



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 8 Diploma in Strategic Management and Leadership

Student Handbook

January 2015

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Qualifi Ltd Mission Statement

WE PROMOTE ACCESS TO EXCELLENCE ENABLING YOU TO REALISE YOUR POTENTIAL

- We value and practise equality of opportunity, transparency and tolerance
- We strive for excellence in all we do: locally regionally, nationally and internationally
- We work in partnership with business, the community and other educators
- We encourage and promote research innovation and creativity

Student Commitment

This represents a clear statement of Qualifi Ltd and its partners' intentions to deliver agreed standards for a range of academic and administrative services. It spells out what is expected of you as a student and the contribution that can be made to gain the most benefit from your study time through our courses.

You will get the best out of your study time with Qualifi if you are committed to:

- Preparing for classes and attending punctually
- Completing your work to the best of your ability and submitting it on time
- Not committing plagiarism
- Keeping up to date with course information through email or other channels
- Using the feedback you are given to improve subsequent work
- Making appropriate use of teaching staff's time
- Taking responsibility for your personal development planning and skills development
- Treating staff, fellow learners and neighbours in the local community with respect at all times

We aim to:

- Start and end all classes on time
- Give you one week's notice of changes to your classes
- Give you feedback on assessed work within 15 working days
- Give you clear, legible and informative feedback on your work
- Be available for timed appointments
- Treat you with respect at all times
- Support you in your preparation for the work place

Supporting Diversity

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

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1 Introduction to the course

The qualification has been accredited to the National Qualification Framework (NQF) 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 NQF code. The QAN for these qualifications are as follows:

Qualifi Level 8 Diploma in Strategic Management and Leadership: 601/5362/3

1.1 Welcome to the course

We would personally like to welcome you to the Qualifi Level 8 Diploma in Strategic Management and Leadership.

This Level 8 Diploma is about developing and implementing effective strategies across ambitious growing organisations. Strategic management is for Executive Directors and Senior Managers and for those who have the authority and personal inspiration to translate organisational strategy into effective corporate performance.

The Diploma requires aspiring or current directors and senior managers to build a knowledge and understanding in strategic direction and leadership and to focus growth and performance across all levels of an organisation; making it competitive and responsive to acquiring tomorrow's business.

1.2 Rationale, aims and learning outcomes of the programmes

The rationale of the Diploma is to provide recognition for those who wish to develop their own abilities within the business. The outcomes of the Diploma look to develop the skills required by organisations globally in order to provide excellent service and so elevate its status and credibility.

The Diploma creates learning that advances the thought leadership of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

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

The Diploma will link to key development areas of commerce more specifically within organisational and strategic management, marketing and enterprise. Contemporary issues are identified and evaluated so that the learner has a true vocational understanding on the industry as well as an academic perspective.

In order to achieve this, work placements are encouraged so that genuine experience can be gained and a true insight into the practicalities of management can be realised.

1.3 Aims of the Diploma

The Diploma provides the opportunity for individuals to forge a career in management 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, social and other transferable skills
4. To encourage the student's self-reflection, analytical, intellectual and transferable skills

1.4 Learning Outcomes of the Diploma

The overall learning outcomes of the Diploma are:

1. To understand and apply the principles of strategic leadership in a business environment
2. Review and apply the principles of business management within industry
3. To understand and apply the principles of strategic 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 from a wide range of sources
7. Work independently and as part of a team
8. Manage one's own personal development and growth

1.5 Course Team

For all enquiries please use the following contact details.

Course Director: Marcus Thompson marcus.thompson@qualifi-international.com

Admin Support: support@qualifi-international.com

Course Tutors: (Course tutors and their contact details will be made available to you once you have started your course).

1.6 Personal Tutor

Your personal tutor and any further contact details will be made available to you once you have started your course. In the first instance you can contact: support@qualifi-international.com

1.7 Office administration details

(Details to be added depending on course run). For details on Qualifi Ltd please request from: support@qualifi-international.com

1.8 Communication

Learners are expected to provide a valid email address and phone number so that all tutors and administration staff can make contact as and when necessary. Learners are expected you check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Learners will receive replies from staff no later than 48hours. Notices about the Diploma will be posted in public areas of the college, sent by email and announced by tutors or administration staff.

1.9 Induction information

All learners will be invited to an induction event. This will usually take place over a given date. The student will be introduced to the programme in detail through presentations and discussions with lecturers and the support team.

All learners will be issued with the diploma handbook, a timetable and allowed time to introduce themselves to fellow learners.

All links and partners to the Diploma including Qualifi will be identified.

1.10 Entry Criteria

Entry to the programme will be through interview and the candidates will be expected to hold a Qualifi Level 7 Diploma in Management, an appropriate master's degree or similar or appropriate work experience at a senior level. In exceptional circumstances, managers with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6.5 (or equivalent) is required.

International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be Academic.

The qualification is offered in the medium of the English Language.

2 Structure of the course

2.1 Overall structure

The overall structure of the course is based on 8 modules that cover a number of topics relating to learning outcomes.

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

Learners must complete all units successfully before the Diploma can be issued.

2.2 Accreditation of Prior Learning

If you consider that you may have already achieved some of the learning outcomes of the course through previous learning, please consult your course leader and gain advice from the APL Coordinator to find out whether you can make a claim for accreditation of prior learning for part of your course.

2.3 Modules available

The modules listed below offer a brief overview of the content and their credit value. Detailed module descriptors are identified in Appendix 1

The qualification is made up of 7 Mandatory Units for this qualification.

One Unit is Optional and recommended where Learners want to progress to further academic study.

Unit Number	Mandatory Units	Level	GLH
700	Leadership Qualities and Practice	7	80
801	Personal Leadership Development as a Strategic Manager	8	80
802	Strategy Development in Cross Border and Global Organisations	8	80
803	Strategic Planning in Cross Border and Global Organisations	8	80
804	Strategic Direction in Cross Border and Global Organisations	8	80
805	Strategic Communication	8	80
806	Culture and its Impact on Strategy	8	80
Unit Number	Optional Unit	Level	GLH
701	Research Methods	7	80

2.4 Progression

Discussions about your progression through the course normally take place 3 months before the end of your Diploma. It is an opportunity for you to make plans for your study over the next academic year and to identify progression to further levels of study. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate course of study for you.

2.5 Study Time

The normal amount of work involved in achieving a successful outcome to your studies is to study for a number of hours per each credit you need to achieve – this includes attendance at lectures, work placements and time spent in private study. Your course tutor will advise you on this.

2.6 Weekly timetable

The timetable for the Diploma will be as flexible as possible to facilitate work placements.

2.7 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

(Details to be added depending on course run, your course facilitator will advise).

If you have not gained the required authorisation for leave of absence, do not respond to communications from the course tutor or support team and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

2.8 Data Protection

All of the personal information obtained from you and other sources in connection with your studies will be held securely and will be used during your course and after you leave the course for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the Qualifi policy on the use and disclosure of personal information, please contact support@qualifi-international.com

3. Approaches to teaching and learning

3.1 Expertise of staff

Qualifi Ltd courses are managed by a nominated course director and supported by an administrator responsible for the approved delivery and assessment team.

The team of Consultants at and associated with Qualifi Ltd are, in typical UK University terms, the equivalent of senior academics and experienced practitioners.

All modules will be delivered by an appropriately qualified tutor. The tutor responsible for each aspect of delivery and assessment is clearly identified within the module and assessment descriptors and will appropriate industry experience.

All tutors will be supported by a nominated admin person.

Administration and support for both technical and non-technical will be identified.

3.2 Learning and teaching methods

The Diploma course delivery leads itself to blended learning. Blended Learning is an inclusive approach to a variety of differing learning styles and activities, enabling all learners to achieve successful outcomes

Content is provided with appropriate exercises and the learning is reinforced through lectures facilitated workshops. Learners will attend work placements to understand conceptual issues and practice theories.

Learners will be expected to attend all workshops and lectures and will be able to access subject matter through our online platform.

Learners will develop academically by continually researching, evaluating, analysing theories and then testing out their findings in a genuine contact centre environment.

3.3 Study skills

The support team will assist learners that require further development of study skills.

Personal development skills that include time management, organisational and research methods will be encouraged at all times. Learners unable to manage their academic workload can seek assistant.

3.4 Learning resources

3.4.1 Learning Information Services

Extensive resources and learning support materials are available to support your studies provided by Qualifi Ltd and their centre partners. The materials are designed to enable you to gain all the skills you need for your research and study.

Core text and suggested further reading are identified in the module descriptors

3.4.2 Electronic Resources

Qualifi Ltd may provide (where appropriate) access to a range of electronic resources – e-journals and databases, e-books, images and texts through their learning management system. Core text has been made available as part of the total Diploma offered by Qualifi Ltd and their centre partners.

All learners will be given access to the platform that also records all formative exercises as a record of achievement.

3.5 Personal development planning

Learners are encouraged to develop and achieve personal development plans. Personal tutors and administration staff will support all learners looking to set out a plan and realise their ambitions.

Personal development plans promote a sense of direction and assist with future objectives. The learning management system provides all learners with an e-portfolio. This will record all learning and achievements.

3.6 Career opportunities

Your Diploma experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations.

Qualifi Ltd and their partners offer a range of support for you including:-

- career and employability advice and guidance
- access to work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- business start-up, freelance and self-employment advice
- your Diploma/Certificate will formally recognise your employability and enterprise achievements

For more information contact your personal tutor or support@qualifi-international.com

4. Student support, guidance and conduct

All learners will be allocated a personal tutor on induction. The personal tutor will assist with all registration processes, learning support and guidance on assessment.

4.1 Personal Tutors

The role of Personal Tutors is broad and includes the requirement to support the academic and personal development of those learners allocated to them. All Personal Tutors should meet with their tutees to understand their development and support needs.

Successful personal tutoring comes from developing a mutually beneficial relationship between tutor and tutee. To build that relationship there should be clear roles and responsibilities on both sides.

Personal tutoring should be defined as group or individual guidance given to learners by academic staff, with a focus on personal and academic development and progression on their overall programme of study. The key principles of personal tutoring are:

1. All learners have a named personal tutor
2. All personal tutors are members of academic staff
3. The personal tutor will concentrate on a student's personal and academic development and progression on their overall programme of study
4. All personal tutors will be able to direct learners to support facilities available within Qualifi
5. The personal tutor is not expected to be an academic specialist in all areas in which the tutee is studying
6. The personal tutor will have an understanding of, and commitment to, improving student learning

Learners should prepare effectively for meetings with personal tutors by identifying and concerns or outcomes they need from the meeting. Emailing your personal tutor prior to the meeting will allow for more constructive discussion in the time allocated.

4.2 Student Support

There is a centralised Student and Academic Support Service which has Student Information Centre as its first point of contact. You can obtain information on a wide range of topics including student administration such as letters to verify your status plus Scholarships, Counselling, Student Finance, Mentoring, Studying Abroad, Disability Advice, Independent Academic Advice and International Advice.

For more information please contact your personal tutor or email support@qualifi-international.com

4.3 Learners with disabilities

If you have a disability that may affect your studies, please either contact your personal tutor or let one of the course team know as soon as possible. With your agreement information will be passed on to the course admin team. We will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.4 Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the Regulations for the Conduct of Learners in the centre of your study. Qualifi Ltd and its partners expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones/other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and Qualifi Ltd will support staff by invoking formal procedures where necessary. You can receive more information about our expectations in the regulations for the Conduct of Learners. This will be made available on request.

4.6 Study Groups

The self-managed study group is intended to assist you with your learning in a small group setting. In order to be able to complete the course and its associated assessments you will need to attend the study group on a regular basis. You should plan the activities of your study group well ahead and ask one member in turn to take responsibility for presenting a topic based on the set text about different styles of leadership and communication for that Unit (for about 10 - 15 minutes) on each of the occasions you meet.

The topics should build on the work done in your classroom learning, but add reflections about your workplace experiences to this so that the group can review techniques and theory against peoples'

practical experiences in leadership situations. You might also like to take some time to discuss and prepare the student led session of the workshop. If you need help in choosing topics then you should ask your tutor to assist the group. Consider also the possibility of asking an expert to come and talk to your group on a subject you wish to learn about. Try to develop a way of working that recognises that each manager has his, or her, own style and then support each individual to improve and develop that approach.

In addition, you should use some time in the study group to discuss each of the assignments and how they might be tackled. This should not result in the entire group taking the same approach to the assignment.

The relationships in the small group are considered to be an important part of the overall learning process of the course. It is important therefore that you are open to the feedback which you receive from the group and equally that you provide feedback to each other which supports learning. One way to do this is to ensure that you set aside some time to discuss each member's progress on the course and in the group, to share your learning goals, and to identify ways in which you can learn more together. Within your last study group a group assessment will be carried out providing feedback on your contribution to the study group as experienced by others in the group.

The purpose of the group is to offer a learning opportunity, in which leadership themes and discussion topics relevant to the course are studied. It is not primarily intended as a support group, but it may well prove supportive. However, if you find the group is overly concerned with the problems of one or two members, or the group process seems repetitious, then your group process has moved 'off track'.

Your group should keep a record of attendance for Centre audit purposes. Centre staff will attend some / part of the sessions as an observer. Because of this please ensure that the centre is aware of the dates & venues for each study group.

5. Assessment

Please note that all modules are assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

5.1 Assessment Strategy

The assessment for the Qualifi Level 8 Diploma in Strategic Management is based on the achievement of specified criteria. Each unit contains contextualised pass criteria for unit assessment.

Assessment is varied and includes; written reports, business plans, change management plans, presentations, group work, viva, a worked-based project and personal development plan.

The assessments are designed to challenge managers in providing evidence based competencies required for effective managers and leaders. The content of the delivery of the programme focuses on individual reflective practice, group work activities, team development, and peer support and leadership practice.

All assessments are linked to the learning outcomes of each module identified in Appendix 1 module descriptors. Learners are encouraged to act on feedback from tutors and markers so that they can take as part of their own learning and development.

5.2 Assessment arrangements for learners with a disability

Arrangements are made for learners who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the course tutor to advise.

5.3 Verification

The tutors may also act as assessors. This will contribute to the verification of the student submitting their own work and will act against cheating or plagiarism as the student will be known.

5.4 Marking

The marking of the exams and Unit 7 report/assignment will include comments on the text as well as an overall grade and feedback. The feedback will be based on the level of references and the quality of the interpretation of the question.

The marking assessment will centre on organisation-specific application of the course material, showing that the candidate has understood the concepts and can apply them. Marks will be deducted for transgressions, especially plagiarism and poor citation of sources.

- Assessors will make a judgement of minor transgressions not sufficient to require penalties.
- A warning will be issued and any further transgressions will result in marks being deducted.
- This will be in agreement with the course Director.
- Learners will pass the assignment to their respected tutors for assessment.

It is anticipated that assessed work will be marked and moderated with 30 days of submission and returned within 35 days.

A marking scheme is identified in Appendix 2 of this Handbook.

Guidelines are issued on plagiarism ([Section 5.9](#)). Assessors are to be encouraged to avoid the use of borderline marks. In cases where this is unavoidable, the marks will be discussed with the Programme Manager.

5.5 Marking Scheme

5.5.1 Pass mark

A mark of at least 40% is required for a module to be passed and the credit released by the Assessment Board (AB). This same pass mark applies to all modules that contribute to the Diploma. Once a module pass mark has been agreed by the AB and credit awarded, the candidate may not be reassessed in that module.

5.5.2 Deferral after valid mitigating circumstances

Module Assessment Boards may offer a deferral where it is considered that a valid claim for personal mitigating circumstances has been made. The nature of the deferral task and its timing is decided by the MAB. When the deferred candidate next presents her/himself for assessment the outcome will be judged as if for the first time, and the full module mark awarded.

5.5.3 Referral after failure

Module Assessment Boards may offer one referral (= resit) opportunity to candidates who have failed a module. This 'second chance' is the right of the learner. The nature of the referral task and its timing is decided by the Assessment Board. When the referred candidate next presents her/himself for assessment a maximum mark of 40% can be awarded by the AB, although it is best practice to inform the candidate of the unmoderated mark, which may be greater than 40%.

5.6 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief.

3% points are deducted for each day of late submission. This is stated on the assignment submission sheet which should be electronically copied with each assignment.

If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to your course tutor.

Authorisation of the late submission of work requires written permission. Qualified tutors with responsibility for your module will be authorised to give permission for **one extension period of between 1 and 10 working days** where evidence of circumstances has been accepted and where submission within this timescale would be reasonable taking into account those circumstances.

Learners must make contact with their course tutor by telephone, in writing or email to ask for an extension deadline.

We aim to inform you of a decision about granting an extension within 5 days of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the Extenuating Circumstances Procedure. Details of this can be requested through the course tutor.

5.7 Extenuating circumstances

'Extenuating Circumstances' is a phrase which refers to exceptional factors outside of your control which have adversely affected your performance within your course. These factors may prevent you from attending examinations or other timed assessments or caused you to miss assessment submission dates. Examples are illness, accidents or serious family problems.

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies.

Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time learners. The normal work commitments of part-time learners would not constitute an extenuating circumstance.

A disability or learning difficulty does not constitute an extenuating circumstance.

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from learners who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances.

5.7.1 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain a maximum mark of 40% for that element of assessment.

- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0%.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

5.8 Assessment Boards

The Assessment Board will meet to consider the percentage marks gained by the learners.

The role is to moderate and agree module marks, award credits to candidates who have achieved a pass mark, offer the federal opportunities to fail candidates who provided satisfactory evidence of mitigating circumstances.

5.9 Appeals

If a student wishes to appeal a decision made by the board then the following two stage appeal process is available to them:

5.9.1 First Stage Appeal

If, after being notified of results, a student considers that an appeal is justified, s/he must within 7 days of the notice of grades make a written submission of grounds for appeal to Qualifi Ltd. This written appeal must state the grounds on which the appeal is sought and should be accompanied by appropriate documentary evidence.

Qualifi Ltd will contact the student to discuss the matter. If it is not possible to resolve the issue a formal meeting will take place with the student having the right to bring a friend or colleague with them.

Qualifi Ltd will make it clear to the appellant at the opening of the appeal that the decision could be one of the following options:

- (i) To uphold the appeal based on the evidence presented and either to refer the matter to a full meeting of the Assessment Board; or to request that the Chair of that Assessment Board take action;
- (ii) To turn down the appeal and to uphold the original decision of the assessment board;
- (iii) To postpone a final decision on the appeal, subject to seeking further clarification, evidence or advice as necessary. If the outcome is postponed, a second meeting will be necessary and must be conducted as an extension of the first meeting and be governed by the procedures pertaining to the appeal.

In all cases, the student must be informed of the right of appeal to the second stage if dissatisfied with the outcome of the first stage appeal. Qualifi Ltd will be responsible for preparing a report of the Stage One meeting. This report will be sent to the student and a copy retained by Qualifi Ltd.

5.9.2 Stage Two Appeal

If the appeal is not satisfactorily resolved at Stage One, a written appeal must be submitted by the student to the Managing Director of Qualifi Ltd (or nominee) within 14 days of the first appeal meeting. This written appeal must state the grounds on which the appeal is sought and should be accompanied by appropriate documentary evidence.

Extenuating circumstances which have not been declared at either time of the Board meeting or the first stage appeal will not be considered at the second stage appeal.

However a student can still appeal on the grounds that s/he believes that the Board and/or the Chair of the Board did not give sufficient weight to the declared extenuating circumstances.

5.10 Cheating and Plagiarism

A student may appeal against a decision in relation to an allegation of cheating or plagiarism. Information that will be provided to learners with their assignment briefs includes: Qualifi Ltd and the University of Central Lancashire regard with particular severity any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained.

Plagiarism is a particular form of cheating that the University regards with concern. All work that is submitted for assessment must be genuinely your own work and not the result of plagiarism. If you are quoting actual words from a published or unpublished source you must acknowledge that fact each time you do it by using quotation marks and citing your source.

You must not also pass work off as the result of your individual efforts, if you have in fact colluded with other learners to prepare the piece of work jointly, or you have copied each other's work. Clearly, it is also wrong to copy another student's work without her/him knowing about it.

If you have any doubts on this important matter, you are advised to contact your course facilitator or Qualifi Ltd direct.

5.11 Referencing

The standard adopted by Qualifi Ltd is the Harvard method, in the style used by the *British Journal of Management (BJM)*. It is strongly recommended that you use *only* this style standard. However, if you use another style of Harvard referencing correctly and consistently, you will not be penalised. You must not mix styles.

5.11.1 Bibliographies

In the Harvard/*BJM* system, bibliographies of works consulted are **not** to be used. You should list **only** the sources directly referred to in your work in the references. The page(s) where you show these references should be entitled References, *not* Reference List or References Section.

5.11.2 Direct quotations

In the Harvard/ *BJM* system, direct quotations are only rarely used. You should instead summarise the author's ideas in your own words and provide the appropriate reference in the body of your work, followed by the full references in the list of References.

5.11.3 Summary of Harvard/*BJM* style details:

1. Show sources in brief in the body of your work. Instructions on how to do this follow.
2. Direct quotations should only be used rarely. Instead, summarise the ideas in your own words (paraphrasing) and show the source by indicating the author's/authors' name(s), the year of publication and the page number(s) on which the reference occurs.
3. Show full details of sources as References at the end of your work, but before appendices.
4. In the References section, show sources only for articles/books/etc. directly referred to in the body of your work.
5. Don't use footnotes to reference sources or number the references in the References list.
6. In the References section, list the works in alphabetical order by the author's surname.
7. Put all references in the same list. Do not list books, articles, websites etc. separately.
8. There is a standard order for listing publishing details in the References list. For individual references, the order is:
 - a. author(s)' surname
 - b. author(s)' initials
 - c. year of publication
 - d. title of the work (book, journal article, chapter in a book, name of the scholarly paper, etc.)
 - e. name of the journal or magazine (if not a book)
 - f. publishing details. The publishing details will vary depending upon whether it is a book, a journal or magazine, a conference paper or a website.

A full guide to referencing is available through Qualifi Ltd. You can request this through email to: support@qualifi-international.com

5.12 Confidential material

Learners may encounter confidential information whilst on work placements or through their research for assignments.

Learners are reminded that there are ethical and legal responsibilities to respect confidentiality and maintain anonymity of individuals and organisations within their assignments.

If learners are unclear of their responsibilities they must contact their course tutor for further guidance.

5.13 Submission

Please refer to Appendix 5 for the Assignment Feedback sheet and the submission mailbox and refer to Appendix 6 for the Feedback sheet that will be used to mark assignments.

6. Course Regulations

6.1 Course requirements

Learners must complete all modules and pass the appropriate mark to receive the full Diploma Award.

Qualifi will issue certificates to all successful learners.

6.2 Classification of Awards

Where a candidate has achieved an overall average mark of at least 70% from all the modules, Qualifi may award a Distinction, although offering such a grade to individual candidates is at the discretion of Qualifi, and is not normally given after any successful referral attempts.

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

7. Student Voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

Feedback is gathered through your personal tutors, course tutors or admin team.

7.1 Module Evaluation Questionnaires

Module evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your module leaders will ensure that you receive the forms for completion either paper based or on-line, please complete and return these to ensure your voice is heard - all responses are anonymous. You are likely to see the module team responses to previous student feedback in your module handbooks / information packs.

A sample evaluation sheet is provided in Appendix 6.

7.2 Complaints

Qualifi recognise that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response.

For more information on our formal complaints procedure please email: support@qualifi-international.com

As a student registered for the Diploma who is dissatisfied with the provision of Qualifi, you should pursue your complaint in accordance with Qualifi's complaints procedure.

Appendices

Appendix 1: Unit Descriptors

Unit 700: Leadership Qualities and Practice

Unit code: A/506/9126

NQF level: 7

GLH: 80

Aim

The unit explores the links between leadership and management at the strategic level. Different leadership styles and underlying principles and concepts will be considered.

Unit 700 - Leadership Qualities and Practice	
Learning Outcomes	Assessment Criteria
1. Be able to understand the relationship between strategic management and leadership	1.1 Critically analyse the concept of managers as effective leaders
	1.2 Critically analyse the concept of leaders as effective managers
	1.3 Critically evaluate the balance needed between the demands of strategic management and leadership
2. Be able to recognise leadership qualities that support organisational mission and values	2.1 Critically evaluate the role of the leader in the creation of an organisation's vision, mission and values
	2.2 Critically analyse how personal energy, self- belief and responsibility impact leadership styles and their relative success
	2.3 Address how leadership can engender empowerment and trust and how ethical stance affects that and the overall impact on organisational practice
3. Be able to make use of different leadership strategies and understand their impact on organisational direction	3.1 Critically evaluate transformational leadership and the impact on organisational strategy
	3.2 Critically evaluate transactional leadership and the impact on organisational strategy
	3.3 Critically evaluate situational leadership and the impact on organisational strategy

Unit 701: Research Methods

Unit code: Y/506/9133

NQF level: 7

GLH: 80

Aim

The unit develops the Learners academic practice and ability to use research methods.

Unit 701 - Research Methods	
Learning Outcomes	Assessment Criteria
1. Be able to understand and apply different research methods that can provide realistic and applicable outcomes	1.1 Critically apply the principles and practices of quantitative and qualitative research on a practical level
	1.2 Define research and development questions and prioritise them in relation to contemporary managerial and business needs
2. Be able to use standard research methodologies	2.1 Produce critical literature reviews based upon research methodology
	2.2 Use methodology, instrumentation and research design appropriate to the specific nature of fieldwork
	2.3 Critically apply statistical methods
3. Be able to produce research reports	3.1 Plan and deliver management research projects using research methodologies
	3.2 Provide written research reports that include data visualisation
	3.2 Address ethical issues in research

Unit 801: Personal Leadership Development as a Strategic Manager

Unit code: F/506/9127

NQF level: 8

GLH: 80

Aim

This unit is about strategic leadership skills required by directors and senior managers to successfully lead international organisational strategic activity working with partners' buyers, suppliers, customers and competitors.

Unit 801 - Personal Leadership Development as a Strategic Manager	
Learning Outcomes	Assessment Criteria
1. Be able to identify personal skills required to deliver strategic leadership ambitions	1.1 Critically analyse the needs, goals and aspirations of organisations and people involved in international organisational strategy
	1.2 Critically evaluate the strategic skills required of a leader to achieve identified strategic leadership ambitions
	1.3 Critically assess the relationship between existing, required and future skills to achieve the identified strategic leadership ambitions
2. Be able to manage personal leadership development to support achievement of strategic leadership ambitions	2.1 Critically discuss the opportunities to achieve strategic leadership development
	2.2 Design a personal development plan to achieve strategic leadership development
	2.3 Devise an implementation process for the development plan
3. Be able to evaluate the effectiveness of the strategic leadership development plan	3.1 Critically assess the achievement of outcomes of the plan against strategic needs
	3.2 Evaluate the impact of the achievement of objectives on strategic leadership ambitions
	3.3 Critically review and update the leadership development plan
4. Be able to assess the impact of strategic leadership development on the success of international organisational strategy	4.1 Critically evaluate the extent to which the strategic needs of organisations involved in international organisational strategy are met from existing resources
	4.2 Formulate proposals to develop the strategic leadership resource
	4.3 Critically evaluate the effectiveness of strategic leadership development in achieving advancement of professional leadership practices in organisations

Unit 802: Strategy Development in Cross Border and Global Organisations

Unit code: F/506/9130

NQF level: 8

GLH: 80

Aim

This unit addresses strategy development for cross border or global organisations that face challenges that include political, religious, cultural and social divides and the administrations of organisations operating within particular countries or boundaries.

Unit 802 - Strategy Development in Cross Border and Global Organisations	
Learning Outcomes	Assessment Criteria
1. Be able to establish a process for developing and formulating strategy	1.1 Critically analyse the political, social, ethical and operational needs for common strategy in cross border or global organisations and administrations
	1.2 Identify methodologies by which strategy is evolved and developed for cross border or global organisations to enable external collaboration on a national and international basis
	1.3 Critically identify the opportunities for the future development of strategy so as to enhance the impact on the component organisations, administrations and key stakeholders
2. Be able to analyse and evaluate the factors that influence strategy	2.1 Critically discuss what collective strategy is and how it is formed from the policies of the organisations, administrations and key stakeholders
	2.2 Identify with critical commentary upon the key policy and strategy issues that influence strategy
	2.3 Explicate how strategy is influenced by the reality of factors including political, global, public interest, media impact, and social, cultural and religious in the modern context
3. Be able to lead the process of developing and formulating strategy	3.1 Critically assess how to resolve tensions between cultures and ethics of contributing organisations, administrations and key stakeholders
	3.2 Critically evaluate how strategic intelligence is used in the development and formulation of strategy
	3.3 Contribute original thinking to the formulation and development of strategy

Unit 803: Strategic Planning for Cross Border and Global Organisations

Unit code: L/506/9132

NQF level: 8

GLH: 80

Aim

The unit examines the range of influences and impacts on cross border or global organisations and how that contributes to successful strategy formulation and the management of risk.

QF 803 Strategic Planning for Cross Border and Global Organisations	
Learning Outcomes	Assessment Criteria
1. Be able to analyse the planning and implementation of existing inter-organisational strategies	1.1 Evaluate the restraints and constraints on the integration of inter-organisational strategy
	1.2 Identify and assess the respective contributions of participating organisations and administrations to the development and integration of inter-organisational strategy
	1.3 Analyse the separate components of the planning and implementation process and the impact of tensions between them on the inter-organisational strategy and its implementation
	1.4 Assess the impact of the inherent and respective power and status of the participating organisations and administrations on the inter-organisational strategy and its implementation
2. Be able to analyse the theories and methods of strategy formulation used	2.1 Critically compare and evaluate the missions, goals, roles, strengths and weaknesses, opportunities and threats of cross border partners and competitor organisations and administrations
	2.3 Critically compare and evaluate theories and methods of strategy formulation used in cross border partner organisations and administrations
	2.4 Critically evaluate how effectively strategies link policy objectives, goals and aspirations to operational outcomes for cross border partners
	2.5 Identify, and assess the impact of, methods for managing risks and opportunities in the strategy
3. Be able to evaluate the role and impact of strategic intelligence	3.1 Critically assess the means of obtaining, co-ordinating, measuring and analysing strategic intelligence
	3.2 Critically evaluate and interpret strategic intelligence and determine measures of confidence in that intelligence to inform the development, implementation and review of policy and strategy for cross border and global organisations

	3.3 Explain how strategic intelligence has a key influence in cross border and global organisational planning and decision-making
	3.4 Critically examine the concept of 'acceptable risk' associated with gathering and using of strategic intelligence
	3.5 Critically evaluate the effectiveness of risk theories and models used in organisational strategic planning
4. Be able understand and utilise the impact of cultural differences based on research	4.1 Critically evaluate the concepts of culture, character, ethos, beliefs, attitudes and needs and how they impact on the development and management of cross border organisational alliances and coalitions
	4.2 Critically assess the influence of domestic, national and multi-national contexts on the development and implementation of cross border and global organisational policy and strategy
	4.3 Critically analyse the body of knowledge on cultural differences to support proposals for innovative ways of mitigating or enhancing the impact of cultural differences on cross border or global organisational policy and strategy

Unit 804: Strategic Direction in Cross Border and Global Organisations

Unit code: R/506/9133

NQF level: 8

GLH: 80

Aim

This unit will allow senior strategic managers to explore the influences and impacts upon cross border and global policy and strategy. It will support improvements in setting direction, the approach to and in forecasting success of cross border or global policy and strategy.

Unit 804 Strategic Direction in Cross Border and Global Organisations	
Learning Outcomes	Assessment Criteria
1. Be able to evaluate the influences upon policy and organisational strategies	1.1 Critically review and assess the relationship between different partners in the development of policy and its impact on cross border and global organisational strategy
	1.2 Critically evaluate the contribution of economic, political and social factors to the development of cross border and global organisational policy and strategy
	1.3 Critically assess and evaluate the role of domestic, national, and multi-national interests in the translation of policy in cross border and global organisational strategy
2. Be able to assess the roles of relevant partners in the formulation of inter-organisational strategy	2.1 Identify and evaluate the policy position of different partners involved in the development and implementation of inter-organisational strategy
	2.2 Evaluate tensions and conflicts of interest in the roles of different partners, and propose innovative solutions to enhance relationships and outcomes in order to achieve a coherent output
	2.3 Develop models which support inter-organisational working and which respect the integrity of partner organisations and their political, moral, social and economic stance and differences
3. Be able to evaluate the impact of economic factors in cross border or global-organisational policy objectives and strategy	3.1 Critically identify and assess key economic drivers
	3.2 Critically evaluate the impact on existing policy and strategy commitments of the finance and funding of operational activities arising from new cross border or global strategic and policy imperatives
	3.3 Propose and critically assess ways of funding unexpected operational activities which will need to meet cross border or global organisational policy and strategic commitments
4. Be able to improve cross border and global	4.1 Review and critique current methods and theories of cross border and global organisational strategic planning and implementation

<p>organisational strategy, planning and implementation</p>	<p>4.2 Propose original and innovative alternatives to improve cross border and global organisational communication co-ordination, strategic planning and operational implementation, and critically evaluate their likely impact</p>
<p>5. Be able to posit a future view of how trends and events can and will influence cross border and global organisational policy and strategy</p>	<p>5.1 Research and critically review authoritative, quantitative and qualitative data and sources to identify relevant political, social, economic, technological and moral trends which may affect short, medium and long-term inter-organisational policy and strategy</p>
	<p>5.2 Use current concepts, theories and methodologies to forecast likely future events which will affect and be affected by cross border and global policy and strategy</p>
	<p>5.3 Propose alternative and innovative solutions that challenge perceived wisdom to achieve better outcomes from the process of cross border and global organisational policy and strategy formulation</p>

Unit 805: Strategic Communication

Unit code: L/506/9129

NQF level: 8

GLH: 80

Aim

The unit aims to develop the ability to critically assess and appreciate the impact of media for international organisations. It considers stakeholders, political and pressure groups as well as the part played by media owners.

Unit 805 - Strategic Communication	
Learning Outcomes	Assessment Criteria
1. Be able to ascertain the significance of media on international organisational strategy	1.1 Critically assess domestic, national and international media
	1.2 Critically evaluate the importance of the media in influencing partners, opinion formers, stakeholders, customers and the public at large
	1.3 Critically identify and evaluate the influence of pressure and political groups, and media owners, on the media's portrayal of international organisational policy and strategy
2. Be able to evaluate the impact of global and ever-present media on stakeholder opinion	2.1 Critically research and review the challenges and pressures faced by the media in reporting the activities which deliver international organisational policy and strategy
	2.2 Critically evaluate how the media's constraints and time-critical requirements can be used for positive corporate strategic outcomes
	2.3 Critically assess and evaluate the interaction of news, public and stakeholder opinion on international organisational policy and strategy
	2.4 Critically evaluate the impact of global news media and design innovative methods of utilising these to the benefit of the international organisational policy and strategy

Unit 806: Culture and its Impact on Strategy

Unit code: J/506/9128

NQF level: 8

GLH: 80

Aim

This unit aims to develop deep understanding of the complexities of organisations that operate internationally and how that affects strategy development. The unit will use reasoned and researched perspectives and aims to develop alternative perspectives.

Unit 806 - Culture and its Impact on Strategy	
Learning Outcomes	Assessment Criteria
1. Be able to evaluate and critique international organisational policy and strategy	1.1 Identify and critically evaluate the conceptual grounds on which current perception of international organisational policy and strategy are based
	1.2 Critically analyse the impact of political structures, culture, language, religion and beliefs, social customs, ethnicity, ethos and geographical location of current perceptions on international organisational strategy
	1.3 Determine how to maximise organisational effectiveness and strategy by using findings of political and ethnographic study exploit outcomes
2. Be able to evaluate the impact of cultural influences on international organisational decision-making	2.1 Critically assess the roles of religion, political structures, cultural norms, ethnicity, ethos, the concept of 'the State', business and economic models and globalisation in the development of international organisational policy and strategy
	2.2 Critically evaluate how the roles of religion, political structures, cultural norms, ethnicity, ethos, the concept of 'the State', business and economic models and globalisation affect the process of and participation in decision-making and enable a consensus view of international organisational policy and strategy
3. Be able to challenge the nom concepts of stakeholder power, status and roles	3.1 Critically evaluate and explore contrasting stakeholders structures, their power and status
	3.2 Produce researched, logical, powerful and coherent arguments for discussion with stakeholders and influencers that challenge the status quo on thinking and structures

Appendix 2: Marking Criteria

All units of the Qualifi Level 8 Diploma in Strategic Management are assessed on the following criteria:

70 -100	Excellent to outstanding work based on a thorough to full understanding of the problem or issue to hand.		
Top of range (85-100)		Criteria	Bottom of range (70-84)
Totally	←	Relevance	→ Almost wholly
Complete mastery of the full range	←	Standard literature and/or methods and techniques	→ Strong grasp of a wide range
Good	←	Evidence of study beyond the standard material	→ Some
Excellent	←	Selection of sources, ideas, methods or techniques brought to bear with insight	→ Well judged
Full	←	Integration of theory and evidence well organised to address the issue or problem	→ Strong
Excellent and with flair	←	Scholarship	→ Very good
Mature	←	Clear evidence of high analytic and problem solving skills or of evaluation and critical thought in analysis	→ Very good
Excellent	←	Well justified and full conclusions	→ Very good
Completely, or almost completely	←	Accurate	→ Highly
With lucidity or expression as appropriate to the subject	←	Fluently written	→ With clarity of expression as appropriate to the subject, excellent
Contains elements of all or almost all of the listed items which are appropriate to the subject		Originality in argument or problem solving Lateral thinking Significant critical insight Reasoned discourse involving critique and counter critique Reasoned questioning of assumptions Reasoned reflection on methodology Incidences of independent judgment Successfully applying knowledge and understanding in unfamiliar situations	Contains elements of all or almost all of the listed items which are appropriate to the subject

60 -69	Good to very good work based on a sound to clear understanding of the problem or issue to hand		
Top of range (65-69)		Criteria	Bottom of range (60-64)
Largely relevant	←	Relevance	→ Generally relevant
Good and secure grasp of a wide part	←	Standard literature and/or methods or techniques	→ A solid grasp of a range
A good selection	←	Sources, ideas, methods or techniques brought to bear	→ An appropriate selection
Good integration and well organised	←	Integration of theory and evidence organised to address the issue or problem	→ Clear argument backed by evidence soundly organised
Some significant elements	←	Elements of good scholarship	→ Some
Very clear	←	Clarity of argument	→ Clear
Good	←	Evidence of analytic and problem solving skills or of evaluation and critical thought in analysis	→ Sound
Well justified	←	Justified conclusions stemming from balanced argument	→ Soundly justified
To a good standard	←	Accurate	→ Mostly
For the most part	←	Fluently written	→ In large part
May contain some	←	Originality in argument or problem solving	→ May contain some
May contain some	←	Reasoned reflection on methodology or questioning of assumptions	→ May contain some
May contain some of the listed items which are appropriate to the subject		Some study beyond the standard Lateral thinking Significant insight Reasoned discourse involving critique and counter critique Incidences of independent judgment Application of knowledge and understanding in unfamiliar situations	

50 – 59	Competent to sound work based on addressing the problem or issue using standard material and approaches	
Top of range (55-59)	Criteria	Bottom of range (50-54)
Relevant for the most part	← Relevance	→ May contain some irrelevant digressions
Most of the standard literature and/or methods	← A familiarity with the standard literature and/or methods	→ Much of the standard literature and/or methods
More successfully than not	← Use of relevant sources, ideas, methods or techniques normally applied to the problem or issue	→ With some success
Sound	← Evidence of appropriate study	→ Competent
Sound	← Sufficient problem solving skills to arrive at a solution or argument to reach a conclusion	→ Some success in problem solving or argument to reach a conclusion although it may not be fully developed
Soundly	← Adequately written	→ Competently
<p>May be present but may also show the following:</p> <p>Some imbalance between knowledge and argument or discussion</p> <p>Some minor difficulties with the organisation of the material or full understanding of the problem or issue</p> <p>Some technical or factual flaws and inaccuracies</p>	<p>← Evidence of some critical judgement applied either to analysis or the application of standard ideas and/or methods of solving problems</p>	<p>→ May be present but may also show the following:</p> <p>More reliance on knowledge than on argument, analysis or discussion</p> <p>Some difficulties with organisation of the material or full understanding of the problem or issue a limit to the range of the standard sources, ideas, methods or techniques deployed</p> <p>Some technical or factual flaws and inaccuracies</p>

40 -49	Basic work at or just above the threshold for Honours based on a reasonable attempt to address the problem or issue using the more obvious standard material and approaches			
Top of range (45-49)		Criteria		Bottom of range (40-44)
Limited	←	Familiarity with the standard literature and/or methods	→	Very limited
Satisfactory	←	Evidence of appropriate study	→	Sufficient study but no indication of more
Satisfactory	←	Some deployment of standard sources, ideas, methods or techniques normally applied to the problem or issue	→	Only some standard sources, ideas, methods or techniques normally applied to the problem or issue used
Satisfactory	←	Some success in solving	→	An attempt to solve a problems or marshalling an argument to reach a conclusion although it may only be partially realised
In large part	←	Adequately written	→	Although in parts may only be barely so
<p>May be present but may also show the following:</p> <p>Some superficiality in understanding and/or use of material</p> <p>An over reliance on limited knowledge at the expense of development of argument, analysis or discussion</p> <p>Weak or limited selection of material and/or method</p> <p>Some incorrect selection of the material</p> <p>Technical or factual flaws and inaccuracies</p> <p>Some irrelevance</p>	←	Successful conclusions to parts of the problem or to elements of the issue	→	<p>Some indications of successful conclusions to parts of the problem or to elements of the issue may be present but may also show the following:</p> <p>Marked superficiality in understanding and/or use of material</p> <p>Heavy reliance on limited knowledge at the expense of development of argument, analysis or discussion</p> <p>Poor or very limited selection of material and/or method</p> <p>Some markedly incorrect selection of the material</p> <p>Significant technical or factual flaws and inaccuracies</p> <p>A noticeable degree of irrelevance</p>

39 and below	
Mark range and descriptor	Criteria
Work just below threshold for honours but showing some evidence of study	<p>Either:</p> <p>Based on evidence of effort and some study and an attempt to construct an argument or discussion which demonstrates some awareness of the issue and that although not reaching the standard of an honours degree because of error, poor or incorrect use of material and/or technique the candidate has benefited from the course and gained some useful knowledge;</p> <p>Or</p> <p>For answers which while substantially unfinished or otherwise incomplete or in large part irrelevant, nonetheless provide evidence that the candidate has the basis for a sound response to the problem or issue</p>
Work which is not satisfactory but contains elements indicating some work or effort	Based on the display of some very limited knowledge gained from study and an attempt to construct an argument or discussion but significantly flawed by the inclusion of irrelevant content and/or use of inappropriate method
Clearly failing work	Deserving of some recognition only for making an effort and showing a little knowledge has been gained and a minimally coherent presentation of material or argument has been attempted
Seriously failing work	Only isolated knowledge displayed

Appendix 3: Questionnaire

Level 8 Diploma in Strategic Leadership and Management

Evaluation by Student

Name	
Date	
Tutor	
Module title(s)	
Assessment/Learning Period	

In the following sections please provide any information that will help us to improve the programme

Curriculum design, content and organisation

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Teaching, learning and support

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Appendix 4: A Guide to Essay Writing

Qualifi Ltd provides guides to writing essays and reports in line with expectations at this level of learning.

This guide is available on request through your tutor or by emailing; support@qualifi-international.com

Essays require a structure with the arguments or topics flowing cohesively through the document in a logical manner in order to create an argument that answers the question asked. If you've prepared a good outline, the resulting written work's structure should develop from that. Reports and Briefing Papers have similar requirements although the logical structure is made explicit through headings and sub-headings.

As you write try to be concise and to the point. Think of the most economical way of putting every point across. Similarly be as clear as possible. If you don't understand what you have written the chances are that nobody else will either. Try to give the reader a smooth progression from one idea to the next through your work, rather than a series of random, disconnected points. Your writing should lead the reader clearly and naturally to your conclusion.

With this in mind, you should only use bullet points if they are appropriate, i.e. you have an actual list of brief items that are clearly a list. Don't write in bullet points because you think it relieves you of the need for a logically flowing structure.

Avoid the use of jargon unless you are sure what it means. Likewise, don't pepper your work with large, unwieldy words in an effort to sound 'academic.' Using words that you almost (but don't quite) understand fully simply makes you sound silly.

Try to put things in your own terms. There is no sense in regurgitating passages from books or articles that you clearly don't understand, and this in any case carries the risk of committing plagiarism. Nobody wants to see that you have merely read the books; you need to show that you have understood them. A good assignment demonstrates both an understanding of relevant readings and independent thought about a topic.

You should therefore use direct quotations sparingly. Direct quotations should only be used when an author says something utterly unique in a unique and memorable way. Direct quotations are meant to add emphasis and interest to your ideas. They are not meant to be a substitute for your ideas.

Appendix 5: Assignment Cover Sheet

Date Submitted: <input type="text"/>		Learner's Number: <input type="text"/>	
Tutor's name:	<input type="text"/>	Assignment No:	<input type="text"/>
Essay question“ <input type="text"/>			

Any piece of work without a declaration **will not be accepted** for marking.

1. This assignment is the product of individual work.
2. I am aware of what plagiarism is and the penalties that I/we would suffer if I am found to have committed plagiarism.
3. The work submitted is the product of my original work and where material and ideas have been taken from the published and unpublished work of others, reference to all original sources has been made in the text and via the reference, bibliography or notes sections, or by some other means.
4. I understand that 3% points are deducted for each day of late submission.

Instructions:

Assignments should be no longer than 1,500 words. Appendices, references and tables are not part of the word count. Ideally assignments should include an executive summary of key points, clarification of the question set and a critical perspective on the question based around course material. External sources should be referenced and wherever possible case examples included in the answer. Ensure that you provide a conclusion to the discussion that shows the balance of the argument.

The marking criteria are:

- Understanding of question and topic.
- Clarity and structure of argument.
- Use of sources and citation.
- Critical analysis and discussion of arguments.

Assignments should be submitted electronically to (insert address) using the Learners numbers. Do not write your name on the document.

Attach this sheet to your assignments and submit it to: assignment@qualifi-international.com

Appendix 6: Submission and Feedback Sheet

Tutor's name:		Assignment No:	
Essay question:			

<i>Understanding of question and topic.</i>	
<i>Clarity and structure of argument.</i>	
<i>Use of sources and citation.</i>	
<i>Critical analysis.</i>	
<i>Conclusions and recommendations.</i>	
General Comments	

Grade:	
Marker	
Second Marker	

Appendix 7 Study Support for Learners

The Reading Programme:

Considerable emphasis is placed on personal study and reading and is important as preparation for participation in seminars, workshops and lectures. Each unit provides guided reading and indicative bibliography.

Independent Learning:

Learners are expected to undertake independent learning through a variety of means such as case study analysis, role play and peer group led presentations, using computer software and business simulations. As many Learners may be in part-time or full-time employment, these employment experiences, whenever possible should be utilised as part of the learning and teaching approach.

Indicative content:

Some of the indicative content, key ideas presented and discussed in this programme include but are not limited to:

- Organisational and country cultures
- 24/7 social media
- Chaotic environments
- Complexity and dynamics of a fluxing world
- Oral and written communication, time management, and collaborative group-work
- The limitations of their own cultural values and perspectives on the world, how these shape sense making
- Intercultural communications and cultural barriers
- Designing and Managing Mass Communications
- Mehrabian's communications model
- Critical Systems Heuristics to explore those involved, those affected and the four sources of influence, motivation, control, knowledge and legitimacy within the context of the local, national or international environment in which an organisation operates.
- Policy cascade – S Beer
- The media's perception of inter-organisational policy and strategy
- The role of pressure groups, NGOs and lobbyists and the use of social media
- Principles and practice of corporate policy research, composition and implementation, with due analysis of areas of conflict between policy researchers and policy makers
- Theory of prejudice and its impact on similarity, congruence and belief systems, and its effect on corporate communications. Ref: Rokeach. (1960)
- Balance theory Ref: Heider, linked to Gestalt principles deployed in the assessing of stakeholders preferences in social media perceptions, together with its harmonising value added opportunities.

Skills and abilities to be demonstrated:

- Understanding of the media perception of adopted inter-organizational strategy
- Evaluation and analysis of organisational and country cultures
- Discussion of the role of 24/7 social media
- Understanding of the limitations of 'own' cultural values and perspectives on the world, how these shape sense making
- Understanding of intercultural communications and cultural barriers
- Understanding of the media's perception of inter-organisational policy and strategy.

Reading (minimum requirement recommended)

1. Strange S. (2003), "The Declining Authority of States", Ch. 12 in D. Held and A. McGrew, *The Global Transformations Reader: An Introduction to the Globalization Debate*. Cambridge: Polity Press.
2. Strange S. (1998) *Mad Money: When Markets Outgrow Governments*, Ann Arbor: University of Michigan Press.
3. Garrett, G. (2003) Ch. 26, "Global Markets and National Politics" pp. 301-318 in D. Held and A. McGrew, *The Global Transformations Reader: An Introduction to the Globalization Debate*. Cambridge: Polity Press
4. Frenkel, M. (2003) Decolonizing Organization Theory: Between Orientalism and Occidentalism. Paper presented at the third Critical Management Studies Conference, Lancaster.
5. Hofstede, G. & Minkov, M. (2010) *Cultures and Organizations: Software of the Mind*, Third Edition: Intercultural Cooperation and Its Importance for Survival. 3e New York: McGraw-Hill
6. Holliday, A. (2011) *Intercultural Communication and Ideology*. London: Sage.
7. Holliday, A., Hyde, M. and Kullman, J. (2010) *Intercultural Communication*. London: Routledge.
8. Hua, Z. (2011) *Language and Intercultural Communication Reader* London: Routledge.
9. Jack, G. and Westwood, R. (2009) *International and Cross-Cultural Management Studies: A Postcolonial Reading*. New York: Palgrave MacMillan

Recommended journals and online sources

Journals

- Academy of Management Journal (Academy of Management)
- Annals of Tourism Research
- British Journal of Management (John Wiley and Sons)
- Current Issues in Tourism
- European Management Journal (Elsevier)

- Harvard Business Review (Harvard Business Publishing)
- Journal of Business Strategy (Emerald)
- Journal of Management Studies (John Wiley and Sons)
- Long Range Planning (Elsevier)
- Strategic Change (John Wiley and Sons)
- Strategy and Leadership (Emerald)
- Academy of Management Journal
- Academy of Management Review
- Business Strategy Review
- California Management Review
- European Management Review
- Harvard Business Review
- Journal of Business Research
- Journal of Management
- Management Decision
- Sloan Management Review
- Strategic Management Journal
- Technological Forecasting and Social Change
- International Journal of Market Research
- Journal of Consumer Research
- Journal of Marketing Communications
- Journal of Marketing Research
- Marketing Intelligence & Planning
- Marketing research
- Qualitative Market Research: An International Journal

Online resources

- www.ft.com (Financial Times)
- www.managers.org.uk Chartered Management Institute
- www.sps.org.uk Strategic Planning Society
- www.strategy-business.com Strategy and Business
- www.aomonline.org
- www.bized.co.uk
- www.businessballs.com
- www.travelweekly.co.uk
- www.gametheory.net
- www.systemdynamics.org
- www.travelmole.com
- www.thinkingmanagers.com
- <http://www.valuebasedmanagement.net/>
- <http://www.intute.ac.uk/socialsciences/>
- www.cipd.co.uk
- www.leadership-expert.co.uk/
- www.manager.org.uk
- www.thetimesonline.co.uk
- <http://www.obmnetwork.com/>
- www.obweb.org/
- www.leadership.org.uk
- www.positivepsychology.org.uk/

- www.positivepsychology.net/
- www.socialresearchmethods.net
- www.mrs.org.uk
- www.esomar.org/
- www.onlineqda.hud.ac.uk/
- www.thinkbuzan.com/uk/home
- www.aonline.org
- www.bized.co.uk
- www.businessballs.com
- www.gametheory.net
- www.systemdynamics.org
- www.12manage.com

8 Further professional development and training

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