



TQUK Level 5 Diploma in Business Management (RQF)

Qualification Specification

Qualification Number: 603/2697/9



Introduction

Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org

Qualification specifications can be also be found on our website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

The TQUK Level 5 Diploma in Business Management (RQF) is regulated by Ofqual.

Qualification Purpose

The qualification offers learners the opportunity to develop knowledge, understanding and skills related to a range of management areas including teamwork, project management, independent research, international marketing and managing innovation and change.

Learners will apply principles, methodologies, tools and techniques to conduct independent research in implementing a business project to meet business objectives.

Learners will engage in sustained research in a specific field of study, demonstrate the capacity and ability to identify a research theme, develop research aims, objectives and outcomes, and to present the outcomes of their research in written and verbal formats. They will be encouraged to reflect on their engagement in the research process during which recommendations for future, personal development are key learning points.

The qualification develops learners' knowledge and understanding of innovation and the tools and techniques the organisations use to manage innovation and gain competitive advantage in the business environment. to prepare them to anticipate, plan and deliver organisational change. The concepts will be applied to real world scenarios. Learners will be able to predetermine appropriate and timely interventions required to maximise the benefits and minimise the risk of organisational change.

Learners will study marketing at a higher level and develop knowledge and ability to work with international marketing teams using a variety of methods of international marketing and critically evaluate the challenges organisations face when doing so.

Learners will understand the importance of effective team working to an organisation's success, and develop skills and knowledge for working in team situations both as a team leader and a team member.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent. It would be beneficial for learners to have a business management qualification at level 3 or 4 and experience of working in a business environment.

The qualification is suitable for learners of 18 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

TQUK Level 6 Diploma in Business Management

Level 6 Diploma in Business Management and Marketing

Level 6 Diploma in Business Management and Human Resources

Level 6 Certificate in Project Management

Level 6 Award in Advancing Business Ideas and Entrepreneurship

Structure

Learners must achieve 120 credits from six units

Title	Unit ref.	Guided Learning Hours	Credit value
Business research project	K/616/6770	80	20
Project management	M/616/6771	80	20
Innovation in business	A/616/6773	80	20
Change management	F/616/6774	80	20
Role of management in the global business environment	J/616/6775	80	20
Development and management of teams	L/616/6776	80	20

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 1200 hours

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 480

Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Useful Websites

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Recommended Resources

Atrill, P. and McLaney, E. (2012) Accounting and Finance for Non-Accounting Specialists. 8th Ed. Harlow: Pearson.

Elliot, B. and Elliot, J. (2013) Financial Accounting and Reporting. 16th Ed. Harlow: Pearson.

Gruening, H. V., Scott, D. and Terblanche, S. (2011) International Financial Reporting Standards: A Practical Guide. 6th Ed. Washington: The World Bank.

Melville, A. (2011). International Financial Reporting: A Practical Guide. 4th Ed. Harlow: Pearson.

Weygandt, J. et al (2013) Financial Accounting, IFRS edition. 2nd Ed. Oxford: Wiley.

Costley, C., Elliot, G. and Gibbs, P. (2010) Doing Work Based Research: Approaches to Enquiry for Insider-researchers. London: SAGE.

Flick, U. (2011) Introducing Research Methodology: A Beginner's Guide to Doing a Research Project. London: SAGE.

Gray, D. (2009) Doing Research in the Real World. 2nd Ed. London: SAGE.

Saunders, M., Lewis, P. and Thornhill, A. (2012) Research Methods for Business Students. 6th Ed. Harlow: Pearson.

Bessant, J, and Tidd, J. (2015) Innovation and Entrepreneurship. 3rd Ed. Oxford: Wiley.

Drucker, P. (2006) Innovation and Entrepreneurship. London: Harper Business.

Matthews, C and Brueggemann, R. (2015) Innovation and Entrepreneurship: A Competency Framework. London: Routledge.

Trott, P. (2012) Innovation Management and New Product Development. Harlow: Pearson.

Valikangas, L. and Gibbert, M. (2015) Strategic Innovation: The Definitive Guide to Outlier Strategies. London: Pearson FT Press.

Lewis, L. K. (2011) Organizational Change: Creating Change Through Strategic Communication. Chichester: Wiley-Blackwell.

Mee-Yan, C-J. and Holbeche, L. (2015) Organizational Development: a Practitioner's Guide for OD and HR. London: Kogan Page.

Northouse, P. G. (2010) Leadership Theory and Practice. 5th Ed. London: SAGE.

Pendleton, D. and Furnham, A. (2012) Leadership: All You Need to Know. London: Palgrave Macmillan.

Stanford, N. (2013) Organization Design: Engaging with Change. 2nd Ed. London: Routledge.

Bartlett, C. and Beamish, P. (2011). Transnational Management: Texts, Cases, and Readings in Cross-Border Management. 6th Ed. Maidenhead: McGraw-Hill.

Daniels, J. D., Radebaugh, L.H. and Sullivan D.P. (2013) International Business Environments and Operations. 14th Ed. Harlow: Pearson.

Deresky, H. (2014). International Management: Managing Across Borders and Cultures. 8th Ed. Harlow: Pearson.

Guay, T. R. (2014) The Business Environment of Europe: Firms, Governments, and Institutions. Cambridge: Cambridge University Press.

Peng, M. (2014) Global Business. 3rd Ed. Cengage Learning.

Adair J – Effective Teambuilding: How to Make a Winning Team (Pan, 1987) ISBN 0330298097

Belbin M – Team Roles at Work (Butterworth-Heinemann Ltd, 1996) ISBN 0750626755

Honey P – Teams and Teamwork (Peter Honey, 2001) ISBN 1902899156

Leigh A and Maynard M – Leading Your Team (Nicholas Brealey, 2004) ISBN 1857883047

Unit 1

Title:		Business research project K/616/6770	
Level:		5	
Credit value:		20	
Guided learning hours:		80	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to use research methodologies involved in the research process	1.1	Identify important theoretical frameworks for research
		1.2	Develop systematic research propositions as the basis for research
		1.3	Utilise theories and models involved in developing a systematic approach for research
		1.4	Develop a research problem or hypothesis
2.	Be able to conduct and analyse research relating to a business research project	2.1	Analyse the phases of research using secondary or primary research
		2.2	Select sample types and sample size appropriate for the research
		2.3	Use a range of methods to conduct an ethical research
		2.4	Explain how the ethical aspects are addressed and reported.
3.	Be able to inform stakeholders of the research results	3.1	Identify key stakeholders who will be informed of the research results
		3.2	Analyse modes of communicating research outcomes to stakeholders
		3.3	Analyse how to develop persuasive arguments for various audiences.
4.	Be able to reflect on research methodologies and concepts involved	4.1	Evaluate performance of research methodologies and developing arguments through use of evidence
		4.2	Reflect on the advantages and disadvantages of the

			chosen research methods
		4.3	Evaluate potential drawbacks of the selected research methods
		4.4	Predict future behaviour and deliberations through reflection
Assessment requirements: n/a			

Unit 2

Title:		Project management M/616/6771	
Level:		5	
Credit value:		20	
Guided learning hours:		80	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Demonstrate knowledge of project aims, objectives, estimates of time and resources needed in completing research	1.1	Address the scope of the project conducted
		1.2	Produce project sub divisions and work break down for effective planning
		1.3	Address the relevant elements and steps involved in the initiation phase of project management
		1.4	Evaluate project methodologies for the specific project selected
2.	Be able to develop a plan to manage the project using relevant project management tools and techniques in context of information collection	2.1	Address and evaluate suitable methods of data collection
		2.2	Address and evaluate analytical techniques for the research conducted
		2.3	Explain a suitable sampling technique for the project
		2.4	Explain the concepts of ethics, reliability and validity in context of the research conducted
3.	Be able to present the project and provide recommendations based on the analysis conducted	3.1	Use a suitable method and medium for communicating the outcomes of the research
		3.2	Show critical evaluation of the tools and techniques chosen
		3.3	Analyse the findings and outcomes of the research and provide evaluative conclusions.
		3.4	Critically evaluate the data collected in context of the objectives of the research
4.	Understand how the research process has contributed to own	4.1	Explain the support provided by the organisation during the research

	learning and performance	4.2	Evaluate how the process of project management and the quality of research supports own learning and performance
Assessment requirements: n/a			

Unit 3

Title:		Innovation in business A/616/6773	
Level:		6	
Credit value:		20	
Guided learning hours:		80	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand concepts of invention and innovation	1.1	Differentiate between the concepts of invention and innovation
		1.2	Evaluate sources of innovation and evaluate the benefits and challenges to small businesses
		1.3	Critically analyse the development of innovation and its application in the management of an organisation
2.	Understand different types of innovation	2.1	Identify and evaluate the different types of innovation available to an organisation
		2.2	Analyse and apply the innovation funnel concept in an organisational context
		2.3	Evaluate the role of frugal innovation in an organisational context
3.	Be able to apply methods and process in commercialising innovation	3.1	Develop a detailed innovation business case which explains how to measure its overall effectiveness using techniques
		3.2	Test and launch the innovation business case in the market
		3.3	Explain the sources of funding available analysing the reasons for funding
		3.4	Explicate the importance of commercial funnel in commercialising of innovation
4.	Be able to identify and evaluate a range of available innovation protection ideas and tools	4.1	Identify and evaluate the different tools used by organisations in protecting innovation
		4.2	Define intellectual property rights and explain the implications as a result of open innovation platforms

		4.3	Analyse the role of branding in protecting innovation
		4.4	Evaluate the concept of intellectual property in an international context
Assessment requirements: n/a			

Unit 4

Title:		Change management F/616/6774	
Level:		6	
Credit value:		20	
Guided learning hours:		80	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to analyse how change affects organisational strategy and operations	1.1	Define change in a business context
		1.2	Identify drivers of change through models such as SWOT and PEST
		1.3	Recognise planned and emerging change and utilise models and theories to manage change
2.	Be able to identify the impact of the drivers of change on organisational behaviour	2.1	Identify psychological methods of addressing change
		2.2	Identify drivers of change and explain their impact on team dynamics
		2.3	Identify and be proactive for change using a range of theories and models proven to be effective and efficient
N 3.	Be able to regulate the manner in which resistance to change influences decision making in an organisational context	3.1	Initiate or impose adaptive or constructive change and determine the response
		3.2	Apply theories including the Force Field analysis or Schein's organisational culture model to identify the impacts of change on organisational culture
		3.3	Identify decision-making techniques and processes used during the implementation of change
4.	Be able to identify and apply leadership theories and approaches to change	4.1	Evaluate the situational leadership theory in relation to initiating change
		4.2	Identify opportunities emerging through change how to monitor and control change through leadership
		4.3	Explain how to monitor and control change through leadership
		4.4	Apply key theories, concepts and frameworks for

			change management
		4.5	Identify the key principles of change management and leadership
Assessment requirements: n/a			

Unit 5

Title:		Role of management in the global business environment J/616/6775	
Level:		5	
Credit value:		20	
Guided learning hours:		80	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to evaluate the critical factors that drive globalisation	1.1	Analyse the nature of globalisation in aspects such as culture, economy, and politics
		1.2	Evaluate factors in globalisation such as foreign direct investment, international business trade and economic integration
		1.3	Analyse key factors in globalisation relevant to cost, market, environment and competition
		1.4	Identify the implications of digital technological advancements developing in parallel with globalisation
2.	Understand the complications relevant to operating in the global business arena	2.1	Identify implications of international trade law in a business context
		2.2	Identify the environmental and economic impacts of globalisation for modern businesses
		2.3	Identify the challenges globalisation impose on diversification strategies
3.	Understand the implications of operating in a global market on an organisation's structure, culture and functions	3.1	Identify through the use of McKinsey's 7s model how the global market impacts the organisation in terms of organisational structure
		3.2	Identify how multinational conglomerates function within the international context
		3.3	Analyse the influence of sustainable globalisation practices in an organisational context
4.	Be able to analyse the impact of globalisation on organisational decision making	4.1	Identify the principle concepts of leadership change
		4.2	Identify and analyse international expansion methods and strategic decision making.

		4.3	Identify the potential hindrances to international trade based on decisions made
Assessment requirements: n/a			

Unit 6

Title:		Development and management of teams L/616/6776	
Level:		4	
Credit value:		20	
Guided learning hours:		80	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of teams	1.1	Explain the different types of team
		1.2	Evaluate the benefits of teams
2.	Understand team development	2.1	Analyse methods of team building
		2.2	Analyse methods of measuring team performance
		2.3	Analyse methods of improving team cohesion
3.	Understand leadership attributes and skills	3.1	Explain definitions of leadership
		3.2	Analyse the skills required for leadership
4.	Be able to work effectively in a team	4.1	Evaluate the purposes of team working
		4.2	Analyse the skills required in a team member
		4.3	Evaluate the responsibilities of a team leader
		4.4	Evaluate the skills required of a team leader
<p>Assessment requirements:</p> <p>AC 1.1 To include formal; informal; size e.g. small, large; temporary project/task teams; permanent groupings</p> <p>AC 1.2 To include: contribution to departmental and organisational productivity and effectiveness, targeting setting and monitoring, how performance is monitored; reduction of alienation; fostering innovation; sharing expertise; implementing change; roles; identification and development of talent, e.g. Belbin</p> <p>AC 2.1 To include: recruitment; induction; motivation; training; coaching; mentoring; team knowledge e.g. awareness of team members' strengths; team roles, e.g. Belbin; team development e.g. Tuckman; weaknesses; sensitivities; supporting all team members</p> <p>AC 2.2 To include: performance indicators; target setting; monitoring; review; performance against targets; support and development of team members</p>			

AC 2.3 To include: definition of team goals; group conflict (actual, potential); group turnover, e.g. opportunities for career progression, recognition of contributions; team leadership (strong, weak, leadership styles)

AC 3.1 To include: role of the leader; leadership styles e.g. autocratic, democratic, participative, laissez-faire; impact of styles on team performance; adapting leadership style according to situation; identifying own leadership style

AC 3.2 To include: leadership qualities; power and authority, types of authority e.g. charismatic, legitimate, expert, reward, coercive (French and Raven); authority and responsibility; team, task and individual needs (Adair); model of different leadership styles e.g. the continuum of leadership behaviour (Tannenbaum and Schmidt)

AC 4.1 To include: achievement of goals, increased efficiency and productivity

AC4.2 To include: clarifying objectives, agreeing tasks, valuing people, being receptive to feedback; encouraging other team members to recommend improvements; conflict situations; interpersonal skills e.g. communication (active listening, questioning, body language, assertiveness)

AC 4.3 To include common purpose, integrity, fairness, consistency in decision making

AC4.4 To include communicating (verbal and non-verbal methods), planning, team building, leading by example, providing and receiving feedback, setting objectives, motivating, consulting, problem solving, valuing and supporting others, stretching people's talents and managing aspirations; monitoring, preventing and resolving conflict; fostering creativity; adapting leadership style according to situation