



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## QUALIFI ASSESSMENT DOCUMENT

|                        |  |
|------------------------|--|
| Qualification          | Qualifi Level 5 Diploma in Business Management |
| Qualification No (RQF) | 601/6049/4                                     |
| Unit Name              | Business Development                           |
| Unit Reference         | BUS 2.3  |
| No of Credits          | 20 Credits                                     |

## Introduction

Prior to attempting this coursework assignment, Learners must familiarise themselves with the following policies:

- Centre Specification
  - Can be found at <https://qualifi.net/qualifi-level-5-diploma-in-business-management/>
- Qualifi Quality Assurance Standards
- Qualifi Quality Policy Statement

## Plagiarism and Collusion

In submitting the assignment Learner's must complete a statement of authenticity confirming that the work submitted for all tasks is their own. The statement should also include the word count.

Your accredited study centre will direct you to the appropriate software that checks the level of similarity. Qualifi recommends the use of <https://www.turnitin.com> as a part of the assessment.

Plagiarism and collusion are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution.

Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence

Please familiarise yourself on Qualifi's Malpractice and Maladministration policy, where you can find further information

## **Referencing**

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used.

The learner must use an appropriate referencing system to achieve this. Marks are not awarded for the use of English; however, the learner must express ideas clearly and ensure that appropriate terminology is used to convey accuracy in meaning.

Qualifi recommends using Harvard Style of Referencing throughout your work.

## **Appendices**

You may include appendices to support your work, however appendices must only contain additional supporting information, and must be clearly referenced in your assignment.

You may also include tables, graphs, diagrams, Gantt chart and flowcharts that support the main report should be incorporated into the back of the assignment report that is submitted.

Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment, in accordance of Harvard Style Referencing, and referenced at the end of the assignment.

## **Confidentiality**

Where a Learner is using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion.

Where confidentiality is an issue, Learners are advised to anonymise their assignment report so that it cannot be attributed to that particular organisation.

## **Word Count Policy**

Learners must comply with the required word count, within a margin of +10%. These rules exclude the index, headings, tables, images, footnotes, appendices and information contained within references and bibliographies.

When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

## **Submission of Assignments**

All work to be submitted on the due date as per Centre's advice.

All work must be submitted in a single electronic document (.doc file), or via Turnitin, where applicable.

This should go to the tutor and Centre Manager/Programme Director, plus one hard copy posted to the Centre Manager (if required)

## **Marking and grades**

Qualifi uses a standard marking rubric for all assignments, and you can find the details at the end of this document.

Unless stated elsewhere, Learners must answer all questions in this document.

## Assignment Question

### Scenario

Learners may use their own employment context to write an assignment based on assessment tasks. Assessment tasks are learning outcomes of the unit associated with Assessment Criteria. You are required to generate sufficient evidence on assessment criteria to meet learning outcomes of the unit within the rules, regulations and standards to achieve credits of the unit. If you are not in employment, please use the following scenario.

Consider you are working as a Business Development Manager of a small-medium sized private limited organisation, which deals with its customers all over the world to sell its products and services. Your role is to investigate new business formats and a feasibility assessment for a potential knowledge-based product or service opportunity identified by the team. This might be undertaken for a new income stream within an existing business or for a new enterprise. In your role, you are focused on refining an idea, research and presenting the plan. To explore new market and to provide the best possible competitive products and services to existing market, you are writing a report based the following 3 tasks that will help Directors to amend short term operational plan and to set long-term strategic plan.

## **Task 1 – 500 words**

Analyse the role that planning has in developing new business streams.

**1.1:** Use the TOWS matrix to identify a response to a future opportunity or threat.

**1.2:** Identify the business planning links between marketing, finance, HR and operation.

## **Assessment Criteria**

**1.1:** Use the TOWS matrix to identify a response to a future opportunity or threat.

**1.2:** Identify the business planning links between marketing, finance, HR and operation.

## **Task 2 – 650 words**

Conduct research into demand and assess market potential information.

**2.1:** Produce an 'opportunities matrix' that supports strategy development and responses to external threats.

**2.2:** Use primary and secondary research to define the size of an opportunity.

**2.3:** Identify both tangible and intangible resources that exist and those required to support a development strategy.

## **Assessment Criteria**

**2.1:** Produce an 'opportunities matrix' that supports strategy development and responses to external threats.

**2.2:** Use primary and secondary research to define the size of an opportunity.

**2.3:** Identify both tangible and intangible resources that exist and those required to support a development strategy.

### **Task 3 – 850 words**

Prepare a business model and present a business sales plan.

**3.1:** Develop a business model to support a development strategy.

**3.2:** Produce sales measures and key success factors.

**3.3:** Prepare and deliver a pitch to raise support and finance for a development strategy.

**3.4:** Take feedback on their development strategy and make improvements.

### **Assessment Criteria**

**3.1:** Develop a business model to support a development strategy.

**3.2:** Produce sales measures and key success factors.

**3.1:** Prepare and deliver a pitch to raise support and finance for a development strategy.

**3.2:** Take feedback on their development strategy and make improvements.



|   | <b>Distinguished</b>   | <b>Excellent</b>  | <b>Good</b>   | <b>Proficient</b>   | <b>Basic</b>   | <b>Marginal</b>  | <b>Unacceptable</b>  |
|---|--|---|---|---|--|--|--|
| <b>Criteria</b>   | 80+  | 70  | 60  | 50  | 40   | 30   | 0  |
| <b>Content<br/>(alignment with<br/>assessment criteria)</b> | Extensive evaluation and synthesis of ideas; includes substantial original thinking  | Comprehensive critical evaluation and synthesis of ideas; includes coherent original thinking       | Adequate evaluation and synthesis of key ideas beyond basic descriptions; includes original thinking      | Describes main ideas with evidence of evaluation; includes some original thinking | Describes some of the main ideas but omits some concepts; limited evidence of evaluation; confused original thinking | Largely incomplete description of main issues; misses key concepts; no original thinking | Inadequate information or containing information not relevant to the topic                       |
| <b>Application of<br/>Theory and<br/>Literature</b>         | In-depth, detailed and relevant application of theory; expertly integrates literature to support ideas and concept         | Clear and relevant application of theory; fully integrates literature to support ideas and concepts | Appropriate application of theory; integrates literature to support ideas and concepts                    | Adequate application of theory; uses literature to support ideas and concepts     | Limited application of theory; refers to literature but may not use it consistently                                  | Confused application of theory; does not use literature for support                      | Little or no evidence of application of theory and relevant literature                           |
| <b>Knowledge and<br/>Understanding</b>                      | Extensive depth of understanding and exploration beyond key principles and concepts  | Comprehensive knowledge and depth of understanding key principles and concepts                      | Sound understanding of principles and concepts  | Basic Knowledge and understanding of key concepts and principles                  | Limited and superficial knowledge and understanding of key concepts and principles                                   | Confused or inadequate knowledge and understanding of key concepts and principles        | Little or no evidence of knowledge or understanding of key concepts and principles               |
| <b>Presentation and<br/>Writing Skills</b>                  | Logical, coherent and polished presentation exceeding expectations at this level; free from errors in mechanics and syntax | Logical, coherent presentation demonstrating mastery; free from errors in mechanics and syntax      | Logical structure to presentation; makes few errors in mechanics and syntax which do not prohibit meaning | Orderly presentation; minor errors in mechanics and syntax                        | Somewhat weak presentation; errors in mechanics and syntax may interfere with meaning                                | Confused presentation; errors in mechanics and syntax often interfere with meaning       | Illogical presentation lacking cohesion; contains significant errors that interfere with meaning |
| <b>Referencing</b>  | Advanced use of in-text citation and references  | Mastery of in-text citation and referencing   | Appropriate use of in-text citation and referencing   | Adequate use of in-text citation and referencing                                  | Limited use of in-text citation and referencing  | Inadequate use of citation and referencing   | Little or no evidence of appropriate referencing or use of sources                               |

**Instructor's Comments**

## Directions:

1. For each of the criteria listed in the first column, circle one box in the corresponding column to the right which best reflects the student's work on this particular assessment activity (e.g., project, presentation, essay).
2. Provide specific feedback to a student about each of the criteria scores he/she earned by writing comments and suggestions for improvement in the last row titled "Instructor's comments."
3. To arrive at a mark, total the boxes and divide by 5 to arrive at final mark.

Example:

|       | Distinguished | Excellent | Good  | Proficient | Basic | Marginal | Unacceptable |
|-------|---------------|-----------|-------|------------|-------|----------|--------------|
| Range | 80-100        | 70-79     | 60-69 | 50-59      | 40-49 | 35-39    | 0-34         |

| Criteria                             | Score                    |
|--------------------------------------|--------------------------|
| Content                              | 50                       |
| Application of Theory and Literature | 40                       |
| Knowledge and Understanding          | 50                       |
| Presentation/Writing Skills          | 40                       |
| Referencing                          | 40                       |
| <b>Total Score</b>                   | <b>220/5 = 44, Basic</b> |



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