilities. 1.4. Identify your strengths and weaknesses using a SWOT analysis.
2. Be able to develop critical thinking skills for innovative business ideas.	2.1. Define the term 'critical thinking', and 'innovation'. 2.2. Create a mind map of creative thinking skills and attributes required by entrepreneurs.

	2.3. Identify potential barriers to entrepreneurship. 2.4. Conduct market research to analyse your potential business idea.
3. Be able to evaluate entrepreneurial business idea.	3.1. Justify your business idea to an innovative using logical argument. 3.2. Explain the reasoning behind the business idea. 3.3. Explain the importance of knowledge in IT, finance and accounting and marketing and sales for evaluation purposes.

Supplementary Text and Reading:

- Drummond, H. (2009). How to be a Successful Entrepreneur [electronic resource] : Spot the Opportunity, Take a Risk and Build a Brilliant Business. London: Kogan Page.
- Prosek Jennifer. (2011). 3. Thinking Entrepreneurially - Even if You're a Big Company. In Army of Entrepreneurs - Create an Engaged and Empowered Workforce for Exceptional Business Growth (pp. 1-2). AMACOM – Book Division of American Management Association.
- Birch, R. (2012). Thinking Like an Entrepreneur. Credit Union Journal, 16(39), 14.
- Anonymous. (2004). Entrepreneur shows the way to creative thinking. Motor Transport, 19.
- Moore, B., & Parker, Richard. (2009). Critical thinking (9th ed., International ed.). Boston, [Mass.] ; London: McGraw-Hill Higher Education
- Paul, R., & Elder, Linda. (2014). Critical thinking : Concepts & tools (Seventh ed., Thinker's guide library).
- Friend, G., & Zehle, Stefan. (2004). Guide to business planning. London: Economist Books. Journal of New Business Ideas & Trends. (n.d.).
- Bragg, A., & Bragg, Mary. (2005). Developing new business ideas : A step-by-step guide to creating new business ideas worth backing. Harlow: Financial Times Prentice Hall.
- How to Be a Successful Entrepreneur : Spot the Opportunity, Take a Risk and Build a Brilliant Business. (n.d.). Kogan Page.

UNIT SPECIFICATIONS

Unit Title

Entrepreneurship and Entrepreneurial Business Planning

Level

3

Learning Time Hours

150

Credit Value

15

Unit aim

The aim of this unit is to introduce learners to the various theories of entrepreneurship and the role of innovation theories in the development of an entrepreneur. Learners will be introduced to the various steps require in building a business and how to write the plan for a new venture.

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. Be able to identify various theories of entrepreneurship.	1.1. Identify the role of society in the personal and professional development of an entrepreneur. 1.2. Explain the relationship between entrepreneurship and economic growth. 1.3. Identify the role of innovation, motivation and economic theories in the development of an entrepreneur.
2. Be able to understand the concept of entrepreneurship and its relation to small businesses.	2.1. Define the terms 'entrepreneurship', 'entrepreneur' and entrepreneurial opportunity. 2.2. Access the role of an entrepreneur in society. 2.3. Analyse competitive advantages and disadvantages of entrepreneurial organisations.
3. Be able to analyse role, nature and characteristics of the entrepreneur in the economy.	3.1. Explain economic role of the entrepreneur. 3.2. Describe the perceived personalities of entrepreneurs. 3.3. Explain the concept of 'Entrepreneurial Vision.'

	3.4. Identify entrepreneurship benefits for employment, productivity and innovation in an economy.
4. Be able to understand the entrepreneurial steps to business planning.	4.1. Explore the potential of business idea. 4.2. Identify the nature and the purpose of the business planning for new business idea. 4.3. Write a business plan for a new business idea. 4.4. Identify sources of funds availability to start a new business 4.5. Identify key challenges in the development of the business plan.

Supplementary Text and Reading:

- Drummond, H. (2009). How to be a Successful Entrepreneur: Spot the Opportunity, Take a Risk and Build a Brilliant Business. London: Kogan Page.
- Friend, G., & Zehle, Stefan. (2004). Guide to business planning. London: Economist Books.
- Journal of New Business Ideas & Trends. (n.d.).
- How to Be a Successful Entrepreneur : Spot the Opportunity, Take a Risk and Build a Brilliant Business. (n.d.). Kogan Page.
- Ellison, A. (2002). Entrepreneurs and the transformation of the global economy. Cheltenham: Edward Elgar.
- Ramona, R. (2011). THE IMPORTANCE OF ENTREPRENEURS IN THE "NEW ECONOMY". Managerial Challenges of the Contemporary Society. Proceedings, 265-269.
- World Bank, International Finance Corporation, & MyLibrary. (2010). Doing business 2011 [electronic resource] : Making a difference for entrepreneurs : Comparing business regulation in 183 economies. Washington, D.C.: World Bank : International Finance Corporation.
- Friend, G., & Zehle, Stefan. (2004). Guide to business planning. London: Economist Books.
- Stein, N. (2016). Business planning. Horticulture Week, 27.

UNIT SPECIFICATIONS

Unit Title

Entrepreneurial Finance and Accounting

Level

3

Learning Time Hours

150

Credit Value

15

Unit aim

This unit introduced the learner to entrepreneurial finance and basic accounting principles. The learner will be able to identify sources of finance most suited to a new business plan.

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. Be able to understand the nature entrepreneurial finance and basic accounting principles.	1.1 Define the term 'entrepreneurial finance' and its relation to finance. 1.2 Explain the principles of entrepreneurship finance. 1.3 Identify difference between free cash and free cash flow. 1.4 Explain the accounting techniques to record income and expenses.
2. Be able to identify nature, purpose and characteristics of financial statement.	2.1 Identify the needs of financial statements to construct financial plan. 2.2 Explain the characteristics of income statement, balance sheet and cash flow statement. 2.3 Construct cash flow statement, income statement and balance sheet for new business venture. 2.4 Calculate breakeven sales and revenue for new business venture.
3. Be able to identify sources of finance for a new business and highlight their	3.1 Identify investment requirement for a new business. 3.2 Assess how to finance a new business venture

characteristics.	3.3 Identify ways to approach investors for funds requirements. 3.4 Identify the needs of financial market development for entrepreneurship activities. 3.5 Describe the role of investors and business angels for financial sources.
4. Be able to identify the role of entrepreneurial finance in decisions making process.	4.1 Explain the steps for effective decision making. 4.2 Calculate financial ratios including liquidity, debt, management and activity for decision making process. 4.3 Identify how liquidity attracts investors for new venture investment in decision making process.

Supplementary Text and Reading:

- Marsh, C. (2012). Financial Management for Non-Financial Managers [electronic resource]. (Strategic Success). London: Kogan Page.
- Lehner, O. (2014). Finance, risk and accounting perspectives. *Venture Capital*, 16(3), 185-188.
- Chatterji, A., & Seamans, R. (2012). Entrepreneurial finance, credit cards, and race. *Journal of Financial Economics*, 106(1), 182.
- Mace, V., Carraher, S., & Lane, S. (2010). FINANCING NEW BUSINESS VENTURES: ACCOUNTING & FINANCE CONCERNS IN CUSTOMER SERVICE MANAGEMENT. Allied Academies International Conference. Academy of Accounting and Financial Studies. *Proceedings*, 15(1), 39-43.
- Opportunities at Smaller, Entrepreneurial Firms Lure Accounting Graduates. (2000). *Hispanic Times Magazine*, 23(4), 14.
- Blackstaff, M. (2012). *Finance for IT Decision Makers: A practical handbook* (3rd ed.). Swindon: BCS Learning & Development Limited.