



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 6 Diploma in Business Management, Leadership and Innovation

Specification (For Centres)

April 2021

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

The qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 6 Diploma in Business Management, Leadership and Innovation 603/7473/1

1.4 Awarding Organisation

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2, Aims and Learning Outcomes of the Diploma

2.1 Rationale

The rationale of the programme is to provide a career path for learners who wish to develop their care capabilities within business and management sectors. The outcome of the Diploma, which is a recognised UK Qualification, is for learners to develop the skills required by organisations globally.

All QUALIFI programmes create learning that advances the thought leadership of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, we look to develop the team leaders, managers and leaders of the future through the creation and delivery of learning appropriate for industry.

The qualification will:

- prepare students for employment; and
- support a range of roles in the workplace.

The qualification provides a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required across a number of business sectors.

The qualifications are suitable for part-time learners in the workplace but equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Learners can progress into or within employment, either directly on achievement of the awards or following further study to QUALIFI Level 7 Diplomas.

2.3 Aims of the Diploma

The Level 6 Diploma in Business Management, Leadership and Innovation meets the need of those wanting to gain a qualification which provides a firm grounding in business management and leadership and a basis for further academic study.

This qualification focuses on the functional areas of management and administration within an organisation and how those disciplines integrate at the operational level, linking with the overall corporate strategy to achieve short-, medium- and long-term objectives.

At the end of this programme, learners will be able to,

- Develop problem solving techniques and critical thinking skills in a business situation.
- Demonstrate an understanding of internal structure and external relationship for companies doing business at an international level.
- Demonstrate an understanding of the organisation and its management system.
- Examine the concept of entrepreneurship including behaviours, processes and skills relate to small business and enterprise.
- Manage budget and perform financial analysis to the organisations for effective decision making.
- Manage complex issues in the organisation to improve management practice.
- Perform environmental analysis for strategic marketing decision making to implement strategy.
- Develop managerial and leadership skills to manage team performance.
- Gain knowledge about the advanced economic literature and legal systems in which business operate.
- Understand strategic human resource techniques and tools to manage employees' performance.
- Apply research methodologies for effective decision making.
- Develop an ability to analyse information and to identify research question and to apply advanced research techniques and tools to create new literature which is justifiable and measurable.

2.4 Learning Outcomes of the Diploma

Students studying for the Diploma in Business Administration will be expected to develop the following skills during the programme of study:

1. The ability to read and use appropriate literature with a full and critical understanding the ability to think independently and solve problems
2. Applying subject knowledge and understanding to address familiar and unfamiliar problems

3. Recognising the moral and ethical issues of business practice and research; appreciating the need for ethical standards and professional codes of conduct
4. An appreciation of the interdisciplinary nature of business service provision
5. Capacity to give a clear and accurate account of a subject, in a mature way and engage in debate and dialogue both with specialists and non-specialists.
6. To develop transferable skills and knowledge which will enable individuals to meet changing
7. To motivate individuals to progress to further professional development through future study or as part of their chosen career.

These are the overall learning outcomes in line with postgraduate programmes. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an application and approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- sets and agrees assignments
- externally moderates' assignments
- agrees the final mark and issues certificates.

Please contact Qualifi for further information.

3.2 Access to Study

All learners should ideally be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and applicants will be expected to hold the following:

- Level 5 Qualification

In certain circumstances, managers with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK higher education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Level 6 Diploma in Business Management, Leadership and Innovation is a Level 6 qualification made up of 120 credits.

The units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be

expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of guided learning, directed learning and invigilated assessment. 120 credits equate to 1200 hours of TQT.

Examples of activities that can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a prerecorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment that take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

The overall structure of the course is based on 6 units that cover a number of topics relating to the learning outcomes.

Learners will be invited to attend lectures and workshops that will introduce the subject matter.

Learners must complete all units successfully and achieve 120 credits before the Diploma can be issued.

QUALIFI Level 6 Diploma in Business Management, Leadership and Innovation

Unit Reference	Mandatory Units	Level	Credit	TQT	GLH
K/618/7053	Leadership in a Changing World	6	20	200	100
M/618/7054	Introduction to Contemporary Business Strategy: Sustainable Business Growth	6	20	200	100
T/618/7055	Finance for Strategic Decision-makers	6	20	200	100
A/618/7056	Leadership in Multicultural Contexts	6	20	200	100
F/618/7057	Creating Futures: Sustainable Enterprise and Innovation	6	20	200	100
J/618/7058	Sustainable Risk Management	6	20	200	100

4.3 Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 6 Diploma in Business Management, Leadership and Innovation** will allow learners to progress to:

- QUALIFI Level 7 Diplomas.
- directly into employment in an associated profession.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

The experience of teachers and assessors required to deliver this qualification has been identified in **3.1 Quality Assurance Arrangements**

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

This qualification is vocational as it can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem-solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and a marking scheme are available on request as part of the qualification specification supplied to centres.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive a full Diploma.

QUALIFI will issue certificates to all successful learners through the registered centres.

8.2 Classification of Awards

These qualifications are pass/fail.

Decisions about the overall achievements of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of candidates' overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the on-going discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information, please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 1158882323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendices

Appendix 1: Unit Descriptors

Unit 1: Leadership in a Changing World

Unit code: K/618/7053

RQF level: 6

Unit Aim

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

Learning Outcomes, Assessment Criteria and Indicative content

Learning Outcomes	Assessment Criteria	Indicative Content
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	
1. Develop critical thinking, problem solving and leadership skills.	1.1 Gather information sources that are relevant to the identification of issues. 1.2 Analyse information using accepted analytical techniques. 1.3 Evaluate the use of leadership in turbulent times. 1.4 Determine positive leadership solutions. 1.5 Evaluate links between multiculturalism and leadership.	<i>Leadership in turbulent times</i> <ul style="list-style-type: none"> • turbulent contexts for contemporary leadership. • real life examples related to the future of work (e.g., short-term contracts, zero hours contracts, and the rise of the “precariat”). • the future of democratic global governance (e.g., Brexit, populism). • globalisation and multiculturalism: exploring non-Western views of leadership.
2. Evaluate leadership-related concepts and communicate to different audiences using	2.1 Gather information pertaining to positive leadership in a changing	<i>Developing leadership opportunities</i> <ul style="list-style-type: none"> • positive leadership in a changing world. • your leadership identity.

a wide range of media.	world. 2.2 Identify personal leadership styles. 2.3 Assess the challenges of leading across boundaries. 2.4 Analyse the impact of collaboration, conflict and dissent. 2.5 Assess positive leadership.	<ul style="list-style-type: none"> • challenges of leading across boundaries and of bringing people together. • Collaboration, conflict and constructive dissent. • supporting positive leadership.
3. Analyse your own leadership style, potential and capabilities.	3.1 Gather information sources exploring the practice of leadership. 3.2 Evaluate his or her own leadership style in a place-based context. 3.3 Analyse the responses to and opportunities for leadership challenge.	<i>Dealing with a collective leadership challenge</i> <ul style="list-style-type: none"> • the practice of leadership • resistance, radical and place-based leadership for social change • responses to leadership challenges • opportunity for societal challenge

Suggested Resources

Carmichael, J. Collins, C. Emsell, P. Haydon, J. 2011 *Leadership and Management Development*. Oxford, Oxford University Press.

Ben-Shahar, T. Ridgway, A. 2017 *The Joy of Leadership: How Positive Psychology Can Maximise your Impact in a Challenging World*. Chichester, Wiley.

CIPD. 2011 *UK highlights: global leadership forecast 2011*. London, CIPD.

Davies, P, W, F. 2007 *Current Issues in Business Ethics*, London, Routledge.

Daft, R, L. 2014 *The Leadership Experience*. Stamford, Cengage Learning.

Gill, R. 2011 *Theory and Practice of Leadership*, 2nd Edition. London, Sage.

Gold, J. Thorpe, R. Mumford, A. 2010 *Leadership and Management Development*. London, CIPD.

Northouse. 2015 *Leadership: Theory and Practice*, 7th Edition. London, Sage.

Schedlitzki, D. Edwards, G. 2014 *Studying Leadership: Traditional and Critical Approaches*. London, Sage.

Western, S. 2013 *Leadership a critical text*, 2nd Edition. London, Sage.

Unit 2: Introduction to Contemporary Business Strategy: Sustainable Business Growth

Unit code: M/618/7054

RQF level: 6

Unit Aim

The aim of this unit is to introduce the learner to the theoretical underpinnings of business sustainability. They will be guided how to analyse initiatives introduced to drive sustainable business growth on an international basis. Learners will be expected to suggest solutions for responsible management and how businesses might respond to sustainability issues that have an impact on individuals and organisations.

Learning Outcomes, Assessment Criteria and Indicative content

Learning Outcomes	Assessment Criteria	Indicative Content
<p>When awarded credit for this unit, a student will:</p> <p>1. Interpret the theoretical underpinnings of business sustainability.</p>	<p>Assessment of this learning outcome will require a student to demonstrate that they can:</p> <p>1.1 Gather information sources that are relevant to the identification of the underpinnings of business sustainability</p> <p>1.2 Analyse information using accepted analytical techniques</p> <p>1.3 Evaluate the models available for business sustainability</p> <p>1.4 Evaluate the role of CSR</p>	<ul style="list-style-type: none"> • Integrating the needs of the environment, people, and profits into business issues • Sustainability and the values that help develop a model for business sustainability • Corporate Social Responsibility
<p>2. Analyse initiatives introduced to drive sustainable business growth.</p>	<p>2.1 Gather information regarding the UN Global Compact.</p> <p>2.2 Identify national and international sustainability efforts.</p> <p>2.3 Assess the impacts of sustainability efforts</p> <p>2.4 Analyse the role of ethics and governance in sustainable business and</p>	<ul style="list-style-type: none"> • UN Global Compact, including case studies. • National & International Sustainability Efforts. • Economic Theory & Sustainable Development. • Ethics. • Governance.

	its associated growth.	
3. Generate and evaluate solutions for the responsible management of sustainability business issues.	<p>3.1 Gather information sources exploring responsible management.</p> <p>3.2 Evaluate how businesses could respond to sustainability issues.</p> <p>3.3 Analyse the role and the impact of businesses in sustainable development and sustainable transition.</p>	<ul style="list-style-type: none"> • Opportunities, challenges, and solutions for sustainable growth, locally, regionally, nationally and internationally. • Low Carbon Economy. • International trade. • Sustainable Development. • Sustainability Transitions.

Suggested Resources

Antonaras, A. Dekonlo, P. 2018 *Cases on Corporate Social Responsibility & Contemporary Issues in Organisations*. Hershey, Business Science Reference.

Bocken, N. Retala, P. Albareda, S. 2019 *Innovation for Sustainability: Business Transformations towards a Better World*. Palgrave Macmillan.

Christiansen, B. 2016 *Cultural Variations & Business Performance: Contemporary Globalism*. Hershey, Idea Group.

Grant, R. 2016 *Contemporary Strategy Analysis: Text & Cases Edition, 9th Ed*. Chichester, Wiley.
 Korres, G, M. Kourliouros, E. Michailidis, M, P. 2017 *Handbook of Research on Policies and Practices for Sustainable Economic Growth & Regional Development*. Hershey, Business Science Reference.

Tsai, S, B. Shen, C, H. Song, Hau. 2018 *Green Finance for Sustainable Global Growth*. Hershey, Business Science Reference.

Unit 3: Finance for Strategic Decision Makers

Unit code: T/618/7055

RQF level: 6

Unit Aim

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

Learning Outcomes, Assessment Criteria and Indicative content

Learning Outcomes	Assessment Criteria	Indicative Content
<p>When awarded credit for this unit, a student will:</p> <p>1. Be able to evaluate financial information and other data necessary for making informed management decisions.</p>	<p>Assessment of this learning outcome will require a student to demonstrate that they can:</p> <p>1.1 Analyse financial information techniques used to inform decision-making. 1.2 Evaluate the reliability and validity of these techniques. 1.3 Analyse the difference between data and information. 1.4 Analyse additional information / data that could be used to inform decision making, both qualitative and quantitative.</p>	<p><i>Decision-making techniques</i></p> <ul style="list-style-type: none"> • Macroeconomics and financial forecasting considerations. • Probability • Decision trees. • Evaluation of business investment cases.
<p>2 Be able to apply and evaluate a range of accounting and data analysis techniques, as well as understand the workings of the financial markets.</p>	<p>2.1 Apply accounting and data analysis techniques. 2.2 Identify financial markets and their operation. 2.3 Assess the role of key market players. 2.4 Analyse the role of foreign exchange and its impact on decision-making.</p>	<p><i>Financial markets, institutions, and instruments</i></p> <ul style="list-style-type: none"> • Markets and how they operate. • Key market players and what instruments are traded within them. • Shares, bonds, and derivatives. • Foreign exchange.

<p>3 Be able to apply financial spreadsheets and recognise good spreadsheet practice in a business context.</p>	<p>3.1 Apply data to a financial spreadsheet and show how the tool can be used to provide information.</p> <p>3.2 Analyse the role of data provision and presentation in providing managers with the opportunity to interpret data</p> <p>3.3 Evaluate the rationale for data manipulation.</p>	<p><i>Introduction to strategic decision-making and statistical modelling</i></p> <ul style="list-style-type: none"> • Introduction to data analysis • Manipulation and interpretation of data
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Suggested Resources

Chen, J. 2009 *Essentials of Foreign Exchange Trading*. Chichester, Wiley.

Chisholm, A. 2004 *Derivatives Demystified: A Step-by-Step Guide to Forwards, Futures and Options*. Chichester, Wiley

Hull, J.C. 2008 *Options, Futures and Other Derivatives*. Harlow, Pearson Education.

Kolb, R.W. and Overdahl, J. 2007 *Futures, Options and Swaps 5th Edition*. London, Basil Blackwell.

Natenberg, S. 2009 *Basic Option Volatility Strategies: Understanding Popular Pricing Models*. Marketplace Books.

Pilbeam, K. 2010 *Finance and Financial Markets, 3rd Edition*. London, Palgrave Macmillan.

McDonald, R. 2007 *Exchange Rate Economics: Theories and Evidence*, Abingdon, Routledge.

Sadr, A. 2009 *Interest Rate Swaps and their Derivatives: A Practitioner's Guide*, Chichester, Wiley.

Unit 4: Leadership and Management in Multicultural Contexts

Unit code: A/618/7056

RQF level: 6

Unit Aim

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

Learning Outcomes, Assessment Criteria and Indicative content

Learning Outcomes	Assessment Criteria	Indicative Content
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	
1. Understand cultural and institutional differences between national and regional contexts and their implications for leadership and management.	1.1 Analyse cultural differences. 1.2 Evaluate how leadership and management alters in different cultures. 1.3 Analyse the role that culture plays in the expectations of leadership style.	<i>Understanding culture's effects:</i> <ul style="list-style-type: none"> Approaches to understanding cultures Concepts of management and leadership in different cultures Expectations different concepts raise in different cultural settings
2. Evaluate the challenges of working in different national and regional contexts.	2.1 Analyse the challenges of different cultural contexts. 2.2 Evaluate the impact of these differences on governance. 2.3 Assess the impact of these contexts on leadership and management approaches.	<i>Understanding the role of social, political, and economic institutions:</i> <ul style="list-style-type: none"> Capitalism approaches, Governance, legal systems, differences in the rule of law. Structure of inter-firm collaboration and competition. How business, social, economic, and political environments affect leadership and management.
3. Analyse cultural and institutional perspectives to construct a critical	3.1 Evaluate his or her own management and leadership practice.	<i>Putting it into practice: cross-cultural leadership capabilities:</i> <ul style="list-style-type: none"> Strengths and development needs

<p>understanding of one's own management and leadership practice.</p>	<p>3.2 Assess the impact of culture and institutional perspectives on his or her approach.</p> <p>3.3 Evaluate the strengths and the development needs required to enhance his or her leadership and management style in terms of embracing cultural differences.</p>	<p>in relation to the challenges of intercultural leadership and management.</p>
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Suggested Resources

Aycan, Z. Kawungo, R. Mendonca, M. 2014 *Organisation & Management in Cross Cultural Context*. London, Sage Publication.

Lopez, A, E. 2016 *Culturally Responsive and Socially Just Leadership in Diverse Contexts: From Theory to Action*. London, Palgrave Macmillan.

McGee, R. 2019 *Power, Empowerment & Social Change (Rethinking Development)*. Abingdon, Routledge.

Stroh, D, P. 2015 *Systems Thinking for Social Change: A practical guide to solving complex problems, avoiding unintended consequences and achieving lasting results*. Vermont, Chelsea Green Publishing Co.

Zweifel, T, D. 2011 *Culture Clash: Managing the Global High Performance Team*. Singapore, Select Books.

Unit 5: Creating Futures: Sustainable Enterprise and Innovation

Unit code: F/618/7057

RQF level: 6

Unit Aim

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

Learning Outcomes, Assessment Criteria and Indicative content

Learning Outcomes	Assessment Criteria	Indicative Content
<p>When awarded credit for this unit, a student will:</p> <p>1. Understand the strategy, process and operations of business enterprises.</p>	<p>Assessment of this learning outcome will require a student to demonstrate that they can:</p> <p>1.1 Identify innovative and entrepreneurial ventures.</p> <p>1.2 Analyse the strategy, process and operations of enterprises within the context of entrepreneurship and innovation.</p> <p>1.3 Analyse the impact of ethics and sustainability on entrepreneurship and innovation.</p> <p>1.4 Research, create and manage sustainable forms of innovative and entrepreneurial ventures.</p> <p>1.5 Apply core theories, concepts and frameworks of innovation and entrepreneurship.</p>	<ul style="list-style-type: none"> • Entrepreneurship and innovation • Introduced to the societal impacts of enterprise and innovation, and the tools and techniques that are needed to identify, analyse and manage them • Key themes and concepts on ethics and sustainability as applied in entrepreneurship and innovation.

<p>2. Evaluate the impact of innovation and entrepreneurship on society at a conceptual and a practical level.</p>	<p>2.1 Gather information relating to the impact of innovation and entrepreneurship on society. at a conceptual and a practical level, including ethics and sustainability, economic and social benefits to you, the economy and local communities.</p> <p>2.2 Assess the enterprise life cycle.</p> <p>2.3 Analyse the impact on the economy and local communities.</p>	<ul style="list-style-type: none"> • Using entrepreneurship and innovation to solve societal problems in an ethical and sustainable manner • Enterprise life cycle.
<p>3. Analyse the responsibilities of founders, managers, employees, and directors within types of sustainable and innovative enterprises.</p>	<p>3.1 Analyse the roles of stakeholders within sustainable enterprises.</p> <p>3.2 Analyse the impact on these roles in driving the agenda.</p> <p>3.3 Analyse the impact on societal challenges.</p>	<ul style="list-style-type: none"> • How entrepreneurship and innovation can be used to solve societal challenges (e.g. social inclusion, environmental protection, economic and community development). • The significance of specialist sectors in society.

Suggested Resources

Alidina, R. Frost, S. 2019 *Building an Inclusive Organisation: Leveraging the power of a diverse workforce*. London, Kogan Page.

Barringer, B. Ireland, R. 2018 *Entrepreneurship: Successfully Launching New Ventures*. London, Pearson.

Blokdyk, G. 2019 *Enterprise Life Cycles: A Complete Guide*. Plano, 5STARCOOKS.

Edmondson, A, C. 2018 *The Fearless Organisation: Creating Psychological Safety for Learning, Innovation and Growth*. New Jersey, Wiley.

Mazzarol, T. Reboud, S. 2020 *Entrepreneurship & Innovation: Theory, Practice & Context*. New York, Springer.

Unerman, S. Jacob, K. Edwards, M 2020 *Belonging: The key to transforming & maintaining diversity, inclusion, and equality at work*. London, Bloomsbury Business.

Zucchella, A. Hagen, B. Serapio, M, G. 2018 *International Entrepreneurship*. Cheltenham, Edward Elgar Publishing.

Unit 6: Sustainable Risk Management

Unit code: J/618/7058

RQF level: 6

Unit Aim

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

Learning Outcomes, Assessment Criteria and Indicative content

Learning Outcomes	Assessment Criteria	Indicative Content
<p>When awarded credit for this unit, a student will:</p> <p>1. Evaluate the holistic nature of risk management and strategic decision-making in organisations with sustainability and ethical objectives.</p>	<p>Assessment of this learning outcome will require a student to demonstrate that they can:</p> <p>1.1 Identify the process and purpose of risk management. 1.2 Analyse the impact of risk management on sustainable and ethical business objectives. 1.3 Evaluate risk analysis approaches and how these monitor corporate risks and enhance stakeholder value.</p>	<ul style="list-style-type: none"> • Thematic study of 'Risk Management' • Risk identification • Risk analysis approaches • Corporate risks • Enhance stakeholder value • Sustainable and ethical business objectives
<p>2. Evaluate the use of quantitative and qualitative techniques to manage risk in a business context.</p>	<p>2.1 Apply risk identification and management techniques. 2.2 Analyse the need for risk avoidance. 2.3 Evaluate risk management techniques and their impact on decision-making.</p>	<ul style="list-style-type: none"> • Risk management, within the sustainable global business environment • Risk recognition and avoidance • Opportunities for competitive advantage. • Risk management: a pivotal aspect of strategic decision making within all organisations

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing Effective Risk Management; 5th Edition*. London, Kogan Page.