

SEVERN BUSINESS COLLEGE

Qualifi Level 6 Diploma in Business Management, Leadership and Innovation

Course Handbook

Qualification
Qualifi Level 6 Diploma in Business Management, Leadership and Innovation

Ofqual Number
603/7473/1

Level
6

Total Qualification Time
1200

Credit Value
120

Aim of the Course
The Level 6 Diploma in Business Management, Leadership and Innovation meets the need of those wanting to gain a qualification which provides a firm grounding in business management and leadership and a basis for further academic study.
This qualification focuses on the functional areas of management and administration within an organisation and how those disciplines integrate at the operational level, linking with the overall corporate strategy to achieve short-, medium- and long-term objectives.

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

Course Structure

Qualifi Level 6 Diploma in Business Management, Leadership and Innovation			
Unit number	**Units**	**Unit level**	**Unit credit**
K/618/7053	Leadership in a Changing World	6	20
M/618/7054	Introduction to Contemporary Business Strategy: Sustainable Business Growth	6	20
T/618/7055	Finance for Strategic Decision-makers	6	20
A/618/7056	Leadership in Multicultural Contexts	6	20
F/618/7057	Creating Futures: Sustainable Enterprise and Innovation	6	20
J/618/7058	Sustainable Risk Management	6	20

Assessment Grades

Grade	**Marking Criteria**
Pass	All learning outcomes are achieved. All assessment criteria are met.
Fail	All learning outcomes are not achieved. All assessment criteria are not met.
No Marks	Plagiarism

UNIT SPECIFICATIONS

Unit Title
Leadership in a Changing World

Level
6

Learning Time Hours
200

Credit Value
20

Unit aim
The aim of this unit is to develop the learner's critical thinking, problem solving and leadership skills. They will be introduced to techniques allowing for the evaluation of leadership-related concepts and communicate to different audiences using a wide range of media. The unit will also aim for the learner to be able to analyse their own leadership style, potential and capabilities.

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. Develop critical thinking, problem solving and leadership skills.	1.1 Gather information sources that are relevant to the identification of issues. 1.2 Analyse information using accepted analytical techniques. 1.3 Evaluate the use of leadership in turbulent times. 1.4 Determine positive leadership solutions. 1.5 Evaluate links between multiculturalism and leadership.
2. Evaluate leadership-related concepts and communicate to different audiences using a wide range of media.	2.1 Gather information pertaining to positive leadership in a changing world. 2.2 Identify personal leadership styles. 2.3 Assess the challenges of leading across boundaries. 2.4 Analyse the impact of collaboration, conflict and dissent. 2.5 Assess positive leadership.
3. Analyse your own leadership style, potential and capabilities.	3.1 Gather information sources exploring the practice of leadership. 3.2 Evaluate his or her own leadership style in a place-based context. 3.3 Analyse the responses to and opportunities for leadership challenge.

Suggested Resources

- Carmichael, J. Collins, C. Emsell, P. Haydon, J. 2011 Leadership and Management Development. Oxford, Oxford University Press.
- Ben-Shahar, T. Ridgway, A. 2017 The Joy of Leadership: How Positive Psychology Can Maximise your Impact in a Challenging World. Chichester, Wiley.
- CIPD. 2011 UK highlights: global leadership forecast 2011. London, CIPD.
- Davies, P, W, F. 2007 Current Issues in Business Ethics, London, Routledge.
- Daft, R, L. 2014 The Leadership Experience. Stamford, Cengage Learning.
- Gill, R. 2011 Theory and Practice of Leadership, 2nd Edition. London, Sage.
- Gold, J. Thorpe, R. Mumford, A. 2010 Leadership and Management Development. London, CIPD.
- Northouse. 2015 Leadership: Theory and Practice, 7th Edition. London, Sage.
- Schedlitzki, D. Edwards, G. 2014 Studying Leadership: Traditional and Critical Approaches. London, Sage.
- Western, S. 2013 Leadership a critical text, 2nd Edition. London, Sage

UNIT SPECIFICATIONS

Unit Title
Introduction to Contemporary Business Strategy: Sustainable Business Growth

Level
6

Learning Time Hours
200

Credit Value
20

Unit aim
The aim of this unit is to introduce the learner to the theoretical underpinnings of business sustainability. They will be guided how to analyse initiatives introduced to drive sustainable businessgrowth on an international basis. Learners will be expected to suggest solutions for responsiblemanagement and how businesseses might respond to sustainability issues that have an impact on individuals and 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. Interpret the theoretical underpinnings of business sustainability.	1.1 Gather information sources that are relevant to the identification of the underpinnings of business sustainability 1.2 Analyse information using accepted analytical techniques 1.3 Evaluate the models available for businesssustainability

	1.4 Evaluate the role of CSR
2. Analyse initiatives introduced to drive sustainable business growth.	2.1 Gather information regarding the UN Global Compact. 2.2 Identify national and international sustainability efforts. 2.3 Assess the impacts of sustainability efforts 2.4 Analyse the role of ethics and governance in sustainable business and its associated growth.
3. Generate and evaluate solutions for the responsible management of sustainability business issues.	3.1 Gather information sources exploring responsible management. 3.2 Evaluate how businesses could respond to sustainability issues. 3.3 Analyse the role and theimpact of businesses in sustainable development and sustainable transition.

Suggested Resources

- Antonaras, A. Dekonlo, P. 2018 Cases on Corporate Social Responsibility & Contemporary Issues in Organisations. Hershey, Business Science Reference.
- Bocken, N. Retala, P. Albareda, S. 2019 Innovation for Sustainability: Business Transformations towards a Better World. Palgrave Macmillan.
- Christiansen, B. 2016 Cultural Variations & Business Performance: Contemporary Globalism. Hershey, Idea Group.
- Grant, R. 2016 Contemporary Strategy Analysis: Text & Cases Edition, 9th Ed. Chichester, Wiley.
- Korres, G, M. Kourliouros, E. Michailidis, M, P. 2017 Handbook of Research on Policies and Practices for Sustainable Economic Growth & Regional Development. Hershey, Business Science Reference.
- Tsai, S, B. Shen, C, H. Song, Hau. 2018 Green Finance for Sustainable Global Growth. Hershey, Business Science Reference.

UNIT SPECIFICATIONS

Unit Title
Finance for Strategic Decision Makers

Level
6

Learning Time Hours
200

Credit Value
20

Unit aim
The aim of this unit is to introduce learners to be able to evaluate financial information and other data necessary for making informed management decisions. It is expected that learners will learn how to apply and evaluate a range of accounting and data analysis techniques, as well as understand the workings of the financial markets. Learners will be expected to understand and apply Excel spreadsheets and recognise good spreadsheet practice in a business context.

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 evaluate financial information and other data necessary for making informed management decisions.	1.1 Analyse financial information techniques used to inform decision-making. 1.2 Evaluate the reliability and validity of these techniques. 1.3 Analyse the difference between data and information. 1.4 Analyse additional information / data that could be used to inform decision making, both qualitative and quantitative.
2. Be able to apply and evaluate a range of accounting and data analysis techniques, as well as understand the workings of the financial markets.	2.1 Apply accounting and data analysis techniques. 2.2 Identify financial markets and their operation. 2.3 Assess the role of key market players. 2.4 Analyse the role of foreign exchange and its impact on decision-making.
3: Be able to apply financial spreadsheets and recognise good spreadsheet practice in a business context.	3.1 Apply data to a financial spreadsheet and show how the tool can be used to provide information. 3.2 Analyse the role of data provision and presentation in providing managers with the opportunity to interpret data 3.3 Evaluate the rationale for data manipulation.

Suggested Resources

- Chen, J. 2009 Essentials of Foreign Exchange Trading. Chichester, Wiley.
- Chisholm, A. 2004 Derivatives Demystified: A Step-by-Step Guide to Forwards, Futures and Options. Chichester, Wiley
- Hull, J.C. 2008 Options, Futures and Other Derivatives. Harlow, Pearson Education.
- Kolb, R.W. and Overdahl, J. 2007 Futures, Options and Swaps 5th Edition. London, Basil Blackwell.
- Natenberg, S. 2009 Basic Option Volatility Strategies: Understanding Popular Pricing Models. Marketplace Books.
- Pilbeam, K. 2010 Finance and Financial Markets, 3rd Edition. London, Palgrave Macmillan.
- McDonald, R. 2007 Exchange Rate Economics: Theories and Evidence, Abingdon, Routledge.
- Sadr, A. 2009 Interest Rate Swaps and their Derivatives: A Practitioner's Guide, Chichester, Wiley.

UNIT SPECIFICATIONS

Unit Title

Leadership and Management in Multicultural Contexts

Level

6

Learning Time Hours

200

Credit Value

20

Unit aim

The aim of this unit is to introduce learners to different cultural and institutional differences between national and regional contexts and their implications for leadership and management. Learners will be taught how to evaluate the challenges of working in different national and regional contexts and to have a critical understanding of one's own management and leadership practice.

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 cultural and institutional differences between national and regional contexts and their implications for leadership and management.	1.1 Analyse cultural differences. 1.2 Evaluate how leadership and management alters in different cultures. 1.3 Analyse the role that culture plays in the expectations of leadership style.
2. Evaluate the challenges of working in different nationaland regional contexts.	2.1 Analyse the challenges of different cultural contexts. 2.2 Evaluate the impact of these differences on governance. 2.3 Assess the impact of these contexts on leadership and management approaches.
3: Analyse cultural and institutional perspectives to construct a critical understanding of one's own management and leadership practice.	3.1 Evaluate his or her own management and leadership practice. 3.2 Assess the impact of culture and institutional perspectives on his or her approach. 3.3 Evaluate the strengths and the development needs required to enhance his or her leadership and management style in terms of embracing cultural differences.

Suggested Resources

- Aycan, Z. Kawungo, R. Mendonca, M. 2014 Organisation & Management in Cross Cultural Context. London, Sage Publication.
- Lopez, A, E. 2016 Culturally Responsive and Socially Just Leadership in Diverse Contexts: From Theory to Action. London, Palgrave Macmillan.
- McGee, R. 2019 Power, Empowerment & Social Change (Rethinking Development). Abingdon, Routledge.
- Stroh, D, P. 2015 Systems Thinking for Social Change: A practical guide to solving complex problems, avoiding unintended consequences and achieving lasting results. Vermont, Chelsea Green Publishing Co.
- Zweifel, T, D. 2011 Culture Clash: Managing the Global High Performance Team. Singapore, Select Books.

UNIT SPECIFICATIONS

Unit Title

Creating Futures: Sustainable Enterprise and Innovation

Level
6

Learning Time Hours
200

Credit Value
20

Unit aim
The aim of this unit is to introduce learners to a wide range of strategies, processes and operations of business enterprises. Learners will evaluate the impact of innovation and entrepreneurship on society at a conceptual and a practical level. They will be expected to be able to analyse the responsibilities of founders, managers, employees, and directors within types of sustainable and innovative enterprises.

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 strategy, process and operations of business enterprises.	1.1 Identify innovative and entrepreneurial ventures. 1.2 Analyse the strategy, process and operations of enterprises within the context of entrepreneurship and innovation. 1.3 Analyse the impact of ethics and sustainability on entrepreneurship and innovation. 1.4 Research, create and manage sustainable forms of innovative and entrepreneurial ventures. 1.5 Apply core theories, concepts and frameworks of innovation and entrepreneurship.
2: Evaluate the impact of innovation and entrepreneurship on society at a conceptual and a practical level.	2.1 Gather information relating to the impact of innovation and entrepreneurship on society. at a conceptual and a practical level, including ethics and sustainability, economic and social benefits to you, the economy and local communities. 2.2 Assess the enterprise life cycle. 2.3 Analyse the impact on the economy and local communities.
3: Analyse the responsibilities of founders, managers, employees, and directors within types of sustainable and innovative enterprises.	3.1 Analyse the roles of stakeholders within sustainable enterprises. 3.2 Analyse the impact on these roles in driving the agenda. 3.3 Analyse the impact on societal challenges.

Suggested Resources
Alidina, R. Frost, S. 2019 Building an Inclusive Organisation: Leveraging the power of a diverse workforce. London, Kogan Page.
Barringer, B. Ireland, R. 2018 Entrepreneurship: Successfully Launching New Ventures. London, Pearson.
Blokdyk, G. 2019 Enterprise Life Cycles: A Complete Guide. Plano, 5STARCooks.
Edmondson, A, C. 2018 The Fearless Organisation: Creating Psychological Safety for Learning, Innovation and Growth. New Jersey, Wiley.
Mazzarol, T. Reboud, S. 2020 Entrepreneurship & Innovation: Theory, Practice & Context. New York, Springer.
Unerman, S. Jacob, K. Edwards, M 2020 Belonging: The key to transforming & maintaining diversity, inclusion, and equality at work. London, Bloomsbury Business.
Zucchella, A. Hagen, B. Serapio, M, G. 2018 International Entrepreneurship. Cheltenham, Edward Elgar Publishing.

UNIT SPECIFICATIONS

Unit Title
Sustainable Risk Management

Level
6

Learning Time Hours
200

Credit Value
20

Unit aim
The aim of this unit is to introduce learners to the holistic nature of risk management and strategic decision- making in organisations with sustainability and ethical objectives Learnesr will be expected to be able to evaluate the use of quantitative and qualitative techniques to manage risk in a business context.

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 the holistic nature of risk management and strategic decision-making in organisations with sustainability and ethical objectives	1.1 Identify the process and purpose of risk management. 1.2 Analyse the impact of risk management on sustainable and ethical business objectives. 1.3 Evaluate risk analysis approaches and how these monitor corporate risks and enhance stakeholder value.
2. Evaluate the use of quantitative and qualitative techniques to manage risk in a business context.	2.1 Apply risk identification and management techniques. 2.2 Analyse the need for risk avoidance. 2.3 Evaluate risk management techniques and their impact on decision-making.

Suggested Resources

- Chapelle, A. Hillson, D. 2016 The Risk Management Handbook: A practical guide to managing multiple dimensions of risk. London, Kogan Page.
- Haslan, S. Shenoy, B. 2016 Strategic Decision Making: A discovery led approach to critical choices in turbulent times. London, Koran Page.
- Hopkins, P. 2018 Fundamentals of Risk Management: Understanding, Evaluating, & Implementing Effective Risk Management; 5th Edition. London, Kogan Page.

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