



EduQual Certificate in
Business and Management
(SCQF Level 6)

and

EduQual Diploma in
Business and Management
(SCQF Level 6)

QUALIFICATION SPECIFICATION

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ISSUE 1.0

About EduQual

EduQual is a regulated UK EduQual Awarding body and a full member of the Federation of EduQual Awarding Bodies (FAB).

In the UK, the national Qualifications regulators include the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Scotland Accreditation, Qualifications Wales, and the Council for the Curriculum, Examinations and Assessment (CCEA).

EduQual is approved as an EduQual Awarding body by Qualifications Scotland Accreditation – you can find us listed on the Qualifications Scotland Accreditation website [here](#).

Many EduQual Qualifications are credit-rated for the Scottish Credit and Qualifications Framework (SCQF), the national Qualifications framework for Scotland – see [here](#) for the SCQF Register of Qualifications. Many of our Qualifications are recognised by universities, professional membership bodies and many other stakeholders in the UK and beyond.

Our Qualifications are delivered in partnership with a global network of EduQual-approved Centres (e.g. colleges and training providers). We place a special emphasis on ensuring Centres and Learners receive the highest levels of quality and value across all our innovative, relevant, and affordable Qualifications.

Our dedicated team of professionals have many years' experience in designing, developing, delivering, and EduQual Awarding Qualifications. We strive to be recognised as an EduQual Awarding body of choice for any educator or employer who wishes to unlock the potential of their Learners.

EduQual has a global presence – we have established partnerships with Centres in Africa, The Americas, Asia and Europe.

This specification is Issue 1.0. Key changes are listed in the summary table on the next page. We will inform Centres of any changes to this issue. The latest issue can be found on the EduQual website www.eduqual.org.uk.

Notes on this Specification

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Summary of
EduQual Certificate in Business and Management
(SCQF Level 6)
and
EduQual Diploma in Business and Management (SCQF Level 6)
changes

Summary of changes made to previous issues	Page Number
New Qualification	N/A

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EduQual Certificate in Business and Management (SCQF Level 6)

and

EduQual Diploma in Business and Management (SCQF Level 6)

This Qualification title will appear on Learners' EduQual Certificates. Learners should be made aware of this when they are recruited by the Centre and registered with EduQual.

Comparison of SCQF and Ofqual RQF levels

The UK [Quality Assurance Agency](#) for Higher Education (QAA) is responsible for safeguarding the standards of UK higher education wherever it is delivered around the world. The QAA have published a [guide](#) to Qualification frameworks in UK and beyond – the following tables are extracts from this guide.

Table 1 shows the correspondence of levels established between national qualifications frameworks and the EQF:

European Qualifications Framework (EQF)	Regulated Qualifications Framework England/Northern Ireland (RQF)	Credit and Qualifications Framework for Wales (CQFW)	Scottish Credit and Qualifications Framework (SCQF)	The National Framework of Qualifications for Ireland (NFQ IE)
8	8	8	12	10
7	7	7	11	9
6	6	6	10/9	8/7
5	5/4	5/4	8/7	6
4	3	3	6	5
3	2	2	5	4
2	1	1	4	3
1	E3	E3	3	2/1
	E2	E2	2	
	E1	E1	1	

Table 2 shows the outcome of verifying the compatibility of higher education frameworks for Scotland (FQHEIS/SCQF), for England, Wales and Northern Ireland (FHEQ) and for the NFQ for the Republic of Ireland (NFQ IE) with the FQ-EHEA as follows:

Typical higher education qualifications within each level	FHEQ level	FQHEIS/SCQF level	NFQ IE level	Corresponding FQ-EHEA cycle
Doctoral degrees	8	12	10	Third cycle (end of cycle) qualifications
Master's degrees (including Integrated Master's)	7	11	9	Second cycle (end of cycle) qualifications
Postgraduate diplomas				Intermediate qualifications within the second cycle
Postgraduate certificates				
Bachelor's degrees with honours /Honours Bachelor Degrees	6	10	8	First cycle (end of cycle) qualifications
Irish Higher Diplomas				
Bachelor's degrees/ Ordinary Bachelor Degree		9	7	Intermediate qualifications within the first cycle
Graduate diplomas				
Graduate certificates	5	8	6	Short cycle (within or linked to the first cycle) qualifications
Foundation Degrees (for example FdA, FdSc)				
Diplomas of Higher Education (DipHE)				
Higher National Diplomas (HND)				
Irish Higher Certificates	4	7		Intermediate qualifications within the short cycle
Higher National Certificates (HNC)				
Certificates of Higher Education (CertHE)				

For more information on compatibility with these frameworks see: http://ec.europa.eu/eqf/home_en.htm and www.enic-naric.net

Introduction to EduQual Certificate in Business and Management (SCQF Level 6) and EduQual Diploma in Business and Management (SCQF Level 6)

The EduQual Certificate in Business and Management (SCQF Level 6) has been credit-rated for the SCQF at Level 6 and 60 credits.

The EduQual Diploma in Business and Management (SCQF Level 6) has been credit-rated for the SCQF at Level 6 and 120 credits.

These Qualifications will provide a career path for Learners who wish to develop their core capabilities within the business sector and will enable Learners to develop the transferable skills required by organisations globally. The Qualifications will create learning that advances the thought leadership of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, the Qualifications will develop the team leaders, managers and leaders of the future through the creation and delivery of learning appropriate for industry and will empower entrepreneurs and small business owners.

The Qualifications will:

- prepare Learners for employment and boost employability and career readiness; *and*
- support a range of roles in the workplace.

The Qualifications provide specialist work-related programmes of study that provides breadth and depth of knowledge and understanding, along with practical skills required in the business sector.

Both Qualifications are suitable for part-time Learners in the workplace but equally appropriate for full-time Learners who can also participate in formal work placements or part-time employment.

The aims of the EduQual Certificate and EduQual Diploma in Business and Management (SCQF Level 6) will enable Learners to:

- read and use appropriate literature with a full and critical understanding
- think independently and solve problems
- apply subject knowledge and understanding to address familiar and unfamiliar problems
- recognise the moral and ethical issues of business practice and research;
- appreciate the need for ethical standards and professional codes of conduct
- appreciate the interdisciplinary nature of business and service provision
- give a clear and accurate account of a subject, in a mature way and engage in debate and dialogue with both specialists and non-specialists
- develop transferable skills and knowledge that will enable individuals to meet changes in business.

Learners completing the EduQual Diploma in Business and Management (SCQF Proposed Level 6) may be able to progress:

- To further study in business and management, for example the EduQual Diploma in Business and Marketing (SCQF Level 8), *or*
- directly into employment in an associated profession.

SCQF levels

There are 12 levels in the SCQF and each level is described by a set of [SCQF Level descriptors](#). The allocation of a level is based on the difficulty of learning. The SCQF Level descriptors describe in broad terms what Learners should be able to do or demonstrate at a particular level. Each level descriptor has five characteristics which provide a reference point for determining the level of a Qualification and Unit of learning or for the recognition of prior learning (RPL). The five characteristics are:

- Knowledge and understanding
- Practice: Applied knowledge, skills and understanding
- Generic cognitive skills
- Communication, numeracy and ICT skills
- Autonomy, accountability and working with others

SCQF credit points

The allocation of SCQF credit points does not refer to a perception of ability and is not based on age or experience. It is calculated by those with an expert knowledge of the subject who make a professional judgement on how many hours it would take a typical Learner (i.e. not those who complete the Learning Outcomes quickly or those that require additional time) to achieve the Learning Outcomes at a given level. This can also be described as “... *the time required for a typical Learner at a specified SCQF level to achieve the Learning Outcomes. The amount of time taken by actual Learners may differ in practice, but this does not affect the number of SCQF Credit Points EduQual Awarded.*” The estimation of the time required is referred to as notional learning hours – one SCQF credit point represents a notional 10 hours of learning. SCQF credit points quantify Learning Outcomes that are subject to valid, reliable methods of assessment.

Notional learning hours

Notional learning hours (NLH) include all the learning activities that are required to achieve the Learning Outcomes. Within the SCQF, the minimum number of credits recognised for a Qualification is 1, (10 NLH). This, along with the type of activities that can be included in the notional learning hours, gives the framework the flexibility to recognise small pieces of learning such as short employer-led Qualifications.

When credit-rating a Qualification, we consider the time spent on all activities that contribute to the achievement of the Learning Outcomes of the Qualification (prior to, during, and following Qualification delivery). NLH can include:

- activities prior to delivery, including:
 - preparation such as reading materials provided prior to delivery
 - self-reflection on prior knowledge and experience and how it links to the delivery
 - personal programme planning
 - using libraries or learning resource Centres for reading and research
- activities for actual delivery, including:
 - attending and participating in formal teaching sessions
 - practical work in laboratories and other locations
 - relevant Information Communication Technology (ICT) activities
 - self-directed study using online or text-based open learning materials
 - involvement in informal learning such as community groups, youth groups, outdoor activities
- activities after delivery, including:

- private study and revision
- assessment of learning
- application of knowledge and understanding and skills within the workplace

It should be noted that this list of suggestions is not exhaustive nor are the activities mutually exclusive.

National Occupational Standards

Where relevant, all EduQual Qualifications are designed to provide some of the underpinning knowledge and understanding for National Occupational Standards (NOS) which are defined as *“statements of the standards of performance individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding.”*¹

NOS are developed for employers by employers through the relevant [Sector Skills Council \(SSC\) or Standards Setting Organisation \(SSO\)](#).

See [Appendix](#) for how the Qualification outcomes map to the standards, guidance and requirements.

¹ See [UK Standards](#) website for more details

Qualification structure

1. The **EduQual Certificate in Business and Management (SCQF Level 6)** is composed of **600** notional hours of learning (**60** credits).

Unit	Unit title	SCQF credits	SCQF level	Equivalent level	
				Ofqual (RQF ²)	EQF ³
1.	Exploring the business environment	14	6	3	4
3.	The foundations of operations management	11	6	3	4
6.	Health and safety in the workplace	18	6	3	4
7.	Managing welfare in the workplace	17	6	3	4

² [Ofqual Regulated Qualifications Framework](#)

³ [European Qualifications Framework](#)

2. The **EduQual Diploma in Business and Management (SCQF Level 6)** is composed of **1200** notional hours of learning (**120** credits).

Unit	Unit title	SCQF credits	SCQF level	Equivalent level	
				Ofqual (RQF ⁴)	EQF ⁵
1.	Exploring the business environment	14	6	3	4
2.	Understanding business accounting	14	6	3	4
3.	The foundations of operations management	11	6	3	4
4.	The foundations of marketing	10	6	3	4
5.	Exploring human resources in business	14	6	3	4
6.	Health and safety in the workplace	18	6	3	4
7.	Managing welfare in the workplace	17	6	3	4
8.	Understanding the culture of an organisation	11	6	3	4
9.	The aspirational entrepreneur	11	6	3	4

⁴ [Ofqual Regulated Qualifications Framework](#)

⁵ [European Qualifications Framework](#)

Access and Recruitment

EduQual's policy regarding access to its Qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the Qualifications, and in accordance with EduQual's Equity, Diversity and Inclusion Policy.

Centres are required to recruit Learners to EduQual Qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the Qualifications and that the Qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the Qualification. This assessment will need to take account of the support available to the Learner within the Centre during their programme of study and any specific support that might be necessary to allow the Learner to access the assessment for the Qualification.

Centres will need to review the entry profile of Qualifications and / or experience held by applicants, considering whether this profile shows an ability to progress to a higher-level Qualification.

Entry Requirements

Prospective Learners will be expected to hold the following:

- Qualifications at SCQF Level 4 / 5 (RQF Level 2 / 3)
and / or
- work experience in a business environment and demonstration of ambition with clear career goals
or
- SCQF Level 5 (RQF Level 3) Qualification in another discipline and aspirations to develop their careers in management.

In exceptional circumstances and at the discretion of the Centre, Learners who do not have any of the prescribed entry requirements may still be permitted to study for the Qualification, provided that in the Centre's judgement, the Learner has the potential to complete the Qualification successfully.

Access arrangements and special considerations

EduQual's policy on access arrangements and special considerations aims to enhance access to the Qualification for Learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence.

Design and Delivery

Mode of delivery

Whichever mode of delivery is used, Centres must ensure that Learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the Units. In some Units, the use of assessment evidence drawn from Learners' work environments is an essential requirement.

It is important that Centres develop an approach to teaching and learning that supports the vocational nature of the Qualification and the mode of delivery. The specification gives a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors should ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and current (valid, up-to-date) teaching materials that allow Learners to apply their learning to actual events and activity within the sector. Maximum use should be made of Learners' experience.

It may be appropriate to deliver some knowledge via a virtual learning environment (VLE) which provides Learners with remote access to theoretical knowledge. The learning community created by a VLE allows Learners to share their knowledge and experiences via forums and discussion groups, facilitated by tutors offering educational support and guidance.

Where relevant, skills should be taught (and assessed) face to face.

Physical resources need to support the delivery of the Qualification and the assessment of the Learning Outcomes and should therefore be of industry standard. Staff delivering Qualifications and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to obtain approval from EduQual.

Where specific resources are required, they have been indicated in the *Essential resources* section within individual Units.

Assessment

The following guidance should be considered in conjunction with the EduQual *Assessment and IQA Guidance for Centres*.

All Units within the Qualification are internally assessed. The Qualification is criterion referenced, based on the achievement of all the specified Learning Outcomes – to achieve a 'pass' a Learner must have successfully passed all the assessment criteria.

The purpose of assessment is to ensure that effective learning has taken place to give Learners the opportunity to:

- meet the standard determined by the assessment criteria
- achieve the Learning Outcomes

EduQual encourages Centres to use assessment tools devised and provided by EduQual. However, Centres may choose to develop their own assessments. All the assessments developed by Centres should be reliable, fit-for-purpose and built on the Unit assessment criteria. Assessments should enable Learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for Learners to adopt, and making maximum use of practical activities. The creation of assessments that are fit-for-purpose is vital to achievement.

The assessment criteria must be clearly indicated in each assessment – this gives Learners focus and helps with Internal Quality Assurance and standardisation processes. It will also help to ensure that Learner feedback is specific to the assessment criteria.

When designing assessments, Centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current (i.e. to reflect the most recent developments and issues)
- local (i.e. to reflect the employment context of the delivering Centre)
- flexible to reflect Learner needs (i.e. at a time and in a way that matches the Learner's requirements so that they can demonstrate achievement).

All Centre-devised assessments must be approved for use by EduQual before they are used by Centres.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a Learner can demonstrate that they can meet the assessment requirements for a Unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

EduQual encourages Centres to recognise Learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. EduQual's RPL policy is made available to all EduQual-approved Centres or by request.⁶

Grading

To achieve a pass, a Learner must have successfully demonstrated competence as described in all Units.

Quality Assurance

The following guidance should be considered in conjunction with the EduQual document *Assessment and IQA Guidance for Centres*.

The quality assurance process for Centres offering this Qualification is composed of three key components

- Approvals
- Internal Quality Assurance, *and*
- External Quality Assurance (e.g. moderation).

Approvals

Centres are required to seek approval from EduQual to offer this Qualification via the existing EduQual Centre and Qualification approval process. Prior to approval being given, Centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- have a robust internal assessment system supported by fit-for-purpose assessment documentation
- have a system to internally quality assure assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites

⁶ Write to info@eduqual.org.uk.

Applications must be supported by the Head of the Centre (e.g. Principal, CEO, etc.) and include a signed declaration that the Centre will operate the Qualification strictly as approved and in line with EduQual requirements.

It is recommended that all those involved in the delivery, assessment and internal verification of EduQual Qualifications complete a nationally recognised knowledge-based Qualification in Education and Training within the first year of approval.

An annual Centre re-approval process applies to all EduQual-approved Centres. However, all approved Centres must make a commitment to inform EduQual of any changes to their resources during the interim period. Centres will be required to demonstrate ongoing fulfilment of the Centre approval criteria. Centres will need to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions, to include the consistent application of policies affecting Learner registrations, appeals, effective internal quality assurance and standardisation processes.

Internal Quality Assurance

Centres are responsible for implementing an Internal Quality Assurance system, the purpose of which is to ensure:

- Learners are assessed fairly and accurately
- Learners are given appropriate and constructive feedback which supports their progress
- assessment decisions are consistent across all assessors and accurately recorded
- assessors receive the support they need to do their job effectively
- quality assurance processes within the Centre consistently meet EduQual requirements
- effective monitoring and review to ensure relevant amendment and updating of systems, Qualifications and their assessment.

External Quality Assurance

The following guidance should be considered in conjunction with EduQual's *Remote Quality Sampling (RQS) - Guidance for Centres*.

Prior to making a request for Learner certification, Centres must share with EduQual an electronic portfolio of evidence for that Learner. Learners must provide a signed statement of authenticity confirming that the evidence contained within their portfolio of evidence is their own. Prior to certification, an EduQual-appointed External Quality Assurer may verify / moderate a sample of the Learner's assessments. The outcomes of this process will:

- confirm that internal assessment has met agreed standards, and to allow certification,
- make recommendations to improve the quality of assessment outcomes before certification can take place, *or*
- make recommendations about the Centre's ability to continue to be approved for the Qualification.

EduQual reserves the right to withdraw either Qualification or Centre approval when it deems there is an irreversible breakdown in the Centre's ability either to quality assure its Qualification delivery or its assessment standards.

Unit format

All Units in EduQual Qualifications have a standard format. The Unit format is designed to give guidance on the requirements of the Qualification for Learners, tutors, assessors and those responsible for monitoring standards. Each Unit has the following sections.

Unit title

This is the formal title of the Unit that will appear on the Learner's EduQual Certificate.

SCQF level and credit points

The SCQF uses two measures to describe Qualifications within the framework:

- level of difficulty and complexity
- credit points quantify Learning Outcomes and give them a value or currency

The SCQF consists of 12 different levels that indicate the relative complexity (and commensurate demand on Learner abilities) of Qualifications. For example, a national (formerly 'access') EduQual Award may be set at SCQF level 1. Level 12 covers complex Qualifications such as high-level professional development EduQual Awards, professional apprenticeships, or (as may be EduQual Awarded by Higher Education Institutions in the UK) doctoral degrees. As level increases, so too do related factors such as:

- the complexity and depth of knowledge and understanding
- links to associated academic, vocational or professional practice
- the degree of integration, independence and creativity required
- the range and sophistication of application / practice
- the role(s) taken in relation to other Learners / workers in carrying out tasks.

The SCQF level descriptors allow broad comparisons to be made between the outcomes of any learning and allow Learners, employers and the public in general to understand the range of skills and learning that should be achieved at each level.

Credit points are used to quantify Learning Outcomes and give them a value or currency. They are a way of showing how much time it takes, on average, to complete a Qualification. Credit points and level descriptors allow Learners, learning providers and employers to compare different Qualifications at the same or even different levels.

Credit points quantify the outcomes of learning that are subject to valid, reliable methods of assessment. The number of points allocated is determined by the amount of time that an 'average' Learner at a specified level might expect to take to achieve the outcomes.

The SCQF works on the basis that one credit point represents the amount of learning achieved through 10 hours of notional learning, which includes everything a Learner must do to achieve the outcomes in a Qualification including assessment time.

Unit aim

The aim provides a clear summary of the purpose of the Unit and is a succinct statement that summarises the Learning Outcomes of the Unit.

Delivery and assessment

Summarises the key feature of how the Unit should be delivered and how Learners should be assessed.

Essential resources

Identifies resources that the Centre must have in place to deliver this Unit.

Learning Outcomes

The Learning Outcomes of a Unit set out what a Learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a Unit specify the standard a Learner is expected to meet to demonstrate that a Learning Outcome, or set of Learning Outcomes, has been achieved. The Learning Outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be EduQual Awarded at the level assigned to the Unit.

Indicative content

The indicative content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the Learning Outcomes. Where relevant, this is informed by the underpinning knowledge and understanding requirements of related standards. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the Unit.

Delivery

Explains the content's relationship to the Learning Outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

Assessment

Specifies the nature and type of evidence that Learners need to produce in order to achieve the Unit. This section should be read in conjunction with the assessment criteria.

List of Learner resources

Identifies specialist resources needed to allow Learners to generate the evidence required for the Unit. The Centre will be asked to ensure that any requirements are in place when it seeks approval from EduQual to offer the Qualification.

Units

Unit 01: Exploring the Business Environment	14
Unit 02: Understanding Business Accounting	22
Unit 03: The Foundations of Operations Management	31
Unit 04: The Foundations of Marketing.....	39
Unit 05: Exploring Human Resources in Business.....	47
Unit 06: Health and Safety in the Workplace.....	55
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Unit 08: Understanding the Culture of an Organisation	81
Unit 09: The Aspirational Entrepreneur	92

Unit 01: Exploring the Business Environment

Unit Summary

SCQF Level	6			
Credit Value	14			
Learning Time (hours)	140			
Organisation name	EduQual Ltd. (Company Number 8913632)			
As part of (EduQual Award Title)	EduQual Certificate in Business and Management (SCQF Level 6) <i>and</i> EduQual Diploma in Business and Management (SCQF Level 6)			
Unit purpose	This Unit enables the Learner to develop their understanding of the national and international economic environment of business, different market structures and their impact, and the different types of organisation (such as for profit, government, voluntary) and their purposes.			
Delivery and Assessment	Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online. Learners may have access to a virtual learning platform as part of a blended learning programme of study and synchronous and asynchronous sessions with course tutors and tutor-led / moderated group discussions. The virtual learning platform should include formative tests with support and feedback.			
<i>Learning Outcome</i>	<i>Formal input⁷</i>	<i>Additional activities⁸</i>	<i>Assessment⁹</i>	<i>Total time (hours)</i>
1.	28	17	10	55
2.	15	9	6	30
3.	28	17	10	55
Total time (hours)	71	43	26	140
SCQF credit points (hours / 10)				14

⁷ e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

⁸ e.g. developing practice, reflection, research / study time (hours)

⁹ e.g. planning and completion of assessment tasks (hours)

Essential resources	Essential resources for this Unit include access to experienced tutors, together with appropriate textbooks and other resources.
Unit Entry Requirements (if applicable)	See Entry Requirements and the Qualification Summary.

Learning Outcomes

Learning Outcome 1: Understand different types of organisation and their purposes			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.1. Describe the purposes of different types of organisation.	Type of organisation for example, sole trader, partnership, private company, public company, government, voluntary organisation, co-operative, charitable Purposes: mission; vision; aims; objectives; goals; values; profits; market share; growth; return on capital employed (ROCE); sales; service level; customer satisfaction	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 1.1, 1.2 and 1.3 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
1.2. Explain the responsibilities of a chosen organisation and strategies employed to meet them.	Responsibilities of organisations: stakeholder interests; conflict of expectations; power-influence matrix; satisfying stakeholder objectives Legal responsibilities for example, consumer legislation, employee legislation, equal opportunities and anti-discriminatory legislation, environmental legislation, health and safety legislation Strategies, for example growth, diversification, integration, retrenching, stabilizing		
1.3. Summarise the ethical issues that affect a chosen organisation.	Ethical issues, for example, environment, fair trade, global warming; corporate responsibility		

Learning Outcome 2: Examine the context of national and international environments in which an organisation operates			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
2.1. Explain how business organisations are affected by the business environment.	The national economy: size (GDP, GNP); structure; population; labour force; growth; inflation; balance of payments; balance of trade; exchange rates; trading partners; public finances; taxation; government borrowing; business and consumer behaviour; government policies and their impact on business	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 2.1 and 2.2 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
2.2. Explain the effect of international trade and global factors on national business organisations.	International trade and the national economy; market opportunities; global growth; protectionism; World Trade Organisation (WTO); emerging markets (BRICS economies – Brazil, Russia, India, China, South Africa)		

Learning Outcome 3: Understand the different types of market structure			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
3.1. Explain how different types of market structures affect pricing and output decisions of a chosen organisation.	Types of market structures, for example perfect competition, monopoly, monopolistic competition, oligopoly, duopoly Pricing and output decisions, competitive advantage, strategies adopted by firms; regulation of competition	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.	AC 3.1, 3.2 and 3.3 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
3.2. Explain the effect of market forces on a chosen organisation.	Market forces and organisational responses: supply and demand, elasticity of supply and demand; customer perceptions and actions, pricing decisions; cost and output decisions; economies of scale; joint ventures, outsourcing; core markets; labour market trends Type of organisation for example, sole traders, partnerships, private company, public company, government, voluntary organisation, co-operative, charitable	Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	
3.3. Analyse the environmental factors affecting a chosen organisation.	Analysing internal and external environmental factors, for example PESTEL analysis, Porter's Five Forces, SWOT analysis		

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the Unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help Learners to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the internet, television and radio broadcasts, broadsheet newspapers and advisory services.

Some Assessment Criteria specify the need for 'a chosen organisation'. Learner evidence must use examples from an appropriate 'chosen organisation' and should choose carefully. For instance, evidence based on a large multi-national supermarket will differ in its nature substantially from evidence based on a local retailer. Either can be acceptable, but Learners must take account of the impact of the organisation's size and level of operation.

EduQual publishes sample assignments mapped to each Unit, together with supporting Assignment Cover / Assessment Outcome Sheets, pre-populated with the relevant assessment criteria. It is recommended that Centres use these to support assessment decisions and to record written feedback provided by assessors and Internal Quality Assurers.

Centres may also develop their own assessment strategies and assignment briefs that can be contextualised to the needs of their Learners. However, these must be checked and approved by EduQual prior to use with Learners.

Full guidance on delivery and assessment is available from EduQual upon request.¹⁰ Where Recognition of Prior Learning (RPL) is a valid option for Learners that meet some (or all) of the assessment criteria outlined for a given Unit, readers are referred to EduQual's Recognition of Prior Learning Policy. This policy is available to all EduQual-approved Centres or can be requested.¹¹

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

- Request it from the email address shown in the footnotes on this page
- Access it from their own EduQual online resources folder.

Glossary of terms

It is important for Learners to understand the stem verb for each performance criterion and ensure that interpretation of stem verbs is properly reflected in their evidence.

Definitions of the terms used in this Unit are shown below:

Describe	give a detailed account in words
Explain	assign a meaning to; interpret; to make clear the cause or reason of; account for
Summarise	give a brief statement of the main points of (something)

¹⁰ Email: info@eduqual.org.uk

¹¹ Email: info@eduqual.org.uk

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the Unit assessment. It is designed only as a simple exemplar of a way in which the Unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to Unit and programme of learning.
Tutor discussion of different types of organisation.
Tutor discussion of examples of each type of organisation and their purposes, missions, responsibilities etc.
Discussion of how different organisations can meet their objectives and responsibilities.
Analysis of UK and international market environments for selected organisations, including economic, demographic and government policies.
Tutor discussion of the different market structures and their impact on pricing and output.
Consideration of market forces in selected markets, and organisational responses to these.
Discussion of possible strategies such as outsourcing, joint ventures, mergers and acquisitions etc.
Review of Unit and programme of assignments.

Learner resources

The recommended sources listed below should be familiar to each tutor / assessor who is delivering this Unit as part of an EduQual Qualification. Learners should be made aware of these sources before delivery of this Unit, and be fully conversant with these sources upon completion of this Unit.

Textbooks	
- Griffiths, A. and Wall, S. (2011). <i>Economics for Business and Management</i>, 3rd Edition, Financial Times / Prentice Hall. ISBN: 0273735243 - Hill, C. (2022). <i>International Business: Competing In The Global Marketplace</i>, 14th Edition, New York: McGraw-Hill ISBN: 1265038540 - Morrison, J. (2020) <i>The Global Business Environment: Towards Sustainability?</i> 5th Ed. Red Globe Press. ISBN: 1352008975 - Needle, D. and Burns, J. (2019) <i>Business in Context: An Introduction to Business and its Environment</i>. 7th Ed. Cengage Learning. ISBN: 1473758391 - Worthington, I., Britton. C. and Thompson, E. (2018) <i>The Business Environment</i>. 8th Ed. Harlow: Pearson.	
Journals	
The Economist	
Websites	
Business Balls	https://www.businessballs.com
Business Case Studies	https://www.businesscasestudies.co.uk
EU business	https://www.eubusiness.com/
UK economic indicators	https://www.gov.uk/government/statistics/weekly-economic-indicators
UK government statistics	https://www.gov.uk/government/statistics/announcements

Unit 02: Understanding Business Accounting

Unit Summary

SCQF Level	6			
Credit Value	14			
Learning Time (hours)	140			
Organisation name	EduQual Ltd. (Company Number 8913632)			
As part of (EduQual Award Title)	EduQual Diploma in Business and Management (SCQF Level 6)			
Unit purpose	This Unit aims to develop Learners' understanding of the basics of financial reporting (context, purposes, and regulatory framework). It introduces the principal concepts of financial accounting and preparation of the principal financial statements, management accounting and its use for budgeting, costing and pricing, and the use of using accounting techniques to aid business decision making.			
Delivery and Assessment	Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online. Learners may have access to a virtual learning platform as part of a blended learning programme of study and synchronous and asynchronous sessions with course tutors and tutor-led / moderated group discussions. The virtual learning platform should include formative tests with support and feedback.			
Learning Outcome	Formal input¹²	Additional activities¹³	Assessment¹⁴	Total time (hours)
1.	20	12	8	40
2.	20	12	8	40
3.	30	18	12	60
Total time (hours)	70	42	28	140
SCQF credit points (hours / 10)				14

¹² e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

¹³ e.g. developing practice, reflection, research / study time (hours)

¹⁴ e.g. planning and completion of assessment tasks (hours)

Essential resources	Essential resources for this Unit include access to experienced tutors, together with appropriate textbooks and other resources.
Unit Entry Requirements (if applicable)	See Entry Requirements , and also the Qualification Summary.

Learning Outcomes

Learning Outcome 1: Explain and apply financial accounting techniques			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.1. Illustrate appropriate formats of financial statements for different types of business.	Different types of business, for example sole traders, partnerships, private companies, public companies, franchises	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 1.1, 1.2 and 1.3 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
1.2. Explain the main financial statements for a chosen organisation using appropriate examples.	Basic form, structure and purpose of main financial statements i.e. income statement, statement of financial position, statement of cash flow, statement of changes in equity; budgets, statement notes; accurate calculation methodology		
1.3. Assess financial statements for a chosen organisation using appropriate ratios and internal and external comparisons.	Use of key accounting ratios, for example financial ratios (for example liquidity or solvency ratios), financial leverage or debt ratios, asset efficiency or turnover ratios, profitability ratios, market value ratios; comparison for both external (for example other companies, industry standards) and internal (for example previous periods, budgets); accurate calculation methodology		

Learning Outcome 2: Interpret and apply management costing techniques			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
2.1. Classify different types of costs.	Types of cost, for example direct, indirect, fixed, variable, overheads, materials, labour, costs of sales	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 2.1, 2.2 and 2.3 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
2.2. Use an appropriate costing method to calculate costs for a chosen organisation using suitable techniques.	Costing methods, for example job, batch, process, contract, service costing; marginal, absorption, activity based, stock valuation, cost pricing; accurate calculation methodology		
2.3. Explain the calculation of Unit costs and make pricing decisions using relevant information.	Costing and pricing decisions: accurate calculation of Unit costs, (including fixed costs, variable costs, number of Units); use within pricing decisions.		

Learning Outcome 3: Apply appropriate budgeting and financing techniques in business decision making scenarios			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
3.1. Assess budgets for a chosen organisation and suggest appropriate actions.	Cash and other budgets, for example operating budget, capital budget, cash budget; incremental budgets, zero-based budgets, activity- based budgets, rolling budgets; variances, appropriate actions, for example changing targets, evaluating the performance of managers.	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.	AC 3.1, 3.2, 3.3 and 3.4 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
3.2. Suggest appropriate budgeting methods for a chosen organisation and prepare a relevant budget.	Budgeting methods, for example historic, zero-based, incremental, top-down	Theory-based learning content may include reading materials, video clips, formative tests and questions.	
3.3. Compare and contrast investment appraisal techniques.	Investment appraisal: payback period; accounting rate of return; discounted cash flow techniques; internal rate of return.	Tutor-led and moderated discussion groups support Learners.	
3.4. Assess and suggest sources of finance available to a chosen organisation	Sources of finance, for example, bank loans and overdrafts, short-term loans, share issues, debt and venture capital, retained profits, factoring, hire purchase, leasing, trade credit		

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the Unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help Learners to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the Internet, television and radio broadcasts, broadsheet newspapers and advisory services.

EduQual publishes sample assignments mapped to each Unit, together with supporting Assignment Cover / Assessment Outcome Sheets, pre-populated with the relevant assessment criteria. It is recommended that Centres use these to support assessment decisions and to record written feedback provided by assessors and Internal Quality Assurers.

Centres may also develop their own assessment strategies and assignment briefs that can be contextualised to the needs of their Learners. However, these must be checked and approved by EduQual prior to use with Learners.

Full guidance on delivery and assessment is available from EduQual upon request.¹⁵ Where Recognition of Prior Learning (RPL) is a valid option for Learners that meet some (or all) of the assessment criteria outlined for a given Unit, readers are referred to EduQual's Recognition of Prior Learning Policy. This policy is available to all EduQual-approved Centres or can be requested.¹⁶

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

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¹⁵ Email: info@eduqual.org.uk

¹⁶ Email: info@eduqual.org.uk

Glossary of terms

It is important for Learners to understand the stem verb for each performance criterion and ensure that interpretation of stem verbs is properly reflected in their evidence. Further, pro-active stem verbs, such as '*interpret*' and '*calculate*', require the Learner to draw on their own personal experience or involvement. **Replicating work carried out or created by someone else is not acceptable.**

Definitions of the terms used in this Unit are shown below:

Assess	estimate and judge qualities and / or quantities
Classify	arrange (a group of people or things) in classes or categories according to shared qualities or characteristics
Compare	examine (two or more objects, ideas, people, etc.) in order to note similarities and differences
Contrast	compare in order to show unlikeness or differences; note the opposite natures, purposes, etc., of something
Explain	assign a meaning to; interpret; to make clear the cause or reason of; account for
Illustrate	show the meaning or truth of something more clearly, especially by giving examples
Suggest	put forward for consideration
Use	employ for some purpose; put into service

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the Unit assessment. It is designed only as a simple exemplar of a way in which the Unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to Unit and programme of learning
Tutor discussion of the basic financial reporting techniques according to accepted accounting standards
Comparison of use of different financial statements and their use
Key accounting ratios and their use to interpret the financial health of organisations and their competitors
Unit input on key management accounting techniques that are used in the decision making process of the organisation
Selecting appropriate budgetary and costing techniques for given scenarios
Application of budgetary procedures and controls in given scenarios
Using appropriate accounting techniques to make budget, costing, pricing and investment decisions
Analysing sources of finance available to organisations in given scenarios
Review of Unit and programme of assignments

Learner resources

The recommended sources listed below should be familiar to each tutor / assessor who is delivering this Unit as part of an EduQual Qualification. Learners should be made aware of these sources before delivery of this Unit, and be fully conversant with these sources upon completion of this Unit.

Textbooks	
• Drury, C. (2017) <i>Management and Cost Accounting</i>. 10th Ed. Cengage Learning ISBN: 9781473748873 • Edmonds, T., Edmonds, C, Edmonds, M, and Olds, P. (2022) <i>Fundamental Managerial Accounting Concepts</i>. 10th Ed. Maidenhead: McGraw-Hill ISBN: 1265045920 • Seal, W., Rhode, C., Garrison, R., and Noreen E., (2018) <i>Management Accounting</i>. 6th Ed. Maidenhead: McGraw-Hill ISBN: 0077185536 • Weetman, P. (2019) <i>Financial and Management Accounting: An Introduction</i>. 8th Ed. Harlow: Pearson. ISBN: 1292244419 • Zimmerman, J. L. (2019) <i>Accounting for Decision Making and Control</i>. 10th Ed. New York: McGraw-Hill. ISBN: 1260480962	
Journals	
• The Journal of Finance • Journal of Economics and Finance • Review of Finance • The Journal of Financial Economics	
Websites	
Accounting coach	https://www.accountingcoach.com/blog
Accounting basics	https://www.accounting-basics-for-Learners.com/
Accounting dictionary	https://www.itseducation.asia/dictionary/a.htm
Association of Chartered Certified Accountants	https://www.accaglobal.com
Chartered Institute of Management Accountants	https://www.cimaglobal.com
Institute of Chartered Accountants in England and Wales Financial Reporting	https://www.icaew.com

Unit 03: The Foundations of Operations Management

Unit Summary

SCQF Level	6			
Credit Value	11			
Learning Time (hours)	110			
Organisation name	EduQual Ltd. (Company Number 8913632)			
As part of (EduQual Award Title)	EduQual Certificate in Business and Management (SCQF Level 6) and EduQual Diploma in Business and Management (SCQF Level 6)			
Unit purpose	This Unit enables Learners to develop their understanding of the strategic role of operations management in an organisation. It looks at operational trade-offs between cost and quality, and in more depth at the role of information systems and IT in supply chain management and the role of quality systems.			
Delivery and Assessment	Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online. Learners may have access to a virtual learning platform as part of a blended learning programme of study and synchronous and asynchronous sessions with course tutors and tutor-led / moderated group discussions. The virtual learning platform should include formative tests with support and feedback.			
Learning Outcome	Formal input¹⁷	Additional activities¹⁸	Assessment¹⁹	Total time (hours)
1.	20	12	8	40
2.	15	9	6	30
3.	20	12	8	40
Total time (hours)	55	33	22	110
SCQF credit points (hours / 10)				11

¹⁷ e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

¹⁸ e.g. developing practice, reflection, research / study time (hours)

¹⁹ e.g. planning and completion of assessment tasks (hours)

Essential resources	Essential resources for this Unit include access to experienced tutors, together with appropriate textbooks and other resources.
Unit Entry Requirements (if applicable)	See Entry Requirements , and also the Qualification Summary.

Learning Outcomes

Learning Outcome 1: Understand the concept of operations management			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.1. Explain the strategic importance of operations management to a chosen organisation.	Operational efficiency and strategic operations: time, resources, budgets; external analysis, e.g. PESTLE, Porter's Five Forces; links and differences between operations management and strategic planning; the 3 Es: economy, efficiency and effectiveness: efficiency (the ability to accomplish something with the least amount of wasted time, money, and effort or competency in performance) versus effectiveness (the degree to which something is successful in producing a desired result; success)	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 1.1, 1.2 and 1.3 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
1.2. Assess the operations management functions of a chosen organisation.	Operations management function: the management of resources for the production and delivery of goods or services; the role of operations management in achieving strategic objectives; activities of core functional areas and their interrelationships; differences and similarities between services and products, role of the supply chain		
1.3. Evaluate the significance of the five performance objectives that underpin operations management.	Operations management performance objectives: cost; dependability; flexibility; quality; and speed; internal and external benefits of excelling in each performance objective; trade-offs between objectives		

Learning Outcome 2: Examine the role of quality management in organisations			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
2.1. Assess approaches to quality management in different organisations.	Approaches to quality management (the continual improvement of process and system), for example comparisons with past performance / competitors / industry standards / benchmarks; quality circles, TQM, Six-Sigma	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.	AC 2.1 and 2.2 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
2.2. Compare the application of quality management systems in a chosen organisation and suggest possible improvements.	Defining, improving, and controlling processes; reducing waste; preventing mistakes; lowering costs; facilitating and identifying training opportunities; engaging staff; setting organization-wide direction; communicating a readiness to produce consistent results	Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	

Learning Outcome 3: Examine the role of IT in supply chain management			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
3.1. Explain how information systems can benefit supply chain management.	Scope of information systems; components of supply chain management: order processing; e-procurement of products / services; logistics, including supply and transport; handling of goods and the fulfilment function; role of information systems in improving supply chain	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.	AC 3.1, 3.2 and 3.3 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
3.2. Assess the advantages of e-procurement for supply chain efficiency.	Types of e-procurement; e-procurement software; advantages and disadvantages of e-procurement; e-procurement supply chain management	Theory-based learning content may include reading materials, video clips, formative tests and questions.	
3.3. Evaluate the contribution of IT systems to supply chain efficiency in a chosen organisation.	Role of IT in logistics services; use of internet to communicate information (for example availability, delivery, invoices); the flow of demand information to back up the supply chain; Tracking and Radio Frequency Identification (RFID); return mechanisms; payment systems	Tutor-led and moderated discussion groups support Learners.	

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the Unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help Learners to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the Internet, television and radio broadcasts, broadsheet newspapers and advisory services.

Some Assessment Criteria specify the need for 'a chosen organisation'. Learner evidence must use examples from an appropriate 'chosen organisation' and should choose carefully. For instance, evidence based on a large multi-national supermarket will differ in its nature substantially from evidence based on a local retailer. Either can be acceptable, but Learners must take account of the impact of the organisation's size and level of operation.

EduQual publishes sample assignments mapped to each Unit, together with supporting Assignment Cover / Assessment Outcome Sheets, pre-populated with the relevant assessment criteria. It is recommended that Centres use these to support assessment decisions and to record written feedback provided by assessors and Internal Quality Assurers.

Centres may also develop their own assessment strategies and assignment briefs that can be contextualised to the needs of their Learners. However, these must be checked and approved by EduQual prior to use with Learners.

Full guidance on delivery and assessment is available from EduQual upon request.²⁰ Where Recognition of Prior Learning (RPL) is a valid option for Learners that meet some (or all) of the assessment criteria outlined for a given Unit, readers are referred to EduQual's Recognition of Prior Learning Policy. This policy is available to all EduQual-approved Centres or can be requested.²¹

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

- Request it from the email address shown in the footnotes on this page
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²¹ Email: info@eduqual.org.uk

Glossary of terms

It is important for Learners to understand the stem verb for each performance criterion and ensure that interpretation of stem verbs is properly reflected in their evidence.

Definitions of the terms used in this Unit are shown below:

Assess	estimate and judge qualities and / or quantities
Compare	examine (two or more objects, ideas, people, etc.) in order to note similarities and differences
Evaluate	make a judgement about something usually by considering a range of factors
Explain	assign a meaning to; interpret; to make clear the cause or reason of; account for

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the Unit assessment. It is designed only as a simple exemplar of a way in which the Unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to Unit and programme of learning.
Tutor discussion on the importance of operations management in organisations and theoretical models and concepts, focusing on operational functions and their role in meeting strategic objectives, and the evaluation of operational components.
Learner input on practical examples on operations management components, related issues and solutions.
Tutor overview of the importance of quality systems and types of quality systems in use in a variety of organisations.
Practical issues in evaluating quality.
The contribution of IT systems to supply chain management and logistics, and their contribution to customer fulfilment.
Advantages of e-procurement for supply chain efficiency.
Evaluation of the contribution of IT systems to strategic objectives in selected cases.
Review of Unit and programme of assignments.

Learner resources

The recommended sources listed below should be familiar to each tutor / assessor who is delivering this Unit as part of an EduQual Qualification. Learners should be made aware of these sources before delivery of this Unit, and be fully conversant with these sources upon completion of this Unit.

Textbooks	
- Foster, S.T. and Gardner, J. (2023) <i>Managing Quality; Integrating the Supply Chain</i>, 7th Ed. John Wiley & Sons. ISBN: 9781119883869 - Hill, A and Hill, T. (2017) <i>Essential Operations Management</i>. London: Palgrave. ISBN: 9781137526564 - Slack, N. and Brandon-Jones, A. (2023) <i>Operations and Process Management</i>. 3rd Ed. Harlow: Pearson. ISBN: 9781292449265 - Schedlitzki, D. (2021) <i>Studying Leadership</i>. 3rd Ed. London: SAGE. ISBN: 9781529752885	
Journals	
- Journal of Operations Management - International Journal of Advanced Operations Management - Journal of Operational Research Society - Journal of Organisational Behaviour	
Websites	
Chartered Institute of Marketing	https://www.cim.co.uk
Marketing Donut	https://www.marketingdonut.co.uk
Marketing Teacher	https://www.marketingteacher.com
Marketing Week	https://www.marketingweek.com
Production and Operations Management Society (POMS)	http://www.poms.org/

Unit 04: The Foundations of Marketing

Unit Summary

SCQF Level		6		
Credit Value		10		
Learning Time (hours)		100		
Organisation name		EduQual Ltd. (Company Number 8913632)		
As part of (EduQual Award Title)		EduQual Diploma in Business and Management (SCQF Level 6)		
Unit purpose		This Unit enables Learners to explore the principles, costs and benefits of marketing, describe marketing processes and their application to different types of business and market, explore the components of the marketing mix and the use of market segmentation, targeting and positioning to achieve competitive advantage.		
Delivery and Assessment		Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online. Learners may have access to a virtual learning platform as part of a blended learning programme of study and synchronous and asynchronous sessions with course tutors and tutor-led / moderated group discussions. The virtual learning platform should include formative tests with support and feedback.		
Learning Outcome	Formal input²²	Additional activities²³	Assessment²⁴	Total time (hours)
1.	15	9	6	30
2.	15	9	6	30
3.	20	12	8	40
Total time (hours)	50	30	20	100
SCQF credit points (hours / 10)				10

²² e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

²³ e.g. developing practice, reflection, research / study time (hours)

²⁴ e.g. planning and completion of assessment tasks (hours)

Essential resources	Essential resources for this Unit include access to experienced tutors, together with appropriate textbooks and other resources.
Unit Entry Requirements (if applicable)	See Entry Requirements , and also the Qualification Summary.

Learning Outcomes

Learning Outcome 1: Understand the marketing concept and process			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.1. Explain the elements of the marketing concept and process.	Marketing concept: the strategy that companies use to market their products or services to customers, to promote the benefits of a product, to gain a competitive advantage in the industry, to focus on developing products / services that would appeal to different customer groups and increase profits by satisfying customer needs over a long period; reliance on Marketing research about target markets, market size and the marketing mix Marketing process: analysis of the opportunities in the market, selection of the target market, development of marketing mix, management of marketing efforts	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 1.1 and 1.2 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
1.2. Assess the benefits and costs of marketing orientation for a chosen organisation.	Costs and benefits of marketing: marketing and competitive advantage; building customer satisfaction; desired quality; service and customer care; relationship marketing; customer retention; customer profitability		

Learning Outcome 2: Examine the elements of the extended marketing mix in different contexts			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
2.1. Illustrate the basic '4 Ps' marketing mix for a product or service in a chosen organisation.	Product, price, promotion, place: B2C and B2B markets; service and product marketing	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 2.1 and 2.2 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
2.2. Assess the effect of the additional 3Ps of the extended marketing mix on B2B or B2C markets.	Shift from 4Ps to 7Ps: people, physical evidence and process management B2B markets: business-to-business marketing targeting other companies as customers; B2C markets: business-to-consumer markets targeting individual consumers as customers, service and product marketing		

Learning Outcome 3: Understand the concepts of segmentation, targeting and positioning			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
3.1. Assess how macro and micro environmental factors affect marketing decisions for a chosen scenario.	Macro-environment: those outside forces not under the control of the organisation but impact on the organisation's functioning; PESTEL analysis, Porter's Five Forces Micro-environment: in direct contact with the business organization; for example, suppliers, competitors, marketing intermediaries (such as wholesalers, distributors, and retailers), customers / consumers; SWOT analysis	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions.	AC 3.1, 3.2 and 3.3 assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
3.2. Explain how segmentation is used to promote products or services.	Basis for segmenting markets, (geographic, demographic, psychographic and behavioural); benefits of segmentation		
3.3. Illustrate the application of segmentation, targeting and positioning strategy for a product / service in a chosen organisation.	Segmenting the market, selecting the target, positioning the product or service, the optimal marketing mix	Tutor-led and moderated discussion groups support Learners.	

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the Unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help Learners to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the Internet, television and radio broadcasts, broadsheet newspapers and advisory services.

Some Assessment Criteria specify the need for the Learner to focus on ‘a product or service’. Learners must be clear about their choice and how it impacts on marketing issues. Some Assessment Criteria specify the need for ‘a chosen organisation’. Learner evidence must use examples from an appropriate ‘chosen organisation’ and should choose carefully. For instance, evidence based on a large multi-national supermarket will differ in its nature substantially from evidence based on a local retailer. Either can be acceptable, but Learners must take account of the impact of the organisation’s size and level of operation.

EduQual publishes sample assignments mapped to each Unit, together with supporting Assignment Cover / Assessment Outcome Sheets, pre-populated with the relevant assessment criteria. It is recommended that Centres use these to support assessment decisions and to record written feedback provided by assessors and Internal Quality Assurers.

Centres may also develop their own assessment strategies and assignment briefs that can be contextualised to the needs of their Learners. However, these must be checked and approved by EduQual prior to use with Learners.

Full guidance on delivery and assessment is available from EduQual upon request.²⁵ Where Recognition of Prior Learning (RPL) is a valid option for Learners that meet some (or all) of the assessment criteria outlined for a given Unit, readers are referred to EduQual’s Recognition of Prior Learning Policy. This policy is available to all EduQual-approved Centres or can be requested.²⁶

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

- Request it from the email address shown in the footnotes on this page
- Access it from their own EduQual online resources folder.

²⁵ Email: info@eduqual.org.uk

²⁶ Email: info@eduqual.org.uk

Glossary of terms

It is important for Learners to understand the stem verb for each performance criterion and ensure that interpretation of stem verbs is properly reflected in their evidence.

Definitions of the terms used in this Unit are shown below:

Assess	estimate and judge qualities and / or quantities
Explain	assign a meaning to; interpret; to make clear the cause or reason of; account for
Illustrate	explain or make (something) clear by using examples, charts, pictures, etc

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the Unit assessment. It is designed only as a simple exemplar of a way in which the Unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to Unit and programme of learning
Tutor discussion of the elements of the marketing concept and processes.
Tutor discussion of the costs and benefits of marketing and building competitive advantage
Discussion of the marketing mix
Discussion of the extended marketing mix and its application to B2B and international markets
Tutor discussion of the use of PESTEL and SWOT to evaluate current market position
Discussion of segmentation and targeting strategies
Discussion of positioning and its relationship to segmentation
Review of Unit and programme of assignments

Learner resources

The recommended sources listed below should be familiar to each tutor / assessor who is delivering this Unit as part of an EduQual Qualification. Learners should be made aware of these sources before delivery of this Unit, and be fully conversant with these sources upon completion of this Unit.

Textbooks	
- Groucutt, J. and Hopkins, C. (2015) <i>Marketing (Business Briefings)</i>. London: Palgrave Macmillan. ISBN: 9781137348241 - Jobber, D. and Ellis-Chadwick, F. (2016) <i>Principles and Practice of Marketing</i>. 9th Ed. Maidenhead: McGraw-Hill. ISBN: 9781526847232 - Kotler, P., Armstrong, G. and Opresnik, M. (2020) <i>Principles of Marketing</i> London: Pearson. ISBN: 9781292341132 - McDonald, M. and Wilson, H. (2016) <i>Marketing Plans: How to Prepare Them, How to Profit from Them</i>. 8th Ed. Chichester: John Wiley and Sons. ISBN: 9781119217138 - Tuten, T. (2019) <i>Principles of Marketing for a Digital Age</i> SAGE Publications ISBN: 9781526423344	
Journals	
- Journal of Marketing Management - Journal of International Business Studies - International Business Review - Journal of Marketing Theory and Practice	
Websites	
Chartered Institute of Marketing (CIM) Exchange	https://www.cim.co.uk/
B2B Marketing	https://www.b2bmarketing.net/

Unit 05: Exploring Human Resources in Business

Unit Summary

SCQF Level	6			
Credit Value	14			
Learning Time (hours)	140			
Organisation name	EduQual Ltd. (Company Number 8913632)			
As part of (EduQual Award Title)	EduQual Diploma in Business and Management (SCQF Level 6)			
Unit purpose	This Unit provides an introduction to the concepts and practices of human resource management within the UK and focuses on the management of employee recruitment, retention, reward, performance management and cessation.			
Delivery and Assessment	Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online. Learners may have access to a virtual learning platform as part of a blended learning programme of study and synchronous and asynchronous sessions with course tutors and tutor-led / moderated group discussions. The virtual learning platform should include formative tests with support and feedback.			
<i>Learning Outcome</i>	<i>Formal input²⁷</i>	<i>Additional activities²⁸</i>	<i>Assessment²⁹</i>	<i>Total time (hours)</i>
1.	25	15	10	50
2.	22.5	13.5	9	45
3.	22.5	13.5	9	45
Total time (hours)	70	42	28	140
SCQF credit points (hours / 10)				14

²⁷ e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

²⁸ e.g. developing practice, reflection, research / study time (hours)

²⁹ e.g. planning and completion of assessment tasks (hours)

Essential resources	Essential resources for this Unit include access to experienced tutors, together with appropriate textbooks and other resources.
Unit Entry Requirements (if applicable)	See Entry Requirements , and also the Qualification Summary.

Learning Outcomes

Learning Outcome 1: Understand the context of human resource management (HRM)			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.1. Explain how HRM contributes to the objectives of a chosen organisation.	HRM responsibilities: recruitment; payroll administration; employee motivation; reward management; employment termination; training and development; performance management (planning, monitoring, recording, implementing); employee relations; working in partnership with functional areas to achieve organisational objectives	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.	AC 1.1, 1.2 and 1.3 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
1.2. Describe the role of line managers in HRM.	Human resource line manager role in meeting functional area objectives: recruitment; motivation; performance management and appraisal; development; discipline and grievance handling	Theory-based learning content may include reading materials, video clips, formative tests and questions.	
1.3. Evaluate the impact of current national legislation on HRM.	Impact of national legislation related to employment, for example employment law; employment contract; equalities legislation; data protection and privacy legislation; employment disputes and tribunals	Tutor-led and moderated discussion groups support Learners.	

Learning Outcome 2: Examine employee recruitment and rewards strategies			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
2.1. Describe the stages in recruitment and selection of staff in a chosen organisation.	Recruitment and selection: recruitment policies and procedures; job analysis; job descriptions; person specification; recruitment methods; interviews; assessment Centres; recruitment tests (psychological, psychometric, aptitude, practical); CVs; letters of application; references	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.	AC 2.1, 2.2 and 2.3 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
2.2. Explain the link between motivational theories and job evaluation / rewards.	Motivational theory, for example Maslow, Herzberg, McGregor Reward management, for example job evaluation; factors determining pay, reward systems; pay; performance-related pay; pension schemes; profit sharing	Theory-based learning content may include reading materials, video clips, formative tests and questions.	
2.3. Evaluate the effectiveness of recruitment and reward strategies in a chosen organisation.	Recruitment and reward strategies' impact on organisational performance, for example rewards and incentives, extrinsic and intrinsic rewards	Tutor-led and moderated discussion groups support Learners.	

Learning Outcome 3: Examine methods of managing employee performance and termination			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
3.1. Assess methods used to monitor employee performance in a chosen organisation.	Defining expectations, performance policies, assessing productivity, monitoring activities Methods and approaches, for example probation; appraisal, feedback; performance indicators and SMART targets (for example, retention of talent, duration in the position, dismissal rate, absenteeism, average time for recruitment, cost per hire, employee productivity, accidents in the workplace)	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 3.1, 3.2 and 3.3 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
3.2. Evaluate the impact of employment related legislation on employment termination arrangements.	Employment legislation affecting termination: for example, discrimination and equality legislation; contractual notice terms; discipline and capability procedures; appeals; employment tribunals		
3.3. Analyse employment termination procedures used by different organisations	Management of exit: procedures (retirement, resignation, dismissal, redundancy); exit interviews, legal and regulatory framework; counselling, training		

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the Unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help Learners to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the Internet, television and radio broadcasts, broadsheet newspapers and advisory services.

Some Assessment Criteria specify the need for ‘a chosen organisation’. Learner evidence must use examples from an appropriate ‘chosen organisation’ and should choose carefully. For instance, evidence based on a large multi-national supermarket will differ in its nature substantially from evidence based on a local retailer. Either can be acceptable, but Learners must take account of the impact of the organisation’s size and level of operation.

AC1.3 requires the Learner to provide evidence relating to ‘national’ legislation. The evidence should focus on **specific** legislation in the Learner’s home country.

EduQual publishes sample assignments mapped to each Unit, together with supporting Assignment Cover / Assessment Outcome Sheets, pre-populated with the relevant assessment criteria. It is recommended that Centres use these to support assessment decisions and to record written feedback provided by assessors and Internal Quality Assurers.

Centres may also develop their own assessment strategies and assignment briefs that can be contextualised to the needs of their Learners. However, these must be checked and approved by EduQual prior to use with Learners.

Full guidance on delivery and assessment is available from EduQual upon request.³⁰ Where Recognition of Prior Learning (RPL) is a valid option for Learners that meet some (or all) of the assessment criteria outlined for a given Unit, readers are referred to EduQual’s Recognition of Prior Learning Policy. This policy is available to all EduQual-approved Centres or can be requested.³¹

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

- Request it from the email address shown in the footnotes on this page
- Access it from their own EduQual online resources folder.

³⁰ Email: info@eduqual.org.uk

³¹ Email: info@eduqual.org.uk

Glossary of terms

It is important for Learners to understand the stem verb for each performance criterion and ensure that interpretation of stem verbs is properly reflected in their evidence.

Definitions of the terms used in this Unit are shown below:

Assess	to estimate and judge qualities and / or quantities
Describe	give a detailed account in words
Evaluate	to make a judgement about something usually by considering a range of factors
Explain	assign a meaning to; interpret; to make clear the cause or reason of; account for

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the Unit assessment. It is designed only as a simple exemplar of a way in which the Unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to Unit and programme of learning
Tutor discussion of the elements of the HRM function and its contribution to organisational objectives
Tutor discussion of current UK legislation affecting HRM
Discussion of employee recruitment and selection
Discussion of employee reward and motivation, including theories of motivation, job evaluation and reward systems and management
Tutor discussion of the use different motivational and reward systems to increase organisational performance
Discussion of employee appraisal, development and performance management systems
Discussion of the management of employee termination and relevant legislation
Review of Unit and programme of assignments

Learner resources

The recommended sources listed below should be familiar to each tutor / assessor who is delivering this Unit as part of an EduQual Qualification. Learners should be made aware of these sources before delivery of this Unit, and be fully conversant with these sources upon completion of this Unit.

Textbooks	
- Armstrong, M. and Taylor, S. (2023). <i>Armstrong's Handbook of Human Resource Management. 16th Edition</i>. Kogan Page. ISBN: 9781398606630 - Bratton, J., Gold, J., Bratton A. and Steele, L. (2022) <i>Human Resource Management: A Critical Approach 7th Ed</i>. Bloomsbury Publishing ISBN: 9781352012606 - Leatherbarrow, C. and Fletcher, J. (2018) <i>Introduction to Human Resource Management. 4th Ed</i>. Kogan Page. SIBN: 9780749483685 - Mullins, L. and McLean, J. (2019) <i>Organisational Behaviour in the Workplace 12th Ed</i> London: Pearson ISBN: 9781292245485 - Torrington, D. Hall, L., Taylor, S., and Atkinson, C (2018) <i>Human Resource Management. 11th Ed</i>. London: Pearson. ISBN: 9781292261645	
Journals	
- Human Resource Management - Work, Employment and Society	
Websites	
HRM Guides	https://www.hr-guide.com/
CIPD	https://www.cipd.co.uk/hr-resources/factsheets/strategic-human-resource-management.aspx
Personnel Today	https://www.personneltoday.com/

Unit 06: Health and Safety in the Workplace

Unit Summary

SCQF Level	6
Credit Value	16
Learning Time (hours)	160
Organisation name	EduQual Ltd. (Company Number 8913632)
As part of (EduQual Award Title)	EduQual Certificate in Business and Management (SCQF Level 6) <i>and</i> EduQual Diploma in Business and Management (SCQF Level 6)
Unit purpose	Ensuring health and safety in the workplace is essential for protecting employees, maintaining legal compliance, and promoting organisational wellbeing. This Unit introduces Learners to the fundamental principles of workplace health and safety, including hazard identification, risk assessment, accident prevention, and emergency response. Learners will explore the roles and responsibilities of employers and employees, the purpose of health and safety policies, and the importance of fostering a positive safety culture. The Unit also encourages Learners to apply their knowledge through analysis of workplace scenarios, evaluation of risks, and development of appropriate control measures. By completing this Unit, Learners will gain the confidence and skills needed to contribute proactively to creating and maintaining a safe working environment. This foundational understanding will support them across a wide range of occupational settings.
Delivery and Assessment	Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online. Learners may have access to a virtual learning platform as part of a blended learning programme of study and synchronous and asynchronous sessions with course tutors and tutor-led / moderated group discussions. The virtual learning platform should include formative tests with support and feedback.

Learning Outcome	Formal input³²	Additional activities³³	Assessment³⁴	Total time (hours)
1.	30	18	12	60
2.	25	15	10	50
3.	25	15	10	50
Total time (hours)	80	48	32	160
Credit points (hours / 10)				16
Essential resources	Essential resources for this Unit include access to experienced tutors, together with appropriate textbooks and other resources.			
Unit Entry Requirements (if applicable)	See Entry Requirements , and also the Qualification Summary.			

³² e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

³³ e.g. developing practice, reflection, research / study time (hours)

³⁴ e.g. planning and completion of assessment tasks (hours)

Learning Outcomes

Learning Outcome 1: Understand the legal and organisational requirements for workplace health and safety			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.1. Assess the relevance and application of key legislation and the relevance of regulatory bodies relevant to workplace health and safety.	Key (U.K.) legislation: / guidance - Health and Safety at Work etc. Act 1974 (HASAWA) - Management of Health and Safety at Work Regulations 1999 - Workplace (Health, Safety and Welfare) Regulations 1992 - Provision and Use of Work Equipment Regulations 1998 (PUWER) - Manual Handling Operations Regulations 1992 - Personal Protective Equipment Regulations 1992 (PPE) - Control of Substances Hazardous to Health Regulations 2002 (COSHH) - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) - The Regulatory Reform (Fire Safety) Order 2005 - Fire (Scotland) Act 2005 - Lifting Operations and Lifting Equipment Regulations 1998 (LOLER) <i>Continued...</i>	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 1.1, 1.2, 1.3, 1.4 and 1.5 will be assessed via a combination of: - Assignment evidence - Examining products of work - Questioning the Learner

Learning Outcome 1: Understand the legal and organisational requirements for workplace health and safety			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
	Key Regulatory Bodies, including: Health and Safety Executive (HSE): the main national regulator enforcing workplace health and safety law across most industries; provides guidance, conducts inspections, and can take enforcement action Local Authorities: responsible for enforcement in specific sectors such as retail, hospitality, leisure, office-based businesses, and small warehouses Fire & Rescue Services: enforcement of UK fire safety legislation in non-domestic premises Note: The above list is not exhaustive		
1.2. Explain employer and employee responsibilities in maintaining a safe working environment and fire safety for a chosen organisation.	Employer responsibilities: conducting risk assessments, developing a positive safety culture and behaviours, implementing preventive and control measures, providing a safe workplace and safe equipment, providing training, information, and supervision, consulting with employees on health and safety matters, maintaining welfare facilities, following and enforcing an organisational health & safety policy Employee responsibilities: take reasonable care of their own health and safety, take reasonable care of others, follow safety instructions and training, cooperate with the employer, report hazards, risks, or unsafe practices, not misuse or interfere with safety equipment		

Learning Outcome 1: Understand the legal and organisational requirements for workplace health and safety			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.3. Evaluate the impact of health and safety practices on organisational performance (e.g. cost, productivity, reputation.	Strategic impacts: failure of health and safety policies and procedures can have a significant impact on a business; legal implications, costs associated with injury / loss, potential disruption to productivity, reputational risk etc		
1.4. Discuss the purpose and essential components of workplace health and safety policies for a chosen organisation.	Purpose of workplace health and safety policies: - To set out the organisation's overall approach to health and safety - To demonstrate legal compliance - To establish a consistent, safe working culture - To communicate roles and responsibilities - To prevent accidents and promote welfare Essential components of a workplace health and safety policy: - Statement of intent (policy statement) - Roles and responsibilities - Arrangements for managing health and safety		
1.5. Assess the potential consequences of non-compliance for individuals and organisation for a chosen organisation.	Increased risk of accidents, injuries, or fatalities, legal repercussions, enforcement actions, and criminal liability, financial penalties and other financial losses, reputational damage, reduced employee morale, impact on productivity, business continuity, loss of premises, trust, and retention, civil liability and compensation claims, risk to life and long-term health consequences		

Learning Outcome 2: Assess workplace hazards and carry out risk assessments			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
2.1. Assess common types of workplace hazards across different working environments.	Physical hazards, chemical hazards, biological hazards, ergonomic hazards, safety hazards, psychosocial hazards, fire safety hazards, other common hazards identified by the HSE	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 2.1, 2.2, 2.3 and 2.4 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
2.2. Conduct a risk assessment for a chosen organisation, using an appropriate and recognised methodology.	Key steps to conduct a risk assessment (HSE 5-step method) 1. Identify the hazards 2. Decide who might be harmed and how 3. Evaluate the risks and decide on precautions 4. Record your findings and implement them 5. Review and update the assessment		
2.3. Suggest suitable control measures for a chosen organisation, to minimise or eliminate identified risks.	Elimination (most effective), substitution, engineering controls, administrative controls, personal protective equipment (PPE) (least effective) Hierarchy of control		
2.4. Justify the selection of control measures based on risk and organisational context.	Check whether the control is operating as intended, assess how well the control reduces likelihood of harm, evaluate the reduction in severity (impact) of harm, gather evidence and input from workers, compare control measures against the hierarchy of controls, monitor and review controls regularly, determine whether further or alternative controls are required		

Learning Outcome 3: Understand procedures for managing workplace incidents, accidents, and emergencies			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
3.1. Describe procedures for a chosen organisation for reporting accidents, incidents, and near misses.	Immediate actions after an accident or incident, internal reporting requirements, near-miss reporting, legal reporting (RIDDOR requirements), recording and documentation, investigation and follow-up, communication and learning	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 3.1, 3.2, 3.3 and 3.4 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
3.2. Explain the purpose of emergency plans for a chosen organisation, including fire evacuation and first aid arrangements.	To enable quick and effective action during emergencies, to ensure safe and efficient evacuation in the event of fire, to provide clear roles, responsibilities, and communication channels, to ensure first aid is delivered promptly and appropriately, to ensure legal compliance, to protect vulnerable individuals, to support training, drills, and preparedness		
3.3. Outline the steps involved in incident investigation and evidence gathering.	Immediate response: secure the area and preserve life, initial reporting & notification, preserve and secure evidence, collect evidence and information (evidence pack), conduct interviews and gather witness statements, analyse the root causes, identify corrective and preventive actions, document the investigation and maintain records, communicate findings and implement learning, follow-up and review		
3.4. Discuss how lessons learned from incidents contribute to continuous improvement in workplace safety.	Preventing recurrence of similar incidents, strengthening safety procedures, controls, and risk management, raising awareness and improving staff behaviour, supporting a positive and proactive safety culture, improving organisational resilience and capability, enhancing communication and knowledge sharing, driving continuous improvement cycles		

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the Unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help Learners to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the Internet, television and radio broadcasts, broadsheet newspapers and advisory services.

EduQual's EQAs will require evidence of the above in the sampling of standards which they undertake.

EduQual publishes sample assignments mapped to each Unit, together with supporting Assignment Cover / Assessment Outcome Sheets, pre-populated with the relevant assessment criteria. It is recommended that Centres use these to support assessment decisions and to record written feedback provided by assessors and Internal Quality Assurers.

Centres may also develop their own assessment strategies and assignment briefs that can be contextualised to the needs of their Learners. However, these must be checked and approved by EduQual prior to use with Learners.

Full guidance on delivery and assessment is available from EduQual upon request.³⁵ Where Recognition of Prior Learning (RPL) is a valid option for Learners that meet some (or all) of the assessment criteria outlined for a given Unit, readers are referred to EduQual's Recognition of Prior Learning Policy. This policy is available to all EduQual-approved Centres or can be requested.³⁶

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

- Request it from the email address shown in the footnotes on this page
- Access it from their own EduQual online resources folder.

³⁵ Email: info@eduqual.org.uk

³⁶ Email: info@eduqual.org.uk

Glossary of terms

It is important for Learners to understand the stem verb for each performance criterion and ensure that interpretation of stem verbs is properly reflected in their evidence. Further, pro-active stem verbs, such as *'conduct'*, *'design'* and *'prepare'* require the Learner to draw on their own personal experience or involvement. **Replicating work carried out or created by someone else is not acceptable.**

Definitions of the terms used in this Unit are shown below:

Assess	estimate and judge qualities and / or quantities
Conduct	direct or take part in the operation or management of
Describe	give a detailed account in words
Discuss	consider or examine by argument, comment, etc.
Evaluate	make a judgement about something usually by considering a range of factors
Explain	assign a meaning to; interpret; to make clear the cause or reason of; account for
Outline	a general description or plan showing the essential features of something but not the detail
Suggest	put forward for consideration

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the Unit assessment. It is designed only as a simple exemplar of a way in which the Unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to Unit and programme of learning.
Tutor discussion of the use of brainstorming, e.g. the legal and organisational requirements for workplace health and safety
Scenario / case study based learning where the Learner would need to identify risks, prioritise actions and justify their approach / rationale
Learners generate and evaluate ideas about workplace hazards and carry out risk assessments.
Learners conduct a risk assessment for a chosen organisation.
Analysis of control measures and their effectiveness
Illustration of procedures for managing workplace incidents, accidents, and emergencies
Review of Unit and programme of assignments.

Learner resources

The recommended sources listed below should be familiar to each tutor / assessor who is delivering this Unit as part of an EduQual Qualification. Learners should be made aware of these sources before delivery of this Unit, and be fully conversant with these sources upon completion of this Unit.

Textbooks	
- Channing, J. (Editor) <i>Safety at Work 8th Ed</i> Taylor & Francis Routledge ISBN: 9781032917337 <i>Health and Safety Essentials for Business: A Starter Pack</i> TSO ISBN: 9780717664566 <i>Principles of Workplace Health and Safety in the UK</i> NEBOSH: National Examination Board ISBN: 978-1913444273	
Journals	
Safety and Health at Work	https://www.sciencedirect.com/journal/safety-and-health-at-work
Websites	
Health and Safety Executive - Protecting people and places	https://www.hse.gov.uk/
Health and safety at work: Accidents, health and safety law and workplace conditions	https://www.gov.uk/browse/employing-people/health-safety
Managing for Health & Safety	https://www.hse.gov.uk/pubns/books/HSG65.htm
Keeping everyone safe—Health and safety at work	https://www.acas.org.uk/health-and-safety-at-work

Unit 07: Managing Welfare in the Workplace

Unit Summary

SCQF Level	6
Credit Value	15
Learning Time (hours)	150
Organisation name	EduQual Ltd. (Company Number 8913632)
As part of (EduQual Award Title)	EduQual Certificate in Business and Management (SCQF Level 6) and EduQual Diploma in Business and Management (SCQF Level 6)
Unit purpose	Ensuring effective welfare provision in the workplace is fundamental to maintaining a productive, safe, and positive organisational environment. This Unit explores the principles, policies, and legal responsibilities associated with supporting employee welfare. Learners will examine how physical, psychological, and social well-being contribute to organisational performance, as well as how managers can foster a culture that promotes dignity, fairness, and inclusion. Key areas include health and safety, mental-health awareness, employee support systems, and the importance of communication in identifying welfare needs. The Unit also focuses on practical management strategies used to monitor, maintain, and improve staff welfare. Learners will analyse organisational procedures and evaluate how welfare provision can be strengthened through proactive leadership, risk assessment, and collaborative approaches. By the end of the Unit, Learners will be equipped with the knowledge and skills to recognise welfare concerns, implement appropriate interventions, and contribute to a supportive and compliant workplace.
Delivery and Assessment	Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online. Learners may have access to a virtual learning platform as part of a blended learning programme of study and synchronous and asynchronous sessions with course tutors and tutor-led / moderated group discussions. The virtual learning platform should include formative tests with support and feedback.

Learning Outcome	Formal input³⁷	Additional activities³⁸	Assessment³⁹	Total time (hours)
1.	20	12	8	40
2.	20	12	8	40
3.	17.5	10.5	7	35
4.	17.5	10.5	7	35
Total time (hours)	75	45	30	150
Credit points (hours / 10)				15
Essential resources	Essential resources for this Unit include access to experienced tutors, together with appropriate textbooks and other resources.			
Unit Entry Requirements (if applicable)	See Entry Requirements , and also the Qualification Summary.			

³⁷ e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

³⁸ e.g. developing practice, reflection, research / study time (hours)

³⁹ e.g. planning and completion of assessment tasks (hours)

Learning Outcomes

Learning Outcome 1: Understand the principles and legal requirements relating to workplace welfare			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.1. Explain the concept of workplace welfare and its importance for organisational performance.	Definition of workplace welfare as the services, facilities and amenities provided to support employees' physical, mental and social well-being; Inclusion of welfare provisions; Welfare as a social and organisational responsibility; welfare includes statutory, non-statutory, intramural and extramural forms of support, Welfare as a mechanism to protect workers from occupational hazards, promote well-being, and support employees beyond wages alone Importance for organisational performance: strong welfare practices, good welfare reduces turnover rates, effective welfare enhances employee engagement and morale, comprehensive welfare supports mental and physical well-being, welfare provision strengthens an organisation's reputation, well-designed welfare systems help organisations meet legal and ethical obligations	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 1.1, 1.2, 1.3 and 1.4 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner

Learning Outcome 1: Understand the principles and legal requirements relating to workplace welfare			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.2. Describe the legal and regulatory frameworks relevant to employee welfare.	Health and Safety at Work etc. Act 1974 (HSWA 1974) Management of Health and Safety at Work Regulations 1999 Enforcement by the Health and Safety Executive (HSE) and Local Authorities Common law duties (duty of care) Specific regulations supporting employee welfare, for example: • Workplace (Health, Safety and Welfare) Regulations 1992 • Manual Handling Operations Regulations 1992 • Provision and Use of Work Equipment Regulations (PUWER) 1998 • Display Screen Equipment Regulations 1992		

Learning Outcome 1: Understand the principles and legal requirements relating to workplace welfare			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.3. Assess employer and employee responsibilities in maintaining welfare standards.	Employer responsibilities • Duty of care under the Health and Safety at Work etc. Act 1974 • Carry out suitable and sufficient risk assessments • Maintain buildings, equipment, and welfare facilities • Provide information, instruction, training and supervision • Develop, communicate and review a health and safety policy • Engage in consultation with workers or their representatives Employee responsibilities • Take reasonable care for their own health and safety • Take reasonable care for the safety of others • Co-operate with employers on health and safety matters • Follow instructions and use safety equipment correctly • Report hazards, risks, accidents or health concerns promptly • Not misuse or interfere with safety or welfare equipment • Inform employers of health issues affecting safe working		

Learning Outcome 1: Understand the principles and legal requirements relating to workplace welfare			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.4. Assess the impact of employee wellbeing on organisational performance.	For example negative impact on productivity, higher sickness levels, poor staff retention, poor morale, reputation (internal & external)		

Learning Outcome 2: Understand how welfare needs are identified and supported within the workplace			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
2.1. Describe, using examples, methods managers can use to identify employee welfare needs.	Regular one-to-one meetings, informal day-to-day observation, staff surveys and anonymous questionnaires, team meetings and focus groups, monitoring sickness absence and attendance records, use of hr data and reporting systems, performance reviews and appraisal discussions, risk assessments related to welfare, consultation with employee representatives or unions, feedback from training sessions or exit interviews	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions.	AC 2.1, 2.2 and 2.3 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
2.2. Explain the role of communication and consultation in addressing welfare concerns.	Enables early identification of welfare issues, builds trust and encourages openness, ensures employees have a voice, supports collaborative problem-solving, improves accuracy of welfare assessments, strengthens organisational commitment to well-being, ensures legal compliance through formal consultation, enhances uptake of support services	Tutor-led and moderated discussion groups support Learners.	

Learning Outcome 2: Understand how welfare needs are identified and supported within the workplace			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
2.3. Reflect, using examples, on internal and external support mechanisms available to employees.	Internal support mechanisms • Line-manager support • Human resources (HR) services • Occupational health (OH) • Employee assistance programmes (EAPs) • Internal wellbeing programmes • Flexible working options • Internal communication and reporting channels • Trade unions or employee representatives External support mechanisms • NHS and health-care services • Counselling and psychological support services • Government agencies and advisory bodies • Specialist welfare and support charities • Financial and legal support providers • External training and development providers		

Learning Outcome 3: Assess factors that may negatively affect employee well-being			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
3.1. Assess workplace, personal and social factors that may influence employee welfare.	Organisational factors, for example: • Poor leadership behaviours and management practices • Job design and workload pressures • Negative or unhealthy workplace environment (physical or social) • Low job security and unstable working conditions • Poor organisational culture or lack of belonging • Inadequate support systems or weak organisational wellbeing programmes • Technological demands and work-life imbalance Personal and social factors, for example: • Individual health conditions or mental-health vulnerabilities • Personal resilience levels and coping styles • Home-life pressures and personal responsibilities • Social relationships and interpersonal dynamics • Career uncertainty or lack of future prospects	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 3.1, 3.2, 3.3 and 3.4 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner

Learning Outcome 3: Assess factors that may negatively affect employee well-being			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
3.2. Assess the effect of poor welfare provision on individuals and the organisation.	Effects on individuals, for example: - Increased stress, anxiety and mental-health problems - Reduced job satisfaction and morale - Increased risk of burnout and exhaustion - Poor physical health outcomes - Higher absenteeism and presenteeism Effects on the organisation, for example: - Decreased productivity and performance - Higher turnover and reduced retention - Negative impact on organisational culture and morale - Increased conflict, grievances, and employee relations issues - Higher rates of absence and associated costs - Damage to employer reputation and reduced ability to attract talent - Risk of legal and regulatory consequences		
3.3. Conduct a basic risk assessment of welfare risks in a workplace context.	Identify welfare-related hazards Gather information about who may be affected Evaluate the likelihood and impact of each welfare risk Decide on practical controls or interventions Implement actions and record any decisions Monitor, review and update the assessment		

Learning Outcome 3: Assess factors that may negatively affect employee well-being			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
3.4. Evaluate alternative welfare interventions and justify selected approaches based on organisational context for a chosen organisation.	Comparison of alternative welfare interventions, e.g.: • Employee assistance programmes (EAPs) • Flexible working arrangements • Wellbeing and mental-health programmes • Occupational health services • Workload and job-design improvements • Training for managers on welfare and communication Suitability, impact, cost, and feasibility of each intervention for the chosen organisation Justification for selected approaches based on identified welfare needs, legal duties, organisational priorities and expected benefits (e.g. wellbeing, performance, retention)		

Learning Outcome 4: Understand how strategies promote and improve welfare in the workplace			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
4.1. Explain how strategies improve employee welfare in a chosen organisation.	For example, strengthen communication and support structures, enhance workload and job design practices, improve physical working conditions and facilities, expand wellbeing and mental-health support, foster a positive organisational culture, improve HR and occupational health support, strengthen recognition and reward, involve employees in welfare decisions	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 4.1, 4.2, 4.3 and 4.4 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
4.2. Evaluate existing welfare strategies based on identified needs, legal requirements and organisational priorities.	For example, alignment with organisational policy, consistency with the organisation's health and safety policy, supporting internal HR and wellbeing policies, promoting a culture of trust and employee voice		
4.3. Explain how welfare initiatives can be implemented and monitored.	1. Establish objectives and priorities 2. Identify key stakeholders and responsibilities 3. Develop an implementation timeline 4. Allocate resources 5. Communicate the initiatives 6. Implement the initiatives 7. Monitor progress and measure impact 8. Review, evaluate and adjust 9. Report outcomes		

Learning Outcome 4: Understand how strategies promote and improve welfare in the workplace			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
4.4. Recommend how organisations can promote a positive wellbeing culture, including mental health and inclusion.	Visible leadership commitment to wellbeing and inclusion through policies, behaviours and resource allocation Training for managers to recognise welfare concerns, support mental health, and model inclusive behaviours Provision of mental-health support, such as wellbeing programmes, counselling access, and early-intervention approaches Promotion of work–life balance, including flexible working and reasonable workload expectations. Building an inclusive and respectful workplace culture, ensuring dignity, fairness and belonging for all employees. Encouraging open communication, employee voice, and safe reporting channels for concerns related to wellbeing		

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the Unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help Learners to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the Internet, television and radio broadcasts, broadsheet newspapers and advisory services.

EduQual's EQAs will require evidence of the above in the sampling of standards which they undertake.

EduQual publishes sample assignments mapped to each Unit, together with supporting Assignment Cover / Assessment Outcome Sheets, pre-populated with the relevant assessment criteria. It is recommended that Centres use these to support assessment decisions and to record written feedback provided by assessors and Internal Quality Assurers.

Centres may also develop their own assessment strategies and assignment briefs that can be contextualised to the needs of their Learners. However, these must be checked and approved by EduQual prior to use with Learners.

Full guidance on delivery and assessment is available from EduQual upon request.⁴⁰ Where Recognition of Prior Learning (RPL) is a valid option for Learners that meet some (or all) of the assessment criteria outlined for a given Unit, readers are referred to EduQual's Recognition of Prior Learning Policy. This policy is available to all EduQual-approved Centres or can be requested.⁴¹

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

- Request it from the email address shown in the footnotes on this page
- Access it from their own EduQual online resources folder.

⁴⁰ Email: info@eduqual.org.uk

⁴¹ Email: info@eduqual.org.uk

Glossary of terms

It is important for Learners to understand the stem verb for each performance criterion and ensure that interpretation of stem verbs is properly reflected in their evidence. Further, pro-active stem verbs, such as *'conduct'*, *'design'* and *'prepare'* require the Learner to draw on their own personal experience or involvement. **Replicating work carried out or created by someone else is not acceptable.**

Definitions of the terms used in this Unit are shown below:

Assess	estimate and judge qualities and / or quantities
Conduct	direct or take part in the operation or management of
Describe	give a detailed account in words
Explain	assign a meaning to; interpret; to make clear the cause or reason of; account for
Illustrate	show the meaning or truth of something more clearly, especially by giving examples
Produce	bring into existence by intellectual or creative ability
Reflect on	consider or think carefully about

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the Unit assessment. It is designed only as a simple exemplar of a way in which the Unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to Unit and programme of learning.
Tutor discussion of the use of brainstorming to generate ideas about the principles and legal requirements relating to workplace welfare.
Learners engage in discussion groups focussing on how welfare needs are identified and supported within the workplace.
Discussion and assessment of factors that may negatively affect employee well-being.
Learners conduct a basic risk assessment relating to welfare risks in a workplace context.
Learners use tools to produce a plan outlining how welfare initiatives will be implemented and monitored.
Review of Unit and programme of assignments.

Learner resources

The recommended sources listed below should be familiar to each tutor / assessor who is delivering this Unit as part of an EduQual Qualification. Learners should be made aware of these sources before delivery of this Unit, and be fully conversant with these sources upon completion of this Unit.

Textbooks	
- Burke, R. and Richardsen, A. (Editors) (2019) <i>Creating Psychologically Healthy Workplaces</i> Edward Elgar Publishing ISBN: 9781788113410 - Dhiman, S. (Editor) (2021) <i>The Palgrave Handbook of Workplace Well-Being</i> Springer International Publishing ISBN: 9783030300241 - Putnam, L. (2015) <i>Workplace Wellness That Works: 10 Steps to Infuse Well-Being and Vitality Into Any Organization</i> John Wiley and Sons ISBN: 9781119055914	
Journals	
Effect of Work-Life Balance on Employees' Well-Being	https://www.scirp.org/journal/paperinformation?paperid=138637
Websites	
ACAS: Making working life better for everyone in Britain	https://www.acas.org.uk/
CIPD: Wellbeing at work	https://www.cipd.org/uk/knowledge/factsheets/well-being-factsheet/
Welfare at work: Guidance for employers on welfare provisions	https://www.hse.gov.uk/pubns/indg293.htm

Unit 08: Understanding the Culture of an Organisation

Unit Summary

SCQF Level	6
Credit Value	11
Learning Time (hours)	110
Organisation name	EduQual Ltd. (Company Number 8913632)
As part of (EduQual Award Title)	EduQual Diploma in Business and Management (SCQF Level 6)
Unit purpose	Organisational culture represents the shared values, beliefs, assumptions, and behavioural norms that shape how people within an organisation work, interact, and make decisions. A strong understanding of organisational culture enables employees and managers to recognise the factors that influence communication, motivation, leadership styles, and overall organisational performance. This Unit explores the visible and invisible elements of culture—such as symbols, rituals, structures, and underlying assumptions—and examines how these shape the employee experience and organisational effectiveness. Learners will analyse how culture develops over time, how it differs between organisations, and how it can support or hinder strategic objectives. The Unit also develops the ability to identify the impact of leadership, change, diversity, and external forces on the evolution of culture. Through real-world examples, self-reflection, and practical analysis tools, Learners will gain the knowledge and skills required to evaluate organisational culture and recommend approaches for strengthening a positive and productive working environment.
Delivery and Assessment	Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online. Learners may have access to a virtual learning platform as part of a blended learning programme of study and synchronous and asynchronous sessions with course tutors and tutor-led / moderated group discussions. The virtual learning platform should include formative tests with support and feedback.

Learning Outcome	Formal input⁴²	Additional activities⁴³	Assessment⁴⁴	Total time (hours)
1.	12	6	6	24
2.	20	12	8	40
3.	22	14	10	46
Total time (hours)	54	32	24	110
Credit points (hours / 10)				11
Essential resources	Essential resources for this Unit include access to experienced tutors, together with appropriate textbooks and other resources.			
Unit Entry Requirements (if applicable)	See Entry Requirements , and also the Qualification Summary.			

⁴² e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

⁴³ e.g. developing practice, reflection, research / study time (hours)

⁴⁴ e.g. planning and completion of assessment tasks (hours)

Learning Outcomes

Learning Outcome 1: Understand the key components and characteristics of organisational culture			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.1. Explain the concept and characteristics of organisational culture and its significance within the workplace.	Definition of organisational culture (shared values, norms, behaviours, assumptions) Differentiation between visible and invisible elements of culture How culture shapes employee behaviour, expectations, and decision-making The role of culture in influencing motivation, teamwork, communication, and performance The relationship between organisational culture and strategic objectives The impact of strong versus weak cultures on organisational effectiveness, morale, and employee retention	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions.	AC 1.1, 1.2 and 1.3 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner

Learning Outcome 1: Understand the key components and characteristics of organisational culture			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.2. Explain the factors that influence the development of organisational culture.	Visible factors: - Physical layout, office design, dress code, symbols, logos - Rituals, ceremonies, meetings, communication styles - Policies, procedures, organisational structures Hidden factors: - Values, underlying beliefs, assumptions, attitudes - Informal networks and unwritten rules - Power dynamics, decision-making norms, trust levels - Importance of recognising both visible and hidden elements when analysing organisational culture	Tutor-led and moderated discussion groups support Learners.	
1.3. Assess how organisational culture influences communication, performance, and employee behaviour.	How culture shapes communication flow (open vs hierarchical) Influence of culture on levels of collaboration, innovation, risk-taking, and problem-solving Ways in which culture impacts employee engagement, morale, and job satisfaction How cultural expectations influence behaviour such as punctuality, accountability, productivity, and leadership styles Links between culture, quality of service delivery, and overall organisational performance Positive and negative examples illustrating how culture reinforces or undermines organisational goals		

Learning Outcome 2: Understand how organisational culture is formed, maintained, and changed			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
2.1. Explain the factors that contribute to the formation of organisational culture (e.g. leadership, history, industry context).	Leadership style and behaviour, organisational history and origin story, industry norms and external environment, mission, vision, and core values, organisational structure and systems, workforce composition and diversity, values and behaviours of early employees, environmental and societal influences	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions.	AC 2.1, 2.2 and 2.3 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
2.2. Assess the role of leadership and management in maintaining or shaping organisational culture.	Influence of leadership behaviour and decision-making, establishing and reinforcing organisational values, communication style and transparency, people management practices, leadership approaches to change, consistency between words and actions, creating a positive working environment		

Learning Outcome 2: Understand how organisational culture is formed, maintained, and changed			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
2.3. Evaluate how organisational change, external pressures, and workforce diversity impact cultural development.	Organisational change: disruption of existing norms and behaviours, employee reactions and resistance, importance of communication and leadership during change, opportunity to reshape or strengthen culture, impact on organisational identity and shared purpose, integration challenges (especially in mergers and acquisitions) External pressures: regulatory and legal requirements, market competition, economic conditions, technological advancements, customer and stakeholder expectations, societal and cultural trends, globalisation Workforce diversity: broader range of perspectives and ideas, enhanced adaptability and learning, potential communication and behavioural differences, the role of inclusive practices, shifting employee expectations, impact on organisational identity and reputation, globalisation and cultural awareness	Tutor-led and moderated discussion groups support Learners.	

Learning Outcome 3: Assess and interpret the culture of an organisation using appropriate tools			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
3.1. Compare the application and limitations of recognised cultural models within a chosen organisation.	Handy's Four Types of Organisational Culture Schein's Three Levels of Culture Hofstede's Cultural Dimensions	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 3.1, 3.2, 3.3 and 3.4 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
3.2. Assess the strengths and weaknesses of the organisation's existing culture.	Evaluating alignment with organisational values and goals, strengths and weaknesses of the existing culture, impact of current culture on organisational performance, use of evidence to support cultural assessment		
3.3. Suggest how recommendations would improve organisational culture based on analysis.	Using evidence from cultural analysis to identify priorities for improvement, recommendations to enhance cultural alignment, actions to improve employee engagement, promoting organisational effectiveness through cultural change, supporting diversity and inclusion, change management and implementation considerations		

Learning Outcome 3: Assess and interpret the culture of an organisation using appropriate tools			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
3.4. Propose a culture improvement plan for a chosen organisation, including implementation considerations.	Identification of current cultural challenges and gaps. Clear objectives for the desired cultural improvements Proposed initiatives to strengthen cultural alignment (e.g. leadership behaviours, communication practices, diversity and inclusion initiatives, employee involvement) Implementation considerations, including required resources, roles and responsibilities, timelines, and change-management actions Approach for engaging employees and securing senior-leadership buy-in Methods for monitoring, evaluating, and reviewing the effectiveness of the improvement plan		

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the Unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help Learners to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the Internet, television and radio broadcasts, broadsheet newspapers and advisory services.

EduQual's EQAs will require evidence of the above in the sampling of standards which they undertake.

EduQual publishes sample assignments mapped to each Unit, together with supporting Assignment Cover / Assessment Outcome Sheets, pre-populated with the relevant assessment criteria. It is recommended that Centres use these to support assessment decisions and to record written feedback provided by assessors and Internal Quality Assurers.

Centres may also develop their own assessment strategies and assignment briefs that can be contextualised to the needs of their Learners. However, these must be checked and approved by EduQual prior to use with Learners.

Full guidance on delivery and assessment is available from EduQual upon request.⁴⁵ Where Recognition of Prior Learning (RPL) is a valid option for Learners that meet some (or all) of the assessment criteria outlined for a given Unit, readers are referred to EduQual's Recognition of Prior Learning Policy. This policy is available to all EduQual-approved Centres or can be requested.⁴⁶

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⁴⁵ Email: info@eduqual.org.uk

⁴⁶ Email: info@eduqual.org.uk

Glossary of terms

It is important for Learners to understand the stem verb for each performance criterion and ensure that interpretation of stem verbs is properly reflected in their evidence. Further, pro-active stem verbs, such as ‘conduct’, ‘design’ and ‘prepare’ require the Learner to draw on their own personal experience or involvement. **Replicating work carried out or created by someone else is not acceptable.**

Definitions of the terms used in this Unit are shown below:

Apply	make use of as relevant, suitable or pertinent
Assess	estimate and judge qualities and / or quantities
Describe	give a detailed account in words
Evaluate	make a judgement about something usually by considering a range of factors
Explain	assign a meaning to; interpret; to make clear the cause or reason of; account for
Recommend	put forward (someone or something) with approval as being suitable for a particular purpose or role

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the Unit assessment. It is designed only as a simple exemplar of a way in which the Unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to Unit and programme of learning.
Tutor discussion of the use of brainstorming to generate ideas about the key components and characteristics of organisational culture.
Learners generate and evaluate ideas.
Group work to analyse a given scenario to diagnose cultural issues and recommend appropriate interventions
Discussion groups focused on how organisational culture is formed, maintained, and changed.
Learners use recognised models or frameworks to analyse the culture of a chosen organisation.
Analysis of the culture of an organisation using appropriate tools.
Review of Unit and programme of assignments.

Learner resources

The recommended sources listed below should be familiar to each tutor / assessor who is delivering this Unit as part of an EduQual Qualification. Learners should be made aware of these sources before delivery of this Unit, and be fully conversant with these sources upon completion of this Unit.

Textbooks	
- Schein, E. And Schein, P. (2017) <i>Organizational Culture and Leadership 5th Ed.</i> John Wiley & Sons ISBN: 9781119212041 - Schein, E. And Schein, P. (2019) <i>The Corporate Culture Survival Guide 3rd Ed.</i> John Wiley & Sons ISBN: 9781119212287	
Journals	
A systematic review of organizational culture change from the micro-macro perspective	https://link.springer.com/article/10.1007/s11301-025-00498-5
Websites	
CIPD: Organisational climate and culture	https://www.cipd.org/uk/knowledge/factsheets/organisation-culture-change-factsheet/
Organizational Culture: Definition, Examples, & Best Practices	https://teambuilding.com/en/articles/organizational-culture
The 4 Types Of Organizational Culture—Which Is Best?	https://www.forbes.com/sites/tracyrence/article/organizational-culture/

Unit 09: The Aspirational Entrepreneur

Unit Summary

SCQF Level	6			
Credit Value	11			
Learning Time (hours)	110			
Organisation name	EduQual Ltd. (Company Number 8913632)			
As part of (EduQual Award Title)	EduQual Diploma in Business and Management (SCQF Level 6)			
Unit purpose	This Unit aims to develop Learners' understanding of the skills needed to generate, evaluate and select from ideas for new products and services, and to assess the feasibility of new proposals. Learners will work in small groups to discuss different ideas, evaluate their proposals and to design a presentation to pitch their ideas to a target audience.			
Delivery and Assessment	Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online. Learners may have access to a virtual learning platform as part of a blended learning programme of study and synchronous and asynchronous sessions with course tutors and tutor-led / moderated group discussions. The virtual learning platform should include formative tests with support and feedback.			
Learning Outcome	Formal input⁴⁷	Additional activities⁴⁸	Assessment⁴⁹	Total time (hours)
1.	16	10	6	32
2.	14	8	6	28
3.	25	15	10	50
Total time (hours)	55	33	22	110
SCQF credit points (hours / 10)				11

⁴⁷ e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

⁴⁸ e.g. developing practice, reflection, research / study time (hours)

⁴⁹ e.g. planning and completion of assessment tasks (hours)

Essential resources	Essential resources for this Unit include access to experienced tutors, together with appropriate textbooks and other resources.
Unit Entry Requirements (if applicable)	See Entry Requirements , and also the Qualification Summary.

Learning Outcomes

Learning Outcome 1: Understand the development of ideas for a new product or service			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
1.1. Consider new product / service ideas for a chosen business sector.	Business sectors, products, services, country of operation, selecting sector to target Generating ideas: brainstorming; involvement of staff; external sources / references: customers, competitors, suppliers, distributors	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.	AC 1.1, 1.2 and 1.3 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
1.2. Assess strengths and weaknesses of proposed new products / services and select a new product / service idea to develop.	Idea screening (funnelling), concept development and testing, product life cycles, SWOT analysis of ideas / concepts	Theory-based learning content may include reading materials, video clips, formative tests and questions.	
1.3. Conduct market research for the proposed new product / service.	Market research for new proposals: analysing the market, target market, unique value proposition, marketing strategy, market testing, marketing campaign, monitoring and evaluation	Tutor-led and moderated discussion groups support Learners.	

Learning Outcome 2: Examine the feasibility of a new product / service using appropriate analytical tools			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
2.1. Examine the environment for a new product / service using appropriate tools.	Tools, for example PESTEL analysis, Porter's Five Forces, SWOT	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 2.1 and 2.2 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
2.2. Assess and select a target market for the new product / service using market segmentation and positioning.	Market segmentation and positioning, for example geographic, demographic, psychographic and behavioural; selection of target markets		

Learning Outcome 3: Develop a proposal for a new product or service			
Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i>	Indicative content	Delivery	Assessment
3.1. Develop a sound business proposal for the new product / service.	Business proposal, including for example objectives, deliverables and benefits, costs and payment schedule, process and timeline, credibility	Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners.	AC 3.1 and 3.2 will be assessed via a combination of: • Assignment evidence • Examining products of work • Questioning the Learner
3.2. Prepare a presentation for the business pitching of a new product or service.	Understanding the audience, informative introduction, coherent series of main points presented in a logical sequence, maintaining focus, audience cues, lucid and purposeful conclusion		

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the Unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help Learners to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the Internet, television and radio broadcasts, broadsheet newspapers and advisory services.

There is an emphasis on teamwork in this Unit and assessors are required to ensure the authenticity of each Learner's written response for this assignment through:

- Observation of individual performance whether working on own and / or within a group
- Discussion with each Learner to ensure their overall understanding
- Question and answer sessions with each Learner to verify that Learning Outcomes have been achieved together with the commensurate skills and knowledge
- Requiring each Learner to contribute to the presentation.

EduQual's EQAs will require evidence of the above in the sampling of standards which they undertake.

EduQual publishes sample assignments mapped to each Unit, together with supporting Assignment Cover / Assessment Outcome Sheets, pre-populated with the relevant assessment criteria. It is recommended that Centres use these to support assessment decisions and to record written feedback provided by assessors and Internal Quality Assurers.

Centres may also develop their own assessment strategies and assignment briefs that can be contextualised to the needs of their Learners. However, these must be checked and approved by EduQual prior to use with Learners.

Full guidance on delivery and assessment is available from EduQual upon request.⁵⁰ Where Recognition of Prior Learning (RPL) is a valid option for Learners that meet some (or all) of the assessment criteria outlined for a given Unit, readers are referred to EduQual's Recognition of Prior Learning Policy. This policy is available to all EduQual-approved Centres or can be requested.⁵¹

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

- Request it from the email address shown in the footnotes on this page
- Access it from their own EduQual online resources folder.

⁵⁰ Email: info@eduqual.org.uk

⁵¹ Email: info@eduqual.org.uk

Glossary of terms

It is important for Learners to understand the stem verb for each performance criterion and ensure that interpretation of stem verbs is properly reflected in their evidence. Further, pro-active stem verbs, such as ‘conduct’, ‘develop’ and ‘prepare’ require the Learner to draw on their own personal experience or involvement. **Replicating work carried out or created by someone else is not acceptable.**

Definitions of the terms used in this Unit are shown below:

Consider	to give attention to a particular subject or fact
Assess	estimate and judge qualities and / or quantities
Conduct	to direct or take part in the operation or management of
Examine	consider in detail and subject to an analysis in order to discover essential features or meaning
Develop	create and elaborate or expand in detail
Prepare	create, manufacture or put in proper condition or readiness

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the Unit assessment. It is designed only as a simple exemplar of a way in which the Unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to Unit and programme of learning.
Tutor discussion of the use of brainstorming to generate ideas, and techniques to evaluate and select an idea.
Learners generate and evaluate ideas.
Learners conduct market research for the chosen new idea.
Learners use tools to analyse the environment and choose target markets.
Analysis of new idea and target markets to evaluate feasibility.
Learners construct a business case for the new idea and market segment.
Learners design a presentation for the new idea and present it to an audience.
Review of Unit and programme of assignments.

Learner resources

The recommended sources listed below should be familiar to each tutor / assessor who is delivering this Unit as part of an EduQual Qualification. Learners should be made aware of these sources before delivery of this Unit, and be fully conversant with these sources upon completion of this Unit.

Textbooks	
- Barrow, C., Barrow, P., and Brown, R. (2021) <i>The Business Plan Workbook : A Step-By-Step Guide to Creating and Developing a Successful Business 10th Edition</i>. London: Kogan Page ISBN: 9781789667370 - Burns, P (2022) <i>Entrepreneurship and Small Business: Start-up, Growth and Maturity. 5th Ed.</i> Basingstoke: Palgrave MacMillan. ISBN: 9781352012521 - Burns, P. (2018) <i>New Venture Creation: A Framework for Entrepreneurial Start-ups. 2nd Ed.</i> Basingstoke: Palgrave Macmillan. ISBN: 9781352000504 - Ridley-Duff and R. Bull, M. (2019) <i>Understanding Social Enterprise: Theory and Practice 3rd Ed.</i> Sage Publications Ltd. ISBN: 9781526457738	
Journals	
- International Entrepreneurship and Management Journal - Journal of Small Business Strategy - Entrepreneur magazine	
Websites	
UK Government Innovation site	https://www.ukri.org/councils/innovate-uk/
Entrepreneur magazine	https://www.entrepreneur.com/

Appendix – Mapping

National Occupational Standards (NOS)

The table below shows links between the knowledge covered in the EduQual Certificate and EduQual Diploma in Business and Management (SCQF Level 6) and a range of National Occupational Standards from a range of relevant business sectors.

NOS	Business and Management Unit								
	Unit 1: Exploring The Business Environment	Unit 2: Understanding Business Accounting	Unit 3: The Foundations of Operations Management	Unit 4: The Foundations of Marketing	Unit 5: Exploring Human Resources in Business	Unit 6: Health And Safety in the Workplace	Unit 7: Managing Welfare in the Workplace	Unit 8: Understanding the Culture of an Organisation	Unit 9: The Aspirational Entrepreneur
FSPFA4: Prepare accounts		●							
FSPMA2: Provide management information		●							
FSPMA3: Draft budgets		●							
FSPMA4: Monitor financial performance									
INSBA001: Support implementation of change in a business environment								●	
INSBA003: Develop self and improve own performance in a business environment									●
INSBA004: Develop and coordinate organisational performance	●								

NOS	Business and Management Unit								
	Unit 1: Exploring The Business Environment	Unit 2: Understanding Business Accounting	Unit 3: The Foundations of Operations Management	Unit 4: The Foundations of Marketing	Unit 5: Exploring Human Resources in Business	Unit 6: Health And Safety in the Workplace	Unit 7: Managing Welfare in the Workplace	Unit 8: Understanding the Culture of an Organisation	Unit 9: The Aspirational Entrepreneur
INSBA007: Prepare and coordinate operational plans and procedures	●								
INSBA008: Undertake and support work practices in a business environment							●	●	
INSBA009: Collaborate and provide support in a business environment	●								
INSBA014: Communicate in a business environment	●						●	●	
INSBE028: Run a small business									●
INSBE029: Choose a legal format for your business									●
INSBE037: Get finance for your business		●							●
INSBE049: Explore your business potential									
INSBE054: Develop a vision and goals for an enterprise venture									
INSHR007: Plan and implement recruitment					●				
INSHR011: Manage employees' health and wellbeing						●			

NOS	Business and Management Unit								
	Unit 1: Exploring The Business Environment	Unit 2: Understanding Business Accounting	Unit 3: The Foundations of Operations Management	Unit 4: The Foundations of Marketing	Unit 5: Exploring Human Resources in Business	Unit 6: Health And Safety in the Workplace	Unit 7: Managing Welfare in the Workplace	Unit 8: Understanding the Culture of an Organisation	Unit 9: The Aspirational Entrepreneur
INSMAR001: Design and plan marketing research				●					
INSMAR002: Collect and analyse marketing research data				●					
INSMAR003: Interpret and present marketing research findings				●					
INSMAR014: Identify market segments				●					
INSMAR016: Develop and implement pricing policy				●					
INSMAR017: Identify distribution channels				●					
INSML005: Provide leadership to your team							●		
INSML006: Evaluate your organisation's operating environment	●								
INSML008: Promote equality of opportunity, diversity and inclusion in your organisation							●	●	
INSML009: Develop your organisation's values and culture								●	
INSML014: Use information for decision making				●					

NOS	Business and Management Unit								
	Unit 1: Exploring The Business Environment	Unit 2: Understanding Business Accounting	Unit 3: The Foundations of Operations Management	Unit 4: The Foundations of Marketing	Unit 5: Exploring Human Resources in Business	Unit 6: Health And Safety in the Workplace	Unit 7: Managing Welfare in the Workplace	Unit 8: Understanding the Culture of an Organisation	Unit 9: The Aspirational Entrepreneur
INSML016: Plan change in your work environment								●	
INSML020: Recruit, induct and retain employees into their roles					●				
INSML022: Manage redundancies					●				
INSML023: Follow your organisation's disciplinary and grievance procedures					●				
INSML026: Manage team communications			●						
INSML028: Promote and manage staff wellbeing							●	●	
INSML031: Develop and sustain working relationships with colleagues and stakeholders								●	
INSML033: Manage conflicts in work environment	●								
INSML040: Optimise the use of technologies							●		
INSML044: Manage business processes	●		●						

NOS	Business and Management Unit								
	Unit 1: Exploring The Business Environment	Unit 2: Understanding Business Accounting	Unit 3: The Foundations of Operations Management	Unit 4: The Foundations of Marketing	Unit 5: Exploring Human Resources in Business	Unit 6: Health And Safety in the Workplace	Unit 7: Managing Welfare in the Workplace	Unit 8: Understanding the Culture of an Organisation	Unit 9: The Aspirational Entrepreneur
INSML046: Develop and implement marketing plans				●					
PROHSP12: Contribute to health and safety legal actions						●			
PROHSP2: Promote a positive health and safety culture						●			
PROHSS1: Make sure your own actions reduce risks to health and safety						●			
PROHSS5: Investigate and evaluate health and safety incidents and complaints at work						●			
PROHSS6: Conduct health and safety risk assessments of a workplace						●			
SEMTS226: Developing and maintaining effective customer relationships	●		●					●	