



# 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              | Risk Management and Organisations              |
| Unit Reference         | BUS 2.6                                        |
| 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 a Senior Retail Manager of Adidas which is global leader to sell sports and fitness equipment to its individual and corporate clients. Your job roles and responsibilities are recruiting, training, supervising and appraising staff, managing budget, overseeing products, pricing and stocks, preparing promotional materials, attracting new customers and liaising with the head office. As a part of your job, you are managing and leading various teams within the company to achieve specific tasks such as sales, promotional, and staff development to manage overall business operations. Your organisation is using Risk-based approach to identify, assess and investigate all risks within the business operations. You are providing an insight into the different risk profiles from both your organisation and on an individual's perspectives to evaluate business environment and manage innovation. You are asked by the Directors to write a report to review, identify, assess and investigate based on following three assessment tasks about how to manage innovation risk so that innovation can be used to create advantage against your competitors in the sector.

## **Task 1 – 600 words**

Review organisations risk tolerance in different environments.

**1.1:** Identify and evaluate different business environments and the likely risks of those environments.

**1.2:** Provide examples of organisation's tolerance to risk taking and evaluate how organisations can measure tolerance.

## **Assessment Criteria**

**1.1:** Identify and evaluate different business environments and the likely risks of those environments.

**1.2:** Provide examples of organisation's tolerance to risk taking and evaluate how organisations can measure tolerance.

## **Task 2 – 800 words**

Develop skills to identify and assess the risk profiles of organisation.

**2.1:** Produce a risk profile for an organisation.

**2.2:** Review and comment on risk profiles of organisations in different industries.

**2.2:** Discuss enterprise wide risk and the benefits and drawbacks of such an approach.

## **Assessment Criteria**

**2.1:** Produce a risk profile for an organisation.

**2.2:** Review and comment on risk profiles of organisations in different industries.

**2.3:** Discuss enterprise wide risk and the benefits and drawbacks of such an approach.

### **Task 3 – 600 words**

Investigate how innovation can be used to reduce risk aversion in growing organisations.

**3.1:** Analyse the possible risks of innovation in an organisation.

**3.2:** Produce examples of how to manage innovation risk so that innovation can be used to create advantage.

### **Assessment Criteria**

**3.1:** Analyse the possible risks of innovation in an organisation.

**3.2:** Produce examples of how to manage innovation risk so that innovation can be used to create advantage.



|                                                             | <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> |



## **HEAD OFFICE**

7 Acorn Business Park  
Commercial Gate, Nottingham  
Nottinghamshire  
NG18 1EX

## **LONDON OFFICE**

Golden Cross House  
8 Duncannon Street, London  
WC2N 4JF  
[info@qualifi.net](mailto:info@qualifi.net)

Copyright 2019 Qualifi Ltd