



Level 7 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 Level7 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 6 mandatory units listed within this specification and optional units to a minimum credit value of 23.

Unit D/503/5325
Marketing Strategy

Unit Status	Mandatory
QCF Unit Level	7
QCF Credit Value	8
Unit Learning hours	70

Unit Overview and Main Outcomes

To enable the learner to understand the responsibilities of senior managers and the techniques they will use when marketing nationally and internationally.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand how marketing theory can be used to inform marketing strategy	1.1 Describe the various broad categories of the market and the main differences between them 1.2 Evaluate characteristics of different marketing categories to marketing decisions 1.3 Evaluate how the '4 Ps' of the marketing mix and the '7 Ps' of the extended mix inform marketing decisions 1.4 Evaluate the benefits of using market segmentation 1.5 Describe the importance of marketing orientation and how it contributes to marketing performance
2. Understand the tools used to develop marketing strategies of organisations	2.1 Examine the advantages of branding products 2.2 Examine the benefits of market research in providing information on how customers define their needs and how businesses can meet these more effectively than competitors 2.3 Analyse the merits of relationship marketing 2.4 Evaluate the strengths, weaknesses, opportunities and threats of business strategy and its products and services 2.5 Explore the value of monitoring and evaluation for informing the evolution of the marketing strategy

<p>3. Understand how to promote products and services within an industry</p>	<p>3.1 Evaluate the effect of external influences on promotion 3.2 Analyse appropriate objectives for promotional campaigns 3.3 Identify the advantages and disadvantages of primary and secondary research when planning promotion</p>
<p>4. Understand how to operate marketing strategies nationally and internationally</p>	<p>4.1 Compare and contrast marketing activities of organisations in national and international markets 4.2 Examine internal and external sources of information available to businesses when planning to market their products or services nationally and internationally 4.3 Analyse the impact of changes in the external environment on national and international marketing strategies 4.4 Propose strategic responses to key emerging themes that affect national and international marketing strategies</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 H/503/5326 Management and Control of Financial Resources

Unit Status	Mandatory
QCF Unit Level	7
QCF Credit Value	8
Unit Learning hours	70

Unit Overview and Main Outcomes

To enable the learner to understand the responsibilities of senior managers and the techniques they will use when managing and controlling financial resources.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of financial management to an organisation	1.1 Evaluate the importance of credit control to organisations 1.2 Analyse the methods and effect of organisations adjusting variable and fixed costs 1.3 Critically evaluate how accounting information can support organisational decision making
2. Understand approaches to budgeting in organisations	2.1 Describe how budgets are set and monitored in organisations 2.2 Critically assess the use of sensitivity analysis when budgeting 2.3 Evaluate budgetary monitoring processes in organisations
3. Understand the use of financial reports when evaluating the state of organisations' finances	3.1 Identify key information about the state of organisations' finances from profit and loss accounts and balance sheets 3.2 Identify the different information that can be gleaned from cash flow statements rather than balance sheets and the impact of this when applying for funds 3.3 Critically assess the use of break-even analysis in the preparation of financial business plans
4. Understand the ways in which organisations can be funded	4.1 Evaluate the long term and short term benefits and disadvantages of different types of funding and financing 4.2 Explore the effect of equity financing on organisations 4.3 Evaluate how different ownership structures affect organisational funding

<p>5. Understand the appraisal options available to organisations wishing to invest money</p>	<p>5.1 Identify the effect of different factors that organisations will need to consider before making an investment</p> <p>5.2 Evaluate potential investments using payback ratio and dividend ratio</p> <p>5.3 Critically assess the value of the scorecard approach when evaluating information about potential investments</p> <p>5.4 Assess and apply the various techniques for appraising investment opportunities</p>
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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

Unit Y/503/5324
Organisational Behaviour

Unit Status	Mandatory
QCF Unit Level	7
QCF Credit Value	6
Unit Learning hours	50

Unit Overview and Main Outcomes

To enable the learner to understand the responsibilities of senior managers and the techniques they will use in relation to organisation behaviour.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand how to analyse the effect of structure and culture on management behaviour	1.1 Analyse the relationship between management structure and culture and its affect on business performance 1.2 Identify the effect of structure and culture on individual performance in the workplace 1.3 Identify the impact of organisational culture on value chain and strategy
2. Understand the different approaches to management	2.1 Identify the relevance of management theories when evaluating management practice 2.2 Compare and contrast different approaches to management in different organisations 2.3 Distinguish and differentiate between skills and qualities required for leadership and management 2.4 Identify strengths, weaknesses, opportunities and threats of different management, leadership, team and organisation structures
3. Understand different approaches to motivation	3.1 Identify the application of different motivational theories and their effect on workplace performance 3.2 Identify strengths, weaknesses, opportunities and threats of different operational approaches to human resource management and their effects on motivation
4. Understand teamwork and group dynamics	4.1 Evaluate factors that may affect the success of teamwork 4.2 Evaluate the impact of technology on teamwork 4.3 Critically analyse the advantages and disadvantages of teamwork

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/503/5323
Organisational Strategy

Unit Status	Mandatory
QCF Unit Level	7
QCF Credit Value	10
Unit Learning hours	80

Unit Overview and Main Outcomes

To enable the learner to understand the responsibilities of senior managers and the techniques they will use in relation to organisational strategy.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand how to analyse different approaches to business strategy	1.1 Carry out an organisational audit of business strategy 1.2 Examine the significance of business strategy to different stakeholders 1.3 Identify classical and contemporary models, concepts and tools in business strategy and critically appraise their uses in organisations 1.4 Distinguish prescriptive and emergent theories of corporate strategy and their relevance to organisations 1.5 Critically assess the formulation of strategies in different types of organisations
2. Understand the impact of strategy on organisational success	2.1 Understand the meaning of strategy at operational, business and corporate levels 2.2 Evaluate the impact of organisational vision, mission strategic objectives, governance, values, ownership, business ethics and social responsibility choices on success and value 2.3 Critically analyse the influence of historical influences and stakeholders' expectations on organisational objectives 2.4 Use strategic models and theories to evaluate organisational resources, competences and capabilities 2.5 Critically analyse how businesses use strategy to obtain and maintain competitive advantage

<p>3. Understand ways to evaluate and select strategy</p>	<p>3.1 Identify strengths, weaknesses, opportunities and threats of different operational approaches to strategic evaluation and selection</p> <p>3.2 Identify the political, economical, sociological, technical, legal and environmental factors affecting different operational approaches to strategic evaluation and selection</p> <p>3.3 Identify varying cultures in organisations and assess their impact on value chain and strategy</p> <p>3.4 Appraise the impact of conflicting needs, power and influence of stakeholders on an organisation's goals</p> <p>3.5 Construct comparative market assessment using Porter's five forces</p>
<p>4. Understand how to develop a strategic plan for an organisation</p>	<p>4.1 Identify the differences between strategic and operational and tactical planning</p> <p>4.2 Prepare a strategic plan for an organisation</p>
<p>5. Understand how strategies can be delivered in practice</p>	<p>5.1 Evaluate resource requirements to implement a new strategy for an organisation</p> <p>5.2 Evaluate resources, capabilities and core competencies of an organisation</p> <p>5.3 Propose targets and timescales to implement a new strategy</p> <p>5.4 Critically analyse how change and innovation can be implemented effectively</p>
<p>6. Understand how to evaluate the effects of environmental change on organisational strategy</p>	<p>6.1 Evaluate the impact and influence of the external environment on organisational strategy</p> <p>6.2 Identify the sensitivities of an organisation to environmental change</p> <p>6.3 Critically evaluate the turbulence of environmental change and the impact on strategic dynamics</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/503/5327
Human Resource Management

Unit Status	Mandatory
QCF Unit Level	7
QCF Credit Value	7
Unit Learning hours	50

Unit Overview and Main Outcomes

To enable the learner to understand the responsibilities of senior managers and the techniques they will use in relation to human resource management.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand how to ensure effective workforce planning	1.1 Critically review the current and future human resource needs, roles and responsibilities of an organisation 1.2 Assess the impact of legal requirements on workforce planning 1.3 Recommend strategic human resource changes which are needed to meet organisational short, medium and long term objectives 1.4 Analyse in detail the recruitment requirements of an organisation 1.5 Develop a programme of professional development and training for an organisation
2. Understand how to create an environment that facilitates development in people	2.1 Evaluate people management theories and their effectiveness in today's workplace 2.2 Evaluate organisational human resource management practice against current best practice 2.3 Evaluate organisational human resource development practice against current best practice 2.4 Assess the effectiveness of strategies for identifying and meeting the development needs of people and make recommendations for improvement 2.5 Present a rationale for further actions required to create an environment that is more conducive to the development of people

<p>3. Understand how to ensure continued motivation when going through change</p>	<p>3.1 Evaluate the autocratic and democratic ways of implementing change in an organisation and their effects on motivation</p> <p>3.2 Evaluate the methods and benefits of engaging staff in business decisions</p> <p>3.3 Evaluate the methods and benefits of performance management, including linkages between business objectives and personal performance indicators</p> <p>3.4 Evaluate organisational ability to communicate change to its people</p> <p>3.5 Develop a strategy to communicate and promote organisational vision of change to its people</p> <p>3.6 Develop a programme of appraisal and motivational factors that ensures continued effective performance despite change</p>
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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

Unit M/502/5328
Business Globalisation

Unit Status	Mandatory
QCF Unit Level	7
QCF Credit Value	4
Unit Learning hours	30

Unit Overview and Main Outcomes

To enable the learner to understand the responsibilities of senior managers and the techniques they will use in relation to globalisation.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand reasons for the growth of globalisation	1.1 Evaluate the changes in the balance of world trade during the 20 th and 21 st centuries 1.2 Analyse the advantages and disadvantages of trading blocs and their effects on globalisation
2. Understand the implications of globalisation for organisations and people	2.1 Examine how economies of scale have benefited specific industries 2.2 Analyse how globalisation has lead to reduced resource costs for organisations 2.3 Examine the implications of globalisations for employees and other workers
3. Understand the cultural dimensions of globalisation	3.1 Propose ways in which individuals and businesses can deploy culture to transform social and economic inequalities and bring about social and economic change 3.2 Propose ways in which businesses can enter into new forms of relationship to enhance cultural diversity and innovation

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 T/503/5329
Corporate Communication

Unit Status	Optional
QCF Unit Level	7
QCF Credit Value	8
Unit Learning hours	70

Unit Overview and Main Outcomes

To enable the learner to understand the responsibilities of senior managers and the techniques they will use in relation to organisational communication.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of corporate communication	1.1 Assess how corporate communication links to corporate objectives 1.2 Analyse the relationship between corporate communications and corporate branding
2. Understand how to evaluate corporate communication processes	2.1 Review the function of each of the discreet stages of communication 2.2 Critically evaluate the effectiveness of current communication processes by carrying out a communication audit 2.3 Recommend improvements to communication processes to ensure greater integration of communication within organisational processes
3. Understand factors which affect communication	3.1 Analyse how culture and gender can change the meaning of communication for different people 3.2 Compare and contrast the effectiveness of verbal and non-verbal communication 3.3 Analyse the problems with mass communication when addressing large numbers of employees 3.4 Examine the reasons why the same message can lead to different results when using different mediums 3.5 Identify approaches to communication that may address bad practice in past communication 3.6 Analyse factors which may affect communication when working in a multi-national context

<p>4. Understand how to plan the development of an organisational communication strategy</p>	<p>4.1 Analyse key communication messages and their relevance to different audiences</p> <p>4.2 Develop objectives for a communication strategy and success criteria against which to evaluate their achievement</p> <p>4.3 Identify appropriate communication methods to address different audiences</p>
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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

Unit K/503/5330
Quantitative Research for Managers

Unit Status	Optional
QCF Unit Level	7
QCF Credit Value	15
Unit Learning hours	120

Unit Overview and Main Outcomes

To enable the learner to understand the responsibilities of senior managers and the techniques they will use in relation to quantitative research.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Be able to critically assess quantitative research	1.1 Critically assess the different ontological assumptions and epistemological goals that may underpin quantitative research 1.2 Explain the difference between a business concept and quantitative indicators for this concept and the implications when making business decisions 1.3 Explain what is meant by inductive and deductive research and provide at least one example of how each can be applied in quantitative, business related research 1.4 Describe the process of quantitative research from research design through to dissemination of findings 1.5 Explain what is meant by reliability and validity and why these are considered appropriate measures of quality for quantitative research 1.6 Explain the benefits and disadvantages of using primary and secondary data 1.7 Explain the benefits and disadvantages of using official statistics, academic research and at least on other source of secondary data 1.8 Describe the ethical issues that may arise in conducting and utilising quantitative research

<p>2. Be able to present data effectively and compute and interpret a range of summary statistics</p>	<p>2.1 Construct tables and charts, including frequency and cumulative frequency distributions, and their graphical representations that are appropriate for the data to be presented</p> <p>2.2 Calculate and interpret measures of location, dispersion, relative dispersion and skewness for ungrouped and grouped data</p> <p>2.3 Compute unweighted and weighted index numbers and understand their applications</p> <p>2.4 Change the base period of an index number series</p> <p>2.5 Distinguish between nominal, ordinal, interval and ratio measurement scales</p>
<p>3. Understand the principles of sampling</p>	<p>3.1 Explain what a sampling frame is and the implications if it fails to fully represent the chosen population</p> <p>3.2 Explain what is meant by random sampling and its importance in sampling theory</p> <p>3.3 Explain what is meant by a simple random sample, a systematic sample, a stratified sample and a cluster sample and use examples to explain how each could be applied in business related research</p> <p>3.4 Explain what is meant by a sampling distribution and how this can extend the application of tests based on the normal distribution to skewed population distributions</p> <p>3.5 Describe at least three forms of non-profitability sampling and the benefits and disadvantages of such approaches to sampling</p> <p>3.6 Explain the difference between sampling error and bias, the steps that can be taken to reduce them and the implications for the validity of findings</p>
<p>4. Be able to compute probabilities</p>	<p>4.1 Outline the basic rules of probability</p> <p>4.2 Calculate probabilities using the binomial and Poisson distributions</p> <p>4.3 Explain the conditions under which the Poisson distribution provides a good approximation to the binomial distribution</p> <p>4.4 Calculate probabilities using the probability density function of the normal distribution</p>

<p>5. Be able to apply concepts of probability to analyse business decision-making under conditions of uncertainty</p>	<p>5.1 Calculate expected monetary values (EMVs) and construct probability trees</p> <p>5.2 Construct decision trees and show how they can be used as an aid to business decision-making under uncertainty</p> <p>5.3 Discuss the limitations of EMV analysis in business decision making</p>
<p>6. Be able to apply estimation and hypothesis testing</p>	<p>6.1 Identify the importance of sampling theory and the central limit theorem</p> <p>6.2 Explain the distinction between effect size and statistical significance and the relative merits of each for assessing changes in business indicators</p> <p>6.3 Construct and interpret confidence intervals, using the normal or T distribution, as appropriate, and calculate the sample size required to estimate population values to within given limits</p> <p>6.4 Conduct hypothesis tests of:</p> <ul style="list-style-type: none"> 6.4.1 A single mean 6.4.2 A single proportion 6.4.3 The difference between two means 6.4.4 The difference between two proportions <p>6.5 Conduct and interpret chi-squared tests of goodness-of-fit and independence</p>

<p>7. Be able to apply correlation and regressions analysis to identify the strength and form of relationships between variables</p>	<p>7.1 Construct scatter diagrams to illustrate the association between two variables</p> <p>7.2 Provide examples of scatter diagrams that depict situations in which it would be and would not be appropriate to represent the relationship between two variables by a linear function</p> <p>7.3 Calculate and interpret Pearson's coefficient and correlation and Spearman's 'rank' correlation coefficient</p> <p>7.4 Distinguish between correlation and causality</p> <p>7.5 Estimate the 'least squares' regression line for a two-variable model and interpret basic results from simple and multiple regression models</p> <p>7.6 Use an estimated regression equation to make predications and comment on their likely accuracy</p> <p>7.7 State which measures of association are appropriate for use with which types of data</p>
<p>8. Explain how mathematical relationships can be applied in the solution of economic and business problems</p>	<p>8.1 Use algebraic and graphical representations of demand and supply functions to determine the equilibrium price and quantity in a competitive market</p> <p>8.2 Analyse the effects of changes in the market on the equilibrium price and quantity</p> <p>8.3 Apply break-even analysis to determine the output decisions of firms and to analyse the effects of changes in the cost and revenue functions</p> <p>8.4 Evaluate the importance and limitations of simple break-even analysis</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/502/7905
Study Skills for Postgraduate Learning

Unit Status	Optional
QCF Unit Level	7
QCF Credit Value	15
Unit Learning hours	48

Unit Overview and Main Outcomes

This unit enables the learner to organise their own learning.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Use a range of skills in order to learn effectively at an advanced level	1.1 Compare and contrast the different approaches to learning taken by different types of learner 1.2 Use concept maps to aid learning 1.3 Read efficiently and effectively 1.4 Take notes efficiently and effectively 1.5 Research a given topic efficiently and effectively 1.6 Use the Harvard Referencing System correctly
2. Use a range of skills to support academic study	2.1 Use different types of verbal and non-verbal communications 2.2 Listen effectively 2.3 Work effectively as a member of a group 2.4 Solve problems by thinking creatively 2.5 Manage study time effectively 2.6 Use stress management techniques 2.7 Apply the skills needed to effectively manage a project
3. Use a range of skills in order to complete assessments	3.1 Prepare and deliver a presentation 3.2 Prepare, structure and present essays and reports effectively

Assessment Methods

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- Observation
- Professional Discussion
- Product Evidence
- Expert Witness Testimony
- Witness Testimony
- Simulation

Unit H/602/2425
**Project Development and
Implementation for Strategic
Managers**

Unit Status	Optional
QCF Unit Level	7
QCF Credit Value	20
Unit Learning hours	30

Unit Overview and Main Outcomes

To enable the learner to understand the responsibilities of senior managers and the techniques they will use in relation to project management.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Be able to develop a project specification	1.1 Analyse the factors that contribute to the process of project selection 1.2 Develop outline project specifications for the implementation of a new product, service or process 1.3 Produce a specification for an agreed project to implement a new product, service or process
2. Be able to plan for the launch of a project to implement a new product, service or process	2.1 Produce a project plan for an agreed project 2.2 Match appropriate resources to a project 2.3 Cost all resources required for implementing a project 2.4 Agree timescales for the management and implementation of a project 2.5 Plan an appropriate strategy for the implementation of a project
3. Be able to implement a project	3.1 Implement a project in accordance with an agreed specification 3.2 Develop appropriate measures to monitor and evaluate progress and outcomes 3.3 Monitor the implementation of a project
4. Be able to evaluate the outcomes of a project	4.1 Analyse the outcomes of a project in terms of the original project specification 4.2 Evaluate the outcomes of a project 4.3 Make justified recommendations for improvements to the project

5. Be able to present the outcomes of a project	5.1 Produce a report of all project procedures used 5.2 Present the outcomes of the project to an audience using an agreed format and appropriate media
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Assessment Methods

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- Observation
- Professional Discussion
- Product Evidence
- Expert Witness Testimony
- Witness Testimony
- Simulation

Further Information

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