

SEVERN BUSINESS COLLEGE

Qualifi Level 3 Extended Diploma in Business Management

Course Handbook

Qualification
Qualifi Level 3 Extended Diploma in Business Management

Ofqual Number
610/5596/7

Level
3

Total Qualification Time
1800

Credit Value
180

Aim of the Course
The overall aim for the qualifications is to provide a career path for learners who wish to develop their core capabilities within a range of business and technical sectors. The qualifications provide a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required in a variety of sectors. It also allows specialist development through the optional units. The qualification is suitable for part-time learners in the workplace but equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Successful completion of the Qualifi Level 3 Extended Diplomas provides learners with the opportunity to progress to further study or employment.

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

Course Structure

Qualifi Level 3 Extended Diploma in Business Management			
Unit number	**Units**	**Unit level**	**Unit credit**
T/618/7010	English for Studies in Higher Education	3	10
A/618/7011	Communication and Cultural Skills for Higher Education	3	10
A/615/5045	An Introduction to the Business Environment	3	10
F/615/5046	Business Resources	3	10
J/615/5047	An Introduction to Marketing	3	10
L/615/5048	Human Resource Management	3	10
A/615/4770	Innovation for Business	3	10
R/615/5049	Business Communication	3	10
J/615/5050	Understanding Health and Safety in the Business Workplace	3	10
F/617/5541	Organisational Culture	3	10
A/617/5537	Managing Business Operations	3	10
F/617/5538	An Introduction to Finance	3	10
J615/4772	English for Business Communication	3	10
M/615/4779	Entrepreneurship and Entrepreneurial Business Planning	3	10
A/617/5540	An Introduction to Leadership Skills	3	10
J/617/5542	Workplace Welfare	3	10
K/615/4781	Entrepreneurial Marketing	3	10
R/615/4774	Thinking Entrepreneurially	3	10

Assessment Grades

Marks Ranges %	**Assessment Criteria**
Fail (0-39)	Insufficient information about each assessment criteria
Pass (40-59)	Describe main ideas with evidence on each assessment criteria
Merit (60-69)	Evaluation of ideas with evidence on each assessment criteria
Distinction (70-100)	Critical evaluation of ideas with evidence on each assessment criteria
No Marks	Plagiarism

UNIT SPECIFICATIONS

Unit Title
English for University Studies

Level
3

Learning Time Hours
100

Credit Value
10

Unit aim
This unit aims to develop the language competencies required of an undergraduate level student. The content is organised around three core skills: listening, reading and writing using authentic academic materials as well as language learning materials. Alongside these skills, learners will have opportunities to develop and expand their range and accuracy of functional, lexical and grammatical structures.

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 utilise different 'pre', 'while' and post reading strategies to understand academic texts.	1.1 Identify the overall function of an academic text 1.2 Identify the specific function of sentences, paragraphs and sections in academic texts. 1.3 Demonstrate comprehension of a range of academic texts.
2. Be able to demonstrate an appropriate academic vocabulary.	2.1 Demonstrate active use of a range of subject specific vocabulary. 2.2 Use subject specific vocabulary accurately
3. Be able to structure sentences, paragraphs and full texts to suit academic requirements.	3.1 Demonstrate the ability to use the structure and linguistic conventions of well written academic sentences and paragraphs. 3.2 Demonstrate the ability to link sentences, paragraphs and sections together to produce overall cohesion in academic writing. 3.3 Effectively reference and avoid plagiarism
4. Be able to utilise 'pre', 'while' and post listening strategies to understand different speakers and academic topic information.	4.1 Demonstrate the ability to recognise linguistic signposts and reference markers when listening to different speakers and to different delivery styles 4.2 Demonstrate the ability to utilise notes made whilst listening to a range of different speakers.

Suggested Resources

- Barry, M. (2013). Summary and Note-Taking, Cambridge.
- Beglar, D., Murray, N., & Beglar, D. (2009). Contemporary topics 3: Academic listening and note-taking skills. White Plains, N.Y: Pearson Longman.
- Chazal, E. ., & McCarter, S. (2012). Oxford EAP: A course in English for Academic Purposes: upper-intermediate / B2. Oxford: Oxford University Press.
- Glendinning, E.H. and Homstrom, B.S. (2001). Study Reading, A Course in Reading Skills for Academic Purposes, Cambridge University Press.
- Godfrey, J. (2013), How to Use your Reading in your Essays, Palgrave.
- Hamp-Lyons, L. & Heasly, B. (2001). Study Writing, a Course in Written English for Academic and Professional Purposes Intermediate to Proficiency, Cambridge University Press.
- Houge, A. & Oshima, A. (2006). Writing Academic English, Pearson Education.
- Houge, A. & Oshima, A. (2014). Academic Writing Series 4, Longman Pearson Education.
- Manning, S.A. & O' Cain, A. (2007). Research and Referencing, University of Reading.
- Ohsima, A. (2008). Writing Academic English, Pearson Education US.
- Paterson, K. (2013). Oxford Grammar for EAP, Oxford University Press.
- Zemach, D. E., Rumisek, L. A., & Macmillan Publishers. (2015). Academic writing: From paragraph to essay. Oxford: Macmillan Education.

UNIT SPECIFICATIONS

Unit Title
Communication and Cultural Skills for University

Level

3

Learning Time Hours
100

Credit Value
10

Unit aim
The aim of this unit is to support learners to develop confidence and skills to communicate in an academic environment while gaining awareness and understanding of other cultures and addressing the issues relevant to transitioning to higher education. The communication component aims to improve speaking skills through oral summaries and presentations. Focus will also be given to the development of critical thinking skills through discussions and debates.

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. Communicate fluently, accurately and effectively, speaking on a range of topics, with appropriate control of grammar, vocabulary and register.	1.1 Participate in discussion of familiar issues, giving relevant and meaningful contributions appropriate to the conversation and participants 1.2 Prepare and deliver presentations on topics of social and academic interest.
2. Understand different learning styles.	2.1 Identify own preferred learning style 2.2 Identify own study strengths and weaknesses 2.3 Examine personality profiles and determine how these impact on learning as individuals and working as part of a group
3. Understand the concept of culture, cultural values and how different cultures can be defined.	3.1 Explain the terms 'culture' and 'subculture' 3.2 Understand cultural expectations when studying abroad. 3.3 Reflect on Irish society, culture and history.
4. Understand academic culture and conventions.	4.1 Identify differences in academic culture in different countries. 4.2 Develop an understanding of the Irish third level system. 4.3 Understand how to use appropriate email language to communicate with university staff. 4.4 Recognise strategies for dealing with stress.

Suggested Resources

- Bangor University (2014). How to Develop a Personal Development Plan?
- Comfort, J., Rodgerson, P., Stott, T. and Utley, D. (2001). Speaking Effectively, Cambridge University Press.
- Lynch, T. & Anderson, K. (2004). Study Speaking: A Course in Spoken English for Academic Purposes Intermediate to Proficiency, Cambridge University Press.
- McMillan, K. (2010). Study Skills for International Students, Prentice Hall.
- Powell, M. (2011). Presenting in English, Cengage Heinle.
- Ur, P. (2012). Discussions that Work, Cambridge Handbooks for Language Teachers.
- Wallwork, A. (2013). A-Z Discussions Advanced, Cambridge.
- Williams, K. & Reid, M. (2011). Time Management (Pocket Study Skills), Palgrave MacMillan

UNIT SPECIFICATIONS

Unit Title
An Introduction to the Business Environment

Level
3

Learning Time Hours
100

Credit Value
10

Unit aim

This Unit will explain different types of businesses and their ownership exist in an economy. Learners will understand role of owner and stakeholders to fulfil purpose of business.
The unit will help learners to understand how businesses are organised to achieve their targets. This unit will also help to understand the way in which the economic, political, legal and social environment can impact on businesses giving the learner an understanding of the range of businesses.

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. Know different types of Businesses and their ownership and the different types of stakeholders.	1.1: Describe two different types of business, and their ownership 1.2: Describe different types of stakeholders whose presence affect the purpose of two organisations.
2. Understand how businesses are organised.	2.1: Identify how two different businesses are organised.
3: Understand how Businesses achieve their target purpose.	3.1: Describe different types of business targets. 3.2: Identify how a business can achieve a target.
4. Identify legal, political, and social factors that can affect businesses.	4.1: Describe how political, legal, and social factors affect business.

Suggested Resources

- Business Environment - Ian Worthington
- Management and organisational behaviour - Laurie J. Mullins

UNIT SPECIFICATIONS

Unit Title

Business Resources

Level

3

Learning Time Hours

100

Credit Value

10

Unit aim

The unit will explain how a range of resources including human, physical, technological and financial resources are used and managed within business.

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. Know how human resources are managed.	1.1: Describe how organisatiions select their employees and what document are required. 1.2 Describe the importance of employability and personal and communication skills when choosing employees in an organisation.
2. Understand the purpose of managing physical and technological resources.	2.1: Describe the importance of physical and technological resources required in selecting employees into an organisation.
3: Identify ways to access different sources of finance.	3.1: Describe the importance of internal and external finances available for a selected company.
4: Understand financial statements.	4.1 Describe the importance of content of financial statements in a selected organisation.

Suggested Resources

- Business the Ultimate Resources - Daniel Goleman
- Management and Organisational Behaviour - Laurie J. Mullins

UNIT SPECIFICATIONS

Unit Title
An Introduction to Marketing

Level
3

Learning Time Hours
100

Credit Value
10

Unit aim
Marketing is a key business function covering a wide range of activities and employing many people. This unit will develop the knowledge necessary to understand key concepts of the marketing mix, marketing planning and marketing research. As an introduction to marketing, the unit will allow learners who study other, specialist marketing units to keep in mind the strategic purpose of the marketing function and how it contributes to business success

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: Know the importance of marketing in an organisation.	1.1: Describe and compare how two organisations use different types of marketing technique to achieve their target 1.2: Describe the limitations of marketing
2: Understand marketing research and planning.	2.1: Identify how a selected organisation use marketing research to develop a marketing plan.
3: Understand how and why customer groups are targeted	3.1: Describe how and why selected organisation targets their group of customers.
4: Be able to develop a coherent marketing mix.	4.1 Describe how a selected organisation develops a coherent marketing mix for a new product.

Suggested Resources
- Introduction to Marketing - Professor Adrian Palmer
- Marketing - Paul Baines

UNIT SPECIFICATIONS

Unit Title
Human Resource Management

Level
3

Learning Time Hours
100

Credit Value
10

Unit aim
This unit will describe as the most valuable resource of any organisation, its human capital. All resources, especially the most valuable, need to be managed in order to obtain the greatest value from them. The unit provides an overview of some of the key areas that fall within the remit of the human resources function.

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: Know the internal and external factors involved in human resources planning in organisation.	1.1: Describe how an organisation considers the internal and external factors when planning requirement of human resources. 1.2: Describe how an organisation identifies skills for employee to carry out a job function.
2: Understand know how an organisation motivates its employees.	2.1: Identify different ways how an organisation can motivate employees.
3: Know how organisations manage and measure employee performance.	3.1 Describe how an organisation can manage and measure employee performance.
4: Understand how organisations cooperate with their employees.	4.1: Describe how organisations gain cooperation from their employees.

Suggested Resources

- Human Resource Management in a Business Context - Jon Kew
- Human Resource Management - Derek Torrington

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..

Suggested Resources

- 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, Intellectua

UNIT SPECIFICATIONS

Unit Title
Business Communication

Level
3

Learning Time Hours
100

Credit Value
10

Unit aim
Effective communication is a key area in terms of its contribution to business success. When studying this unit, learners will gain a thorough understanding of the types of business information used both internally and externally by organizations and the methods used to communicate information to different audiences.

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: Understand different types of business information..	1.1: Describe how organisations use different types of business information to fulfil their purpose.
2: Know how to present business information effectively.	2.1: Describe different types of cooperate communication.
3: Understand the limitations in relation to the use of business information in an organisation.	3.1: Describe legal and ethical issues in relation to the use of business information in an organisation.
4: Know how to communicate business information using appropriate methods.	4.1 Describe how organisations use electronic and nonelectronic methods to communicate business information internally and externally

Suggested Resources
- Business communication - JP Parikh
- Communicating at Work: Strategies for Success in Business and the Professions llth Edition -
- Ronald Adler (Author), Jeanne Marquardt Elmhorst (Author), Kristen Lucas (Author)
- The Communication Book: How to Say it, mean it, and Make it Matter - Emma Ledde

UNIT SPECIFICATIONS

Unit Title
Understanding Health and Safety in the Business Workplace

Level
3

Learning Time Hours
100

Credit Value
10

Unit aim

This unit will help to prepare learners for the world of work, where health and safety is a vital part of the modern workplace whatever sector is chosen. There are trends to be level of myth surrounding Health and safety requirements.

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: Understand how health and safety legislation and regulations affect a business working environment.	1.1: Describe the legal requirements and regulations for ensuring the health, safety and security of those employed in business.
2: Know the requirements for healthy, safe productive working conditions	2.1: Describe the requirements for a healthy and safe workplace, as applied to the physical environment and equipment used in a selected business.
3: Understand the role and responsibilities of key personnel.	3.1: Describe the roles and responsibilities for health and safety of key personnel in selected workplace.
4: Be able to assess and manage risk	4.1 Plan a risk assessment for a selected administrative work environment.

Suggested Resources

- Introduction to Health and Safety at Work 4th Edition – Phil Hugh (Author), Ed Ferrett (Author)

UNIT SPECIFICATIONS

Unit Title

Organisational Culture

Level

3

Learning Time Hours

100

Credit Value

10

Unit aim

This unit will help to prepare learners for the world of work, where health and safety is a vital part of the modern workplace whatever sector is chosen. There are trends to be level of myth surrounding Health and safety requirements.

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: Understand what is meant by organisational culture.	1.1 Analyse different theories of organisational culture. 1.2 Assess different types of organisational cultures. 1.3 Examine how culture is manifested within an organisation.
2: Be able to identify the influence of culture on business performance.	2.1 Identify the cultural values in operation in an organisation. 2.2 Evaluate the influence of cultural values on leadership styles and business structures in an organisation. 2.3 Evaluate the influence of cultural values on productivity in an organisation.
3: Understand the impact of organisational culture.	3.1 Explain the effect of organisational culture on business, providing examples from different organisations. 3.2 Explain how the management style would vary in a power, role, task and person culture. 3.3 Assess which type of organisational culture you would prefer to work in. 3.4 Describe the benefits to organisations ofbehaving ethically.

Suggested Resources

- Mullins, L. (2016) Management and Organisational Behaviour. 11th ed. Pearson
- Hamilton, L., Mitchell, L. & Mangan, A. (2014) Contemporary Issues in Management. Edward Elgar
- Browaeys, M. & Price, R. (2015) Understanding Cross-Cultural Management. 3rd ed. Pearson

UNIT SPECIFICATIONS

Unit Title
Managing Business Operations

Level
3

Learning Time Hours
100

Credit Value
10

Unit aim
The aim of this unit is to introduce learners to key aspects of all businesses and how they operate within the wider business environment, as well as internally. Operational control and the provision of best practice and sound policy will be shown to facilitate organisational excellence.

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: Understand functions and structures of businesses.	1.1 Identify the key functions of businesses and how these lead to business success. 1.2 Compare common organisational structures and how they impact on business operation.
2. Understand the importance of operational control.	2.1 Explain why an organisation needs effective operational control. 2.2 Describe the systems organisations use to achieve operational control.
3: Understand how organisations work towards best practice.	3.1 Explain the terms excellence and quality and the impact of these concepts on organisations. 3.2 Describe tools and techniques that are used by organisations to ensure the quality of their products and services.

Suggested Resources
- Bozarth, C. & Handfield, R. (2016) Introduction to Operations and Supply Chain Management. 4th ed. Pearson
- Heizer, J., Render, B. & Munson, C. (2017) Principles of Operations Management (2017) 10th ed. Pearson Educational
- Slack, N. & Lewis, M. (2017) Operations Strategy. 5th ed. Pearson
- Worthington, I. & Britton, C. (2015) The Business Environment. 7th ed. Pearson

UNIT SPECIFICATIONS

Unit Title
An Introduction to Finance

Level
3

Learning Time Hours
100

Credit Value
10

Unit aim
This unit introduces learners to practical accounting and financial reporting techniques used by managers in business organisations.

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: Understand the requirements for financial recording and reporting	1.1 Explain the purpose and value of systematic financial recording. 1.2 Analyse techniques used for recording financial Information. 1.3 Analyse legal requirements for financial reporting.
2. Understand accounting techniques.	2.1 Explain the difference between management and financial accounting. 2.2 Explain the budgetary control process.
3: Understand the preparation and format of financial statements.	3.1 Describe financial statements used in accounting. 3.2 Compare the format of financial statements. 3.3 Analyse the content of each type of statement.
4. Know how to interpret financial information.	4.1 Explain the need to interpret the information contained within each statement. 4.2 Evaluate financial information using appropriate ratio analysis.

Suggested Resources

- Atrill, P. & McLaney, E. (2016) Accounting and Finance: an introduction. 8th ed. Pearson Educational
- Bamber, M. & Parry, S. (2014) Accounting and Finance for managers. Kogan Page
- Dyson, J. R. (2007) Accounting for Non-Accounting Students. 7th ed. FT Prentice Hall

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 for learners to develop the skills required for 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 in the organisation.	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. 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.

Suggested Resources

- 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.

UNIT SPECIFICATIONS

Unit Title
Entrepreneurship and Entrepreneurial Business Planning

Level
3

Learning Time Hours
100

Credit Value
10

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 required 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 the 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 a 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.

Suggested Resources

- 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

UNIT SPECIFICATIONS

Unit Title
An Introduction to Leadership Skills

Level
3

Learning Time Hours
100

Credit Value
10

Unit aim
The aim of this unit is to provide the learner with an introduction to leadership skills, and how they can be identified and developed, and to show the importance of providing motivation for others.

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. Understand the leadership role and leadership functions.	1.1 Discuss the key roles and functions of leaders. 1.2 Evaluate key leadership theories. 1.3 Analyse the concept of situational leadership.
2. Understand effective leadership skills.	2.1 Describe the attributes and personal qualities common to effective leaders. 2.2 Identify different leadership behaviours. 2.3 Evaluate the effectiveness of style of famous leaders
3. Understand how successful leaders bring about effective change.	3.1 Describe the importance of change management. 3.2 Analyse the stages of change management. 3.3 Explain the need for focus on people and task elements of change initiatives.

Suggested Resources
- Roe, K. (2014) Leadership: practice and perspectives. Oxford University Press
- Iszatt-White, M. & Saunders, C. (2017) Leadership. 2nd ed. Oxford University Press
- Northouse, P. (2018) Leadership: theory and practice. 8th ed. Sage

UNIT SPECIFICATIONS

Unit Title
Workplace Welfare

Level
3

Learning Time Hours
100

Credit Value
10

Unit aim
To understand that workforce welfare ensures that everybody employed within the organisation is valued and that there are benefits to be gained from being part of the organisation.

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. Understand the concept of workplace welfare.	1.1 Explain the term workplace welfare. 1.2 Identify the costs and benefits of workplace welfare.
2. Understand responsibilities of health and safety.	2.1 Describe employers' and employees' health & safety responsibilities. 2.2 Explain each step of the 5-Step Health & Safety Management Procedure.

3. Understand the steps taken by organisations to ensure workplace welfare.	3.1 Identify a safety culture. 3.2 Describe a staff training needs analysis.
4. Know how to reduce work-related Stress.	4.1 Explain how organisations can reduce the occurrence of work-related stress. 4.2 Describe benefits for the organisation and its employees.

Suggested Resources

- Armstrong, M. (2016) Armstrong's Handbook of Management and Leadership for HR. 4th ed. Kogan Page
- Wilson, F. (2018) Organizational Behaviour and Work: a critical introduction. 5th ed. Oxford University Press
- Leatherbarrow, C. & Fletcher, J. (2019) Introduction to Human Resource Management: a guide to HR in practice. 4th ed. Kogan Page

UNIT SPECIFICATIONS

Unit Title
Entrepreneurial Marketing

Level
3

Learning Time Hours
100

Credit Value
10

Unit aim
In this unit learners will be introduced to various theories of entrepreneurship and the roles played in a business context. Learners will analyse the role and characteristics of the entrepreneur in the economy and the personalities associated with an entrepreneur

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 of small and medium enterprises (SME) and their marketing practice.	1.1 Examine the role of the SME in developing marketing practices. 1.2 Illustrate how SME's can develop innovative marketing solutions. 1.3 Explain the importance of setting an appropriate marketing plan for an organisation. 1.4 Explain how organisations have developed their marketing strategies.
2: Be able to develop a marketing strategy for a new business.	2.1 Identify the importance of market research in strategy development. 2.2 Build a business strategy to specify target market, features and benefits of business, competitive advantage, and actions to achieve goals. 2.3 Identify the importance of 7Ps (price, place, promotions, product, positioning, people, and packaging) in the development of marketing strategy.
3: Be able to identify entrepreneurial role in brand development and market positioning.	3.1 Explain the importance of market positioning. 3.2 Examine the ways in which an entrepreneur can market the business using a variety of methods. 3.3 Evaluate the role and capabilities of social media in marketing the business venture.
4: Be able to analyse key issues and challenges faced by entrepreneur to target a market.	4.1 Identify potential risks prior to commencing the business. 4.2 Conduct a risk analysis. 4.3 Develop a marketing plan for a new business. 4.4 Examine the ways in which an entrepreneur can cut the costs of marketing during the business start-up.

Suggested Resources

- Chaston, I. (2000). Entrepreneurial marketing: Competing by challenging conventions. (Macmillan business). Macmillan.
- Whalen, P., & Akaka, M. (2016). A dynamic market conceptualization for entrepreneurial marketing: The co-creation of opportunities. Journal of Strategic Marketing, 24(1), 61-75.

- Albaum, G., Duerr, Edwin, Strandskov, Jesper, & MyiLibrary. (2005). International marketing and export management (5th ed.). Harlow: Prentice Hall.
- Bly, R. (2009). Marketing plan handbook: Develop big picture marketing plans for pennies on the dollar. Irvine, Calif.]: Entrepreneur Press.
- Conley, C., & Friedenwald-Fishman, Eric. (2006). Marketing that matters [electronic resource]: 10 practices to profit your business and change the world (1st ed., Social venture network series). San Francisco, Calif.: Berrett-Koehler.

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 critical thinking skills and put these 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 selfanalysis 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.

Suggested Resources

- 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'sguide 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

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