LEVEL 7 DIPLOMA IN BUSINESS MANAGEMENT
(L7DBM)

NCC Education
Qualification Unit Specification
2025 / 26

Modification History

Version	Revision Description
V1.0	For release
V1.1	Added 5.6 Eligibility Period
V1.2	Added grading algorithm statement in *Section* 7 Results and Certificates
V1.3	Updated NOS January 2020
V1.4	Updated RQF codes of units, Ofqual link in Section 1.1 and removal of Northern Ireland regulation (April 2020)
V1.5	Changes to GLH August 2020
V1.6	Corrected qualification number in *Section 1.1* and GLHs in *Section 2* – June 2023
V1.7	Corrected GLHs in *Section 3* and updated copyright year on this *Modification History* page – January 2025

CONTENTS

1. About NCC Education

NCC Education is a UK awarding body, active in the UK and internationally. Originally part of the UK National Computing Centre, NCC Education started offering IT qualifications in 1976 and from 1997 developed its Higher Education portfolio to include Business qualifications, IT qualifications for school children and a range of Foundation qualifications.

With Centres in over forty countries, four international offices and academic managers worldwide, NCC Education strives to employ the latest technologies for learning, assessment and support. NCC Education is regulated and quality assured by Ofqual (the *Office of Qualifications and Examinations Regulation*, see www.ofqual.gov.uk) in England.

1.1 Why choose this qualification?

With our flexible master's level programme you can choose the pathway that suits your career ambitions.

Choose from eight professional units to help you understand and apply up to date management theory and practice in the fields of marketing, information strategy, project management, finance, leadership and entrepreneurship. Take a short, focused programme of study with our master's level unit certificate to enhance your skills, knowledge and understanding in your field. Or, complete our comprehensive postgraduate levels Diploma in Business Management choosing any 6 of the available units to enter or progress your career. Top up, with only 60 credits, to a full masters from a UK university.

Students will explore an extensive range of contemporary issues and develop the critical, analytical and practical skills to succeed as managers and leaders. They will develop and refine their academic skills at master's level.

NCC Education's Level 7 Diploma in Business Management is:

- **Regulated** by Ofqual and listed on the Qualifications and Credit Framework - Qualification Number 603/3908/1. The Regulated Qualifications Framework (RQF) is a credit-based qualifications framework, allowing candidates to take a unit-based approach to building qualifications.

  For more information see:

  https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels

- **Quality assured** and well established in the UK and worldwide

- **Recognised and valued** by employers and universities worldwide

- **A pathway qualification** for candidates who wish to access postgraduate study, including at one of NCC Education's partner universities:

  o A taught Master's top-up degree with the University of Plymouth

  o A taught Master's top-up degree with the Cardiff Metropolitan University

  o A taught Master's top-up degree with several other university partners

2. Structure of the Level 7 Diploma in Business Management

Qualification Title, Credits, Units and Level
- NCC Education Level 7 Diploma in Business Management (RQF)   120 credits at RQF Level 7.   - Total Qualification Time: 1200 hours.   - Guided Learning Hours: 366 – 410 (dependent on the units selected)   **Candidates must pass any 6 (SIX) Units to be awarded the L7 Diploma in Business Management certificate.**

Digital Marketing and Communications (20 credits)	Strategic Management (20 credits)	Corporate Finance and Decision Making (20 credits)	Leadership, People and Change (20 credits)

Information Systems and Knowledge Management (20 credits)	Project Management (20 credits)	International Marketing Strategy (20 credits)	Entrepreneurship and Innovation (20 credits)

Please see *Section 5* below for Syllabuses, which include the Guided Learning Hours and Total Qualification Time for each Unit of the Level 7 Diploma in Business Management.

This qualification is regulated by Ofqual and listed on the Qualifications and Credit Framework – Qualification Number 600/0016/8. For further information see http://register.ofqual.gov.uk/Qualification/Details/600_0016_8

3. Structure of the Level 7 Unit Certificate

Qualification Title, Credits, Units and Level			
• NCC Education Level 7 Unit Certificate • 20 credits at RQF Level 7 • Total Qualification Time: 200 hours • Guided Learning Hours: 60 – 84 (dependent on the unit)			
Candidates must pass any 1 (ONE) unit to be awarded a Level 7 Unit Certificate worth 20 credits at master's level.			
Information Systems and Knowledge Management (20 credits)	Strategic Management (20 credits)	Corporate Finance and Decision Making (20 credits)	Entrepreneurship & Innovation (20 credits)
To achieve a:	*To achieve a:*	*To achieve a:*	*To achieve a:*
Level 7 Unit Certificate in Information Systems and Knowledge Management _____	Level 7 Unit Certificate in Strategic Management _____	Level 7 Unit Certificate in Corporate Finance and Decision Making _____	Level 7 Unit Certificate in Entrepreneurship & Innovation _____
Digital Marketing and Communications (20 credits)	Project Management (20 credits)	International Marketing Strategy (20 credits)	Leadership, People and Change (20 credits)
To achieve a:	*To achieve a:*	*To achieve a:*	*To achieve a:*
Level 7 Unit Certificate in Digital Marketing and Communications	Level 7 Unit Certificate in Project Management	Level 7 Unit Certificate in International Marketing Strategy	Level 7 Unit Certificate in Leadership, People and Change
Please see *Section 5* below for Syllabuses, which include the Guided Learning Hours and Total Qualification Time for each Unit.			

4. Assessment of the qualification

4.1 Assessment objectives

All assessment for the qualification is intended to allow candidates to demonstrate they have met the relevant Learning Outcomes. Moreover, NCC Education's assessment is appropriate to the assessment criteria as stated in this specification and is regularly reviewed to ensure it remains consistent with the specification.

4.2 Overview of Qualification Unit Assessment

Unit title	Credits	Delivered	Assessment method
Students must pass any 6 (SIX) of the following 8 units to achieve the overall Diploma in Business Management			
Digital Marketing and Communications	20	Face-to-face/online/blended	Assignment
Strategic Management	20	Face-to-face/online/blended	Assignment
Corporate Finance and Decision Making	20	Face-to-face/online/blended	Assignment
Leadership, People and Change	20	Face-to-face/online/blended	Assignment
Information Systems and Knowledge Management	20	Face-to-face/online/blended	Assignment
Project Management	20	Face-to-face/online/blended	Assignment
International Marketing Strategy	20	Face-to-face/online/blended	Assignment
Entrepreneurship and Innovation	20	Face-to-face/online/blended	Assignment

Assignment: An assignment requires candidates to produce a written response to a set of one or more tasks, meeting a deadline imposed by the Centre/ related to NCCEdu submission dates.

4.3 Accessibility of Assessment

We review our guidelines on assessment practices to ensure compliance with Equalities Law and to confirm assessment for our Units is fit for purpose.

4.3.1　　　　Reasonable adjustments and special consideration

NCC Education is committed to providing reasonable adjustments and special consideration to ensure disabled candidates, or those facing exceptional circumstances, are not disadvantaged in demonstrating their knowledge, skills and understanding.

Further information on NCC Education's arrangements for giving reasonable adjustments and special consideration can be found in the NCC Education *Reasonable Adjustments and Special Considerations Policy*.

4.3.2　　　　Supervision and Authentication of Assessment

NCC Education Centres are required to organise all assessment activity for this specification according to NCC Education's Policies and Advice. Online learners submit assessment for prime marking by NCC appointed markers.

Candidates' identity and the authenticity of their work is verified and NCC Education marks all assessment ensuring that the grading reflects the standard achieved by candidates as relevant to the specification Learning Outcomes and Assessment Criteria. Detailed guidance on this process and how candidate work must be submitted to NCC Education is given in NCC Education's *Assessment Instructions* document.

5. Administration

5.1 Assessment Cycles

Four assessment cycles are offered throughout the year, in Spring, Summer, Autumn, and Winter.

Assignment submission deadlines are published in the NCC Education *Activity Schedule*, which is provided to Centres by Customer Services. It is also available on *Candidate Registration Portal,* NCC Education's student registration system.

The *Activity Schedule* also gives the key dates for registering candidates for assessment cycles, the dates when Centres can expect the assessment documentation and, ultimately, the assessment results from NCC Education.

Online candidates will be informed of assessment registration deadlines, assignment submission deadlines and the release of results via the online portal.

5.2 Language of Assessment

All assessment is conducted in English.

5.3 Candidates

NCC Education's qualifications are available to those candidates who satisfy the entry requirements as stated in this specification.

5.4 Qualification and Unit Entry Requirements

Entry Requirements
Academic Route: An honours degree in a relevant subject area from a UK university (1) or equivalent award from a non-UK university (2) **Combined Route:** An honours degree in a non-relevant subject area from a UK university or equivalent award from a non-UK university, together with three years' work experience in a relevant area (3) **Work Experience Route:** 5 years' work experience in a relevant industry or area (4) And An IELTS score of 6.5 or above for students who do not hold a degree-level qualification wholly taught and examined in English. Notes: 1) Direct students, that is, those students studying online, will have their eligibility to proceed with a Level 7 qualification determined by NCC Education directly. 2) Where candidates entering through the 'Academic Route' have no work experience and will not be able to gain work experience during their studies (ref Tier 4), the centre must make a careful evaluation of the candidate's suitability for this qualification, normally including an interview with the prospective candidate. 3) Where candidates wish to apply with a qualification which the Centre believes may allow entry onto the L7 DBM, but is not explicitly covered in the criteria above, the Centre must confirm this with NCC Education. 4) Candidates entering via the Combined Route who are most likely to succeed will be able to demonstrate a management role and/or significant responsibility for resources (staff, financial, physical etc.) in their prior work experience. Where candidates are unable to do so (e.g. where they need to gain the qualification in order to apply for a management role), they may still be admitted but the centre must make a careful evaluation of the candidate's suitability for this qualification, normally including an interview with the prospective candidate. 5) Candidates entering via the Work Experience Route who are most likely to succeed will be able to demonstrate, in their five years of work experience, at least two years in a management role and/or with significant responsibility for resources (staff, financial, physical etc.). Where candidates are unable to do so (e.g. where they need to gain the qualification in order to apply for a management role), they may still be admitted but the centre must make a careful evaluation of the candidate's suitability for this qualification, normally including an interview with the prospective candidate.

5.5 Candidate Entry

Candidates are registered for assessment via NCC Education's *Candidate Registration Portal* system and according to the deadlines for registration provided in the *Activity Schedule*.
Candidates are registered for the assessment of each Unit they wish to take in a particular assessment cycle. This includes candidates who need to re-sit a particular Unit.

5.6 Eligibility Period

The maximum period of time that NCC Education allows for the completion of your programme is:

 Level 7 Diploma in Business Management: Three years.

Standalone Level 7 Unit Certificate: 1 year.

Please contact your Accredited Partner Centre if you have any queries relating to this. Direct students should contact NCC Education using the email address provided on the online platform

5.7 Resits

If a candidate fails an assessment, they are permitted to sit the assessment for any unit again within their period of eligibility.   Candidates may only seek reassessment in a previously failed Unit.

6. Syllabus

6.1 Digital Marketing and Communications

Title:	Digital Marketing and Communications

RQF code:	T/617/3818	Credits	20	Level	7

Lectures:	Tutorial:	Seminar:	Private Study:	Assessment:	Total:
24	24	18	94	40	200

Guided Learning hours	24

Aims of the Unit:

Students will develop a critical understanding of the impact of digital transformation on the formation of an organisation's marketing strategy and communications in order to effectively implement powerful digital marketing campaigns that engage and convert the contemporary customer.

- Apply a range of digital marketing concepts and models to your organisational contexts and geographical locations
- Evaluate the appropriateness of digital marketing strategies operating in different business and marketing settings
- Master the objectives of digital marketing and communication
- Design innovative and integrated digital marketing campaigns

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Critically assess the opportunities and challenges for digital marketing and communication presented by disruptive technology and digital transformation.	1.1 Critically evaluate the scope, innovation and opportunity for digital marketing and communication that are available as a result of new technology 1.2 Determine the benefits and impact of the dynamic digital environment on digital marketing and communication strategy 1.3 Analyse the principles of integrating online and offline marketing concepts as part of a digital marketing strategy 1.4 Describe the evolving digital marketing mindset and approaches to effective customer communication
2. Explain the changing nature of digital customers	2.1 Explain the reasons for and the rise of online consumer power 2.2 Assess changes in customer buying behaviour in different business and marketing setting 2.3 Critically assess how the internet can be used as a vehicle for revenue generation through the adoption of a methodology for gathering customer insights

3. Analyse different tools and techniques to develop a digital marketing strategy.	3.1 Assess the elements of the extended marketing mix and its application to digital marketing and communication
	3.2 Critically evaluate the use of big data to inform marketing strategies
	3.3 Explain how digital communications tools can be coordinated to enhance customer experience and marketing effectiveness
	3.4 Critically review the relevance of digital platforms and channels in context
4. Develop digital activities to support and enhance multichannel marketing	4.1 Discuss examples of digital marketing campaigns which can be used to support and enhance multichannel marketing
	4.2 Critically analyse the advantages and disadvantages of multichannel marketing
	4.3 Assess the principles agile marketing as an approach to deliver online campaigns which are creative, flexible and responsive to digital marketing opportunities
	4.4 Critically review how to apply digital marketing and communication principles to develop a structured approach to the creation of a digital marketing strategy
5. Justify the application of digital marketing innovation to monitor, measure and manage the digital marketing strategy for a chosen organisation.	5.1 Discuss the purpose of measurement of digital campaigns
	5.2 Critically analyse the methods by which organisations measure digital campaigns
	5.3 Recommend key performance measures and relevant online metrics for a chosen organisation

Syllabus Content	
Topic	**Course coverage**
The Context of Digital Marketing and Communication	• The influence of technology development on marketing • Benefits and risks of digital transformation • Opportunities for driving innovation • Concepts of social, inbound and content marketing ***Learning Outcomes: 1***
Digital Marketing Strategy	• Process and stages of the development of the Digital Marketing Strategy • Strategic analysis, choice, implementation, and monitoring and control • The role of marketing in the organisation ***Learning Outcomes: 1***

Integrated Marketing Communications	• Impact of technology and digital communication • The transformation of consumer interaction with each other and organisations • How different forms of communication work together • New mediums by which organisations can communicate ***Learning Outcomes: 1***
Understanding Customer Behaviour	• The implications of online and offline customer buying behaviour • Critical components of marketing analysis • Customers as active participants and co-creators of the communications mix • How stakeholder and influencer groups affect business and society ***Learning Outcomes: 2***
Big Data, Marketing Analysis and Research	• Informing the digital marketing strategy through customer insights • Methods of generating customer insights • The emergence of big data and it's impact on digital marketing and communication • Local and global legislation, codes of practice and regulations ***Learning Outcomes: 3***
The Extended Marketing Mix	• The purpose of the strategic marketing mix • 8P Frame work (Smith, 2011) • SOSTAC® planning system (Smith, 2011) ***Learning Outcomes: 3***
Digital Marketing Campaigns	• Tools to optimise consumer engagement, retention • Digital communications channels and technology platforms • Creative approaches to digital marketing campaigns • Personalisation at scale ***Learning Outcomes: 4***
Agile Marketing	• Concept of Agile marketing • The process and principles of agile marketing management • Benefits and risks of the Agile marketing as a digital marketing tactic ***Learning Outcomes: 4***
Customer Relationship Management	• Managing the marketing message throughout the customer lifecycle • The diffusion of innovations • Models of the customer decision journey ***Learning Outcomes: 3 and 4***
Managing Digital Marketing	• Reviewing digital marketing opportunities • Managing always-on digital marketing and communication • Automation and optimization of digital marketing and communication ***Learning Outcomes: 5***
Monitoring and Measure the Effectiveness of Digital Marketing Strategy for Your Chosen Organisation	• Setting key performance indicators to monitor and measure the digital marketing strategy • Methods to monitor and measure digital marketing strategy effectiveness • Methods of reporting digital marketing performance ***Learning Outcomes: 5***

Emerging Trends in Digital Marketing and Communication	• The future of ecommerce • The erosion of historic brand relationships • New digital marketing techniques ***Learning Outcomes: 3***

Related National Occupational Standards (NOS)

Sector Subject Area: Management and Leadership National Occupational Standards 2008

Related NOS: CFAMLF16 - Manage the development and marketing of products and services in your area of responsibility

CFAMLF4 - Develop and implement marketing plans for your area of responsibility

Sector Subject Area: Marketing

Related NOS:

CFAM1.1.1 Map organisations within their current and future marketing environment

CFAM1.1.3 Identify and monitor competitors` marketing strategies and activities

CFASMA1.3V4.0 Develop understanding of theories and evidence about what might influence the behaviour of target groups

CFAM2.1.3 Demonstrate the value of marketing to the organisation

CFAM4.5.3 Implement sales promotion activity

Assessments

Assignment (100%)

See also *Section 3* above

6.2 Strategic Management

Title:	Strategic Management

RQF code:	H/617/3832	Credits	20	Level	7

Lectures:	Tutorial:	Private Study:	Assessment:	Total:
24	36	100	40	200

Guided Learning hours	24

Aims of the Unit:

Students will gain a thorough understanding of the process of strategy formation, development and implementation to improve organisational performance and create competitive advantage.

- Apply a thorough understanding of the principles of strategic management
- Undertake a comprehensive analysis of the strategic position of an organisation
- Identify and evaluate a range of strategic options for organisations to pursue
- Analyse issues associated with strategic change, and identify appropriate change programmes in organisations

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Analyse the strategic position of an organisation.	1.1 Analyse the importance of strategy and the characteristics of strategic decisions in different organisations. 1.2 Analyse an organisation's macroenvironment and industry environment. 1.3 Analyse an organisation's strategic capability. 1.4 Analyse an organisation's culture and evaluate its alignment with the strategy of the organisation 1.5 Analyse an organisation's stakeholders and evaluate their ability to influence the organisation's strategy. 1.6 Analyse ethical and corporate social responsibility issues facing an organisation.

2. Analyse and evaluate the strategic choices available to an organisation.	2.1 Identify and evaluate alternative business-level strategies available to an organisation.
	2.2 Identify and evaluate alternative corporate-level strategies available to an organisation.
	2.3 Analyse the motives for pursuing strategy through mergers and acquisitions, strategic alliances, and organic development.
	2.4 Analyse alternative approaches to internationalisation that could be adopted by organisations.
	2.5 Evaluate alternative approaches to innovation that could be adopted by organisations.
	2.6 Systematically evaluate alternative strategic options available to an organisation.
3. Critically assess the issues facing an organisation when managing and implementing strategy, and formulate approaches to managing change.	3.1 Analyse alternative organisational structural types.
	3.2 Identify and assess different leadership styles.
	3.3 Identify different types of strategic change, and assess alternative approaches to the management of strategic change.
	3.4 Identify and analyse alternative strategy processes within organisations.
	3.5 Analyse different approaches to the practice of strategy.

Syllabus Content	
Topic	**Course coverage**
Overview: What is strategy?	• Meaning of strategy • Levels of strategy • Strategy in different types of organisation *Learning Outcome: 1*
Environmental Analysis	• Analysis of macroenvironment • Analysis of industry environment • Strategic group analysis • Critical success factors • Opportunities and threats *Learning Outcome: 1*
Resources and Capabilities	• Threshold and distinctive resources and capabilities • Evaluating strategic capability • Value chain analysis • Strengths and weaknesses *Learning Outcome: 1*

History and Culture	• Significance of the history of an organisation • Nature of organisational culture • Analysing organisational culture • Strategic drift ***Learning Outcome: 1***
Stakeholders and Organisational Purpose	• Influence of stakeholders on strategy • Stakeholder power and stakeholder attention • Stakeholder mapping • Stakeholder coalitions • Ethics and corporate social responsibility ***Learning Outcome: 1***
Business-level Strategy	• Elements of strategic choice • Generic competitive strategies • Business models ***Learning Outcome: 2***
Corporate-level Strategy	• Alternative strategic directions • Diversification forms and drivers • Corporate parenting • Portfolio matrices ***Learning Outcome: 2***
Alternative Methods for Strategic Development	• Types of, and motives for, mergers and acquisitions • Types of, and motives for, strategic alliances • Choice of acquisitions, alliances and organic development ***Learning Outcome: 2***
Strategies for Innovation and Internationalisation	• Drivers of internationalisation • Alternative strategies for internationalisation • Innovation dilemmas • Innovation diffusion • Innovator/imitator alternatives ***Learning Outcome: 2***
Strategic Evaluation	• Gap analysis • Evaluation criteria • Analytical techniques for assessing strategic options, using evaluation criteria ***Learning Outcome: 2***
Strategic Change and Strategic Implementation	• Alternative organisation structures • Strategic leadership • Contexts of strategic change • Levers for strategic change ***Learning Outcome: 3***

Alternative Approaches to Strategy Formation	• Deliberate approach to strategy formation • Emergent approach to strategy formation • Appropriate balance of deliberate and emergent approaches • Alternative approaches to the practice of strategy ***Learning Outcome: 3***

Related National Occupational Standards (NOS)
Sector Subject Area: Business and Administration (2013) **Related NOS:** CFABAH124 Improve corporate performance CFABAH125 Review corporate performance CFABAI131 Support organisational decision-making

Assessments
Assignment (100%)
See also *Section 3* above

6.3 Corporate Finance and Decision Making

Title:	Corporate Finance and Decision Making

RQF code:	M/617/3817	Credits	20	Level	7

Lectures:	Tutorial:	Private Study:	Assessment:	Total:
24	36	100	40	200

Guided Learning hours	24

Aims of the Unit:

Students will develop the ability to understand and accurately interpret financial data in order to undertake effective planning and good decision-making.

The purpose of this unit is to impact students' understanding of the importance of, accountability for, and control over a business organisation's financial resources. It will equip students with the skills necessary for sound organisational financial management at a strategic level.

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Understand how business organisations are financed	1.1 Differentiate between different forms of business organisational structures. 1.2 Review long-term and short-term financing options available to a range of business organisations. 1.3 Assess how business organisation ownership affects business finance options.
2. Understand the role of financial and management accounting in different business organisations	2.1 Differentiate between financial and management accounting information used by business organisations. 2.2 Compare and contrast the need for accounting information in different business organisations. 2.3 Discuss how financial and management accounting information may be used to support decision making in a business organisation.
3. Be able to use financial accounting methods to report financial performance for a range of business organisations	3.1 Prepare annual financial statements for sole traders and partnerships. 3.2 Prepare internal financial statements of limited liability companies. 3.3 Use accounting techniques, policies and principles to draft financial statements for limited companies based on IAS1. 3.4 Produce annual financial records for third sector organisations.

4. Be able to assess the financial performance of a range of business organisations	4.1 Calculate and interpret financial measures and ratios for different business organisations.
	4.2 Appraise calculated financial measures and ratios for different business organisations.
	4.3 Assess the balanced scorecard approach to the presentation of organisational information.
	4.4 Evaluate the impact of ethical considerations on financial performance.
5. Be able to use management accounting techniques for business costing decisions	5.1 Compare and contrast the uses of marginal and absorption costing.
	5.2 Use break-even analysis to make informed management decisions.
	5.3 Use marginal accounting techniques to inform business decision making.
	5.4 Apply absorption accounting techniques to business costing decisions.
	5.5 Discuss the usefulness of Activity Based Costing (ABC).
6. Be able to use management accounting techniques for organisational decision making and budgeting	6.1 Review budget setting processes used by business organisations.
	6.2 Evaluate the types and purposes of budgets prepared by business organisations.
	6.3 Use management accounting techniques to appraise business investment opportunities.

Syllabus Content	
Topic	**Course coverage**
Business Organisation Structures.	- The nature and status of organisations - Ownership and control of different business organisations (to include sole traders, partnerships, limited companies and third sector organisations) - Long-term and short-term financial options - Differences in business organisation reporting - The importance of control over cash flow
Financial and Management Accounting.	- The nature of accounting - Financial and management accounting - The need for accounting information in different business organisations. - Basic accounting practices, for example bookkeeping and double entry - Accounting principles and policies, for example: - Accruals - Consistency - Going Concern - Prudence - Depreciation - Difference between cash flow and profit.
Financial Statements of Sole Traders / Partnerships and Annual Reports of Third Sector Organisations	- Key elements of Income Statements and Statements of Financial Position - Interrelationship between a Income Statement and Statement of Financial Position - Income Statement - Content and format for a sole trader - Content and format for a partnership - Statement of Financial Position - Content and format for a sole trader - Content and format for a partnership - Differences between accounting for profit making and non-profit making organisations - Receipts and Payments Accounts - Subscription Accounts - Trading accounts - Income and Expenditure Accounts - Statements of Financial Position

Financial Statements of Limited Companies	• Internal financial statements of limited liability companies:
	  o Income Statements
	  o Statements of Financial Position
	• Accounting techniques, policies and principles to draft financial statements for limited companies based on IAS1:
	  o Statements of Cash Flow (IAS 7)
	  o Schedules of non-current assets

External Assessment of Financial Performance.	• Internal and External Business Stakeholders
	• Measurement of financial performance
	• Ratio analysis
	  o Investor ratios
	  o Profitability ratios
	  o Liquidity ratios
	  o Efficiency ratios
	• Horizontal and vertical analysis

Management Control Theories and Models	• Theories and models
	  o First steps, Anthony et al.
	  o A cybernetic approach
	  o Simons' levers of control
	• Informal control systems, culture etc

Organisational Control Issues and Strategic Issues.	• The needs and responsibilities of top management • Business codes of conduct • Ethics and the importance of ethical behaviour • Balanced Scorecard Approach
The Nature of Costs.	• Fixed and variable costs • Direct and indirect costs • Cost-volume-profit analysis • Break-even analysis • Cost management

Calculation and Use of Full Cost Techniques.	• Absorption costing
	  o Allocation & apportionment
	  o Recovery of overheads
	  o Strengths and weaknesses
	• Activity Based Costing (ABC)

Accounting in Support of Decision Making.	• The nature of decisions
	• Risk and risk management
	• Contribution Calculations
	• Marginal Costing
	• Marginal Costing applications:
	   o Make or Buy
	   o Additional Contracts
	   o Price Setting
	   o Scarce Resources
	   o Closure of potentially loss-making activities
	• Target Profit

Budgeting.	• Budgets
	   o Purpose
	   o Types of budget
	   o Cash or accruals?
	   o Budget setting and revision
	   o Reporting
	   o Variance analysis
	   o Weaknesses in budgeting
	   o Behavioural issues
	• Standard costing techniques

Capital Investment Appraisal.	• The importance of capital investment appraisal • Simple cost/benefit analysis • Payback method • Discounted cash flow (DCF) • Internal Rate of Return (IRR) • Accounting Rate of Return (ARR)

Related National Occupational Standards (NOS)
Sector Subject Area: Management and Leadership National Occupational Standards 2008 **Related NOS:** CFAMLE1 - Manage a budget CFAMLE2 - Manage finance for your area of responsibility CFAMLE3 - Obtain additional finance for the organisation

Assessments
Assignment (100%)
See also *Section 3* above

6.4 Leadership, People and Change

Title:	Leadership, People and Change

RQF code:	Y/617/3827	Credits	20	Level	7

Lectures:	Tutorial:	Seminar:	Private Study:	Assessment:	Total qualification time:
24	12	24	100	40	200

Guided Learning hours	24

Aims of the Unit:

Students will develop a keen understanding of the modern complexities of and new thinking about how to lead successful organisations in the turmoil of today's business environment.

- Learn to capitalise on the three pillars of a successful business; leadership, people and change management
- Build knowledge of strategic HRM
- Understand drivers of change, change strategies and how to successfully navigate change
- Gain a horizon scanning perspective of 21st Century leadership

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Critically apply the concept and theories of leadership to organisational settings	1.1 Understand major perspectives on the nature and role of organisational leadership 1.2 Critically appraise a range of leadership models and theories 1.3 Understand the notion of 'followership' and how this develops the concept of leadership 1.4 Evaluate the capabilities associated with effective leadership
2. Critically evaluate approaches to leading strategy and shaping culture	2.1 Understand the nature of organisational strategy and its relationship to organisational culture 2.2 Analyse the external and internal environments of organisations and use the information to support strategy development 2.3 Understand how leaders shape an organisation's purpose 2.4 Evaluate the significance of ethics and corporate responsibility when creating a strategy 2.5 Analyse the importance of organisational governance and accountability 2.6 Evaluate different types of strategy at corporate and business unit level

3. Evaluate the range of policies and practices that support to leading and manging people	3.1 Explain the relationship between leadership, organisational strategy, HRM strategy, and performance 3.2 Critically evaluate strategic models of Human Resource Management (HRM) 3.3 Apply models and theories of HRM in the areas of organisational behaviour; recruitment; talent management; organisational development; performance and reward. 3.4 Analyse the relationship between employee engagement and performance
4. Critically evaluate approaches to leading organisational change	4.1 Understand the nature of organisational change and the role of leadership 4.2 Assess the external and internal drivers of change affecting contemporary organisations 4.3 Critically review a range of organisational change strategies 4.4 Evaluate a range of analytical approaches to support decisions in leading change 4.5 Assess the challenges posed by resistance to change for the organisation

Syllabus Content	
Topic	**Course coverage**
Introduction to Leadership	- Definitions of leadership - Leadership v management - Significance of leadership to organisational success (short cases/examples) ***Learning Objectives: 1***
Theories of leadership	- Early theories of leadership (born/made; trait theory) - Situational leadership and contingency theory - Autocratic, democratic and laissez-faire styles - Transformational/transactional - Distributed leadership - Authentic; Shared; Servant leadership - Psychodynamic leadership ***Learning Objectives: 1***
Followership and leadership capabilities	- Leader-member Exchange (LMX) - Notions of follower choice - Attracting and retaining followers - Distinguishing capability, competency and skill - Exploration of contemporary view of skills and competencies for effective leadership ***Learning Objectives: 1***
Leading strategy and culture	- Definitions of strategy and culture - Strategic drift - Nature of the business environment - PESTLE, Porter's 5 Forces, Scenario Planning, - Resource-based View and Capabilities ***Learning Objectives: 2***
Organisational purpose and ethics	- Shaping organisational vision and values - Where does culture come from? - Can culture be changed (Alvesson)? - Ethics and values-based leadership - Ethical stances - Corporate responsibility - Stakeholder view - Governance models and managerial accountability ***Learning Objectives: 2***

Pursuing strategies	• Business unit strategy (Porter, Strategy Clock) • Corporate strategies • Pursuing strategies via organic growth, mergers and acquisitions, and strategic alliances • The relationship between structure and strategy ***Learning Objectives: 2***
Leadership and Human Resource Management	Link back to notion of followership (as introduced in session 3 • Introduce the nature of HRM and link to strategy • Align the role of leadership to HRM • The role of line managers • Critical view of HRM • Introduce and critique strategic models of HRM - Harvard etc. • High Performance Working (Purcell et al.) - the concept of high performance working, and setting goals and accountabilities for teams and individuals ***Learning Objectives: 3***
HRM in practice	Introduce key aspects of strategic HRM with key theories to include: • Workforce/HR Planning • Recruitment; • Talent management • Performance management • Reward • Learning and development – emphasising the importance of 'soft skills' and 'emotional labour'. ***Learning Objectives: 3***
Employee Engagement	• Explain the relationship between employee engagement. Performance and performance management • Introducing strategies to develop employee engagement • Factors that support engagement: strong communication, encouraging diversity and difference, importance of feedback at all levels, building confidence, and developing trust ***Learning Objectives: 3***

The nature of organisational change	- Introduce the concept of organisational change - Type of change (surface to transformational; strategic) - Why change fails - The drivers of change - Innovation, creativity and change - The impact of disruptive technologies ***Learning Objectives: 4***
Change strategies and approaches	- How leaders work with change - Change models and frameworks (Lewin, Kotter etc. action research, engagement models) - Change and chaos and complexity theories - Overview of decision-making tools and models - Using metrics to implement and lead change (Big data, analytics etc.) ***Learning Objectives: 4***
Leading people through change	- Introduce some of the challenges of leading people through change - The implications of the concepts of readiness and resistance to change ***Learning Objectives: 4***

Related National Occupational Standards (NOS)
Sector Subject Area: Management and Leadership National Occupational Standards 2008 **Related NOS:** CFAMLD3 - Recruit, select and keep colleagues CFAMLD8 – Help team members address problems affecting their performance CFAMLD9 - Build and manage teams

Assessments
Assignment (100%)
See also *Section 3* above

6.5 Information Systems and Knowledge Management

Title:	Information Systems and Knowledge Management

RQF code:	Y/617/3830	Credits	20	Level	7

Lectures:	Tutorial:	Private Study:	Assessment:	Total qualification time:
24	56	80	40	200

Guided Learning hours	24

Aims of the Unit:

Students will develop a critical understanding of the strategic roles of information and knowledge management systems in contemporary organisations together with a critical appreciation of tools, implementation approaches and appraisal methods that contribute to their successful use.

- Explore definitions of and relationships between information and knowledge and appraise approaches to managing them in an organisational context
- Master tools, theories and models relevant to strategic analysis related to information management and knowledge management challenges
- Address important implementation issues in information and knowledge exploitation for organisational strategic advantage
- Critically examine the relationships between information and knowledge capture, transformation and management

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Examine the strategic role of information and knowledge management within an organisation	1.1 Critically analyse the use of information and knowledge within an organisation 1.2 Critically assess different types of information management and knowledge management systems (IMS and KMS)
2. Critically assess how information and knowledge management strategies serve business strategy within an organisation	2.1 Critically evaluate IMS and KMS strategy in an organisation motivated by relevant literature 2.2 Critically evaluate IMS or KMS plans within an organisation motivated by relevant literature 2.3 Critically analyse the impact of the organisations internal and external environment on IMS and KMS strategies

3. Critically assess tools and techniques available to organisations to support development of IMS and KMS strategies and plans	3.1	Critically evaluate the contribution of IMS and KMS to business strategy within a given organisation
	3.2	Critically evaluate the relationship between IM and KM as it impacts upon business strategy
	3.3	Critically evaluate possible performance measures for IM and KM strategic success
	3.4	Critically appraise the contribution of new and emerging IMS and KMS technologies and applications to an organisation's competitive position
	3.5	Critically evaluate how knowledge can be successfully managed within an organisation
4. Be able to develop an appropriate resource investment and management strategy for a given organisational situation	4.1	Identify and explain the key aspects of an effective IM or KM resource investment and management strategy
	4.2	Identify the IM or KM resource and investment requirements for a given situation
	4.3	Create an IM or KM resource investment and strategic plan in response to a given organisational situation
	4.4	Justify the investment in an IMS or KMS based upon the organisational benefits to be realised
	4.5	Critically evaluate an IMS or KMS resource investment and management strategy against the requirements of an organisational situation
5. Be able to critically evaluate governance and strategic planning frameworks for IM and KM in an organisation	5.1	Critically discuss how the alignment and maturity of governance and strategic planning frameworks can be evaluated
	5.2	Evaluate the alignment and maturity of strategic planning frameworks for IM or KM in a given organisation
	5.3	Critically discuss the relevance of relevant alignment and maturity models applied to a given organisational situation

Syllabus Content	
Topic	**Course coverage**
Introduction to information and knowledge in organisational context	Relevance of information and knowledge management, information and knowledge use in organisations. *Learning Outcomes: 1*
The role of IMS and KMS in serving organisational strategy	Introduction to how IMS and KMS serve organisational strategy *Learning Outcomes: 1, 2*
Strategic analysis	How strategy is characterised and how IMS and KMS can be related to strategy *Learning Outcomes: 2, 3*
Strategic response	How organisations respond to changing strategic requirements and technological possibilities *Learning Outcomes: 1, 2, 3*
IMS and KMS	Relationship and definitions of IMS and KMS. KM strategies and fit to organisations, knowledge transformation and management *Learning Outcomes: 3, 4*
SIKMS Investment and Benefits	Planning and investment appraisal approaches, qualitative evaluation, benefits management *Learning Outcomes: 4, 5*
IM and KM governance, strategic alignment and strategic posture	Governance and maturity models, strategic alignment models, strategic posture *Learning Outcomes: 1, 5*
A closer look at Knowledge Strategy	Knowledge and organisational communities of practice, links with explicit knowledge *Learning Outcomes: 1, 3, 4*

SIKM and organisational characteristics – enterprise systems examples	Examination of some example IMS and KMS approaches for contemporary organisation types based upon different process characteristics ***Learning Outcomes: 1, 2, 4***
Implementation of IM and KM systems	Managing and implementing strategic plans for IMS and KMS . Organisational change and risk management. ***Learning Outcomes: 2, 4***
IMS and KMS futures	Current trends and possible futures. Integrated IMS and KMS ***Learning Outcomes 1, 3***
Approaching the assessment	Revision ***Learning Outcomes: 1, 2, 3, 4, 5***

Related National Occupational Standards (NOS)
Sector Subject Area: Management and Leadership National Occupational Standards 2008
Related NOS: CFAMLE13 - Promote Knowledge management in your organisation CFAMLE12 - Manage knowledge in your area of responsibility

Assessments
Assignment (100%)
See also *Section 3* above

6.6 Project Management

Title:	Project Management

RQF code:	H/617/3829	Credits	20	Level	7

Lectures:	Tutorial:	Seminar:	Private Study:	Assessment:	Total qualification time:
24	24	36	76	40	200

Guided Learning hours	24

Aims of the Unit:

Students will be introduced to the discipline and profession of project management and learn transferable skills that help them succeed in a project environment.

- Apply concepts, tools and techniques for proposing, planning, resourcing, budgeting, monitoring, controlling and quality-assuring projects
- Discuss and evaluate the project manager's role in ethical leadership, relationship management, communications, networking and the management of cultural issues
- Critically assess strategies for managing risk, uncertainty and ambiguity

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Discuss and evaluate the role of projects in the organisational context.	1.1 Understand and apply theories of organisations. 1.2 Critically evaluate why organisations change. 1.3 Determine how projects can facilitate organisational change. 1.4 Evaluate the role of stakeholders in creating requirements for projects.
2. Critically evaluate several project types and execution models.	2.1 Demonstrate critical understanding of project types and execution models. 2.2 Critically evaluate linear, agile and novel methodologies. 2.3 Explain and assess the role of standards in project management. 2.4 Demonstrate sound knowledge of how to apply new technologies to project management.

3. Apply concepts, tools and techniques for proposing, planning, resourcing, budgeting, monitoring, controlling and quality-assuring projects.	3.1 Produce a project proposal. 3.2 Review methods and tools for planning projects. 3.3 Select and apply appropriate tools and methods for project resourcing and estimation. 3.4 Select and apply appropriate tools and methods for project monitoring and control. 3.5 Review and select appropriate principles and standards to quality assure a project.
4. Discuss and evaluate the project manager's role in ethical leadership, relationship management, communications, networking and the management of cultural issues.	4.1 Critically explain the role of a project manager. 4.2 Evaluate the role of the leader, and how it is different to that of the manager. 4.3 Understand and ensure ethical delivery of a project. 4.4 Plan relationship management and project communications. 4.5 Assess the impact of culture on projects, and critically review how cultural issues in a project can be managed.
5. Critically assess strategies for managing risk, uncertainty and ambiguity.	5.1 Select and apply an appropriate framework for managing risk. 5.2 Critically review uncertainty and ambiguity in a project and their potential impact.
6. Evaluate the outcomes of projects.	6.1 Explain the closure phase and discuss why it can be problematic. 6.2 Plan the closure of a project. 6.3 Develop a framework to evaluate the success of a project.

Syllabus Content	
Topic	**Course coverage**
Organisations, Projects and Change	• Overview of organisations in society: structure and behaviour. • Why organisations change. • The role of projects in implementing change in organisations. *Learning outcomes: 1,5,6*
Stakeholders and Requirements	• Stakeholders and how to understand them. • The sources, collection and analysis of project requirements. • The management, development and validation of requirements. *Learning outcomes: 1,2,4,5,6*
Types and Categories of Project	• Frameworks for understanding different types of projects. • The implications of project typology for the management approach. *Learning outcomes: 1,2.3*
Before the Project Starts: Concept, Business Case and Proposal	• Project conception. • Business case. • Proposal. • Initiation. *Learning outcomes: 1,2,3,4,5,6*
Project Execution Standards and Methodologies	• Linear methodologies. • Agile methodologies. • Novel methodologies • The role of standards and frameworks in project management • IT and project management *Learning outcomes: 2,3,4,5*
Planning, Resourcing and Financing Projects	• Planning. • Resourcing and estimating. • Budgeting and value analysis. • Analytical tools for projects. • Software for planning and resourcing. *Learning outcomes: 3*
Monitoring, Control and Quality Assurance	• Monitoring the project. • Controlling the project during execution. • Quality: concept, principles and practical approaches. *Learning outcomes: 3,6*
Leadership	• Management and leadership.

	• Theories of leadership. • Characteristics of good leaders. • Ethical leadership. • Motivation: getting your co-workers to do what you want them to do. ***Learning outcomes: 4***
Communication and Relationships	• Theories and models of communication. • Negotiation. • Conflict resolution. • Relationship management. • Networking and social media. ***Learning outcomes: 4,5***
Culture and the International Context	• What is culture and why does it matter? • International projects. • The impact of cultural differences on projects. • Management of cultural issues. ***Learning outcomes: 1,4***
Managing Risk, Uncertainty and Ambiguity	• Risk identification and analysis. • Management of risk. • Risk mitigation. • Uncertainty and ambiguity. ***Learning outcomes: 5,6***
The Meaning of Project Success	• Understanding project closure. • Evaluation of outcomes. • Perceptions of success and failure. ***Learning outcomes: 1,6***
Organisations, Projects and Change	• Overview of organisations in society: structure and behaviour. • Why organisations change. • The role of projects in implementing change in organisations. ***Learning outcomes: 1,5,6***

Related National Occupational Standards (NOS)
Sector Subject Area: IT Users 6.2
Related NOS: ESKIPM1 P1-2 – Create and define a project
ESKIPM1 P3-5 – Enter and edit information about project tasks
ESKIPM1 P6-7 - Enter and edit information about resources for a project
ESKIPM1 P8-10 – Update information about project progress
ESKIPM1 P11 – Select and use appropriate tools to display and report on project status

Assessments
Assignment (100%)
See also *Section 3* above

6.7 International Marketing Strategy

Title:	International Marketing Strategy

RQF code:	R/617/3826	Credits	20	Level	7

Lectures:	Tutorial:	Seminar:	Private Study:	Assessment:	Total qualification time:
24	24	12	100	40	200

Guided Learning hours	24

Aims of the Unit:

Students will develop a critical understanding of international marketing strategy in the context of global operations. Students will learn to effectively satisfy the strategic objectives of organisations in domestic markets and across national borders.

- Understand a range of theoretical and conceptual principles that can be applied to the development of a robust international marketing strategy
- Evaluate the implementation and management of international marketing strategies and tactics in a global context
- Develop and manage strategic marketing initiatives as a marketing specialist

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Critically assess the strategic importance of international marketing	1.1 Critically evaluate the elements of the international marketing environment 1.2 Critically appraise the differences between international and domestic marketing 1.3 Discuss the world trading environment and barriers to world trade.
2. Critically appraise the social and cultural considerations in international marketing	2.1 Critically appraise culture and consumer behaviour 2.2 Critically analyse social and cultural influences and the implications for international marketing
3. Examine how market research is conducted internationally	3.1 Understand the purposes of market, product, service and promotion research 3.2 Critically assess the issues associated with conducting international research 3.3 Critically assess international market segmentation
4. Critically assess the methods used to enter an international market	4.1 Critically assess the available market entry strategies 4.2 Critically assess the influences on image, brand and positioning 4.3 critically assess the influences on the final choice of distribution channel

5. Critically appraise the implementation of an international marketing strategy	5.1 Critically assess challenges for international marketing communications 5.2 Critically appraise the tools used to develop an international marketing strategy 5.3 Apply the tools used to develop an international marketing strategy

Syllabus Content	
Topic	**Course coverage**
The International Marketing Environment	• The strategic importance of international marketing • The international marketing environment • Differences between international and domestic marketing ***Learning Outcome: 1***
The Macro Environment and Global Markets	• Globalisation and the reasons why countries trade • Barriers to world trade • The development of world trading groups ***Learning Outcome: 1***
Social And Cultural Factors	• Social and cultural factors that influence international marketing • Culture and consumer behaviour • Cross cultural analysis ***Learning Outcome: 2***
International Marketing Research And Opportunity Analysis	• The role of marketing research • Opportunity identification and analysis • International marketing segmentation ***Learning Outcome: 3***
Market Profile Analysis And Primary Research In International Markets	• Market Profile Analysis • Market research methods • Cultural effects on research ***Learning Outcome: 3***
Drivers of International Marketing Strategy Development	• Drivers of international expansion • International marketing strategies • Factors impacting internationalization • International vs Global ***Learning Outcome: 3***
Market Entry Strategies	• Market entry methods • Criteria for market entry selection • Risk and Control ***Learning Outcome: 4***

The International Marketing of Products And Services	• Managing products and services across borders • International image, brand and positioning • Company orientation in global strategy development *Learning Outcome: 4*
International Distribution Strategies	• Channel selection and challenges • Relationship building across borders • Managing intermediaries • Trends in international markets *Learning Outcome: 4*
The Management of International Communications	• The role of marketing communications • Developing an integrated international marketing communications strategy • Standardisation and adaption • Effective tools for marketing communications *Learning Outcome: 5*
International Marketing Strategy Development – The Marketing Plan	• Elements of Marketing Planning (SOSTAC framework) Part 1 • Situation Analysis • Objectives • Strategies *Learning Outcome: 5*
International Marketing Strategy Development – The Marketing Plan	• Elements of Marketing Planning (SOSTAC framework) Part 2 • Tactics • Actions • Control *Learning Outcome: 5*

Related National Occupational Standards (NOS)
Sector Subject Area: Management and Leadership National Occupational Standards 2008 **Related NOS:** CFAMLF16 - Manage the development and marketing of products and services in your area of responsibility CFAMLF4 - Develop and implement marketing plans for your area of responsibility CFAMLF9 - Build your organisation's understanding of its market and customers CFAM2.1.1 – Develop an organisation's marketing strategy CFAM2.1.3 – Demonstrate the value of marketing to the organisation

Assessments
Assignment (100%)
See also *Section 3* above

6.8 Entrepreneurship and Innovation

Title:	Entrepreneurship and Innovation

RQF code:	L/617/3825	Credits	20	Level	7

Lectures:	Tutorial:	Seminar:	Private Study:	Assessment:	Total qualification time:
24	24	12	100	40	200

Guided Learning hours	24

Aims of the Unit:

Students will understand that entrepreneurship is a key area of businesses. It applies to small sole traders and large corporations. The link with innovation is symbiotic and the focus of this unit on both areas highlights how enterprises grow and the benefits and risks to innovation. Students completing this unit will:

- Be equipped with the skills necessary for entrepreneurship
- Understand the academic theory and practical steps for successful disruptive entrepreneurship
- Learn how to launch and manage an enterprise
- Learn how to pitch to investors and create a persuasive business plan

Learning Outcomes; The Learner will:	Assessment Criteria; The Learner can:
1. Critically evaluate Enterprise, Entrepreneurship and the characteristics of the entrepreneur.	1.1 Critically evaluate the personal characteristics and motivations of an entrepreneur. 1.2 Critically assess the business and delivery models of enterprises.
2. Critically evaluate the requirements for the early development of an enterprise.	2.1 Critically evaluate funding options for an enterprise. 2.2 Appraise the business information required for an enterprise. 2.3 Assess the research methods available to an entrepreneur. 2.4 Explain the methods of environmental scanning. 2.5 Examine the stages of development of an enterprise
3. Analyse the role of idea generation within an enterprise	3.1 Critically understand and apply theories of creativity & of idea generation. 3.2 Apply the 4 Ps of innovation to develop an enterprise.

4. Critically assess success factors for entrepreneurship	4.1 Examine the development of competitive advantage. 4.2 Appraise methods of managing an enterprise. 4.3 Assess the use of technology within an enterprise. 4.4 Assess sources of risk for an enterprise. 4.5 Critically assess the reasons for the failure of an enterprise within the start-up phase 4.6 Understand and appraise the benefits of creating an enterprising culture.
5. Examine the key theories of innovation, disruptive entrepreneurship and patterns of adoption innovation and disruptors	5.1 Examine key theories of innovation; creative destruction, open innovation, and disruptors. 5.2 Assess the adoption profile and diffusion of innovation. 5.3 Assess innovation success through performance measurement.
6. Justify the need for and content of a business plan and pitch	6.1 Develop a structured business plan containing an assessment of the product, requirements, risk, funding and detailed operational processes. 6.2 Develop a pitch that delivers key information to potential investors and stakeholders.

Syllabus Content	
Topic	**Course coverage**
Understanding Enterprise and Entrepreneurship	• The mindset of entrepreneurs • Characteristics of an entrepreneur • Motivations for starting an enterprise; trait theory, push-pull motives, 'born or made'. • Models of Enterprises • B2B, B2C, C2C Strategies • Models of business (e.g., auction, freemium, bait, and hook) • Social Enterprises • Local and international examples ***Learning Objectives: 1***
Creativity and Idea Generation	• Creatively (Wallas) • Idea generation (Schumpeter and Drucker) • Understanding the 4 Ps of innovation ***Learning Objectives: 3***
External Influences	• The Global Entrepreneurship Monitor • Funding for Enterprises: o Direct and indirect sources o Personal commercial and public finance o Crowdfunding o Cryptocurrencies • Environmental scanning • The stages of development of an enterprise • The importance and control of cash during the start-up period ***Learning Objectives: 2, 4***
Research methods	• Accessing and analysing research required for a developing. • Research and sampling techniques

	Learning Objectives: 2
The Entrepreneurial Business plan	• The contents of a plan • The role and relevance of a plan • Examples of successful plans • Understanding how to develop a plan • Local and international examples ***Learning Objectives: 6***
Innovation and Disruptors	• Understanding innovation • Key theories of innovation: - • Creative disruption – Schumpeter (1942) • Chesbrough – Open Innovation (2003) • Diffusion of Innovation (EM Rogers 1962) ***Learning Objectives: 5***
The Innovation Lifecycle and adoption of innovation for an enterprise	• Fluid, Transitional and Specific Phases of innovation • Adoption Profile of Innovation • Examples of adoption by the marketplace • Local and international examples ***Learning Objectives: 5***
Enterprise, innovation and measuring innovation performance	• Innovation Value Chain (Birkinshall 2007) • Supporting innovation within the business • Incremental or radical innovation • Measuring innovation performance ***Learning Objectives: 4, 5***
Managing an enterprise	• Growth • Funding growth • Exit Strategy • Performance Management • Redeveloping strategy at each stage of the entrepreneurial business cycle ***Learning Objectives: 2, 4***
Success Factors for entrepreneurship	• Emotional intelligence • Competitive advantage: • Innovation process model • Porter's Generic Strategy • Bowman's Strategy clock • IPR and value to entrepreneurship • Advancing technology within entrepreneurship • Local and international examples ***Learning Objectives: 1, 4***
The Business Pitch	• Writing and presenting business pitches • Examples and practice ***Learning Objectives: 6***
Enterprising Cultures – Intrapreneurship and innovation	• Creating an enterprising culture • Sources of risk for an enterprise • Causes of failure • Local and international examples ***Learning Objectives: 4***

Related National Occupational Standards (NOS)
TBC

Assessments
Assignment (100%)
See also *Section 3* **above**

7. Results and Certificates

The grade descriptors Pass, Merit and Distinction are awarded by Unit to successful candidates.

Pass	Merit	Distinction
40-59	60-69	70+

Candidates who obtain an overall Unit mark of below 40 are classed as *failed* in the Unit and may resit (see *Section 5.6* above).

A final qualification mark for a Level 7 Unit Certificate will be awarded on successful completion of that unit.

A final Qualification mark for the Level 7 Diploma in Business Management will be awarded upon successful completion of all 6 chosen units. This is calculated by finding the average mark of all units that make up the qualification. Please note that in exceptional circumstances, NCC Education may be required to change the algorithm to calculate a final qualification mark for a learner in order to secure the maintenance of standards over time. Any necessary changes to this algorithm would be shared with Centres and learners promptly by NCC Education

Grade Descriptors incorporate characteristics intended to provide a general indication of assessment performance in relation to each Unit's Learning Outcomes in this specification. The final Unit grade awarded will depend on the extent to which a candidate has satisfied the Assessment Criteria. A qualification is awarded when the candidate has achieved at least a pass in all Units.

After each assessment cycle results slips are issued (in electronic format) which detail the grades achieved, i.e. Failed, Pass, Merit or Distinction (see *Appendix 2*). Certificates are then dispatched to Centres or to direct students.

8. Further Information

For more information about any of NCC Education's products please contact customer.service@nccedu.com or alternatively please visit www.nccedu.com to find out more about our suite of high quality British qualifications.

Appendix 1 Qualification Documentation

The following NCC Education documentation has been referred to in this specification:

- Reasonable Adjustments and Special Considerations Policy

- Assessment Instructions

- Activity Schedule

All documentation, together with access to NCC Education's online resources, is available to Centres and (where applicable) candidates who have registered for assessment.

Appendix 2 Grade Descriptors

The grade descriptors Pass, Merit and Distinction are awarded to successful candidates. The following are characteristics intended to provide a general indication of assessment performance in relation to each Learning Outcome in this specification. The final grade awarded will depend on the extent to which a candidate has satisfied the Assessment Criteria overall.

Grade descriptors for Strategic Management Unit

Learning Outcomes	Pass	Merit	Distinction
Analyse the strategic position of an organisation	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors.
Analyse and evaluate the strategic choices available to an organisation.	Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications.	Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long term implications.	Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long term implications.
Critically assess the issues facing an organisation when managing and implementing strategy, and formulate approaches to managing change.	Undertake application of appropriate methodologies to complex problems to offer justified solutions. Demonstrate adequate understanding of the wider context of the field.	Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions. Demonstrate sound understanding of the wider context of the field.	Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions. Demonstrate comprehensive understanding of the wider context of the field.

Grade Descriptors for Information Systems and Knowledge Management Unit

Learning Outcomes	Pass	Merit	Distinction
Examine the strategic role of information and knowledge management within an organisation	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors.
Critically assess how information and knowledge management strategies serve business strategy within an organisation	Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications.	Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long-term implications.	Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long-term implications.
Critically assess tools and techniques available to organisations to support development of IMS and KMS strategies and plans	Undertake application of appropriate methodologies to complex problems to offer justified solutions.	Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions.	Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions.
Be able to develop an appropriate resource investment and management strategy for a given organisational situation	Demonstrate adequate understanding of the wider context of the field.	Demonstrate sound understanding of the wider context of the field.	Demonstrate comprehensive understanding of the wider context of the field.
Be able to critically evaluate governance and strategic planning frameworks for IM and KM in an organisation	Design and undertake appropriate research or development activities leading to acceptable conclusions.	Design and undertake detailed research or development activities leading to well supported and appropriate conclusions.	Design and undertake thorough and detailed research or development activities leading to well supported and convincing conclusions.

Grade Descriptors for Project Management Unit

Learning Outcomes	Pass	Merit	Distinction
Discuss and evaluate the role of projects in the organisational context.	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors.
Critically evaluate several project types and execution models.			
Apply concepts, tools and techniques for proposing, planning, resourcing, budgeting, monitoring, controlling and quality-assuring projects.	Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications.

Undertake application of appropriate methodologies to complex problems to offer justified solutions. | Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long term implications.

Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions. | Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long term implications.

Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions. |
Discuss and evaluate the project manager's role in ethical leadership, relationship management, communications, networking and the management of cultural issues.	Demonstrate adequate understanding of the wider context of the field.	Demonstrate sound understanding of the wider context of the field.	Demonstrate comprehensive understanding of the wider context of the field.
Critically assess strategies for managing risk, uncertainty and ambiguity.	Deliver key information in a structured manner that demonstrates adequate communication skills	Deliver key information in a clear and understandable manner that demonstrates sound communication skills	Deliver key information in convincing and comprehensive manner that demonstrates excellent communication skills
Evaluate the outcomes of projects.			

Grade Descriptors for International Marketing Strategy Unit

Learning Outcomes	Pass	Merit	Distinction
Critically assess the strategic importance of international marketing	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors.
Critically appraise the social and cultural considerations in international marketing	Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications.	Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long-term implications.	Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long-term implications.
Examine how market research is conducted internationally	Undertake application of appropriate methodologies to complex problems to offer justified solutions.	Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions.	Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions.
Critically assess the methods used to enter an international market	Demonstrate adequate understanding of the wider context of the field.	Demonstrate sound understanding of the wider context of the field.	Demonstrate comprehensive understanding of the wider context of the field.
Critically appraise the implementation of an international marketing strategy	Design and undertake appropriate research or development activities leading to acceptable conclusions.	Design and undertake detailed research or development activities leading to well supported and appropriate conclusions.	Design and undertake thorough and detailed research or development activities leading to well supported and convincing conclusions.

Grade Descriptors for Entrepreneurship and Innovation Unit

Learning Outcomes	Pass	Merit	Distinction
Critically evaluate Enterprise, Entrepreneurship and the characteristics of the entrepreneur	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors.
Critically evaluate the requirements for the early development of an enterprise.	Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications.	Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long-term implications.	Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long-term implications.
Analyse the role of idea generation within an enterprise			
Critically assess success factors for entrepreneurship	Undertake application of appropriate methodologies to complex problems to offer justified solutions.	Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions.	Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions.
Examine the key theories of innovation, disruptive entrepreneurship and patterns of adoption, innovation and disruption	Demonstrate adequate understanding of the wider context of the field.	Demonstrate sound understanding of the wider context of the field.	Demonstrate comprehensive understanding of the wider context of the field.
Justify the need for and content of a business plan and pitch	Design and undertake appropriate research or development activities leading to acceptable conclusions.	Design and undertake detailed research or development activities leading to well supported and appropriate conclusions.	Design and undertake thorough and detailed research or development activities leading to well supported and convincing conclusions.
	Deliver key information in a structured manner that demonstrates adequate communication skills	Deliver key information in a clear and understandable manner that demonstrates sound communication skills	Deliver key information in convincing and comprehensive manner that demonstrates excellent communication

Grade Descriptors for Leadership, People and Change Unit

Learning Outcomes	Pass	Merit	Distinction
Critically apply the concept and theories of leadership to organisational settings	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors.
Critically evaluate approaches to leading strategy and shaping culture	Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications.	Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long-term implications.	Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long-term implications.
Evaluate the range of policies and practices that give support to leading and manging people			
Critically evaluate approaches to leading organisational change	Undertake application of appropriate methodologies to complex problems to offer justified solutions.	Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions.	Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions.

Grade Descriptors for Corporate Finance and Decision Making Unit

Learning Outcomes	Pass	Merit	Distinction
Understand how business organisations are financed	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors.
Understand the role of financial and management accounting in different business organisations	Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications.	Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long term implications.	Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long term implications.
Be able to use financial accounting methods to report financial performance for a range of business organisations	Undertake application of appropriate methodologies to complex problems to offer justified solutions.	Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions.	Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions.
Be able to assess the financial performance of a range of business organisations	Demonstrate adequate understanding of the wider context of the field.	Demonstrate sound understanding of the wider context of the field.	Demonstrate comprehensive understanding of the wider context of the field.
Be able to use management accounting techniques for business costing decisions	Design and undertake appropriate research or development activities leading to acceptable conclusions.	Design and undertake detailed research or development activities leading to well supported and appropriate conclusions.	Design and undertake thorough and detailed research or development activities leading to well supported and convincing conclusions.

Grade Descriptors for Digital Marketing and Communication Unit

Learning Outcomes	Pass	Merit	Distinction
Critically assess the opportunities and challenges for digital marketing and communication presented by disruptive technology and digital transformation.	Provide a consistent understanding and analysis of complex information, concepts and frameworks in contexts involving interacting factors.	Provide critical understanding and analysis of complex information, concepts and frameworks in contexts involving multiple interacting factors.	Provide consistently critical understanding and analysis of highly complex information, concepts and frameworks in contexts involving multiple interacting factors.
Explain the changing nature of digital customers	Demonstrate adequate ability to critically evaluate actions, methods and results and make appropriate judgements about their implications.	Demonstrate sound ability to critically evaluate actions, methods and results and make appropriate judgements about their short and long-term implications.	Demonstrate comprehensive ability to critically evaluate actions, methods and results and make highly appropriate judgements about their short and long-term implications.
Analyse different tools and techniques to develop a digital marketing strategy.	Undertake application of appropriate methodologies to complex problems to offer justified solutions.	Undertake sound application of appropriate methodologies to complex problems and offer justified and appropriate solutions.	Undertake coherent application of appropriate methodologies to complex problems to offer well justified and highly appropriate solutions.
Develop digital activities to support and enhance multichannel marketing	Demonstrate adequate understanding of the wider context of the field.	Demonstrate sound understanding of the wider context of the field.	Demonstrate comprehensive understanding of the wider context of the field.
Justify the application of digital marketing innovation to monitor, measure and manage the digital marketing strategy for a chosen organisation	Design and undertake appropriate research or development activities leading to acceptable conclusions.	Design and undertake detailed research or development activities leading to well supported and appropriate conclusions.	Design and undertake thorough and detailed research or development activities leading to well supported and convincing conclusions.