



Level 6 Diploma in Business Management (QCF)

Qualification Specification

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About SFEDI Awards

SFEDI Awards is the Awarding Organisation for Enterprise and Entrepreneurs. Our qualifications are built on extensive research and are designed to enable both those who wish to start and grow their own business and the business support professionals who work with them to improve their skills, the opportunity to gain acknowledgement for their work.

Our approach to enabling learning through qualifications is focused on the needs of new or aspiring business owners. Built on years of extensive research we understand that business owners want specific solutions to their business challenges. Our learning for both business owners and those that support them is based around solving these challenges and uses practical action-based activity as a means of achieving qualifications.

Enterprise

Our reason for being is to give everyone the skills and know how to prepare, start and run their own enterprise. There is no finer career than working for yourself and controlling your own destiny. We recognise that individuals wanting to go into self employment do not always have the generic business skills such as sales, marketing, managing finance and business planning. Research also tells us that those who invest time learning about business knowledge and skills have a significantly increased chance of their business succeeding.

We love enterprise and SFEDI Awards aims to recognise some of the most important people in the UK and Internationally – those with the skills and know how to start and run their own enterprise.

Business Support

We have been providing business support accreditation through qualifications and endorsed awards for several years and several thousand business advisers have been accredited via us under the 'SFEDI Enterprises' banner. Now operating as a formal Awarding Organisation, we have developed a new suite of qualifications that provide even wider scope and choice of accreditation for the various roles within the business support arena.

Customer Feedback

We are always keen to understand learners and centres thoughts on the content of all aspects of our qualifications and welcome your feedback. This can be done by emailing us at customerservices@sfediawards.com and indicate in the header field, 'Customer Feedback'.

The Qualification Credit Framework (QCF)

The Qualification Credit Framework (QCF) is the vehicle for recognising qualifications within England, Wales and Northern Ireland and, for most vocational qualifications, is a replacement to the National Qualification Framework (NQF). The QCF allows the learner to work toward credits from units or qualifications.

QCF qualifications have both a level and a size allocated to them and each unit is awarded a credit value. The unit credit value is a direct correlation of how many learning hours should be put into the achievement of that unit, for example 10 hours equates to 1 credit value.

Each QCF qualification title contains the following:

- The level of the qualification (from entry level to Level 8)
- The size of the qualification (Award/Certificate/Diploma)
- Details indicating the content of the qualification

Rules of Combination

The Rules of Combination set out the number of credits that must be achieved by the learner in order to complete their qualification and also stipulates where the credits must be achieved from. They apply across QCF qualifications and so enable a learner to transfer credits easily between qualifications and Awarding Organisations.

What Does SFEDI Awards Expect?

To offer this qualification you will be required to hold SFEDI Awards centre status and also apply for qualification approval. Approval is completed by submission of the centre or qualification application form to customerservices@sfediawards.com available on the [SFEDI Awards website](#) within the Centre Documents section.

Centre Policies

Centres should read the SFEDI Awards Centre Manual available on the [SFEDI Awards website](#) within the Centre Documents section. This details the requirements that centres must meet in terms of policies and documentation that must be in place.

Equal Opportunities and Access to Assessment

SFEDI Awards centres are expected to operate Equal Opportunities policies that demonstrate a clear commitment to equality and fair access to programmes and assessment. It is expected that these policies are also shared with learners and staff members and information as to the effectiveness of the implementation of the policies should be recorded and used for centre improvement plans.

Data Protection

SFEDI Awards centres are expected to operate Data Protection policies, in line with the Data Protection Act, in connection with the provision of programmes and qualifications and in communication with SFEDI Awards. It is expected that these policies are also shared with learners and staff members and information as to the effectiveness of the implementation of the policies should be recorded and used for centre improvement plans.

Learner Registration

Learners should be registered with SFEDI Awards, in accordance with the SFEDI Awards Centre Manual, within 4 weeks of commencing the programme or qualification. Centres should obtain a Unique Learner Number (ULN), from the [Learner Records Service](#), in order that their achievements can be recorded on their Learner Achievement Record.

Certification

SFEDI Awards centres must use the Registr8 system to indicate where a learner has successfully completed the qualification and/or units within it. Where a centre holds Direct Claims Status (DCS) certificates will be issued, where this is not the case an External Quality Assurer will contact the centre to arrange sampling.

The learner will receive two certificates on achieving the qualification. One will detail the qualification itself and the other will list the units completed.

Assessment Access Arrangements and Special Considerations

Reasonable adjustments can be made to assessments to ensure fair access for learners of qualifications, irrespective of their abilities or disabilities. Further guidance on reasonable adjustments and what circumstances they can be used can be accessed on the [SFEDI Awards website](#) within the Centre Documents section.

Quality Assurance

External Quality Assurance

A SFEDI Awards External Quality Assurer will complete checks on centres involving a sample of learner's documents, assessment decisions and Internal Quality Assurance activity. This ensures that all activity around assessments is consistent across the centre and the UK and that the centre continues to meet their approval requirements. This will be conducted by a suitably experienced External Quality Assurer using SFEDI Awards' procedures and documentation.

Internal Quality Assurance

Internal Quality Assurance will be completed by the SFEDI Awards centre and involves sampling of learners' documents and assessment decisions to ensure standardisation across Delivery/Assessment staff and consistency and fairness of assessment following Awarding Organisation requirements.

SFEDI Awards provides quality assurance documentation that can be used by the centre for recording quality assurance decisions. This can be accessed on the [SFEDI Awards website](#) within the Centre Documents section. These documents are provided for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure quality assurance practices are not disadvantaged. Minimum requirements can be accessed on the [SFEDI Awards website](#) within the Centre Documents section.

Delivery/Assessment

SFEDI Awards centre staff should work with learners to ensure they understand the nature of the qualification and assessment approach. Both centre staff and the learner should agree at the beginning of the assessment journey how the assessment will be undertaken and what each can expect from the other, including arranging times and dates for learning and assessment activity and support. The Delivery/Assessment staff will follow the principles of plan, judge and feedback as described within professional standards.

SFEDI Awards provides assessment documentation that can be used by the centre for recording the planning, judging and feeding back of assessments. This can be accessed on the [SFEDI Awards website](#) within the Centre Documents section. These documents are provided for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure assessment practices are not disadvantaged. Minimum requirements can be accessed on the [SFEDI Awards website](#) within the Centre Documents section.

Delivery/Assessment/Quality Assurance Staff Requirements

There is no requirement for Delivery/Assessment or Internal Quality Assurance staff to hold the Assessment or Verification qualification. It is recommended that, as best practice, staff should be working towards these. If the centre decides to use tutors/trainers/line managers for the delivery or quality assurance of the qualification, prior approval must be sought from SFEDI. Guidance on how this must be recorded within the centre can be accessed on the [SFEDI Awards website](#) within the Centre Documents section. If you wish to access public funding for the delivery of qualifications, please refer to your funding agency for delivery staff qualification requirements.

Assessment Methods

The following provides examples and explanations of the most common forms of assessment methods. Other methods can be used by centres to enable learners to demonstrate they meet the standards as detailed within the units.

Mandatory Assessment Methods

Some units may require mandatory forms of assessment to be completed. SFEDI Awards will make note in each unit whether mandatory assessment methods apply. If it states that there are no mandatory assessment methods, a suggestion of the types of assessments that could be used will be made.

Expert Witness/Witness Testimony

These are provided by external people as the Delivery/Assessment staff cannot possibly be present at all times when a learner completes a task that could be used as evidence. The testimony will be expected to detail who and what the activity entailed and where the activity took place.

Observation

This is a recorded report of an observed activity to show who and what the activity entailed and where the activity took place. It is normally recorded by the Delivery/Assessment staff and should be planned for. On occasions the opportunity may arise for a naturally occurring observation but this must not be seen as common practice.

Product Evidence

This is a work product, for example a letter or research, that has been produced which can support the evidencing of performance. When using this form of evidence it is important to ensure that confidentiality is adhered to and no information is provided that may compromise this. It may be appropriate to reference the location of product evidence within a professional discussion so that, if the quality assurer wishes to view it, then they can request a copy.

Professional Discussion

This is a recorded report of a discussion between the learner and the Delivery/Assessment staff and should give real examples, where possible, of activity completed. It is normally recorded by the Delivery/Assessment staff and should be planned for. A Professional Discussion is not a question and answers session and should be led by the learner.

Recognition of Prior Achievement

Prior Achievement may be recognised where a learner has already achieved an appropriate QCF unit towards a qualification. In this instance the QCF unit can be transferred over so the learner does not have to repeat the particular unit again. In this instance a copy of the unit certificate should be provided within the portfolio as evidence of prior achievement.

Recognition of Prior Learning

Prior Learning can form part of the assessment process where the learner is able to demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess. In this instance the learner must provide evidence to show that the assessment criteria have been met. The Assessor will make a professional judgement about the evidence presented, which could be in a variety of forms, including, a statement or professional discussion to explain what prior activity has taken place and how this links to the standards to be achieved. The assessment process for Recognition of Prior Learning should be rigorous, reliable and fair.

Simulation

In exceptional circumstances evidence from simulation can be used to complement the primary evidence drawn from business enterprise activities. Simulation should only occur where:

- The candidate would otherwise be precluded from providing the necessary evidence for demonstrating they met the requirements of the standards because of the nature of their business or business idea

Simulated activities should match as closely as possible those that occur in a real business environment. This is particularly important where these activities and their outcomes are being assessed to provide evidence to demonstrate the candidate is meeting the requirements of the standards. If simulation is to be used, prior agreement as to the arrangements must be sought from SFEDI Awards prior to the assessment taking place.

Activities should take place in a realistic working environment that:

- Is based on business enterprise activities, events, challenges and markets
- Includes a comprehensive range of demands, activities, constraints and challenges typical of those that would be met in real a business enterprise
- Gives candidates access to facilities, advice and support that would be normal for the business enterprise activity, event or type of challenge represented
- Places candidates under pressures of time, resources and access to support that would be normal in a business enterprise
- Is organised and managed as would a real business enterprise situation
- Is subject to normal workplace controls regarding health and safety, equal opportunities, and codes of conduct

Authentication of Learner Evidence

Centres must have knowledge or certainty that all assessments undertaken are entirely the work of the learner being assessed.

Feedback

Feedback will be provided to the learner for each assessment carried out and recorded on the assessment documentation and should feed into both assessment planning and the completion of progress reviews. The feedback should provide the learner with information relating to:

- Whether the planned assessment has been completed
- The quality of the assessment completed
- What has been covered within the standards
- What is required to be completed to move the qualification forward

Unit Structure

The following demonstrates the structure of units within SFEDI Awards qualifications

Unit Number	Unit Title
Unit Status	This will show whether the unit is mandatory or optional
QCF Unit Level	Level allocated to the unit on the QCF unit databank
QCF Credit Value	Credit value assigned to the unit
Unit Learning hours	Learning hours required to complete the unit

Unit Overview and Main Outcomes

This will provide you with the rationale for this unit and the main outcomes the learner must achieve for completion of the unit.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
This shows what the learner needs to know, understand or do	This sets out the criteria the learner must meet and to what standard they must meet them

Assessment Methods

This will show whether there are mandatory assessment methods for the unit or what suggested evidence methods may be appropriate.

Qualification Overview

The Level 6 Diploma in Business Management (QCF) is designed to give learners a good understanding of the responsibilities of a manager and the techniques and skills they will use to deal with different situations as well as the legal requirements within their role.

Those likely to undertake this qualification include:

- Those looking to develop high level management skills and knowledge
- Those who may be looking to develop skills and knowledge to support undertaking a higher level qualification

There are no formal entry requirements for this qualification however, in order to benefit from the qualification; learners should possess communication skills sufficient to allow them to address the assessment requirements.

Qualification Structure

To achieve the qualification the learner will be required to successfully complete the 5 mandatory units listed within this specification and optional units to a minimum credit value of 18.

Progression

- Level 7 Diploma in Business Management

Unit H/601/1098 Small Business Enterprise

Unit Status	Optional
QCF Unit Level	5
QCF Credit Value	15
Unit Learning hours	60

Unit Overview and Main Outcomes

To enable the learner to investigate small business enterprise performance and suggest and make improvements to the operations of the business.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Be able to investigate the performance of a selected small business enterprise	1.1 Produce a profile of a selected small business identifying its strengths and weaknesses 1.2 Carry out an analysis of the business using comparative measures of performance
2. Be able to propose changes to improve management and business performance	2.1 Recommend with justification, appropriate actions to overcome the identified weaknesses in the business 2.2 Analyse ways in which existing performance could be maintained and strengthened 2.3 Recommend with justification, new areas in which the business could be expanded
3. Be able to revise business objectives and plans to incorporate proposed changes	3.1 Produce an assessment of existing business objectives and plans 3.2 Revise business plans to incorporate appropriate changes 3.3 Prepare an action plan to implement the changes
4. Be able to examine the impact of change management on the operations of the business	4.1 Report on the impact of the proposed changes on the business and its personnel 4.2 Plan how the changes will be managed in the business 4.3 Monitor improvements in the performance of the business over a given timescale

Assessment Methods

There are no mandatory assessment methods for this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Recognition of Prior Learning/Achievement
- Observation
- Professional Discussion
- Product Evidence
- Expert Witness Testimony
- Witness Testimony
- Simulation

Unit F/503/3177
Marketing Policy and Strategy

Unit Status	Mandatory
QCF Unit Level	6
QCF Credit Value	20
Unit Learning hours	50

Unit Overview and Main Outcomes

To enable the learner to understand how to formulate and evaluate marketing plans at both domestic and international levels.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify strengths, weaknesses, opportunities and threats in relation to specific company operations	1.1 Describe the processes relating to the use of analytical tools 1.2 Apply SWOT principles to solve organisational issues 1.3 Complete a rank ordered SWOT analysis 1.4 Describe the use of a SWOT analysis
2. Be able to select relevant solutions to problems they identify	2.1 Apply appropriate techniques in the selection of suitable alternatives 2.2 Evaluate evidence critically in relation to competing ideas
3. Be able to highlight the complexities of corporate planning and control	3.1 Use theoretical perspectives to explain the issues of corporate strategy 3.2 Explain the nature of strategy and strategic decisions 3.3 Explain strategy development: mergers and acquisitions, joint developments and strategic alliances
4. Be able to produce effective report writing related to case-study analysis	4.1 Coherently structure answers 4.2 Construct well-supported, clearly articulated and sustained arguments 4.3 Justify conclusions based on well-supported arguments
5. Be able to demonstrate the application of theories to practical situations	5.1 Analyse situations from a range of perspectives and evaluate the appropriateness of different interventions or approaches 5.2 Apply concepts and theories to inform understanding of practice

Assessment Methods

There are no mandatory assessment methods for this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Recognition of Prior Learning/Achievement
- Observation
- Professional Discussion
- Product Evidence
- Expert Witness Testimony
- Witness Testimony
- Simulation

Unit M/503/0114
Financial Management

Unit Status	Mandatory
QCF Unit Level	6
QCF Credit Value	20
Unit Learning hours	50

Unit Overview and Main Outcomes

To enable the learner to understand how to bring together and present financial information in appropriate ways to aid business decisions.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Be able to construct the financial statements of companies	1.1 Prepare and interpret a profit and loss account (income statement) of a limited company from data provided 1.2 Prepare and analyse a balance sheet (position statement) of a limited company from data provided 1.3 Prepare and analyse a cash flow statement from data provided 1.4 Prepare and interpret simple group accounts from data provided 1.5 Explain the need for accounting standards
2. Be able to compute, analyse and evaluate financial statements using a range of financial ratios	2.1 Calculate profitability, liquidity, efficiency and investment ratios 2.2 Provide a critical analysis of financial performance using some or all of the ratios as above
3. Be able to demonstrate an understanding of the principal management accounting techniques	3.1 Explain the following: fixed costs, variable costs, break even 3.2 Make appropriate calculations and appropriate decisions based on management accounts from case study material 3.3 Explain the role and methodology used in budgetary control 3.4 Prepare cash budgets from data provided 3.5 Explain the relevance of capital investment appraisal and make relevant decisions 3.6 Calculate and analyse the following: payback period, accounting rate of return and net present value

<p>4. Be able to demonstrate an ability to recognise the sources of business finance and an awareness of capital markets</p>	<p>4.1 Explain the possible sources of short term finance available to a business 4.2 Explain the possible sources of long term finance available to business 4.3 Understand the functions of a stock exchange 4.4 Outline the process of issuing share capital</p>
<p>5. Be able to understand the need for the expansion of businesses</p>	<p>5.1 Explain the distinction between a merger and a takeover 5.2 Explain the following: horizontal, vertical and conglomerate integration</p>
<p>6. Be able to demonstrate an understanding of budgetary control and standard costing</p>	<p>6.1 Explain the methodology and importance of standard costing as a management aid 6.2 Calculate and analyse the following variances from sample data: material price, material usage, total material cost, labour rate, labour efficiency and total labour cost 6.3 Explain the differences between basic, ideal and attainable standards</p>

Assessment Methods

There are no mandatory assessment methods for this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Recognition of Prior Learning/Achievement
- Observation
- Professional Discussion
- Product Evidence
- Expert Witness Testimony
- Witness Testimony
- Simulation

Unit R/601/2747
Corporate Strategy and Planning

Unit Status	Mandatory
QCF Unit Level	6
QCF Credit Value	25
Unit Learning hours	210

Unit Overview and Main Outcomes

To enable the learner to understand the benefits to corporate strategic planning and how to evaluate business decisions in line with strategic planning.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Know how to critically assess the nature scope and need for corporate strategic planning	1.1 Assess the nature of strategy and the reasons for the growth of corporate planning in the contemporary organisation 1.2 Critically assess the different models, levels and approaches to strategic planning 1.3 Discriminate between alternative corporate strategies adopted in various organisational contexts
2. Be able to critically evaluate the tools and techniques of analysis for corporate strategic planning decisions	2.1 Assess the scope, importance and uses of analysis in the corporate planning process 2.2 Critically evaluate the uses and limitations of internal and external analysis techniques in the corporate planning process
3. Be able to identify and critically assess strategic options and decisions and decide between them	3.1 Assess the nature, scope and importance of objectives in corporate strategy 3.2 Critically evaluate the range of strategic options and the considerations in choosing between them 3.3 Critically evaluate ideas and concepts related to the decision making process 3.4 Assess the key evaluative criteria in strategy selection 3.5 Critically appraise techniques of evaluation and decision making

<p>4. Be able to critically assess the issues in and approaches to implementing strategies and measuring and controlling corporate strategic performance</p>	<p>4.1 Critically assess the organisational and resource elements in the implementation of strategies</p> <p>4.2 Critically assess the importance of issues in and approaches to managing change</p> <p>4.3 Critically evaluate the techniques of strategy evaluation and control</p>
<p>5. Be able to critically evaluate key contemporary issues and future challenges affecting corporate strategic planning</p>	<p>5.1 Critically assess global influences and aspects of corporate strategic planning</p> <p>5.2 Critically evaluate corporate strategy in innovative and entrepreneurial organisations</p> <p>5.3 Critically assess social/ethical, stakeholder and corporate governance issues in corporate strategy and planning</p>

Assessment Methods

There are no mandatory assessment methods for this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Recognition of Prior Learning/Achievement
- Observation
- Professional Discussion
- Product Evidence
- Expert Witness Testimony
- Witness Testimony
- Simulation

Unit D/503/1033
Business Research

Unit Status	Mandatory
QCF Unit Level	6
QCF Credit Value	30
Unit Learning hours	80

Unit Overview and Main Outcomes

To enable the learner to understand how to plan and conduct a project and present findings in the most appropriate manner.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand research philosophies and approaches relevant to business research	1.1 Evaluate research philosophies and assess their relevance to business research 1.2 Evaluate the main research paradigms and assess their relevant to business research 1.3 Select and justify own research philosophy 1.4 Evaluate and select research approaches
2. Understand how to plan project reports	2.1 Select a topic for a project report 2.2 Apply appropriate research approaches and strategies 2.3 Conduct literature reviews 2.4 Formulate research questions, objectives and hypothesis 2.5 Write project specifications
3. Be able to conduct research for project reports	3.1 Conduct research in accordance with project specifications, taking into consideration the relevant ethical issues
4. Understand how to evaluate research outcomes	4.1 Analyse and evaluate research outcomes against project specifications
5. Be able to present project reports	5.1 Structure and write up project reports 5.2 Use clear and correct language and style which is appropriate for the intended audience

Assessment Methods

There are no mandatory assessment methods for this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Recognition of Prior Learning/Achievement
- Observation
- Professional Discussion
- Product Evidence
- Expert Witness Testimony
- Witness Testimony
- Simulation

Unit D/503/0917
Leadership Skills

Unit Status	Optional
QCF Unit Level	6
QCF Credit Value	20
Unit Learning hours	80

Unit Overview and Main Outcomes

To enable the learner to understand the skills and qualities required for leadership and how to implement these to deal with situations that may arise.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand fundamental leadership skills	1.1 Analyse how to learn from past experience of leading individuals and teams in a variety of organisational situations 1.2 Develop active listening skills in order to interpret messages from others in a variety of situations 1.3 Communicate using the context and medium which meet the needs and expectations of the audience and the organisation 1.4 Demonstrate how to build effective working relationships with peers and superiors 1.5 Analyse critically stress management techniques appropriate to realistic leadership situations 1.6 Demonstrate how to build own credibility with individuals and within teams
2. Know how to develop the leader – follower relationship	2.1 Provide constructive feedback to individuals and groups 2.2 Design processes for receiving feedback from others 2.3 Act upon feedback with a positive and receptive attitude 2.4 Demonstrate how to delegate tasks and responsibilities 2.5 Demonstrate how to build effective work teams 2.6 Demonstrate how to build highly performing executive teams 2.7 Agree and draw up development plans for individuals and teams 2.8 Design strategies for developing informal coaching skills

	2.9 Design strategies for empowering others
3. Know how to deal with a variety of leadership situations	3.1 Share organisational values, vision and mission with others 3.2 Set goals for individuals and teams in realistic organisational situations 3.3 Demonstrate how to resolve conflicts and solve problems in organisational situations 3.4 Decision strategies for improving creativity in organisations 3.5 Design processes for diagnosing problems related to performance 3.6 Design strategies for addressing issues which affect performance

Assessment Methods

There are no mandatory assessment methods for this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Recognition of Prior Learning/Achievement
- Observation
- Professional Discussion
- Product Evidence
- Expert Witness Testimony
- Witness Testimony
- Simulation

Unit F/601/2811
The Business Environment

Unit Status	Optional
QCF Unit Level	5
QCF Credit Value	18
Unit Learning hours	160

Unit Overview and Main Outcomes

To enable the learner to understand the business environment within which the business operates and how this can affect the business.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand the significance of the environment on business activity	1.1 Explain the features of business activity 1.2 Discuss the complex interactions that operate between a business and its environment 1.3 Explain the need for change and its management within an individual business
2. Understand the structure and organisation of business	2.1 Discuss the impact of industrial and legal structure and size on organisational behaviour
3. Understand the competitive and political environment facing businesses	3.1 Discuss differing ways of analysing the environment of a business 3.2 Explain the impact of market structure on the behaviour of firms 3.3 Describe the complex interactions between business and government 3.4 Discuss the need for government intervention and the forms it might take
4. Understand the impact of the macro-economic environment on business	4.1 Compare and contrast alternative economic systems 4.2 Analyse the role of government in controlling the level and patterns of economic activity
5. Understand the influence of the global economy on business	5.1 Discuss the importance of international free trade and its operation 5.2 Assess the main causes and implications of globalisation

6. Understand the impact of socio-cultural influences and technology on business decisions	6.1 Describe key demographic and social trends that affect business 6.2 Discuss Corporate Social Responsibility (CSR) and its implications for business 6.3 Discuss the impact of technology on business and business systems
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Assessment Methods

There are no mandatory assessment methods for this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- Recognition of Prior Learning/Achievement
- Observation
- Professional Discussion
- Product Evidence
- Expert Witness Testimony
- Witness Testimony
- Simulation

Further Information

Support

If you require support for this or other qualifications within the SFEDI Awards offer, please contact your External Quality Assurer or the SFEDI Awards Customer Service Team on customerservices@sfediawards.com.

Funding

Information regarding possible funding that can be gained by SFEDI Awards qualifications can be accessed on the [SFEDI Awards website](#) within the Centre Documents section. This information is correct at the time of publication, please refer to your Funding Manager for up to date information.

Fees and Prices

The fees and prices for SFEDI Awards qualifications and additional visits can be accessed on the [SFEDI Awards website](#) within the Centre Documents section or by contacting our Customer Service Team on customerservices@sfediawards.com.

Learning Materials

Information regarding available learning materials can be accessed on the [SFEDI Awards website](#).