



Level 5 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 5 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 7 mandatory units listed within this specification and optional units to a minimum credit value of 15.

Progression

- Level 6 Diploma in Business Management
- Level 7 Diploma in Business Management

Unit H/502/4794
Organisational Behaviour

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

Unit Overview and Main Outcomes

To enable the learner to understand the behaviours required within a business environment and how they can impact on methods of management.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of organisational behaviour in successfully managing a dynamic environment	1.1 Compare the primary roles, functions and activities of different management levels including their interface with organisational behaviour 1.2 Explore the concepts of organisation and behaviour and explain the characteristics of organisational culture
2. Understand the individual's contribution to organisational behaviour and performance by recognising the importance of personality, perception, attitudes and learning	2.1 Identify individual contribution and assess alternative approaches to personality and its measurement 2.2 Explain the process of perception and any distortions that may arise 2.3 Examine the concept of attitudes and the problems of attitude change including solutions like the learning process and its key theories
3. Understand motivation, the various content and process theories and their implications for management and job re-design approaches to improve motivation	3.1 Compare and contrast need theories, behavioural models and process approaches 3.2 Examine the problems of motivation and the implications for management of the different theories 3.3 Explain the main approaches and recent developments in improving job design
4. Understand about job satisfaction and its relationship to job performance together with stress, frustration and the necessary management action to overcome them	4.1 Examine the concepts of morale and job satisfaction and their relationship to performance 4.2 Explain the sources of and reactions to frustration and alienation at work 4.3 Analyse stress, appreciate its links to personality and recognise how best to handle stressful situations

<p>5. Understand the nature, skills, significance and effectiveness of groups in organisations</p>	<p>5.1 Distinguish formal and informal groups and their effects on behaviour</p> <p>5.2 Identify the key characteristics and functions of effective workgroups and the process of group development</p> <p>5.3 Examine the roles or skills associated with effective teams and explore the nature of team spirit</p>
<p>6. Understand leadership theories and examine the key variables that determine the effectiveness of leadership in practice</p>	<p>6.1 Distinguish leadership from management and the exercise of power as distinct from authority</p> <p>6.2 Compare and contrast leadership theories based on traits, styles and situation</p> <p>6.3 Explain the variables driving leadership effectiveness</p>
<p>7. Understand the nature of conflict and various approaches to securing conflict resolutions</p>	<p>7.1 Explain the nature and causes of conflict between individuals, groups and the organisation</p> <p>7.2 Examine the role of leaders/managers in managing conflict and identify strategies or techniques for its resolution</p> <p>7.3 Identify specific conflict situations and compare alternative procedural arrangements for preventing or reducing conflict</p>
<p>8. Understand formal and informal communication processes and networks and examine the potential barriers to effective communication</p>	<p>8.1 Examine the nature and importance of formal and informal communication and communication processes in organisations</p> <p>8.2 Compare group networks and recognise the importance to management of networking</p> <p>8.3 Analyse barriers to effective communication and techniques to reduce them</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 M/502/4796 Financial Accounting

Unit Status	Mandatory
QCF Unit Level	6
QCF Credit Value	25
Unit Learning hours	160

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. Understand the framework of financial accounting	1.1 Describe the scope, objectives and main users of financial accounting information in accordance with the international framework of the International Accounting Standards Board (IASB) 1.2 Identify the main and sub-characteristics of useful information to users 1.3 Describe the role and scope of external auditing and internal auditing in business
2. Know how to prepare and present the financial statements of companies in accordance with international generally accepted accounting practice (IGAAP) under International Financial Reporting Standards	2.1 Describe the external publication and the elements that make up the external financial statements of a company 2.2 Explain the rules contained in International GAAP in relation to assets, liabilities, income and expenses
3. Know how to prepare Statements of Comprehensive Income, Statements of Financial Position, Statement of Changes in equity and Statements of Cash Flows	3.1 Prepare Statements of Comprehensive Income for a given company from given information in accordance with International GAAP 3.2 Prepare Statements of Financial Positions for a given company from given information in accordance with International GAAP 3.3 Prepare Statements of Changes in Equity for a given company from given information in accordance with International GAAP 3.4 Prepare Statements of Cash Flows for a given company from given information in accordance with International GAAP

<p>4. Know how to analyse and interpret financial statements for a range of users</p>	<p>4.1 Explain the meaning of performance, financial status and investor ratios</p> <p>4.2 Calculate investment ratios and financial ratios in respect of performance and financial status of an enterprise</p> <p>4.3 Interpret the results of the analysis of financial ratios of performance and financial status and investor ratios for users of financial statements</p>
<p>5. Know how to prepare and present consolidated financial statements in accordance with IGAAP</p>	<p>5.1 Describe and explain the contents of IAS's in relation to the preparation of consolidated financial statements</p> <p>5.2 Prepare consolidated financial statements for a holding enterprise with one subsidiary both at the acquisition date and for subsequent periods</p>
<p>6. Understand the capital structure and gearing of a business</p>	<p>6.1 Explain and appraise the various sources of finance available to businesses both long term and short term</p> <p>6.2 Explain the relationship between equity and debt within a business, ie. the gearing</p> <p>6.3 Prepare financial statements of a business after changes in their financing</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 J/502/4805
Marketing Policy, Planning and Communication

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

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. Understand the creative nature of marketing and know how to evaluate the role and value of marketing in a variety of business contexts	1.1 Identify and apply traditional and contemporary concepts and tools of marketing and marketing management to various business contexts at domestic, international and global levels 1.2 Explain how technology, particularly the internet, is changing traditional marketing and improving marketing systems and processes 1.3 Identify and explain the various business orientations
2. Understand the marketing mix concepts (7Ps) and its role in the formulation of integrated marketing plan in both domestic and international markets	2.1 Explain the 4 Ps of the marketing mix and be able to apply them in order to achieve the marketing plan objectives 2.2 Explain and apply the 3 Ps of service marketing and show how they differ from product marketing 2.3 Examine and apply service/quality models to service marketing issues
3. Know how to formulate and evaluate marketing plans at domestic and international levels	3.1 Explain the need for marketing planning 3.2 Identify and apply the key analytical tools and frameworks related to the marketing planning process 3.3 Be able to create marketing plans and describe and apply all the elements of the marketing planning process 3.4 Explain how marketing plans are monitored, measured and controlled

<p>4. Understand the role of information and research in marketing decision making and the influence technology has had on these activities in recent years</p>	<p>4.1 Explain and discuss the market research process, the techniques used and how market research is conducted</p> <p>4.2 Explain the role of information in the marketing planning process and describe the nature, role and function of marketing information systems</p> <p>4.3 Explain and demonstrate how 'new technologies' have changed traditional market research practices</p>
<p>5. Understand the macro and micro environmental factors affecting marketing decisions and how to conduct environmental scanning and external audits</p>	<p>5.1 Identify and assess the importance of macro and micro environmental factors</p> <p>5.2 Explain how the environment impacts on strategic marketing decisions</p> <p>5.3 Describe environmental scanning and external audits and explain how they are undertaken</p>
<p>6. Understand consumer and organisational buyer behaviour and the main influences at individual, household and organisational level</p>	<p>6.1 Explain the different types of consumer buying behaviour, the various factors that affect consumer behaviour and how knowledge of consumer behaviour can be used in marketing practice</p> <p>6.2 Explain the different types of organisations and the main characteristics of organisational buying and organisational demand</p> <p>6.3 Explain the concepts of the 'buying centre' and the decision making unit and the sequential nature of organisational decisions</p>
<p>7. Understand segmentation targeting and positioning tools and techniques and be able to develop and implement STP strategies in an appropriate and creative manner</p>	<p>7.1 Explain the nature and roles of segmentation, targeting and positioning in consumer, business to business and international markets</p> <p>7.2 Examine the issues involved in managing the marketing mix in relation to STP for both products and services</p> <p>7.3 Develop segmentation, targeting and positioning plans in a creative manner</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 A/502/9953
Entrepreneurship and Business Development

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

Unit Overview and Main Outcomes

To enable the learner to understand the concept of entrepreneurship and the and the regulatory frameworks affecting the entrepreneur and small business owner.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand the concept of Entrepreneurship and its close relationship with enterprise and owner-management	1.1 Define and explain the terms: Entrepreneurship, Enterprise and Owner-Management 1.2 Identify and discuss common and essential attributes of entrepreneurs and the various motives for creating a new business venture
2. Understand the nature of business development in the context of existing organisations and of new business start-ups	2.1 Identify the varied forms of business development 2.2 Identify business development strategies available to existing businesses 2.3 Identify approaches to the development of new businesses and start-ups 2.4 Describe the challenges faced by small businesses in the development of their organisations 2.5 Explain the range of services to assist in the start-up and development of a new business which are available through the public, private and voluntary sectors and also the peer support available

<p>3. Understand the concepts of innovation and creativity and the roles that both play in Entrepreneurship and Business Development</p>	<p>3.1 Define and explain the terms, innovation and creativity 3.2 Identify and discuss examples of innovation 3.3 Explain the processes of opportunity scouting and idea generation 3.4 Appraise selected examples of creativity in the marketplace, evaluating its role in successful entrepreneurship 3.5 Discuss the role of creativity and innovation in the development of existing businesses</p>
<p>4. Understand the importance of research and information in a successful business</p>	<p>4.1 Identify the critical nature of information in business success 4.2 Discuss the role of SWOT analysis in the context of developing business plans 4.3 Explain how the PESTLE analysis enables understanding of key issues and pressures in the internal and external business environment 4.4 Identify and describe common Market Research (MR) techniques used by businesses including the use of primary and secondary data, analysis of competitor and customer data, and the use of support from external MR consultancies 4.5 Critically appraise the usefulness and validity of published research in addressing business questions 4.6 Discuss the reliability of research including the issues of sufficiency of sample size and sample and interview bias 4.7 Identify the research challenges faced by small businesses</p>
<p>5. Understand regulatory frameworks affecting the entrepreneur and small business owner</p>	<p>5.1 Explain the relevant regulations for the entrepreneur under the Data Protection Act (UK) or similar elsewhere 5.2 Identify relevant aspects of accountancy regulations and their impact upon start-up procedures 5.3 Describe the requirements necessary to conform with the relevant advertising standards code of conduct 5.4 Explain the implications of the Market Research Society Code of Conduct 5.5 Discuss legal risk in new business start-ups</p>

<p>6. Understand issues and decisions involved in financing and resourcing a business start-up and essential aspects of financial management</p>	<p>6.1 Explain how a business can effectively assess its start-up financing requirements, including how it might assess its resource and premises needs</p> <p>6.2 Describe the sources of finance available to new businesses, and those in early development, and identify and describe potential solutions</p> <p>6.3 Discuss common financial difficulties experienced by new businesses and those in early development and identify and describe potential solutions, explaining the pros and cons of different types of finance available</p> <p>6.4 Describe the key indicators of the financial health of a business and how these can be effectively monitored and acted upon</p> <p>6.5 Describe key elements of financial management and control in a small business</p> <p>6.6 Describe pricing strategies available to the small business</p>
<p>7. Understand the enterprise culture and the characteristics of different entrepreneurs</p>	<p>7.1 Define the enterprise culture in business and the pros and cons of developing such a culture</p> <p>7.2 Identify key attributes, decisions, business achievements, public personas and approaches to enterprise culture that have defined prominent entrepreneurs, and their effects upon the business, using examples</p> <p>7.3 Describe the concept of intrapreneurship and its effect upon the business</p> <p>7.4 Explain the factors which militate against an enterprise culture</p> <p>7.5 Describe the processes involved in the development of competitive advantage</p> <p>7.6 Explain the role of information and communications technology (ICT) in supporting entrepreneurship and business development</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 M/503/0906
**Management Information Systems
for Business**

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

Unit Overview and Main Outcomes

To enable the learner to understand the role of information systems in global business and how they can impact on performance and decision making.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand the role of information systems in global businesses	1.1 Explain how businesses use information systems 1.2 Evaluate the role of information systems and technologies in transforming businesses 1.3 Assess the challenges to developing global information systems 1.4 Evaluate the role of information systems in global e-business
2. Understand the relationships between information systems, business strategy and e-commerce	2.1 Examine the role of information systems in developing business strategy 2.2 Assess how information systems contribute to achieving competitive advantage 2.3 Explain the unique features of e-commerce 2.4 Evaluate the impact of internet technology and e-commerce on traditional business models 2.5 Demonstrate how a business can develop structures for global information support systems
3. Understand the relationship between information technology infrastructure and business capability	3.1 Assess the need for and key components of an effective information technology infrastructure 3.2 Demonstrate and evaluate the impact of key emerging information technologies on business performance 3.3 Examine critically the reasons for building effective information systems

<p>4. Understand how key information systems improve business performance and enhance decision-making</p>	<p>4.1 Appraise the key information systems which can contribute to improving business performance</p> <p>4.2 Analyse the relationship between information systems and decision making</p> <p>4.3 Evaluate how information systems can improve business performance</p>
<p>5. Know how to build and manage effective, secure information systems</p>	<p>5.1 Demonstrate how to manage information systems projects</p> <p>5.2 Analyse the implications of ethical and social issues for managing information systems</p> <p>5.3 Assess the security risks faced by information systems</p> <p>5.4 Evaluate tools and technologies for the protection of information systems security</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/503/0903 Strategic Management

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

Unit Overview and Main Outcomes

To enable the learner to understand the concepts of strategic management and how to formulate and implement organisational strategy.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand the concept of strategic management	1.1 Investigate the concept of strategy 1.2 Identify the elements of the strategic management process 1.3 Analyse critically the role of values, vision and mission statements in organisations 1.4 Evaluate different perspectives on strategy formulation 1.5 Demonstrate how the external and internal environment influence strategy formulation
2. Be able to conduct strategic analysis	2.1 Differentiate between organisations' general, competitive and internal environments 2.2 Appraise critically the tools available for the analysis of the general, competitive and internal environments 2.3 Apply appropriate tools to analyse organisational environments
3. Understand how to formulate organisational strategy	3.1 Differentiate between business and corporate strategy 3.2 Compare and contrast different approaches to business level strategy 3.3 Assess the role of business strategy in achieving competitive advantage 3.4 Demonstrate how markets influence strategy formulation 3.5 Compare and contrast different approaches to corporate level strategy 3.6 Assess organisational strategies' suitability, feasibility and acceptability

<p>4. Understand how to implement organisational strategy</p>	<p>4.1 Analyse and evaluate different organisational structures and their influence on strategic choice</p> <p>4.2 Analyse critically the relationship between organisational processes and innovation</p> <p>4.3 Recommend strategic control and reward systems</p> <p>4.4 Evaluate different approaches to strategic change</p>
<p>5. Be able to assess the role of administrative management in strategy formulation and implementation</p>	<p>5.1 Analyse critically the role of administrative managers in designing and implementing organisational strategy</p> <p>5.2 Assess how administrative management facilitates the implementation of strategy across the functional areas of organisations</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 F/601/2811
The Business Environment

Unit Status	Mandatory
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

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 K/601/3905
Information Systems Development

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 importance of an information system and the most appropriate ways to plan the development and implementation of a system.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of an organised approach to the development of information systems	1.1 Explain the concept of an information systems development methodology (ISDM) 1.2 Justify the adoption of a recognised ISDM in an information systems project 1.3 Point out the potential hazards in failing to employ an ISDM
2. Understand the Life Cycle approach to systems development	2.1 Identify the typical stages in the life cycle of an information system from initiation to obsolescence 2.2 Describe the activities in each stage and its end-product
3. Understand the conventional (traditional) methodology which is based on the Life Cycle approach	3.1 Identify the benefits and problems often encountered in computer projects when employing conventional methodology, by reference to appropriate examples 3.2 Assess the extent to which these problems arise from weaknesses in conventional methodology 3.3 Explain how project problems arise from other causes
4. Understand alternative approaches to information systems development	4.1 Compare and contrast the 'hard' and 'soft' approaches to information systems development 4.2 Discuss the main features of alternative approaches such as Rapid Application Development (RAD), Joint application Development (JAD) and Object-oriented Design (OOD) 4.3 Explain the role of Computer Assisted Software Engineering (CASE) tools in system development 4.4 Find outline solutions for the design of internet based systems

<p>5. Understand the analysis and specification activities conducted during system development</p>	<p>5.1 Propose reasons for initiating an information systems project and explain how risk and feasibility are assessed</p> <p>5.2 Compare the main methods of identifying and specifying system requirements</p> <p>5.3 Summarise the contents of a typical system design specification</p>
<p>6. Know how to select appropriate implementation strategies for an information system</p>	<p>6.1 Outline the testing stages of a computer system leading to customer acceptance</p> <p>6.2 Describe the purpose and activities in file conversion</p> <p>6.3 Evaluate alternative strategies for performing the changeover to achieve live running</p>
<p>7. Understand the importance of human factors in system development and use</p>	<p>7.1 Describe the extent to which computer users can contribute to the development stages of an information system</p> <p>7.2 Summarise the features of the human-computer interface which encourage 'good' design and usability</p> <p>7.3 Outline the health and safety and the ergonomic issues which should be considered in planning the layout of system components</p> <p>7.4 Discuss the potential advantages of end-user computing</p>
<p>8. Understand how contemporary tools, techniques and standards are employed in system development</p>	<p>8.1 Explain the role and scope of standards in projects</p> <p>8.2 Distinguish between the terms 'tools' and 'techniques' by drawing upon current examples</p> <p>8.3 Describe the facilities in a modern software tool and the purpose of an up-to-date techniques which contributes to the development of an information system</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/502/4812
Managerial Accounting

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

Unit Overview and Main Outcomes

This unit enables the learner to understand the importance of a management accounting system and the theories contained within.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand the essential requirements of a management accounting system and the control systems required for materials, labour and overheads	1.1 Describe and explain the essential requirements of a management accounting system 1.2 Describe and explain the different types of cost centre and their uses and the different types of cost units 1.3 Describe and explain the methods of allocation and apportionment of overheads, pricing of materials and the impact upon profits of the different methods available 1.4 Describe and explain the problems and costs associated with labour turnover 1.5 Calculate overhead recovery rates and discuss the suitability of different bases of recovery available
2. Know how to classify and analyse cost data and understand how cost systems differ by activity, ie. job, process and contract costing	2.1 Describe and explain cost volume profit analysis and the assumptions on which such analysis is based 2.2 Describe and explain the characteristics of process costing, equivalent units and normal and abnormal losses including the treatment of normal and abnormal losses within the accounts of a business 2.3 Describe and explain the difference between joint products and by-products including methods of apportioning joint costs and the use of activity-based costing methods 2.4 Calculate the cost and selling price of a product or service

<p>3. Understand costs for short-term decision making and know the difference between marginal and absorption costing</p>	<p>3.1 Explain contribution theory and limiting factors and calculate the maximum profit in a limiting factor situation</p> <p>3.2 Explain the different types of cost that have an influence on short-term decision making and calculate prices on a relevant cost basis</p> <p>3.3 Prepare marginal costing and absorption costing profit statements and explain and reconcile the differences in profits between these two statements</p> <p>3.4 Explain the reason for, and significance of, an under or over absorption of fixed costs</p>
<p>4. Understand the purpose of budgetary control including the purpose and importance of working capital management</p>	<p>4.1 Describe the objectives, benefits and limitations of budgets and budgetary control and construct budgets for planning and control and calculate and use profitability ratios</p> <p>4.2 Describe and explain the working capital operating cycle and the funding and control of each of the elements of working capital, including the problems and costs associated with having too much or too little of each element</p> <p>4.3 Calculate and use solvency ratios and economic material order quantity in order to control working capital</p>
<p>5. Understand the purpose of standard costing and variance analysis</p>	<p>5.1 Describe and explain the significance and inter-relationship of the different types of variances</p> <p>5.2 Explain the value of the investigation of variances, including the differences between fixed and variable cost variances</p> <p>5.3 Describe types of standards and their suitability</p>
<p>6. Know how to appraise capital investment projects</p>	<p>6.1 Explain the financial and non-financial factors involved in investment decisions, differentiating between profit and cash flow and outlining the significance of non-cash items</p> <p>6.2 Calculate and explain a range of investment appraisal techniques</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 K/601/2821
Principles of Business Law

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 types of law that apply to business and how this impacts on contracts and the daily workings of the business.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand the main sources and types of law	1.1 Describe what is meant by statutory law, common law and equity 1.2 Illustrate how the ratio decidendi for a civil case is used and applied to case law 1.3 Illustrate how the ratio decidendi for a criminal case is used and applied to case law
2. Understand the different types of business organisation	2.1 Describe what constitutes a traditional partnership or firm under the Partnership Act 1890 2.2 Describe the differences between a 'traditional' partnership and a limited liability partnership, which is governed primarily by the Limited Liability Partnerships Act 2000 2.3 Describe what constitutes a registered company limited by shares
3. Understand the essential elements of a contract	3.1 Define and explain the law relating to offers and invitations to treat 3.2 Define and explain the law relating to acceptance 3.3 Define and explain the law on intention to create legal relations 3.4 Define and explain the law relating to consideration 3.5 Distinguish between a term and a representation 3.6 Define and explain the different types of contractual terms 3.7 Define and explain the law in relation to vitiating factors

4. Understand the law on discharge and breach of a contract	4.1 Discuss the various forms of discharge of contract 4.2 Explain the rules and remedies which are relevant to parties in the event of a breach of contract
5. Know and understand the legal rules in relation to agency	5.1 Identify what is meant by an agent and a principal and describe their rights and duties 5.2 Describe how an agency relationship can be created and terminated 5.3 Identify the different types of agent and the different types of authority that an agent can have
6. Know the legal rules in relation to the areas of employment law identified	6.1 Distinguish between a contract of service and a contract for services and explain how the courts determine a worker's true employment status 6.2 Identify the legal and economic consequences associated with a contract of service and a contract for services 6.3 Identify the implied duties owed by an employer to his employees

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/601/1092
Operations Management in Business

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 understand the importance of operational management and how to produce an operation plan for a typical business.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand the nature and importance of operational management	1.1 Explain the importance of Operational Management 1.2 Explain the need to product safely, on time, to cost, to quality and within the law 1.3 Explain the link between operations management and strategic planning 1.4 Produce a systems diagram to illustrate a typical business
2. Understand the link between operations management and strategic planning	2.1 Explain the Three E's (economy, efficiency and effectiveness) 2.2 Explain the tension between cost minimisation and quality maximisation 2.3 Evaluate the significance of the five performance objectives that underpin operations management
3. Understand how to organise a typical production process	3.1 Explain linear programming 3.2 Evaluate Critical Path analysis and Network Planning 3.3 Explain the need for Operational Planning and Control
4. To be able to apply relevant techniques to the production of an operational plan for a typical business	4.1 Produce a set of clearly defined operational outcomes 4.2 Produce a Network Plan and indicate the resultant critical path 4.3 Explain how quality could be defined and maintained

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 H/602/1825
Business Research

Unit Status	Optional
QCF Unit Level	5
QCF Credit Value	15
Unit Learning hours	50

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 how to plan a project report	1.1 Select the topic for a project report 1.2 Select and apply appropriate research approaches and strategies 1.3 Review critically the literature 1.4 Formulate research questions, objectives and hypothesis 1.5 Write a project specification
2. Be able to conduct research for a project report	2.1 Conduct the research in accordance with the project specification, taking into consideration the relevant ethical issues
3. Understand how to evaluate research outcomes	3.1 Analyse and evaluate the research outcomes against the project specification
4. Be able to present a project report	4.1 Structure and write up the project report 4.2 Use clear and correct language and style that 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 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.

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

Further Information

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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.

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