



**Level 6**

**Diploma in Business Administration**



**Qualification Specification**

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## QUALIFICATION OVERVIEW

Level 6 Diploma in Business Administration meets the need of those wanting to gain a qualification, which provides a firm grounding in business administration and a basis for further academic study.

This course 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 measureable.

## RECOGNITION, EQUIVALENCE AND CERTIFICATION

Level 6 Diploma in Business Administration is recognised by Ofqual through awarding body 'Qualifi Ltd' and its accreditation number is 603/1037/6.

Level 6 Diploma in Business Administration is equivalent the UK Bachelor Honour degree and counted as an entry qualification to study onto the UK MBA degree in the relevant discipline.

Upon successful completion of five modules, learners will be awarded Qualifi Level 6 Diploma in Business Administration and EBMA 6 Graduate Diploma in Business Administration.

## **WHY LEVEL 6 DIPLOMA IN BUSINESS ADMINISTRATION**

Level 6 Diploma in Business Administration 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 7 in Business Administration Leading to MBA at an advanced level or Certificate stage in Business related masters' qualification.

Level 6 Diploma in Business Administration provides range of knowledge and skills relating to international business, entrepreneurship, management and leadership, finance, marketing, business law, sales force management and research methods for managers.

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 6 Diploma in Business Administration**

Qualification Number: **603/1037/6**

### Level:

Qualification Level: **6**

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: **Coursework**

## COURSE STRUCTURE

Learners need to complete five units to achieve the full Level 6 Diploma in Business Administration. 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 6 in Business Administration.

It is expected that a learner will need to complete following TQT against each unit to complete the full Level 6 Diploma in Business Administration.

Unit Code	Unit Title	GLH	TQT	Credits
J/615/4710	Management Control	80	200	20
R/615/4712	Management of Sales force	80	200	20
H/615/4715	Strategic Marketing Management	80	200	20
K/615/4716	Business Law	80	200	20
M/615/4717	Research Project including Research Methods	160	400	40

## **ENTRY REQUIREMENT**

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

- Learners who possess Qualifications at Level 5 and/or;
- Learners who have work experience in the business sector and demonstrate ambition with clear career goals;

In certain circumstances, students 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.

## REQUIREMENTS FOR THE LEARNER – REGISTRATION

Registration is a process where a learner intends to complete units towards the achievement of qualification. We look forward to welcoming you as a registered student of our qualification.

It is your responsibility to ensure that you are a 'registered candidate'.


### Who are registered candidates?

You are a registered candidate only if:-

- EBMA allocates you a unique registration number  
And your registration information is [verifiable online](#).

### How to become a registered candidate?

If you are not a registered candidate, you should consider yourself as 'High Risk' category learner with lots of disadvantages as compared to Registered Candidate. Therefore, you should register yourself as soon as possible by submitting Registration Form and supporting documents to EBMA. Follow simple steps:-

- Download  [Learner Registration Form](#)
- Complete all sections and submit to [info@ebma.org.uk](mailto:info@ebma.org.uk)

### Can I get registration via my study centre?

Yes, your centre is fully authorised to register you with EBMA. However, it is your responsibility to ensure that you are a registered candidate and your registration details are verified online.

### When to Register?

You can register yourself before starting EBMA course with approved centre or during your study with approved centre. If you delay your registration, you may pay an extra fee to register yourself with EBMA or we may not accept your registration.

### Register Online

You can register Online by visiting the page  
<http://www.ebma.org.uk/apply-for-registration.html>

## REQUIREMENTS FOR THE CENTRE

### RESOURCES

Centres should provide following resources to learners:

- Study resources to learners e.g. Journals, Articles, EBooks, and Study Handbooks.
- Suitable premises or online learning, teaching and assessing platform
- Career guidance and advice.

### HEAD OF THE CENTRE ROLES AND RESPONSIBILITIES

This section gives details of the requirements and responsibilities of each role involved in the assessment and examination process. You will need to identify suitable member of staff to fill each role described below:-

- The head of centre is the person responsible for ensuring that the overall management of the centre including services, reputation, and maintaining the quality assurance standards of qualifications and assessments.
- Head of centre must have a secure email address to login to web-portal and for all correspondence with .
- Head of the centre is responsible to ensure that the centre will demonstrate its on-going fulfilment of the centre recognition criteria over time and across all qualifications. Centres will be given the opportunity to present evidence of the on-going suitability and deployment of their processes and systems to carry out the required functions as per centre agreement. The centre agreement clearly explains the centre role to maintain compliance with centre agreement.
- In the case of suspected malpractice or maladministration, the head of centre must report incident to at the earliest opportunity all suspicions or actual incidents of malpractice.

### CENTRE CONTACT / COORDINATOR ROLES AND RESPONSIBILITIES

The Centre coordinator is responsible for ensuring that the management, administration and quality assurance systems for all qualifications and assessments are properly maintained throughout the centre and that communication between and centre is efficient and effective. Centre coordinator must have a secure email address to login to web-portal and for all correspondence with . Centre coordinator must inform about any changes within the Centre.

The person undertaking this role:-

- Have relevant experience and expertise in assessment management and quality assurance;
- Possess the necessary authority and time to ensure that management, assessment, administration and internal quality assurance procedures are implanted correctly and consistently across the centre;
- Have a regular contact with teachers, assessors and internal moderators;
- Liaise closely with staff members within the centre to provide guidance and instructions provided by ;
- Inform for any risk that could have an adverse effect in the delivery of qualifications and assessments;
- Register learners with in accordance with registration policy;

- Ensuring invoices are paid within agreed terms;
- Ensuring centre staff attend standardisation events and participate in Continuous professional development trainings.
- Sufficient and effective support is available to centre staff (e.g. teachers, assessors and moderators) for the confirmation of decisions of assessors and internal moderation;
- Ensuring appropriate record is maintained within the centre to comply with centre agreement and to facilitate on-going awarding organisation visits.
- Ensuring security arrangements for confidential information are accordance with security policy.
- Ensure administration of assignments are accordance with instructions for coursework;
- Ensure certificates issued by are securely stored prior to issue to learners;
- Ensure all general correspondence with is disseminated promptly to all relevant people within the centre.

## INTERNAL QUALITY ASSURER (IQA) ROLES AND REQUIREMENTS

Internal Quality Assurers must have a secure email address to login to web-portal and for all correspondence with .

Internal Quality Assurers will monitor assessment activities and provide feedback to assessors, coordinate standardisation and provide guidance to assessors.

Internal moderators are expected to provide appropriate feedback to assessors whether unit assessed are:

- **Authentic**:- the work is learner's own work;
- **Valid**: the evidence meets all assessment criteria and all learning outcomes;
- **Reliable**: evidence is consistent and generates outcomes that would be replicated were the assessment repeated;
- **Current**: up to date evidence is used;
- **Sufficient**: enough work is available to justify credit value and to enable assessors to make a consistent and reliable judgements about learner's achievement;
- **Comparable**: evidence is comparable in standard between assessments within a unit or qualification, between learners of the same level, between different assessors, site/centres and comparable over time;
- **Manageable**: the assessment places reasonable demands on learners;
- **Fair and minimises bias**: assessments are fair to all learners irrespective of their characteristics (age, gender, race etc.).

### Internal moderators must meet the following requirements –

- Demonstrate sufficient and current understanding of the qualifications to be internal moderated, and know how they are applied in the relevant sector area(s) concerned, to the satisfaction of . Moderators must demonstrate occupational competence in all the mandatory units and a significant proportion of the optional units in qualifications.
- Internal moderators must have one of the following qualifications:-
  - D34/V1
  - Level 4 Award in the Internal Quality Assurance of Assessment Process and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

- Demonstrate their continuing professional development to ensure they are up to date with moderation practices in their sector and developments in the qualifications they moderate/verify.
- Have a thorough understanding of the National Occupational Standards for the qualification at the unit(s)/level(s) they are moderating.

## ASSESSORS' ROLES AND REQUIREMENTS

- The primary role of assessors is to assess learners' performance and/or related knowledge in a range of tasks and to ensure that their competence/knowledge demonstrated meet the requirements of standards.
- Assessors' must have a secure email address to login web-portal.
- Assessors must have following occupational competence –
  - Provide current evidence of competence, knowledge and understanding in the areas to be assessed, to the satisfaction of . This will normally be achieved through demonstrating competence in the role which is to be assessed, which may be recorded in organisation training records. Alternatively, this can be demonstrated by relevant experience and continuing professional development which may include achievement of qualifications relevant to the areas being assessed.
  - They must have an accredited assessor qualification e.g. A1, D32 and/or D33 or related qualification in assessment that has been mapped to the national occupational standards for assessment.
  - Demonstrate their continuing professional development to ensure they are up to date with assessment practices in their sector area of expertise and developments in qualifications they assess.
  - Have full and current understanding of the units of assessment and requirements of the qualifications being assessed.

## ASSESSING LEARNERS' EVIDENCE

- The Assessor will make valid assessment judgement on learners' work according to the expectations from a learner for RQF assessment at a particular level. Assessors will record their judgements using the **Unit Assessment Form**.
- Each unit is made of learning outcomes and assessment criteria. The centre will apply a range of assessment methods to require the learner to produce the evidence to meet all assessment criteria in a unit. Once the learner will produce evidence, the Assessors will make judgements that learner has fully achieved/not achieved (on the basis of Pass/Fail criteria) the expected assessment standard specified by the assessment criteria related to the learning outcomes in a unit of 's qualification.
- The RQF Level Descriptors enable the achievement to be located at a particular level i.e. the expected assessment standard specified by the assessment criteria related to the learning outcomes in a unit of qualification at a particular level. The level descriptors are divided into two categories –
  - knowledge and understanding; and
  - skills.
- To assess the learners' work, the Assessor must make valid assessment judgement that the learners meet/not meet the expected assessment standard specified by the assessment criteria related to the learning outcomes at a particular level. Such expectations from learners for RQF assessment are as below -

**At RQF Level 6:**

In each learning outcome at RQF Level 6, the Assessor's judgement must be based on the learner's following demonstration:-

<b>Knowledge descriptor (the holder...)</b>	<ul style="list-style-type: none"><li>• Has advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.</li><li>• Understands different perspectives, approaches or schools of thought and the theories that underpin them.</li><li>• Can critically analyse, interpret and evaluate complex information, concepts and ideas.</li></ul>
<b>Skills descriptor (the holder can...)</b>	<ul style="list-style-type: none"><li>• Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors.</li><li>• Use and, where appropriate, design relevant research and development to inform actions.</li><li>• Evaluate actions, methods and results and their implications.</li></ul>

## TEACHERS' ROLES AND RESPONSIBILITIES

Teacher roles are to prepare learners for the assessment for a qualification, engage learners with classroom and group discussion or presentation, and motivate them.

Teachers are responsible for ensuring that:-

- They are qualified to deliver units/qualification.
- They have teaching related qualification.
- Obtain guidance, feedback and support from to provide extra ordinary guidance to learners.
- Visit centre portal on daily basis to see any instructions, and to obtain any guidance or support for effective delivery of qualifications.
- Plan the delivery of unit/qualification to meet eh needs of leaners and syllabus outcome.
- Design lecture and use information technology tools in the development of slides, notes or handouts.
- Provide guidance to learners about the assessment of units/qualification.
- Be familiar with the centre policies and procedures.
- Do not discriminate learners during centre internal assessment or marking of assignment.
- Make sure that learners' performance is updated in learner logbook accurately and fairly.
- Liaise with centre assessors and internal moderator to ensure that learners' assessment meets the requirements of and to provide constructive and supportive feedback to learners so that they meet the assessment standards.
- Prepare lesson plan and scheme of work to ensure that relevant topics are covered while teaching learners.
- Make sure that learners are aware about the reasonable adjustment or special consideration policies and procedures that they will not be given any disadvantage during their assessment.
- Encourage learners to register with on time.
- Do not perform malpractice or maladministration activity within centre which can create risk for qualifications.
- Attend meeting of teachers or assessors within centre and provide feedback to .
- Provide feedback to about units/qualification.
- Do not discriminate learners and provide equal opportunity to all learners during your teaching activities within the centre.
- Report any malpractice or maladministration activity going on within the centre to .
- Attend training sessions/programmes provided by for your continuous professional development.
- Liaise with centre staff (i.e. head of centre) for resources for the delivery of units/qualifications.

## TEACHERS' REQUIREMENTS

We expect teachers to be *occupational competence* to teach qualifications.

Teachers must hold qualification and training:-

- A postgraduate degree in a relevant subject sector (or equivalent)
- Membership of a relevant professional body or relevant teaching qualification.

Teachers must hold following experience:-

- Must have suitable expertise to deliver a relevant subject.
- Previous teaching experience.
- Experience of enhancing learners experience in the relevant subject.
- An ability to support students throughout their journey towards the achievement of the qualification.
- Relevant industry, management or commercial experience;

Teachers must hold following knowledge, awareness and ability-

- Knowledge of Regulated Qualification Framework or equivalence;
- Knowledge of Equal Opportunity Issues;
- Ability to use MS Office applications such as Excel, PowerPoint and word.
- Commitment to team working and able to motivate others.
- Excellent organisational and administrative skills.

## 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).

## ENQUIRIES AND APPEALS

EBMA is committed to ensure all Learners are provided with fair assessment, accurate and correct results.

This policy aims to support those who wish to raise an enquiry or make an appeal. This policy applies to Learners and Centres and it is to be used in the following circumstances:

- to enquire about results of assessments;
- to enquire about decisions on Reasonable Adjustments and Special Considerations;
- to enquire about decisions and any actions to be taken following a malpractice or maladministration investigation.

A Learner or Centre must initially follow the Enquiry process. If dissatisfied with the result of an Enquiry they may then pursue an Appeal.

Both Learner and Centre Enquiries and Appeals are taken seriously by .

### We will

- Acknowledge Enquiries within 5 working days after the Enquiries Form has been received at 's office; and issue an invoice.
- Do all necessary checks and reply to any Enquiries within 15 working days of receiving an Enquiry.
- Accept an Appeal from an individual Learner or a Centre after the Enquiries process has been completed.
- Acknowledge an Appeal within 5 working days after the Appeal Form and fee has been received at 's office; and issue an invoice.
- Investigate the Appeal and reply with the outcome within 20 working days.

### We will consider an appeal based on:

- the enquiry process that has been completed;
- the grounds for the appeal provided by the Centre or Learner;
- the timescale of the application.

### We will

- Provide reason(s) for an appeal if it is rejected.
- Amend original results or decisions where appropriate, informing the Learner and Centre.
- Review Centre arrangements where appropriate.

Please note that the findings of 's appeal process will be final.

### If you are a Learner

Enquiries and appeals about any of the above matters should be raised in the first instance with the Centre following their Enquiries and Appeals policy and procedure.

### If you are a Centres

You must

- Have an Enquiry and Appeals policy and procedure.
- Give Learners a copy of the Centre's Enquiries and Appeals Policy.
- Investigate and report on any Enquiries or Appeals from Learners.
- Make sure that the result and advice given to the Learner is accurate and complete.
- If a Centre finds an incorrect result has been given they must tell .

Centres must keep information and evidence on Enquiries and Appeals and provide this when asked for by . A Centre may also make an Enquiry for themselves or on behalf of a Learner(s). The Enquiry Form must be used.

### **Complaints**

If the individual Learner or Centre is dissatisfied the Appeal process they should follow 's Complaints Procedure.

## **QUALIFICATION SYLLABUS**

Level 6 Diploma in Business Administration is a 120-credit programme comprising five 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: MANAGEMENT CONTROL

<b>Unit Aim</b>	The primary aim of this unit is to familiarise learner with the concepts and application in business organisations of management control systems.		
<b>Level</b>	<b>6</b>	<b>Credit Value</b>	<b>20</b>
<b>GLH</b>	<b>80</b>	<b>Unit Number</b>	<b>J/615/4710</b>
<b>Learning Outcomes The learner will</b>		<b>Assessment Criteria The learner can</b>	
1. Be able to identify the characteristics of management control systems.		1.1. Explain the evolutions of control systems in an organisation. 1.2. Identify organisational control systems for effective organisational performance 1.3. Explain the importance of accounting and budgeting systems functions to influence human behaviour. 1.4. Identify leadership as a method of control.	
2. Be able to evaluate management control systems for strategic planning and development in an organisation		2.1. Assess core control systems in an organisation 2.2. Identify the relationship between planning and control 2.3. Evaluate the contingency framework for strategic planning and development.	
3. Be able to evaluate the controls systems in an organisation.		3.1. Evaluate the use of project management tools in an organisation. 3.2. Assess the nature of control systems in a small business 3.3. Assess the process of discovering strategic core competence in a small business 3.4. Evaluate the use of management control systems.	
<p><b>Teaching Methods</b> A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations.</p> <p><b>Supplementary texts and readings:</b></p> <p>Management Control Systems: Text And Cases Sekhar McGraw-Hill, 2005</p> <p>Organisational Behaviour and Analysis, An Integrated Approach, 4th Edition Derek Rollinson Prentice Hall, 2008</p> <p>Management Control Systems, Performance Measurement, Evaluation and Incentives 2nd Edition, Kenneth Merchant, Wim Van der Stede, Prentice Hall, 2007</p>			

## UNIT 02: MANAGEMENT OF SALES FORCE

<b>Unit Aim</b>	The unit aims to explore the concept of customer relationship management, planning and decision making process to meet salesforce target at local and international market.		
<b>Level</b>	<b>6</b>	<b>Credit Value</b>	<b>20</b>
<b>GLH</b>	<b>80</b>	<b>Unit Number</b>	<b>R/615/4712</b>
<b>Learning Outcomes The learner will</b>		<b>Assessment Criteria The learner can</b>	
1. Be able to identify the important of customer relationship management.		1.1. Identify the benefits of managing excellent customer relations. 1.2. Evaluate different working practices and methods to maintain customer relationship within the organisation. 1.3. Identify the use of the technological forces improve sales force management practices.	
2. Be able to critically evaluate the salesperson performance and motivation in local and global market.		2.1. Identify the personal characteristics on salesperson motivation. 2.2. Critically analyse the components of salesperson performance model e.g. behaviour, role perceptions, and satisfaction. 2.3. Critically identify the cultural forces affecting the performance of salespeople 2.4. Critically evaluate criteria of selecting the best salesperson to target international market.	
3. Be able to use sales planning and forecasting in order to meet sales target.		3.1. Identify salesforce strategies to plan and implement salesforce tasks. 3.2. Identify how to deal with an internal and external environment in salesforce planning. 3.3. Use financial and non-financial information to assess the scope of resource requirements. 3.4. Evaluate the impact of sales forecasting on sales targets. 3.5. Plan the use of resources to meet sales target.	
<b>Teaching Methods</b> A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions.			
<b>Discussion Guidelines</b> Students must be proactive in reading the following Journal/Book throughout the week and sharing their thoughts and summaries with the class and the tutor. CRM Success stories at: <a href="http://www.salesforce.com/showcase/stories/wsj.jsp">http://www.salesforce.com/showcase/stories/wsj.jsp</a>			
<b>Supplementary texts and readings:</b>			

Leading the Sales Force, A Dynamic Management Process, René Y. Darmon, ESSEC Business School, Cambridge University Press, 2008

Sales management: a global perspective, Earl D. Honeycutt, John B. Ford, Antonis C. Simintiras, Routledge, 2003

Customer Relationship Management (CRM), Ed Peelen, Prentice Hall, 2005

## UNIT 03: STRATEGIC MARKETING MANAGEMENT

<b>Unit Aim</b>	Aim of this unit is to introduce learners about the strategic reflections on the major issues on marketing management. Learners will be able to understand marketing literature, planning process, segmentation and target marketing.		
<b>Level</b>	<b>6</b>	<b>Credit Value</b>	<b>20</b>
<b>GLH</b>	<b>80</b>	<b>Unit Number</b>	<b>H/615/4715</b>
<b>Learning Outcomes The learner will</b>		<b>Assessment Criteria The learner can</b>	
1. Be able to build an effective marketing strategy.		1.1. Identify main types of marketing strategies. 1.2. Conduct a market analysis for the organisation. 1.3. Use the market analysis to build a marketing strategy for the organisation. 1.4. Identify the strengths and weaknesses of the organisation marketing strategy.	
2. Be able to develop the marketing plan for effective decision-making.		2.1. Identify the purpose of marketing plan. 2.2. Identify the benefits of developing sales and marketing plan. 2.3. Develop the marketing and operational plans for the organisation.	
3. Be able to plan, segment and position the product in to achieve the target market.		3.1. Identify the buyer behaviour in consumer market. 3.2. Assess the role of pricing, distribution and communication in the process of marketing planning. 3.3. Analyse environmental factors the consumer buying process. 3.4. Identify criteria for successful marketing segmentation. 3.5. Use the marketing approaches in the planning and development of target marketing.	

### Teaching Methods

A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations.

### Supplementary texts and readings:

Strategic Marketing Management: planning, implementation and control by Richard M.S. Wilson and Colin Gilligan, 2004

Strategic Market Management: Global Perspectives by David A. Aaker and Damien McLoughlin, 2010

Strategic Marketing Management: A Process-based Approach by Luiz Moutinho and Geoff Southern, 2009

Strategic Marketing Management 6th Ed. by David A. Aaker, 2001

Marketing Management: A Strategic Decision-Making Approach by Mullins, 2012 (Not Available in Market since May 2012)

Marketing Management: A Strategic Decision-Making Approach, 6th Edition (Mcgraw Hill/Irwin Series in Marketing) by John Mullins, 2006

## UNIT 04: BUSINESS LAW

<b>Unit Aim</b>	Aim of this unit is to introduce the importance of law in businesses and organisations including main features of English Legal systems, contract laws, sales of goods acts and credit transactions as well as intellectual property law. This unit will develop analytical skills in law and encourages their application to business contexts.		
<b>Level</b>	<b>6</b>	<b>Credit Value</b>	<b>20</b>
<b>GLH</b>	<b>80</b>	<b>Unit Number</b>	<b>K/615/4716</b>
<b>Learning Outcomes The learner will</b>		<b>Assessment Criteria The learner can</b>	
1. Be able to understand the main features of EU law and the English legal system.		1.1. Identify main rules of statutory interpretation. 1.2. Identify differences between civil and criminal law. 1.3. Describe ways in which EU law is created and the effect of the EU law in the United Kingdom. 1.4. Describe the features of the English legal system.	
2. Be able demonstrate knowledge of legal materials relating to contracts.		2.1. Identify and explain main requirements for a legal contract. 2.2. Identify nature and remedies for misrepresentation. 2.3. Explain the types of contract which are illegal at common law. 2.4. Explicate the creation and discharge of contracts.	
3. Be able understand the key features and legal requirements for the sale of goods act.		3.1. Identify the sales of goods act rules on passing of ownership. 3.2. Describe the duties of the buyer and the seller in the sales of goods act. 3.3. Identify remedies of the buyer and the seller in the sales of goods to be breached.	
4. Be able understand the legal characteristics of a company and main features of credit transactions and intellectual property rights.		4.1. Identify legal characteristics of a company as compare to partnership and sole trader under company act 2006. 4.2. Identify the process of appointment and removal of directors. 4.3. Describe ways in which limited companies are controlled and managed. 4.4. Identify the creditor responsibility for dealer's misrepresentations and breaches of contract under consumer credit act 1974. 4.5. Describe the essential nature of copyright, a patent and a trade mark under Copyright, Designs and Patent Act 1988 and the Trade Mark Act 1994.	

### **Teaching Methods**

Centre tutors must use a range of teaching methods for the Business Law including case study, presentation and direct learning from supplementary texts/books.

### **Supplementary texts and readings:**

Business Law MyLawChamber Pack by Ewan MacIntyre, 2011

Business Law by James Marson, 2011

Business Law by Ms Sarah Riches and Ms Vida Allen, 2009

The Sale of Goods ACT, 1893, with Notes (1894) by Frank Newbolt, 2010

Contract Law (Palgrave Macmillan Law Masters) by Ewan McKendrick, 2011

Intellectual Property Law by Lionel Bently and Brad Sherman, 2008

## UNIT 05: RESEARCH PROJECT INCLUDING RESEARCH METHODS

<b>Unit Aim</b>	This course aims to introduce learners with key concepts of entrepreneurship, and small business development.		
<b>Level</b>	<b>6</b>	<b>Credit Value</b>	<b>20</b>
<b>GLH</b>	<b>160</b>	<b>Unit Number</b>	<b>M/615/4717</b>
<b>Learning Outcomes</b> The learner will be able to		<b>Assessment Criteria</b> The learner can	
1. Identify features of good research design.		1.1. Identify a research question. 1.2. Describe the process of social research. 1.3. Explain the criteria and limitation of research design. 1.4. Identify the criteria for reliability and validity for the measurement of research data. 1.5. Identify the relationship between philosophy and methodology within research texts.	
2. Apply research techniques to design the research proposal.		2.1. Explicate the qualitative-quantitative debate of social science research. 2.2. Explore the nature of pluralism in research methodology. 2.3. Describe the qualitative approach to research design. 2.4. Describe the quantitative approach to research design. 2.5. Apply suitable approach to design research proposal.	
3. Review the collection, presentation and analysis of data to complete research project.		3.1. Perform literature review. 3.2. Create a sample of data from the findings. 3.3. Apply the suitable methods and statistical techniques to analyse data. 3.4. Present data and information from findings in suitable format to produce results. 3.5. Draw conclusions and recommendations from research findings	
4. Investigate the quality issues associated with data handling		4.1. Explain the ethical issues of data handling. 4.2. Present guidelines for handling missing data while conducting research. 4.3. Critically review the importance of referencing system while recording data. 4.4. Investigate challenges and responses of handling social science data.	
<p><b>Reference Books:</b></p> <p>Business Research Methods 3e by Alan Bryman and Emma Bell, 2011</p> <p>Research Methodology: A Step-by-Step Guide for Beginners by Ranjit Kumar, 2010</p>			

Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First-Class Work (The How to Series) by Derek Swetnam and Ruth Swetnam, 2000

Doing a Successful Research Project: Using Qualitative or Quantitative Methods by Professor Martin Brett Davies, 2007