



Level 4

Diploma in Business

Management

(MQ500-02)

Qualification

Level 4 Diploma in Business Management (MQ500-02)

Title and level	GLH	TQT	World Global Skills Qualification number
Level 4 Diploma in Business Management	600	1200	MQ500-02

Introduction

This document tells you what you need to do to deliver the qualifications:

The GSQ Level 4 Diploma in Business Management is a qualification that is expected to be directed study, and each candidate is expected to achieve all learning outcomes to attain the full qualification.

The purpose of the qualification is to develop students' knowledge and understanding of aspects of management and other topics relevant to the tourism and hospitality industry.

Areas covered include:

- Business Operations
- Communication in Business Environment
- Business Finance and Accounting
- Leading and Managing Teams

Candidate Entry Requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

It is recommended that candidates should have a minimum of a level 3 qualification. However, experience of working in the industry at the level 3 standard will be adequate to ensure they have the potential to gain the qualification successfully.

Qualification Units

To achieve the **MQ500-02 Level 4 Diploma in Business Management**
Mandatory Units

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
812	H/650/1099	Academic Writing and Research Skills	20	100
813	L/650/1145	Business Operations	20	100
814	M/650/1146	Communication in Business	20	100
815	R/650/1147	Finance and Accounting	20	100
816	T/650/1148	Leading and Managing Teams	20	100
817	Y/650/1149	Operating in a Global Context	20	100

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. This includes both guided learning hours and hours spent in preparation, study and assessment.

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Portfolio of evidence

To achieve this portfolio, you will need to produce a portfolio of evidence to show that you have the knowledge and skills in your chosen qualification. You will need to demonstrate evidence that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

It is the centres responsibility to produce assignment briefs to support the students with their assignments, these will include

- Projects
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Assignments
- Case studies

Centre Staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to

- the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing and continue to achieve a minimum 30 professional development hours per year
- have credible experience of providing training

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Tutors/Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer qualifications are valued as qualifications for Centre staff, but they are not currently a requirement for the qualifications.

Continual Professional Development (CPD)

Centres must support their staff to ensure that they have a current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Qualification Structure

Unit 812 Academic Writing and Research Skills
UAN: H/650/1099
Level: 4
Credit value: 20
GLH: 100

Aim

The aim of this unit is to provide learners with the fundamental and important skills required to communicate in a business environment. Learners will develop an awareness of different forms of communication – non-verbal, verbal, written and IT. This will enable learners to effectively communicate different messages by selecting the most efficient form of communication based on the situation and the message to be sent.

Learning outcome 1 1. Understand the concept and purpose of academic research and writing.	1.1 Explain what is meant by the term 'academic research and writing.' 1.2 Explain different academic writing conventions. 1.3 Discuss different types of academic research.
Learning outcome 2 2. Understand how to conduct academic research.	2.1 Compare different sources of information and evidence. 2.2 Explain the research process. 2.3 Differentiate between primary and secondary research.
Learning outcome 3 3. Be able to demonstrate critical thinking skills.	3.1 Explain what is meant by the term 'critical thinking.' 3.2 Explain different critical thinking skills. 3.3 Explain why critical thinking is important in academic research. 3.4 Explain how to apply techniques to evaluate an argument.
Learning Outcome 4 4. Understand how to construct a reliable and valid academic argument.	4.1 Explain the key components of a reliable and valid academic argument. 4.2 Differentiate between inductive and deductive reasoning. 4.3 Suggest an argument structure for a given topic.

Unit 813 Business Operations

UAN: L/650/1145

Level: 4

Credit value: 20

GLH: 100

Aim

Even though businesses are different in many ways, they do have some common features and are influenced by similar factors. This unit's aim is to provide learners with the underpinning knowledge to contextualise and examine the fundamental factors which influence how a business operates within the context of its internal and external environment.

Learning outcome 1 1. Understand different types of businesses.	1.1 Explain the different types of business sectors. 1.2 Compare different types of businesses. 1.3 Compare different legal structures of businesses. 1.4 Illustrate how the type and structure of a business relates to its market and objectives.
Learning outcome 2 2. Understand the relationships between business functions.	2.1 Explain the purpose of different functions of a business. 2.2 Explain the relationship between the different functions of a business. 2.3 Compare different organisational structures. 2.4 Suggest how functional relationships impact on how an organisation is structured.
Learning outcome 3 3. Be able to measure a business's internal environment.	3.1 Explain what is meant by the term 'internal environment of a business.' 3.2 Explain why it is important to measure a business's internal environment. 3.3 Apply a technique to quantify a business's internal environment. 3.4 Assess a business's internal environment.
Learning outcome 4 4. Be able to measure a business's external environment.	4.1 Explain what is meant by the term 'external environment of a business.' 4.2 Explain why it is important to measure a business's external environment. 4.3 Apply a technique to quantify a business's external environment. 4.4 Assess a business's external environment.

Unit 814 Communication in Business

UAN: M/650/1146

Level: 4

Credit value: 20

GLH: 100

Aim

The effectiveness of a business's approach to communication can often be critical to the achievement of strategic and operational objectives.

The ways in which a business connects with its internal and external stakeholders, and overcomes different barriers to communication, will determine its short and long-term success. The aim of this unit is, therefore, to provide learners with the fundamental knowledge and skills to engage in meaningful and appropriate communication irrespective of the context in which the communication is located.

Learning outcome 1 1. Understand the concept and purpose of communication in a business context.	1.1 Explain what is meant by the term 'business communication.' 1.2 Compare different stages of a communication model. 1.3 Discuss why effective communication is important to a business.
Learning Outcome 2 2. Be able to effectively communicate in a business context.	2.1 Explain different elements of communication. 2.2 Demonstrate effective verbal and non-verbal communication. 2.3 Demonstrate effective written communication.
Learning outcome 3 3. Understand how a business communicates internally.	3.1 Explain what is meant by the term 'internal communication.' 3.2 Compare ways in which a business communicates internally. 3.3 Conduct an internal stakeholder analysis. 3.4 Discuss internal barriers to effective communication in a business.
Learning outcome 4 4. Understand how a business communicates externally.	4.1 Explain what is meant by the term 'external communication.' 4.2 Compare ways in which a business communicates externally. 4.3 Conduct an external stakeholder analysis. 4.4 Discuss external barriers to effective communication in a business.

Unit 815 Customer Service

UAN: R/650/1147

Level: 4

Credit value: 20

GLH: 100

Aim

Having an effective finance and accounting function will not only help secure the financial strength of a business but will also support managers to develop and implement a business strategy. The aim of this unit is, therefore, to develop, in learners, the theoretical and applied knowledge to prepare, interpret and adjust financial statements alongside the preparation of budgets.

Learning outcome 1 1. Understand the context and purpose of finance and accounting.	1.1 Explain the purpose of finance and accounting. 1.2 Explain the regulatory and legal influences on a business's finance and accounting function. 1.3 Explain how the finance and accounting function supports a business's decision making.
Learning outcome 2 2. Be able to prepare financial statements for different types of businesses.	2.1 Differentiate between different financial statements. 2.2 Prepare financial statements for a sole trader. 2.3 Prepare financial statements for a partnership. 2.4 Apply techniques to make adjustments to financial statements.
Learning outcome 3 3. Be able to interpret financial statements.	3.1 Calculate financial ratios from a set of business accounts. 3.2 Compare organisational performance using historical financial data.
Learning outcome 4 4. Be able to prepare a budget.	4.1 Differentiate between different types of budgets. 4.2 Prepare different types of budgets.

Unit 816 Leading and Managing Teams

UAN: T/650/1148

Level: 4

Credit value: 20

GLH: 100

Aim

Having hard management and soft leadership skills is often stated by employers as being key to the success of a business but few people have sufficient quantities of both to make a significant impact on business operations and strategy. The aim of this unit, therefore, is to support a learner's understanding of leadership as a role and management as a function so that they are able to develop the knowledge, skills and traits to make a meaningful contribution to a business's success.

Learning outcome 1 1. Understand leadership and management theories.	1.1 Differentiate between leadership and management. 1.2 Explain key leadership theories. 1.3 Explain key management theories.
Learning outcome 2 2. Understand how teams are developed.	2.1 Explain what is meant by the term 'team development.' 2.2 Explain what is meant by the term 'high-performance team.' 2.3 Compare different team development models.
Learning outcome 3 3. Understand how to improve individual and team performance.	3.1 Explain techniques used to improve individual and team performance. 3.2 Explain the importance to an individual of improving own performance. 3.3 Explain the importance to a business of effective individual and team performance. 3.4 Discuss the role of motivation theories in improving individual and team performance.
Learning outcome 4 4. Be able to determine your own capacity to be an effective leader and manager.	4.1 Apply techniques to determine own capacity to be an effective leader and manager. 4.2 Assess own ability to improve knowledge and skills to be an effective leader and manager.

Unit 817 Operating in a Global Context

UAN: Y/650/1149
Level: 4
Credit value: 20
GLH: 100

Aim

From a business perspective, the world is becoming a smaller place. Businesses need to be open to new ideas, new opportunities and a new way of operating. This means businesses need to expand and transform in what is a fast paced and dynamic environment. The aim of this unit is to encourage the exploration of key globalisation theories, concepts and models which will enable learners to gain an appreciation of the complexities of globalisation as well as the benefits globalisation presents to a business.

Learning outcome 1 1. Understand the context of globalisation.	1.1 Explain how globalisation has evolved. 1.2 Compare different types of globalisations. 1.3 Discuss the positive and negative effects of globalisation.
Learning outcome 2 2. Understand the factors which drive globalisation.	2.1 Explain what is meant by the term 'global economy.' 2.2 Explain what is meant by the term 'global business environment.' 2.3 Discuss key global issues which drive globalisation.
Learning outcome 3 3. Understand how and why a business would want to operate in global markets.	3.1 Discuss why a business would want to enter global markets. 3.2 Compare ways in which a business can enter a global market. 3.3 Recommend a preferred mode of entry to a business.
Learning outcome 4 4. Understand how operating in a global market impacts a business.	4.1 Explain how operating in a global market impacts a business's structure and culture. 4.2 Explain how operating in a global market impacts a business's strategic and operational decision making. 4.3 Suggest ways in which a business could respond to the impact of globalisation.