Level 5
Diploma in Business Management
Business Management - 6 Modules
120 Credits

Qualification Specification

QUALIFICATION OVERVIEW

The Qualification deals with complex and challenging organisational issues and opportunities. The units are closely linked to current day real world and work challenges and the Qualification will test and develop student's workplace experience and abilities.

The Qualification will require learners to make judgements and provide creative and practical solutions and ways of responding to organisational challenges and problems. An action based approach will be sought and learners who have strong motivation to progress in their chosen career and business pathway will gain significantly from the qualification.

The Level 5 units are also designed to dove-tail into a top-up undergraduate year at a UK University.

The programmes offered provide the opportunity for individuals to forge a career in business by seeking a greater knowledge and understanding industry, and to support the individual's development into senior positions. The course aims for the following:

1. To enable Learners to apply analytical and evaluative techniques to business in private and public sectors
2. To enhance analytical and evaluative skills relating to business across a number of industries
3. To develop the Learner's ability to recognise and reflect on the process of personal learning and development which facilitates the enhancement of key personal, sociable and other transferable skills
4. To encourage the Learner's self-reflection, analytical, intellectual and transferable skills

The overall learning outcomes for this qualification are:

1. To understand and apply the principles of leadership in a business environment
2. Review and apply the principles of business management within industry
3. To understand and apply the principles of management in a specific environment
4. To improve the employability of learners by allowing them to explore the relationship between management theories and their practical application in the business world.
5. Analyse problem solving techniques specific to business and industry
6. Select, collate, review and analyse information form a wide range of sources
7. Effectively use verbal and communication skills
8. Work independently and as part of a team
9. Manage one's own personal development and growth

These are the overall learning outcomes in line with foundation degree equivalences.

RECOGNITION, EQUIVALENCE AND CERTIFICATION

The Qualification has been accredited to the Regulated Qualification Framework (RQF) and each Qualification 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 as follows:

- Level 5 Diploma in Business Management (601/6049/4)

Level 5 Diploma in Business Management is equivalent the UK Bachelor foundation degree.

Upon successful completion of six modules, learners will be awarded Qualifi Level 5 Diploma in Business Management.
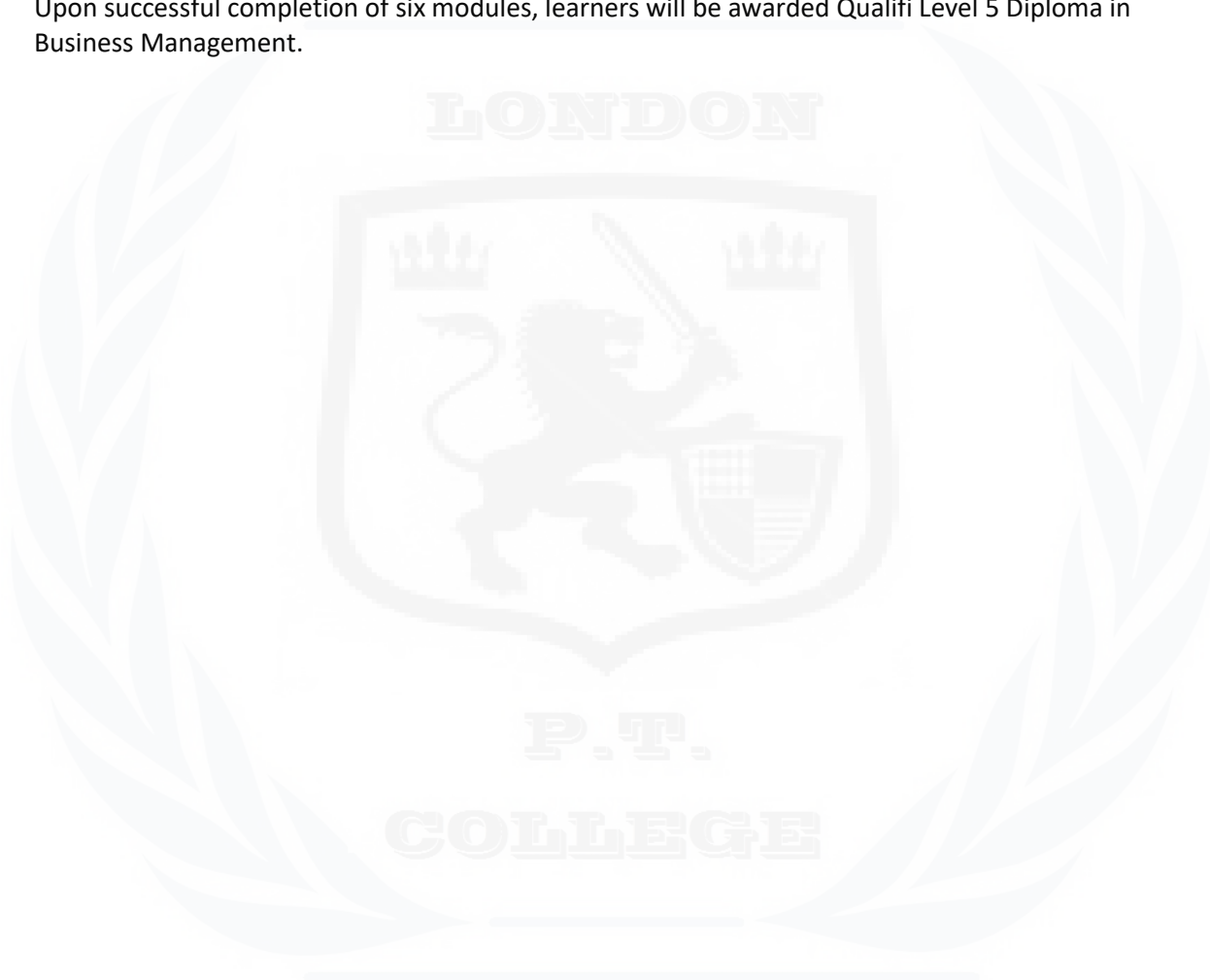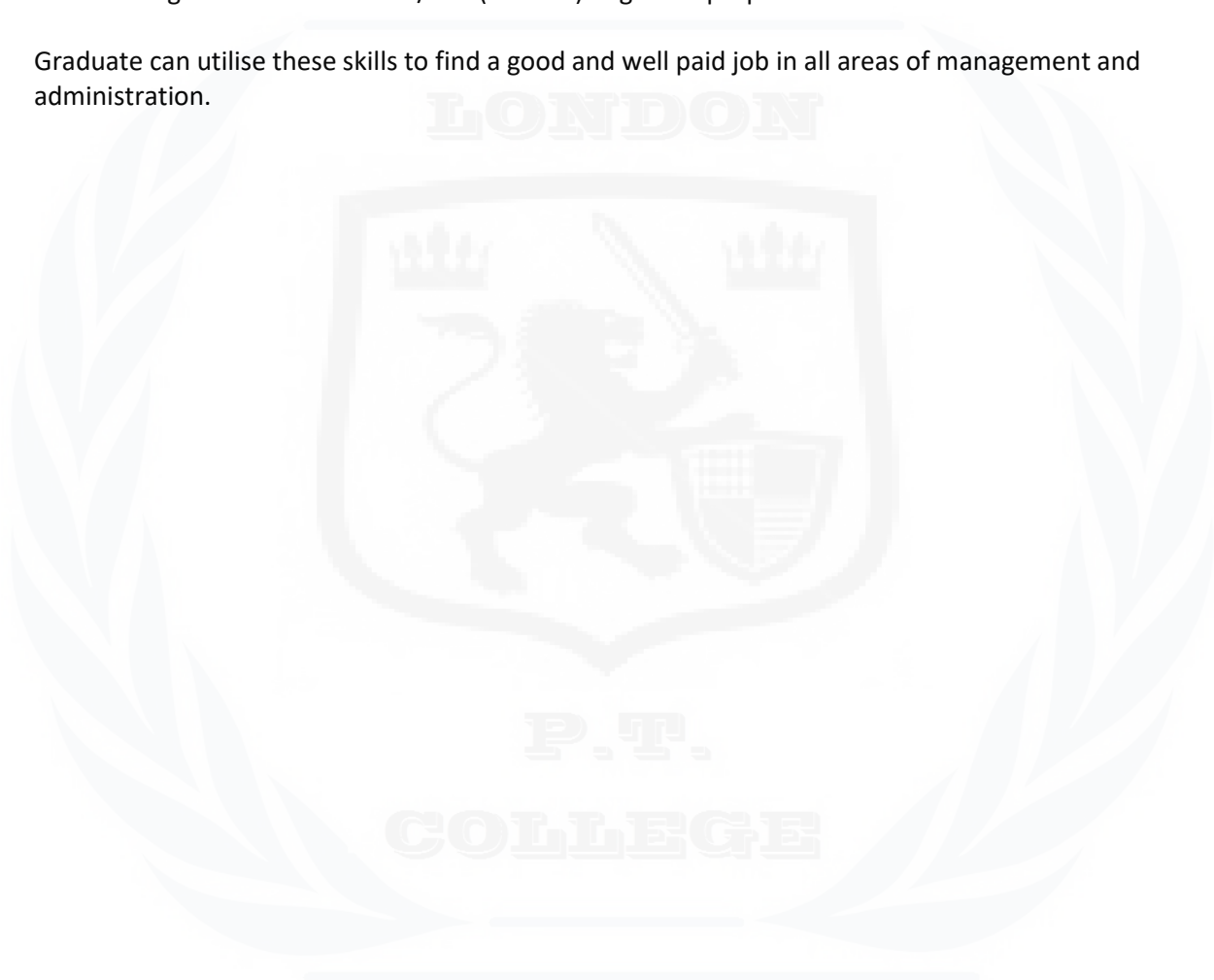
WHY LEVEL 5 DIPLOMA IN BUSINESS MANAGEMENT

Level 5 Diploma in Business Management offers and provides careers related guidance and support to students which are

- Positive, constructive and helpful
- Practical
- Realistic
- Impartial and client centred
- Progression to the Level 6 Diploma in Business Administration.
- Progression to the UK BA/BSC (Honour) degree Top Up – Final Year.

Graduate can utilise these skills to find a good and well paid job in all areas of management and administration.

QUALIFICATION KEY INFORMATION

Qualification Identification:

Qualification title: **QUALIFI Level Diploma In Business Management (VRQ)**

Qualification Number: **601/6049/4**

Level:

Qualification Level: **5**

Qualification Framework: **Regulated Qualification Framework (RQF)**

Qualification Sub-Level: **None**

Size:

Total Credits: **120**

Total Qualification Time (TQT): **1200 Hours**

Guided Learning Hours (GLH): **480 Hours**

Minimum credit to be achieved at, or above, the level of the qualification: **120**

Sector Subject Area:

Sector Subject Area: **Business Management**

Assessment:

Grading Type: **Pass/Fail**

Assessment Methods: **Practical Demonstration/Assignment**

COURSE STRUCTURE

Learners need to complete six units to achieve the full Level 5 Diploma in Business Management. Total Qualification Time (TQT) to complete the full qualification is 1200 hours. While, Guided Learning Hours (GLH) refers to the amount of study undertaken by learners under the direction of their tutors and it includes tutorials, seminars, workshops, directed research, project or assignment. There are 480 Guided Learning Hours for the Level 5 Diploma Business Management.

It is expected that a learner will need to complete following TQT against each unit to complete the full Level 5 Diploma in Business Management.

Unit Code	Unit Title	TQT	Credits
R/507/1612	Responding to the Changing Business Environment	200	20
Y/507/1613	Effective Decision Making	200	20
D/507/1614	Business Development	200	20
H/507/1615	Business Models and Growing Organisations	200	20
K/507/1616	Customer Management	200	20
T/507/1618	Risk Management and Organisations	200	20

At RQF Level 5:

In each learning outcome at RQF Level 5, the Assessor's judgement must be based on the learner's following demonstration:-

Knowledge descriptor (the holder…)	• Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.
	• Can analyse, interpret and evaluate relevant information, concepts and ideas.
	• Is aware of the nature and scope of the area of study or work.
	• Understands different perspectives, approaches or schools of thought and the reasoning behind them.
Skills descriptor (the holder can…)	• Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.
	• Use relevant research or development to inform actions.
	• Evaluate actions, methods and results.

ASSESSMENT

- The methods for assessing student performance can be broadly summarised under coursework by following instructions for coursework. Both categories of assessment tool have particular functions within the learning experience of students and can be used to evaluate different aspects of learning outcomes.
- Learners are required to develop an assignment of each unit. Assignments are important part of learners' work at the Centre. There are strict rules about:-
    - **plagiarism** – using another person's words out of a book/ journal article/ conversation/ lecture without formally acknowledging it,
    - **referencing** - how to reference and refer to another person's work in your written work so you avoid plagiarism,
    - **word length** of essays and reports,
    - **Presentation and style** of a report, including the style of language used, and
    - Learners are required to sign a **declaration of authentication** to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged.
- All learning outcomes must be assessed using assignment appropriate to the assessment of knowledge, understanding and skills. The Qualifications within this suite are vocational because they support a Learner's career progression. Assessments 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 Learner's to engage with important and relevant theory that underpins the subject area
- There must be valid, sufficient, and authentic evidence of all the assessment criteria.
- Submitted assignments should be marked by an assessor. In order to pass a unit, a learner must achieve 40% marks in each assignment.
- Assessors must plan, gather and then assess learner's evidence according to RQF level descriptors' requirements and on the basis of Pass/Fail criteria. These should be made available for internal moderation to the centre Internal Quality Assurer (IQA).

QUALIFICATION SYLLABUS

Level 5 Diploma in Business Management is a 120-credit programme comprising six units. All units in the qualification have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, assessors, tutors, and those responsible for monitoring standards. Each unit has following sections;

Unit aim:

Aim indicates the general direction or orientation of a unit, in terms of its content and sometimes its context within a programme.

Unit level:

Level describes of what a learner is expected to achieve at the end of a level of study. Levels are hierarchical stages that represent increasingly challenging learning to a learner.

Guided learning hours:

Guided learning hours (GLH) are defined as all the times when a tutor, trainer or facilitator 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. It also includes time spent by staff assessing learners' achievements.

Unit code:

Each unit is assigned a unique code that appears with the unit title of the qualification.

Credit value:

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credit can only be awarded in whole numbers. Learners will be awarded credit for the successful completion of whole units to achieve the qualification.

Learning outcomes

These are statements of what a learner is expected to know, understand or be able to do at the end of the unit and of how that learning will be demonstrated. Unlike aim, they are couched in terms of what the learner is expected to learn.

Assessment criteria

These are statements that indicate, in more detailed manner than the learning outcome, the quality of performance that will show that the learner has reached a particular standard that is reflected in the learning outcome.

The assessment method

The assessment method is often confused with assessment criteria. It is a task that is undertaken by learners that is the subject of assessment. It provides the context for assessment criteria.

Unit 01: Communication in an Organisation

Unit Overview and Aim	**Overview**
	The three key themes to this module examine the socio-economic environment, the way in which markets operate and the relationship between business and governments.
	The central theme to the module is the changing roles that exist between business, government and their citizens that create both opportunities and threats for the modern organisation. By understanding the organisational impact of the trends, managers can respond positively to a changing socio-economic environment.
	The module also looks at the external business environment and the different ways that organisations respond to changes.
	Module Aims
	The aim of the module is to introduce the learner to a number of dynamic factors that affect how an organisation operates and the change in management that is required. By understanding how relationships between public and private sector organisations are affected by socio-economic factors the learner will be better placed to manage that relationship.

Level	5	Credit Value	20
TQT	200	Unit Number	*R/507/1612*

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Be able to evaluate and analyse the factors that influence business and the responses that can be deployed to manage these factors.	1.1. Identify and make use of different approaches to understanding the macro and micro environments for business. 1.2. Review business resources and external factors and trends to identify where business performance could be positively or negatively affected 1.3. Recommend responses to external factors and trends.
2. Be able to appreciate how an integrated approach to understanding the business context and decision making can support business development.	2.1. Identify and prioritise organisational changes to individual businesses that would counteract negative or support positive business environmental factors and trends. 2.2. Use case examples to illustrate the impact of responding to business environmental factors and trends. 2.3. Evaluate the role of management in responding to a changing business environment.
3. Be able to investigate the changing relationship between the private and	3.1. Explain changes in the relationship between business, government and the pub-

public sector	3.2. Use scenarios and models to illustrate changes in relationships. 3.3. Identify opportunities that may arise due to changes in relationships.

Teaching and Learning Strategy

Working in Virtual Groups and using shared space on the Learning Management systems learners will be expected to choose an organisation and apply the course material to understand the impact of changes in the business environment to the performance of the business.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

The text for this module has been taken from:

Worthington, I., Britton, C., (2009) The Business Environment, Chapter 1,2,3, 5, 6, 13 Pearson 7/E

Needle, 2010, Business in Context, Chapter 4 p 98 – 122, Fifth Edition, Cengage.

Burnes, B., (2015) Managing Change, Chapter 2, 4 and 7, 6th Edition, Person.

Whetton, 2011, Developing Management Skills, Pearson Education, Chapter4, 5 and 10

Unit 02: Effective Decision Making

Unit Overview and Aim	**Overview** The module will look at the different ways that decisions are taking by companies by exploring approaches to decision making, implementing decisions and the way in which knowledge can be used within organisations. With the growth of IT and customisation, few decisions are straightforward enough for managers to rely on the answers that have been successful in past years. To remain competitive, organisations need to develop decision-making processes that use all the current information and knowledge available in the workplace, workforce and beyond. Consequently, today's decision making becomes more of a problem-solving process. In addition, increasing workforce empowerment and expectation means that the decision-making process for competitive organisations needs to be a much more participative process. Otherwise, management will not gain the information and knowledge they need and will also lose the commitment required to ensure decisions taken become effective. So, while the act of decision taking effectively remains with the manager responsible, the process of decision making needs to involve all the stakeholders within the managers' immediate workplace and beyond. This ensures that the decision taken is owned by all whom have to work with it. **Module Aims** The module aims to equip the learner with the means to manage the process of decision-making rather than the outcome or decision itself. By recognising methods of decision taking, the learner can stress the need for greater participation of stakeholders to ensure pro-activity and innovation.

Level	5	Credit Value	20
TQT	200	Unit Number	Y/507/1613

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Be able to review relevant issues that are important to making business decisions	1.1. Review several different business issues where decisions are needed and analyse stakeholder needs and expectations for each case. 1.2. Research and review all relevant information and knowledge on the business issues where decisions are needed.
2. Be able to explore approaches to the decision-making process and how to improve approach	2.1. Evaluate processes for obtaining relevant information on business issues for given organisations and identify where any strengths or weaknesses in approach exists.

		2.2.	Take decisions based upon information gained, provide justifications and say how the decision should be disseminated.
		2.3.	Make recommendations for improvements to the decision making process and make sure there is relevant participation in the process.
3. Be able to recommend approaches to improve decision making		3.1.	Plan for, communicate and oversee new approaches to decision making.
		3.2.	Identify and develop measures to allow the effectiveness of the decision making process to be evaluated.

Teaching and Learning Strategy

This module will involve the student engaging in a process of research on an independent and group basis into the subject matter. The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

The text for this module has been taken from:

> Whetton D., Cameron, K., (2011). Developing Management Skills, Chapter 3 and 10, Pearson.

Johnson, G., Whittington, R., Angwin, D., Regner, P., Scholes, K., & Pyle, S. (2013). Exploring Strategy: Text and Cases. Pearson**.**

Dibbs S., Simkins, (2016). Marketing Concepts and Strategies, Chapter 2 Competitive strategy and Dibbs Chapter 22 Managing the Marketing Mix, Cengage.

Robbins, D., (2011) Fundamentals of Management Chapter 2 The Management Environment, Pearson.

Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Bazerman, M. & Moore, D. A. (2013) Judgment in Managerial Decision Making, Chapters 9 and 10, 8th Edition; Wiley
Boddy D, Marrakas A and Kennedy G (2004) Managing Information Systems; An Organizational Perspective, FT Prentice Hall, 2004.
Drucker P F (editor) (200) Harvard Business Review on Decision Making, Harvard Business School.
French, Maule, & Papamichail N (2009) Decision behaviour, analysis and support, Cambridge University Press.
Goodwin, P. and Wright, G., (2009). Decision Analysis for Management Judgment, (4th edition), Wiley, Chichester.
McKenzie J and van Winkelen C (2003) Understanding the Knowledgeable Organisation, Thomson Learning.
Thompson, P. and McHugh, D. (2009) Work Organisations, Basingstoke, Palgrave.
Maurizio C., (2013). Organizational myopia: problems of rationality and foresight in organizations, Cambridge.
Kahane, A., (2012). Transformative scenario planning: working together to change the future, Reos Publications.

Unit 03: Business Development

Unit Overview and Aim	**Overview** The module will allow for learners to work in a team to investigate new business formats and a feasibility assessment for a potential knowledge-based product or service opportunity identified by the team. This might be undertaken for a new income stream within an existing business or for a new enterprise. The core module material will focus on Refining an Idea, Research and Presenting the Plan. All learners will be involved with refining the idea and individual learners will be responsible for doing market research, building a finial plan and creating an operational plan. **Module Aims** The aim of this module is to provide the Learner with the knowledge and skills to research a market and plan a development strategy such as the launch of a new business model, new enterprise, product or service line. Learners will need to fully develop and pitch their business development strategy

Level	5	Credit Value	20
TQT	200	Unit Number	D/507/1614

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Be able to analyse the role that planning has in developing new business streams.	1.1. Use the TOWS matrix to identify a response to a future opportunity or threat. 1.2. Identify the business planning links between marketing, finance, HR and operations.
2. Be able to conduct research into demand and assess market potential	2.1. Produce an 'opportunities matrix' that supports strategy development and responses to external threats. 2.2. Use primary and secondary research to define the size of an opportunity. 2.3. Identify both tangible and intangible resources that exist and those required to support a development strategy.
3. Be able to prepare a business model and present a business sales plan	3.1. Explain Develop a business model to support a development strategy. 3.2. Produce sales measures and key success factors. 3.3. Prepare and deliver a pitch to raise support and finance for a development strategy. 3.4. Take feedback on their development strategy and make improvements
Teaching and Learning Strategy	

This module will involve the student engaging in a process of research on an independent and group basis into the subject matter. The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

Core text will be made available through the online learning management system. It is worth noting that no single text covers this subject area. The text for this module has been taken from:

Sorensen, H., (2012) Business Development; A Market-Oriented Perspective, Wiley

Burns, P. (2012) Entrepreneurship and Small Business, Second Edition, Palgrave ISBN 1-4039-4733-3 Part 1 Chapters 1-4, Part 2 Chapters 5-7, Part 4 Chapters 13-14

Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Barrow, C. and Barrow, P. (2001). The Business Plan Workbook., Kogan Page, London
Bazerman, M. & Moore, D. A. (2013) Judgment in Managerial Decision Making. 8th Edition; Wiley.
Bridge, S., O'Neill., & Martin, F. Understanding Enterprise, 3rd Edition, Palgrave Macmillan 2009.

Hardman, D. (2009) Judgment and decision making: psychological perspectives. BPS Blackwell.

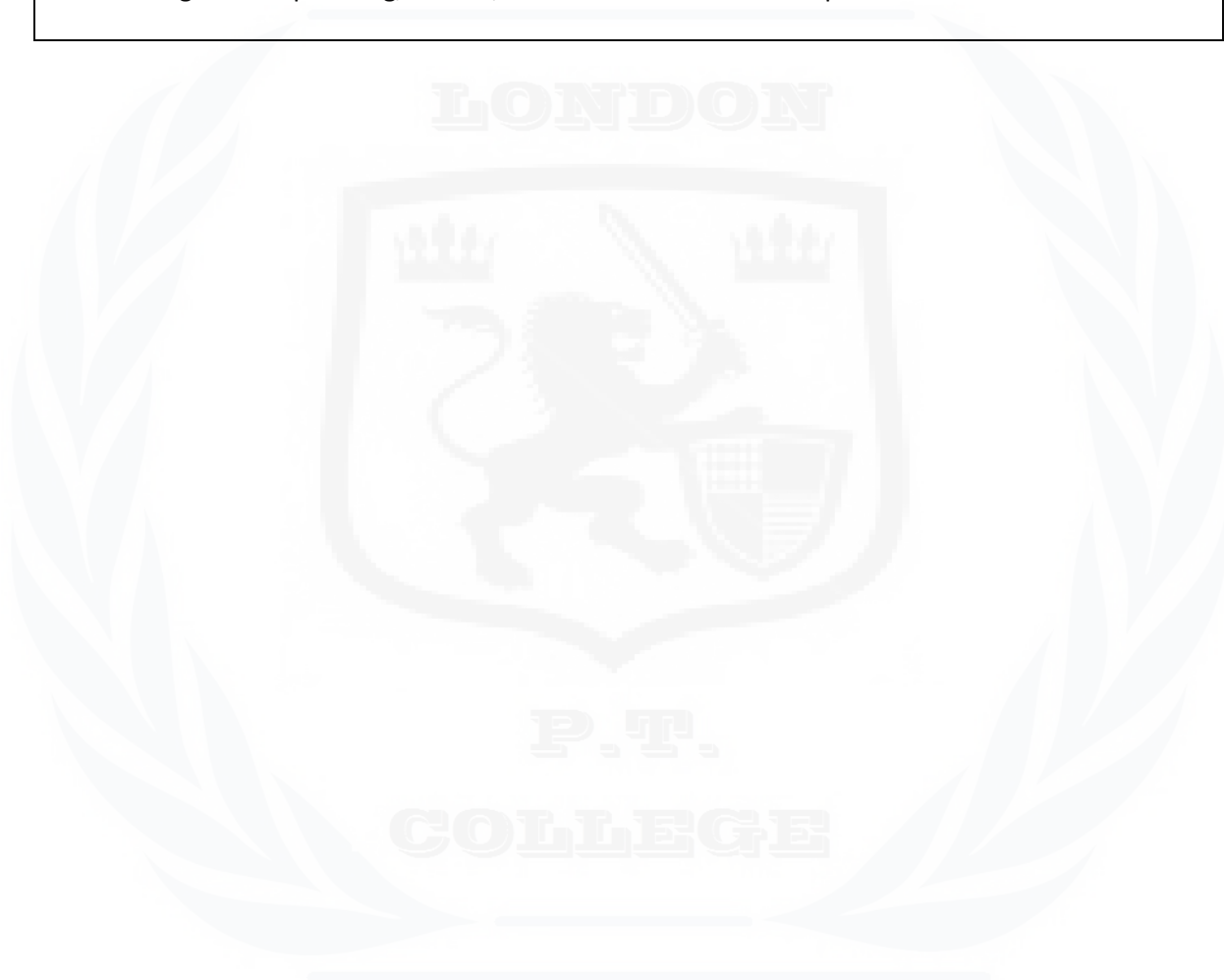Kahneman, Daniel (2012), Thinking, fast and slow, Penguin.

Newell, B. R. Lagnado D. A and. Shanks D. R. (2007) Straight choices: the psychology of decision making. Psychology Press.

Rae, D. (2007) Entrepreneurship: from opportunity to action. Palgrave

Articles include:

Martin & Smith, 2010 What is it that entrepreneurs learn from experience? Industry and Higher Education, Vol 24, No 6, December 2010, pp 505–512

Rappa, M. (2001), "Business models on the web: Managing the digital enterprise," [Online] <digitalenterprise.org/models/models.html >. Accessed: April 2016.

Unit 04: Business Models and Growing Organisations

Unit Overview and Aim	**Overview**
	The module is designed to help learners understand what is expected from them in working for a growing organisation.
	The three units explore the relationship between enterprising behaviour and business success, the different ways in which firms can grow and the different types of business that they might be expected to work in.
	Module Aims
	To introduce the concept of working for and managing creatively within a smaller growth organisation.
	This module examines how the small business grows, reasons for success and how best to manage available growth options. This will give the learner a greater understanding of fast growth organisations in both private and social sectors of the economy.
	Learners will develop skills to support their ability to understand business strategy and development with an emphasis on business growth.

Level	5	Credit Value	20
TQT	200	Unit Number	H/507/1615

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Be able to examine growth options and the resource implications on organization structures and operations	1.1. Illustrate the differences between strategy and a plan. 1.2. Provide ideas and examples of different approaches to delivering business growth. 1.3. Analyse the impact and resource requirements likely for growth strategies in a range of organisations.
2. Be able to develop an appreciation of different business models and how performance and success of ventures may be evaluated	2.1. Analyse different business models and their revenue streams. 2.2. Identify and recommend ways in which business performance can be measured and new ventures evaluated. 2.3. Provide examples of innovation in businesses and comment on their success.
3. Be able to evaluate environmental scanning and how growth options may be analysed	3.1. Use environmental scanning as a tool to identify business opportunities. 3.2. Analyse businesses that have successfully used environmental scanning. 3.3. Provide examples of strategic fit in determining growth options.

Teaching and Learning Strategy

The learners will be expected to show practical output by working through a series of business cases that examine the motivation, the measures of performance and "exit" options for successful business.

These will form the basis of assessing business growth options. The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

There is no single text that covers this topic and you are encouraged to read from a range of sources. The text for this module has been taken from:

Johnston, G., Whittington, R and Scholes, K., Angwin, d., Regner, P., (2014) Exploring Strategy 10e, Pearson**.**

Robbins, D., (2014) Fundamentals of Management Chapter 7 Managing Change and Innovation, Pearson.

Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Kaplan, R. S., & Norton, D. P. (2000). Having trouble with your strategy? Then map it, Harvard

Business Review, 78(5), 167–76, 202. Retrieved from
http://www.ncbi.nlm.nih.gov/pubmed/11143152

Osterwalder, A., Pigneur, Y., Clark, T., (2010). Business model generation: a handbook for visionaries, game changers, and challengers.

Storey, D. J., & Greene, F.J. (2010). Small Business and Entrepreneurship, FT Prentice Hall

The most commonly adopted approach to business modelling is the business canvass. This is available from http://www.businessmodelgeneration.com/canvas/bmc

Unit 05: Customer Management

Unit Overview and Aim	**Overview** This module is designed to help learners understand the role of customer-centred organisations. The three units are understanding customers, meeting customer need and adding value. Learners will evaluate best practice and the policies and approaches that result in excellent service and delivery within a contemporary business environment. Customer Relationship Management (CRM) is now being actively embraced by organisations within most industry sectors. Furthermore, customer expectations are changing with the result that customer relationships are becoming increasingly more complex to manage. This module analyses how businesses have responded by looking after their customer base in new and more cost effective ways. **Module Aims** The aim of the module is to provide Learners with understanding and insight into customer behaviour. It will develop skills and Learners will use tools and practices an organisation can use to retain and improve customer retention and relationships.

Level	5	Credit Value	20
TQT	200	Unit Number	K/507/1616

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Be able to examine the different ways that organisations deal with their customers	1.1. Analyse customer behaviour and identify patterns and differences in approach. 1.2. Segment customers and identify target groups.
2. Be able to develop skills and practices that will support customers retention	2.1. Appraise CRM (customer relationship management) and customer relationship marketing activities. 2.2. Explain and provide examples of customer retention practices for different industries. 2.3. Create examples that demonstrate the concept of 'adding value' to customers.
3. Be able to explore and learn from examples of customer centered organisations and the benefits of such an approach	3.1. Research customer centres organisations across different industries and evaluate their approaches 3.2. Create recommendations for an organisation known by the Leaner for improving its approach to customers.

Teaching and Learning Strategy

This module will involve the student engaging in a process of research on an independent and

group basis into the subject matter. The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

The learners will work on interactive exercises which simulate contact with customers. They will be expected to deal with "difficult customers" and be able to respond to complaints. As well as managing this process they will be expected to identify new market opportunities based on changing customers.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core text

The text for this module has been taken from:

Buttle F., Maklan, S., (2015), Customer Relationship Management, 3rd Edition Butterworth Heinneman.

Dibbs, S., Simkins, L., Ferrell O., (2012) Marketing Concepts & Strategies, Chapter 5, 18 and 21, Cengage

Suggested reading

There are a number of texts which are directly relevant to this area and the list below is indicative.

Ahearne, M., Rapp, A., Mariadoss, B. J., & Ganesan, S. (2012). Challenges of CRM Implementation in Business-to-Business Markets: A Contingency Perspective. Journal of Personal Selling and Sales Management, 32(1), 117–130
Baran, R., (2013) CRM: The Foundation of Contemporary Marketing Strategy, Routledge

Kostojohn, S., (2011). CRM Fundamentals, Apress

Kotler, Phillip. 1977. "From Sales Obsession to Marketing Effectiveness." Harvard Business view 55 (November/December): 67-75.

Kumar, V., (2012). Customer Relationship Management, Second Edition, Springer

Levitt, 1988 Essentials of Marketing, Lancaster & Massingham, McGraw Hill, p11-13.

Mack, O., Mayo, M. C., & Khare, A. (2005). A Strategic Approach for Successful CRM: A European Perspective, 98–106.

Payne, A., (20015) Handbook of CRM, Butterwoth Heinnman.

Piercy, N. F. (2002). Market-Led Strategic Change: New Marketing for New Realities. The Marketing Review, Vol 2, 385–404.

Unit 06: Risk Management and Organisations

Unit Aim	**Overview**
	This module prepares learners for working in a commercial environment by providing an insight into the different risk profiles from both an organisation's and an individual's perspectives. The three units are understanding business risk, managing risk and innovation and creativity.
	The aim is to provide learners with an understanding of what makes an effective organisation in balancing out opportunity with change.
	Module Aims
	This module will involve the Learner developing risk profiles and identifying risk management strategies for selected case studies. These will be available on-line as used as a means to illustrate the different ways organisations approach change. The course material will be closely linked with creativity and innovation.

Level	5	Credit Value	20
TQT	200	Unit Number	T/507/1618

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Be able to review organisations risk tolerance in different environments	1.1. Identify and evaluate different business environments and the likely risks of those environments. 1.2. Provide examples of organisation's tolerance to risk taking and evaluate how organisations can measure tolerance.
2. Be able to develop skills to identify and assess the risk profiles of organisations	2.1. Produce a risk profile for an organisation. 2.2. Review and comment on risk profiles of organisations in different industries. 2.3. Discuss enterprise wide risk and the benefits and drawbacks of such an approach.
3. Be able to investigate how innovation can be used to reduce risk aversion in growing organisations.	3.1. Analyse the possible risks of innovation in an organisation. 3.2. Produce examples of how to manage innovation risk so that innovation can be used to create advantage.

Teaching and Learning Strategy

This module will involve the student working to develop risk profile and risk minimisation strategies for selected case studies. These will be available on-line as used as a means to illustrate the different ways organisations approach change. The course material will be closely linked with creativity and innovation.

The module tutors will provide initial support sessions in a workshop and will be available for subsequent support.

Indicative Assessment

The assessment strategy for this module is designed to test all the learning outcomes. Learners must demonstrate successful achievement of all learning outcomes to pass the module.

A number of formative exercises will guide the student to evaluate and analyse appropriate knowledge of the subject matter before attempting the exam and/or summative assignment.

Number	Assessment	Weighting %	Type/Duration/Word count (indicative only)
1	Formative exercises	N/A	N/A
2	Summative exercise	100%	TBC

Module Pass Requirements

To pass the module a 40% overall grade must be achieved.

Assessment marking criteria

The assessment criteria for a pass will be presented with the summative exercise.

Further information and guidance on the assessment will be made available through the module tutor.

Core Text

The text for this module has been taken from:

Hutter, B. and Power, M. (eds.) (2005) Organisational Encounters with Risk, Cambridge: Cambridge University Press

Extracts have been taken from:

Slack, N., Brandon-Jones A., Johnson, R., (2014). Operations Management, Chapter 9, Pearson.

You may also wish to download A Risk Management Standard from the Institute of Risk Management available from https://www.theirm.org/media/886059/ARMS_2002_IRM.pdf

Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

Borodzicz, E. P. (2005) Risk, crisis and security management: John Wiley and Sons. Chichester.
Drucker, P. (1974), Management: Tasks, Responsibilities, Practices, Heinemann Professional Publishing, London
Christensen, C., (1997), The Innovator's Dilemma, Harvard Business School Press.
Hyndman R., Athana-sopou-los, G., Forecasting: Principles and Practice (2013). Texts (Available for free online or in print). Available online at: https://www.otexts.org/fpp

Smith, D. & Elliott, D. (2006) Key readings in crisis management: systems and structures for prevention and recovery Routledge, London