



SEVERN
BUSINESS
COLLEGE

Qualifi Level 4 Diploma in Business
Management

Course Handbook

Qualification

Qualifi Level 4 Diploma in Business Management

Ofqual Number

601/6048/2

Level

4

Total Qualification Time

1200

Credit Value

120

Aim of the Course

The Level 4 Diploma provides an introduction to the main facets and operations of organisations. It introduces the challenges faced by modern day businesses. The Qualification focuses upon developing understanding, skills and abilities to equip the Learner with the awareness and aptitudes to be an effective organisational manager and leader.

Assessment

Assessment is through practical assignments, with no exams - to more accurately reflect the real working environment.

Course Structure

Qualifi Level 4 Diploma in Business Management			
Unit number	Units	Unit level	Unit credit
BUS 1.1	Communications in Organisations	4	20
BUS 1.2	Leadership and the Organisation	4	20
BUS 1.3	Financial Awareness	4	20
BUS 1.4	Managing Change	4	20
BUS 1.5	Business Operations	4	20
BUS 1.6	Developing Teams	4	20

Assessment Grades

Grade	Marking Criteria
Pass	All learning outcomes are achieved. All assessment criteria are met.
Fail	All learning outcomes are not achieved. All assessment criteria are not met.
No Marks	Plagiarism

UNIT SPECIFICATIONS

Unit Title

Communication in an Organisation

Level

4

Learning Time Hours

200

Credit Value

20

Overview

This module is divided into three parts and examines Communications at an organisational level, interpersonal communications and managing internal and external communications. Effective communications are vital to the success of any organisation, to ensure understanding, involvement and commitment to organisational policies and procedures. Organisations today often need to change their policies and procedures to survive in the developing local and global economies. It is important for managers to realise the importance of sound communication practice and systems to ensure the effective development and dissemination of new ideas and decisions for change. This module will help managers explore the links between good communications and the

development of workforce understanding and commitment to change by considering what is meant by good communications practice. It will then help them look at their communication skills as well as how to improve links between their team, other parts of the organisation and beyond.

Unit aim

The module aims to develop the learner’s awareness of organisational, personal, team and external communications. Communication practices, systems, styles and tools are explored and how they support individual and group’s commitment to organisations and their objectives.

Interpersonal communication with an emphasis on analysing the learner’s own personal style to empower and improve personal communication skills is central to the unit. For this purpose, learners should obtain feedback on their input at meetings, presentations, interviews and in discussions with peers and tutors.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Analyse communications in organisations	1.1 Understand the importance of effective communications in organisations. 1.2 Identify and explain communication practices and systems that allow organisation policy and procedures to be understood and followed; and how ideas, new initiatives and developments can be shared. 1.3 Evaluate how workforce commitment to organisational change can be achieved using different communication practices. 1.4 Analyse communication barriers and weaknesses and remedies to such problems.
2. Understand and develop personal interpersonal communications	2.1 Explain interpersonal communications and communication styles. 2.2 Show awareness of personal interpersonal communication skills and provide evidence of your skills including presentation style, meetings management and networking. 2.3 Apply approaches to improve personal communication style.
3. Evaluate the management of internal and external workplace communications	3.1 Identify and explain how management can support teams and other groups, departments or sections within and outside an organisation to communicate effectively. 3.2 Investigate organisational practices that support internal and external workplace communications. 3.3 Evaluate communication tools, approaches and practices that support effective internal and external communications. 3.4 Plan improvements in workplace communications and implement the plan.

Supplementary Text and Reading:

- Kelly M., Williams M., (2015) BUSN 7, Business Communications, Chapter 5, Cengage
- Huber, D., (2013) Leadership and Nursing Care Management, Elsevier, Chap 7 pp111 - 124 ISBN: 978-1-4557-4071-0
- Stanton, N., (2013) Mastering Communications, 5th Edition, Palgrave, ISBN: 0-333-69343-4
- West, R., Turner, L., (2009) Understanding Interpersonal Communication 2nd edition, Cengage
- Guirdham, M., (2011) Communicating Across Cultures at Work, 3rd edition, Palgrave Macmillan.
- Fitzpatrick, L., Valskov, K., (2014) Internal Communications: A manual for practitioners, Kogan Page.
- Hargie, O and Tourish, D (2009), Auditing Organizational Communication, A Handbook of Research, Theory and Practice, Routledge.
- McKay, M., Davies, M., Fanning, P., (2009) Messages: The Communication Skills Book, New Harbinger Publications, Inc.
- Răducan, R., & Răducan, R. (2014). Communication Styles of Leadership Tools. Procedia - Social and Behavioural Sciences, 149, 813–818
- Schramm, W. (1955). How communication works. In W. Schramm (Ed.). The process and effects of mass communication. Urbana: University of Illinois Press
- Wood, J. T. (2009). Communication in our Lives! (4th edition.), Belmont, Thomson Hadsworth

UNIT SPECIFICATIONS

Unit Title

Leadership and the Organisation

Level

4

Learning Time Hours

200

Credit Value

20

Overview

This unit looks at the development of practical leadership skills at a non-strategic level within the rapidly changing working environment. The unit provides an opportunity for learners to explore in depth the attributes and skills of successful leaders. Learners will also be able to consider how some of the leadership theories and models can be applied to specific situations and to learn how leadership skills can be developed. The unit draws on a selection of established principles and on more recent work. It seeks to consider their relevance to specific working situations.

Unit aim

Through a study of leadership styles, current theory and models learners will be gain an appreciation of leadership skills and their importance at all levels in organisations and for specific purposes.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Evaluate the impact of different leadership qualities and skills in organisations	1.1 Identify different skills and characteristics of successful leaders. 1.2 Assess how different leadership styles can influence an organisation.
2. Research current theories, models and principles of leadership	2.1 Appreciate and comment on different leadership theories, models and principles. 2.2 Discriminate between the leadership skills needed for different tasks in organisations and at different levels, from strategic to team leader. 2.3 Evaluate the usefulness of leadership theories, models and principles.
3. Analyse the leadership skills required for specific situations	3.1 Discuss how an organisation's objectives can influence choice of leadership style. 3.2 Evaluate different industries and sectors and what leadership styles may be most suited to them. 3.3 Evaluate different organisation functions and situations and what leadership styles may be most suited to them. 3.4 Identify methods of leadership development suitable for a range of different contexts.

Supplementary Text and Reading:

- Kelly M., Williams M., (2015) BUSN 7, Management, Motivation and Leadership, Chapter 14, Cengage
- Yukl, G. (2010) Leadership in Organizations, 7th Edition, New Jersey: Pearson.

UNIT SPECIFICATIONS

Unit Title

Financial Awareness

Level

4

Learning Time Hours

200

Credit Value

20

Overview

This module is designed to introduce learners to the nature, role and importance of financial information in organisations from a managerial perspective. Learners will have the opportunity to look at communication and interpretation of financial information for managing organisations, its regulation and structuring and use in decision making, together with the principles of accounting, standards expected, and concepts and conventions that influence the presentation of financial information. Learners will,

through the examination of financial information, learn about the important issues relating to the measurement of efficiency, profitability and solvency, and the different demands on organisations made by different stakeholders. They will also explore the extent to which external confidence is determined by financial performance. Learners will examine how financial information can be interpreted, analysed and evaluated, how costs in an organisation can be monitored and controlled, and how the concept of contribution aids decision making.

Unit aim

The overriding aim of the module is to provide the learner with the necessary knowledge to be able to critically evaluate the financial systems, processes and procedures in their own organisations. Learners will gain understanding of accounting conventions, appreciate measurement for efficiency, profitability and solvency, and the different demands made by different stakeholders. Learners will gain understanding of financial commentary.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Explore the nature and use of financial information	1.1 Discuss the need for financial information, its purpose, limitations and the main stakeholders interested in the information. 1.2 Identify accounting arrangements and conventions used by organisations.
2. Investigate the principles and standards used to produce accounting and financial information	2.1 Explain how accounting frameworks and regulation influence accounting and financial arrangements. 2.2 Explain the uses of published financial information. 2.3 Explain how an organisation uses management accounting practices.
3. Examine financial commentary that interprets and analyses published financial information	3.1 Explain the main items commented on and explain their importance. 3.2. Identify trends in published accounting information.

Supplementary Text and Reading:

- Kelly M., Williams M., (2015) BUSN 7, Accounting: Decisions by the Number, Chapter 8, Cengage
- Atrill P and McLaney E (2012) Accounting an Introduction 6e, Pearson Education
- Bamber, M., Parry, S., Accounting and finance for Managers, Kogan , 2014
- Weetman, P., (2013) Financial and management accounting, 6th ed Edition, Pearson.
- Holmes, G., Sugden, A., Gee, P., Holmes, G., (2008) Interpreting company reports and accounts, 10th Edition, Financial Times Prentice Hall
- Elliott, B., Elliott, J., (2015) Financial accounting and reporting, 17th edition Edition, Pearson, 2015

UNIT SPECIFICATIONS

Unit Title

Managing Change

Level

4

Learning Time Hours

200

Credit Value

20

Overview

Management has often been defined as 'creating change through people' and this module encourages learners to adopt this approach to change. It is designed for managers or potential managers working at first line or operational levels who are seeking to change ongoing systems and processes in the workplace. Learners will gain the realisation that it is only through the people that they work with that change can become successful. This module will allow learners to take a problem solving approach, initially defining issues and then looking at options, before selecting an appropriate route to change. Finally, the module looks at planning for implementation and evaluation of the change itself. There will be an emphasis on involving those directly affected, to gain their experience and knowledge as well as their commitment to, and ownership of, the change itself. Throughout the module, importance will be placed the need to manage and control the change process by effective monitoring and evaluation. Various change models will be used as the basis of activity.

Unit aim

The aim of this model is to introduce different models and practices of change management. The model further aims to help Learners to develop an understanding of the issues and practices involved in the management of change and those activities that contribute to positive organisational change. Learners are encouraged to develop and use their problem solving skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Research and analyse issues that concern significant organisational change	1.1 Identify and analyse the resources impact of change on the organisation. 1.2 Explain positive and negative implications for making the change. 1.3 Evaluate organisation plans and arrangements and their fitness to accommodate the change.
2. Develop plans to involve stakeholders in planning for and supporting change	2.1. Provide reasons and recommendations to support a team approach to managing change. 2.2 Consider options for an organisation that needs to make changes. 2.3. Evaluate options and provide reasons to select a particular option, or set of options.
3. Plan the implementation and evaluation of a change process.	3.1 Produce plans that prepare the organisation for change and support implementation. 3.2. Monitor and evaluate the change implementation. 3.3 Review the successes and/or failures of the change process.

Supplementary Text and Reading:

- Kelly M., Williams M., (2015) BUSN 7, Business Now: Change is the only Constant, Chapter 1, Cengage.
- Burnes, B., (2014) Managing Change, 6th edition, Pearson Education
- Bothma, R., Brewster, C., Carey, L., Holland, P., Warnich, and Edited by Grobler, P., (2012) Contemporary Issues in Human Resource Management, 4th edition Chapter 11 Change Management and Building the Learning Organisation.
- Anderson D., Ackerman L., (2010) Beyond Change Management: How to Achieve Breakthrough Results Through Conscious Change Leadership, Second Edition, Wiley.
- Holman, P., Devane, T., Cady S., (2007) The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems, BK
- HBR's 10 Must Reads on Change Management, (2011) Harvard Business Review.
- Kotter J and Cohen D S (2012) The Heart of Change; Real Life Stories of How People Change Their Organisations (Harvard Business School Press,)
- Kotter, J. (2012). The 8-step process for leading change. Kotter International.
- Hayes, J., (2010). The Theory and Practice of Change Management: Third Edition, Palgrave.
- Quinn, R., Cameron, S., (2011). Diagnosing and Changing Organizational Culture, Wiley.

UNIT SPECIFICATIONS

Unit Title

Business Operations

Level

4

Learning Time Hours

200

Credit Value

20

Overview

This module focuses upon the effective and efficient planning and management of work activities. It provides learners with the knowledge and skills to design, implement and change operational plans to improve effectiveness and efficiency, and to design and monitor appropriate systems to ensure quality of the products and services. Learners may investigate their own organisation and their role within it. Their research will involve evaluating the importance of business processes in delivering outcomes based on business goals and objectives, establishing customer requirements and developing and implementing operational plans to meet them. This will include the identification of resources needed, the planning and allocation of appropriate work activities, the setting and monitoring of performance measures and quality standards, and then taking appropriate action or making

suitable recommendations to solve problems at work and managing the resulting change. Consideration will be given throughout the unit to legal, regulatory and ethical requirements, particularly to the maintenance of health and safety. Learners will discover that the objectives of successful managers are largely achieved through others and that the involvement of teams, peers and individuals is crucial to the efficient and effective management of activities.

Unit aim

This module aims to enable learners to develop an understanding of the issues relating to the management of activities with a particular focus on problem solving. The module provides a basis for understanding how different organisations are structured and controlled, and the importance of business goals and objectives. The workings and operations of the organisation are examined and Learners are required to develop and deliver operational plans.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Examine the importance of business processes in delivering business goals and objectives	1.1 Identify and evaluate organisational functions, their main processes and the relationships between the functions. 1.2 Review methods and approaches for mapping organisational processes.
2. Investigate how business goals and objectives affect business operations	2.1 Explain the effect of organisation mission, aims and objectives on the structure and culture of an organisation. 2.2 Analyse different approaches to goal setting for organisations. 2.3 Set SMART objectives.
3. Develop and implement plans for an operational area.	3.1 Develop and introduce plans that support the achievement of organisational goals and objectives. 3.2. Use SMART objectives. 3.3 Monitor and control plans to make sure objectives are achieved.

Supplementary Text and Reading:

- Wickham, P.A, (2012) Management Consulting; Delivering an Effective project, Fourth Edition, Pearson.
- Bedi, K (2016) Production and Operations Management, 3rd edition, Oxford University Press
- Slack, N., Brandon A., Johnson R., (2013) Operations Management, 7nd Edition, Pearson
- Hill, A & Hill, T (2011), Essential Operations Management, Palgrave.
- Oakland, J.S. (2014). Total Quality Management and Operational Excellence: text and cases, 4th edn. Routledge
- Pugh, Derek S., & Hickson, David J. (2007). Great Writers on Organizations (Third Edition). Ashgate Publishing.
- Shafritz, Jay M., Ott, J. Stephen, & Jang, Yong Suk. (2010). Classics of Organisation Theory, Seventh Edition. Wadsworth
- Williamson, Oliver E. (2008). Outsourcing: Transaction cost economics and supply chain management, Journal of Supply Chain Management, Vol. 44, No. 2, pages 5–16.

UNIT SPECIFICATIONS

Unit Title

Developing Teams

Level

4

Learning Time Hours

200

Credit Value

20

Overview

This module focuses on building, developing and supporting teams to enable them to achieve their goals and objectives. Learners must identify the skills and potential of team members while providing opportunities for them to gain new skills and experiences. Learners will evaluate team roles and their importance when allocating team members to appropriate tasks in order to achieve objectives. A key factor in a winning team is the team leader. Learners will have the opportunity to examine the qualities required of an effective leader to ensure that tasks are achieved, while building and developing the team and individuals within it. This module also focuses on methods for monitoring team performance and approaches for handling poor performance and conflict.

Unit aim

The module focuses on building, developing and supporting teams to enable them to achieve their goals and objectives. Learners will identify the skills and potential of teams and individuals. Opportunities for teams to develop, gaining new skills and experiences and ways to evaluate and improve their performance are important to the module too.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning Outcome	Assessment Criteria
1. Analyse the characteristics of teams	1.1 Identify the attributes of a successful team. 1.2 Review theoretical models and approaches used to evaluate teams.
2. Evaluate methods for team development	2.1 Assess motivational factors affecting different teams. 2.2 Evaluate relevant theory.
3. Evaluate methods of setting team objectives, and monitoring and evaluating team performance	3.1 Identify different approaches to setting team objectives and evaluating team performance. 3.2. Produce recommendations on how to improve team performance.

Supplementary Text and Reading:

- Kelly M., Williams M., (2015). BUSN 7, Management, Motivation and Leadership, Chapter 15, Human Resource Management: Building a Top Quality Team, Cengage Publishing
- Whetton, D., Cameron, K., Developing Management Skills (2011). Chapter 6, Motivating Others, 8th Edition, Pearson
- Belbin M., (2003), Management Teams - Why They Succeed or Fail, Butterworth-Heinemann.
- Hawkins, P., (2015). Leadership Team Coaching: Developing Collective Transformational Leadership, Kogan Page.
- Huczynski, A. and Buchanan, D. (2010), Organizational Behaviour, New Edition (7th Revised edition)- Pearson Education.
- Lencioni, P., Overcoming (2005). The Five Dysfunctions of a Team: A Field Guide for Leaders, Managers, and Facilitators, Wiley.
- Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. Group & Organization Management, 2(4), 419-427.