CMI LEVEL 7 AWARD IN ENTREPRENEURIAL PRACTICE

(RQF) Syllabus | October 2024 | v05

CMI
Chartered
Management
Institute

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INTRODUCTION

About the Qualifications

» QUALIFICATION OBJECTIVE

This qualification is aimed at enabling aspiring or practising leaders and managers to explore the principles of entrepreneurial practice, understand the different contexts in which entrepreneurship can flourish and the characteristics of entrepreneurial leadership. Entrepreneurial practice covers several different perspectives; economic, management, sociology and psychology

Extensive research has been undertaken to ensure that these qualifications reflect tasks and activities of managers in the aforementioned roles in the workplace. Sources of information include, but are not limited to:

1   Comparability to national qualifications
2   21st Century Leaders Paper
3   Stakeholder consultation

» TITLES AND REFERENCE NUMBERS

The titles given below are the titles as they will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of regulation, which confirms that this is a regulated qualification on the RQF and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI CODE	TITLE	QUALIFICATION REFERENCE NUMBER
7A32	Level 7 Award in Entrepreneurial Practice	603/3500/2

» KEY DATES

These qualifications are regulated from August 2018 and the operational start date in CMI Centres is 1st September 2018. The accreditation ends on 31st August 2025.

» PROGRESSION OPPORTUNITIES

Upon successful completion of their qualification, learners are able to progress to further learning within CMI's suite of qualifications. Learners may wish to further their ongoing personal and professional development by accessing other CMI qualifications, such as the CMI Level 7 Qualifications in Strategic Management and Leadership with the goal of becoming a Chartered Manager.

» ENTRY & RECRUITMENT

These qualifications can be offered to Learners from age 18. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centres must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression

In order to achieve this, the CMI Centre will need to:

- provide relevant programme information, guidance and advice, to enable informed Learner choice
- publish entry and selection criteria
- demonstrate that Learners are recruited with integrity
- carry out comprehensive Learner induction that:
    1. addresses programme and organisational requirements
    2. explains Learner facilities
    3. identifies Learners' development needs
    4. develops an Individual Learning Plan

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

QUALIFICATION STRUCTURE

Qualification Rules of Combination

CMI Level 7 Award in Entrepreneurial Practice
Learners must complete one mandatory unit – worth a total of **90** TQT hours, 9 credits – to achieve this qualification. The Total Qualification Time (TQT) for this qualification is 32 hours, of which there are 32 hours of Guided Learning (GLH).

Unit No	Unit Title	GLH	TUT	CRD
711	Entrepreneurial Practice	32	90	9

QUALIFICATION DELIVERY

Information for Centres

CMI does not specify the mode of delivery for its qualifications at Level 7; therefore CMI Centres are free to deliver the Level 7 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Please ensure that the content of the Centre Delivery plan is approved by the CMI Quality Manager.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Centre Handbook for more information.

» ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

For further information, please see the CMI Reasonable Adjustments Procedure and the CMI Special Consideration Procedure.

» RECOGNITION OF PRIOR LEARNING (RPL)

There may be occasions where Learners request Recognition of Prior Learning (RPL). This can be applied by Centres. For further guidance on RPL and exemptions can be found in CMI RPL policy. Please click here.

ASSESSMENT & VERIFICATION

Information for Centres and Learners

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual unit.

The primary interface with the Learner is the Assessor, whose job it is to assess the evidence presented by the Learner. The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

The CMI Centre's assessment plan, to be agreed with the Quality Manager, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, CMI Centres must ensure that:

1. the selected assessment task/activity is relevant to the content of the unit
2. there are clear instructions given to Learners as to what is expected
3. Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
4. the language used in the assessment is free from any bias
5. the language and technical terms used are at the appropriate level for the Learners

In addition to the specific assessment criteria in each unit, the Learner's work must be:

● accurate, current and authentic
● relevant in depth and breadth

and must also show the Learner's:

● clear grasp of concepts
● ability to link theory to practice, and
● ability to communicate clearly in the relevant discipline at the expected level for the qualification

» LEARNER AUTHENTICITY

Learners are required to sign and date a Statement of Authenticity. The learner statement confirms the evidence submitted is all their own work and has not been completed by a third party. Additionally the learner statement confirms the evidence provided has been completed in accordance with CMI approved instructions.

Centres are required to complete a Centre Statement of Authenticity to confirm the learner is registered on a Chartered Management Institute (CMI) programme of study.

» ASSESSMENT

The grading system for CMI qualifications is "Pass/Refer". The external moderation of Learners' work confirms that the required criteria for achievement have been met.

CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the CMI Centre Handbook for more information.

» SUGGESTED ASSESSMENT METHODOLOGIES

CMI do not state the assessment method for its qualifications, instead supporting Centres in creating assessment plans to suit the needs of Learners and/or Employers. It is encouraged that a range of methods are used to ensure that all Learning Outcomes and Assessment Criteria are met, and to enhance Learners' development.

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification

The following table presents an overview of the type of activities that patterns may be use to assess each unit. Further details are provided in the 'Recommendations for Assessment' section of each unit specification.

		Written account/ assignment	Report	Scenario/ Case Study	Guide	Work Based Evidence	Reflective Practice/Own Experience	Presentation	Management Project	Plan/ proposal	Budget and Management Commentary
711	Entrepreneurial Practice	x	x			x					

Group assessment is not a recognised assessment method for this qualification. Learners must provide evidence they meet the requirements of each assessment activity on their own merit.

» WORD COUNT AND APPENDICES

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level7. The guideline word count for units within this qualification is **3500-4000** words. There is a 10% allowance above/below these guidelines. For more information, please refer to the CMI Assessment Guidance Policy.

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

» APPEALS AGAINST ASSESSMENT DECISIONS

In the event that a Learner wishes to appeal against an assessment decision, they can do so by following outlined procedures.

Where an assessment decision has been made by a CMI Centre, Learners must follow the Centre's own Appeals Procedure in the first instance. If this procedure has been exhausted and remains unresolved, Learners may log a Stage 2 appeal with CMI.

Where an assessment decision has been made by CMI (via External Marking or Moderation) a Learner or a Centre may log a Stage 2 appeal with CMI.

For further information, please see CMI's Enquiry and Appeals Procedure.

CMI SERVICES

Supporting CMI Qualifications

» CMI MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI through until the completion of their studies. For details of the benefits of membership please click here. There may be the opportunity to upgrade during the Learner's studies dependant on successfully completing an assessment with CMI.

» CHARTERED MANAGER

Chartered Managers are consistent high performers, committed to current best practice and ethical standards.
A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please click here.

» STUDY RESOURCES

ManagementDirect
members.md.cmi.org.uk

It's fast, comprehensive and free to members

Management Direct is a complete online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to develop their skills.

- 220 Management Checklists and 60 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 400 Leader Videos and e-learning modules
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 600 ebooks to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies
- Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions give you a headline understanding of topic; Checklists and Models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

E-journals

For in depth research try our e-journals service

CMI has joined forces with EBSCO Information Services to offer member's access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

Access to Business Source Corporate is through ManagementDirect.

Online CPD

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work. Our online CPD scheme enables you to record your learning objectives, the activities you have undertaken and encourages you to assess its impact in your role as a manager. It also allows you to print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

UNITS

Structures and Specifications

The units within these qualifications are different to other qualifications, and so the following summarises some key features:

- TUT refers to Total Unit Time. TUT is set based on estimated time expected for the average learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of assessment.
- GLH refer to Guided Learning Hours. GLH is the estimated contact time the average earner has with tutors, trainers or facilitators as part of the learning process, it includes formal learning including classes, training sessions, coaching, seminars, live webinar and telephone tutorials and e-learning which is supervised. It is important to note that this also includes assessing learner's achievements for competence based assessments.
- CRD refers to Credits which are calculated as one credit is equal to 10 hours of TUT.
- Key words highlight knowledge, skills and behaviours which will be developed
- Indicative content has been developed to support the learner to understand the aims of learning outcomes and assessment criteria. It can also be used by tutors to develop lesson plans and schemes of work. The indicative content uses two phrases:

  o '**May include but is not limited to'** – the indicative content is given as examples, which the learner may use or expand upon to complete an assessment
  o '**Refers to'** – the indicative content included must be covered by the learner to meet the requirements of assessment.

- Recommendations for Assessment which provides a range of suggested assessment activities for actual or aspiring managers and leaders
- Relationships to frameworks such as the Apprenticeship Standard and National Occupational Standards
- Suggested reading/web resource materials developed to compliment the unit content. The primary resource/research tool referred to is ManagementDirect

It is recommended that Learners have sight of each unit of study in preparation for assessment.

711	Entrepreneurial Practice
Ofqual unit number	D/617/1769
RQF level	7
Guided learning hours	32
Total unit time	90
Credits	9
Aims of unit	Entrepreneurial practice is a multidimensional concept. To some it is simply the pursuit of an opportunity; to other others it could be an innovative business start-up, an invention or re-invention of a product, service or a process or the development of solutions to social, cultural or environmental issues. At its core entrepreneurialism or entrepreneurial action is a mind-set.

Entrepreneurial practice covers several different perspectives; economic, management, sociology and psychology. The aim of this unit is to enable leaders and managers to explore the principles of entrepreneurial practice, understand the different contexts in which entrepreneurship can flourish and the characteristics of entrepreneurial leadership. |
| **Keywords** | Entrepreneurs, intrapreneurs, intrapreneurs, strategy, social entrepreneurship, community enterprises, new value creation, nascent entrepreneurship, creation of social and economic value, drivers, opportunities, economics, international/global contexts, finance, investment, funding, revenue strategy, environmental factors, entrepreneurial practice, sociology and psychology, behavioural competences, managerial competencies, know how's, challenges, theories and models, processes, feasibility, entrepreneurial mind-set, business start-up, new ventures, incubation, commercialisation, presenting concepts, systemic and systematic thinking, evidence based research.. |

Learning outcome 1

Understand entrepreneurship in strategic contexts

Assessment criteria

1.1 Critically appraise the **forms** and **contexts** of entrepreneurship with reference to **theoretical concepts** and contemporary thinking

1.2 Assess **multi-dimensional issues** which impact on entrepreneurial practice in different contexts

1.3 Formulate approaches to removing **barriers** to entrepreneurial practice using an evidence based justification

Learning outcome 2
Understand the principles of entrepreneurial practice
Assessment criteria
2.1 Critically appraise the **characteristics and attributes** of entrepreneurial leadership 2.2 Propose a **course of action** to achieve an entrepreneurial aim using an evidence based justification

Unit indicative content
Forms*:* entrepreneurship, intrapreneurship, interpreneurship, social entrepreneurship. Contexts: existing organisation, new business start-up, product, service or process development, new capability development, social enterprise, local, international, global. **Theoretical concepts and contemporary thinking:** Wolcott and Lippitz Taxonomy, Four Generic Intrapreneurship Models (2007), The Entrepreneur and Entrepreneurship: A Neoclassical Approach (Lowery and Ling, 2003), Equilibrium Destruction Theory (Schumpeter, 1999), Alert entrepreneur (Kirzner, 1997), Theory of the firm (Spender et al, 1996), Presenting ideas - To the point (Minto 1996), Sociological/anthropological theories, (Reynolds P, 1991); Corporate Social Responsibility (CSR) Model (Carroll, 1991), Theories of entrepreneurship (Marz, 1991), The Visual Display of Quantitative and qualitative data and Information (Tufte, 1990s), Opportunity based theories, (Drucker P, 1985), Emergent Strategies (Mintzberg, 1985), Value chain (Porter, 1980s), Formal Project Management Approaches (Project Management Institute, 1990s), The Entrepreneur in Economic Modelling (Various), Marshall's approach to entrepreneurship (Alfred Marshall, date), Schultz Approach (1975), The human capital approach, constituted by Theodor W. Schultz (1975), Entrepreneur Function in Modern Enterprise (Knight, 1971), Psychological Theories, (McClelland D, 1970s), Resource based theories of the firm, (Penrose,1959), Ashby's Law of Requisite Variety (1950s), Entrepreneurship as a mental act (Mises, 1949); Economic theories, (Cantillon R, 1770s). **Multi-dimensional issues:** strategic direction, position, intent of an organisation, characteristics and attributes of organisation to entrepreneurship, national/international policy cascade (national/international), people (current and future competencies), industry types, economic and environmental, culture and climate, home country effect, international/global context, funding, emerging and disruptive technologies, regeneration projects, industry types, population demographics, legal and social responsibility, diversity, culture. **Barriers:** commercialisation and viability of the process/idea/opportunity, measurement of success, entrepreneurship in education (potential conflict between theory and practice), serial and habitual entrepreneurialism (managing the volume of ideas), cultural dimensions (diversity, ethnic and gender divide to entrepreneurial practice), networking, Communities of Practice (CoPs), the 'Amoeba effect', groupthink, communications and confidentiality, value proposition, time, finance, commitment, own motivation, theory of constraints, the entrepreneur as a disruptor and the use of disruptive technologies. **Characteristics and attributes:** ● *Behavioural competences:* leadership behaviours, ability to lead and inspire others, motivation, ability to reflect, self-awareness, achievement, long term perspective, identify fractures lines (breakpoints) in the market place, being holistic, deal with ambiguity, passionate, initiates change, builds commitment, encourages diversity, moral action, takes risk, explores new territories; build long term relationships; views employees as a strategic resources, innovation orientation, formulates a vision, brave, knowledgeable, ability to generate new ideas, tolerance and respect for different opinions, vigour and efficiency, perseverance in overcoming difficulties, independence of judgement, creative thinking, measured approach, reformulate existing knowledge and ideas, problem structuring (dealing with wicked, messy, unbounded problems), bias towards action, open to advice from others, communication skills, collaborative, consultative, learns from failures, systemic and systematic thinking.

- *Managerial competencies:* Understanding of the function of the business (e.g. operations, finance, HR), how the organisation operates, culture, markets, climate (viable systems model), ability to apply and leadership competencies.
- *Know hows:* Professional knowledge, domain of expertise, design thinking, system thinking, process thinking, organisational and legal guidelines, TRIZ (Altshuller,1946), prototyping, concept design, concept mapping, diffusion of innovation (experience curve) organisational maturity curves, New Capability Development (NCD) Cycle, New Product Development (NPD) cycle, dealing with emergent properties and interaction between new ideas and the environment, design thinking, process thinking, systems thinking.

Course of action: formal or informal and refers to design, implement and manage. Identify opportunity/idea generation (deductive, inductive, basic, applied, quantitative, qualitative research. Feasibility study (cost benefit analysis), value proposition, business case, (includes assessment of finance, risk, demand, niche markets, new and emerging markets/opportunities, disruptive technologies, benefits to the organisation. Approval to proceed (including finance, capital, risks, intellectual property). Concept and detailed design and evaluation. Incubate and grow opportunity/ideas, scaling, Business Model Canvas (Osterwalder and Pigneur, 2010). Implementation and commercialisation; Changing organisational systems - people, processes and structures. Decision making: Attribute Trade Off Analysis (Tarbors et al 1986), Perceived User Value Curves (Bowman, 1998), Pugh Matrix (1981). Communications theory including formal, informal, written, verbal, digital, simulation, modelling, Visualisation (Tufte 1990s), (Shannon and Weaver, 1947).

Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner may be asked to write **reports** on entrepreneurial practice in different contexts.
2. The learner may be asked to respond to a **scenario** based on how they would develop an idea from concept to delivery.
3. The learner may present **work based evidence** accompanied by reports/reflective accounts to meet each assessment criteria.

Further guidance
It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to evidence they sufficiently understand the assessment criteria.

Suggested reading/web resource materials

The below list summarises some suggested reading and materials that learners may wish to reference in their study.

NB: some resources may require subscription, and are not mandated

Textbooks/eBooks

- Barney, J.B (1991) "Firms Resources and Sustained Competitive Advantage", Journal of Management 17, 99-120
- Barney, J.B (1995) "Looking Inside for Competitive Advantage" Academy of Management Executive Vol. 9, no. 4: 49-61
- Buller, P. F and McEvoy, G.M (1999), "Creating and Sustaining Ethical Capability in the Multinational Corporation", Journal of World Business (Spring): 595-612
- Burgelman, R.A (1983) A model of the interaction of strategic behaviour, corporate context and the concept of strategy, Academy of Management Review, Vol. 8 No.1 pp 61-71
- Burns, P., (2013) Corporate Entrepreneurship: Innovation and strategy in large organisations, 3rd edition, Palgrave Macmillan

- Bygrave, D., and Zacharakis, A., (2010) Entrepreneurship, John Wiley and Sons
- Covin, J.G and Slevin, D.P. (1989) The Strategic management of small firms in hostile and benign environments, Strategic Management Journal, Vol. 10 pp. 75-87
- Dabic M et al (2011) Human Resource Management in Entrepreneurial firms: a literature review, International Journal of Manpower, Vol. 32, No.1 pp 14-33
- Deakins, D., and Freel, A., (2009) Entrepreneurship and Small Firms (5th Edition) McGraw-Hill,
- Drucker, P., (1993) Innovation and Entrepreneurship, Collins
- Edralin Divina M (2010) Human Resource Management Practices: Drivers for Stimulating Corporate Entrepreneurship in Large Companies in the Philippines, DLSU Business & Economics Review 19.2 (2010), pp. 25-41
- Galbraith, J.R (1985) Evolution without revolution: Sequent Computer Systems, Human Resource Management, Spring 1985, Vol. 24 No.1 pp 9-24
- Hamel, G and Prahalad, C.K (1986) "Do You Really Have Global Strategy?", Harvard Business Review, July-August: 139-48
- Hamel, G and Prahalad, C.K (1986) "Do You Really Have Global Strategy?", Harvard Business Review, July-August: 139-48
- Kanter, R.M (1985) Supporting Innovation and venture development in established companies, Journal of Business Venturing, Winter pp 47-60Galbraith, J.R (1985) Evolution without revolution: Sequent Computer Systems, Human Resource Management, Spring 1985, Vol. 24 No.1 pp 9-24
- Kanter, R.M (1985) Supporting Innovation and venture development in established companies, Journal of Business Venturing, Winter pp 47-60
- Moore G A (1991) Crossing the Chasm: Marketing and selling high-tech goods to mainstream customers, New York, Harper Business
- Senge, P. (1990) "The Fifth Discipline", Doubleday
- Teaching Entrepreneurship: A practice based approach, Neck. H, Greene. P and Brush. C, Teaching Entrepreneurship: A practice based approach, , Edward Algar Publishers, August 2014

Supplementary Reading

- Family Entrepreneurship, Social Enterprise and CSR (Helen Haugh, date)
- Kuratko, K, Morris, M.H, Govin, J. G (2011) Corporate Entrepreneurship (International Ed.), 3rd edition, South-Western College Publishing
- Lang, J (2002) "The high-tech entrepreneur's handbook: how to start and run a high-tech company" Pearson Education
- Lee, S.M et al (2011) Corporate entrepreneurship and human resource management: theoretical background and a case study, International Journal of Manpower, Vol. 32, No.1 pp 48-67
- Leonard-Barton, D. (1992) "Core competencies and core rigidities: a paradox in managing new product development", Strategic Management Journal, 13(1), 111-125
- Metrick A, Yasuda A (2012) Venture Capital and the Finance of Innovation, 2nd Edition, Wiley
- Morris., M and Covin, J.C (2011) Corporate Entrepreneurship (International Ed.) South-Western College Publishing
- Mullins J (20130 The New Business Road Test, Prentice Hall
- Osterwalder A, Pigneur Y 2011) Business Model Generation: A handbook for visionaries, game changers and challenger, journal of business
- Ries E (2011) The lean startup: How today's entrepreneurs use continuous innovation to create radically successful business, Crown Books
- Schuler, R.S (1986) Fostering and Facilitating Entrepreneurship in Organisations: Implications for Organisation Structure and Human Resource Management Practices, Human Resource Management, Winter 1986, Vo. 25, No. 4 pp 607-629
- Schuler, R.S. and Jackson, S.E (1999) Strategic Human Resource Management, Blackwell,
- Timmons, J., and Spinelli, S., (2009) New Venture Creation, Entrepreneurship for the 21st Century, McGraw- Hill

Suggested Journals

- International Journal of Entrepreneurial Behaviour and Research
- International Journal of Entrepreneurship and Innovation
- Management Review
- Management Today
- People Management
- Strategic Entrepreneurship Journal

Supplementary Journals

- Academy of Management Review
- California Management Review
- Harvard Business Review
- HR Magazine
- Journal of International Business Studies
- Journal of Management
- MIT Sloan Management Review

External Weblinks

- Department for Business Innovation and Skills
- Innovation Union
- NESTA
- OFGEM
- The European Commission
- UK Research and Innovation

Relevant Theories, Frameworks and Models

- Alert entrepreneur (Kirzner, 1997)
- Attribute Trade Off Analysis (Tarbors et al 1986)
- Behavioural and Cognitive Factors (Baron R, 2007)
- Business Model Canvas (Osterwalder and Pigneur, 2010)
- Communications Theory (Shannon and Weaver, 1947)
- Corporate Social Responsibility (CSR) Model (Carroll, 1991)
- Economic theories, (Cantillon R, 1770s)
- Entrepreneur Function in Modern Enterprise (Knight, 1971)
- Entrepreneurship as a mental act (Mises, 1949)
- Equilibrium Destruction Theory (Schumpeter, 1999)
- Informational Graphics (Tufte 1990s)
- Marshall's approach to entrepreneurship (Alfred Marshall)
- Opportunity based theories, (Drucker P, 1985)
- Perceived User Value Curves (Bowman 1998)
- Psychological Theories, (McClelland D, 1970s)
- Pugh Matrix (1981)
- Resource based theories of the firm, (Penrose,1959)
- Schultz Approach (1975)
- Sociological/anthropological theories, (Reynolds P, 1991)
- The Entrepreneur and Entrepreneurship: A Neoclassical Approach (Lowery and Ling, 2003)
- The Entrepreneur in Economic Modelling (Various)
- The Entrepreneurial Process (Reynolds and White, 1997)
- The Human Capital Approach, constituted by Theodor W. Schultz (1975)
- Theories of entrepreneurship (Marz, 1991)
- TRIZ - Teoriya Resheniya Izobretatelskikh Zadatch, (Altshuller, 1946)
- Wolcott and Lippitz taxonomy, Four Generic Intrapreneurship Models (2007)

  Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The content of the list is liable to change. The content was checked for accuracy at the time of unit development.

  Please note: all references to legislation may be subject to subsequent changes, deletions and replacements.

ManagementDirect resources require CMI membership and a username and password.

APPENDIX 1

Definitions

Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Contemporary Thinking	Builds on classic, seminal works challenging traditional thinking and examining and critiquing it's application in the workplace and may include work from modern thinkers/opinion leaders.
Critically appraise	Systematically examine information to judge its validity, relevance and merit in a particular context.
Credits (CRD)	Credits are calculated as one credit is equal to 10 hours of TUT.
Formulate	To devise or develop an idea or concept in a concise and systematic way.
Guided Learning Hours (GLH)	The activity if a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
Immediate Guidance or Supervision	the guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training – a) with the simultaneous physical present of the Learner and that person, or b) remotely by means of simultaneous electronic communication
Propose	To use evidence to put forward an idea, plan or suggestion for consideration, acceptance or action by others
Rule of Combination	A rule specifying the combination of unit which may be taken to form a particular qualification, any units which must be taken and any related requirements.
Theoretical Concepts	Refers to the use of seminal works which form the bedrock of modern management and leadership thinking sourced from recognised academic sources
Total Qualification Time (TQT)	The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements – a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

b)   an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Unit Time (TUT)   The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a unit.

APPENDIX 2

Assessment Activity Definitions

Activity	Definition
Briefing paper	A summary of facts pertaining to a particular issue or problem. Often includes a suggested course of action.
Business case	A formal document, presented in an oral or written format, which provides justification for an idea or project to address an identified business need or challenge.
Case Study	A description of an event, activity or problem outlining a real or hypothetical situation.
Good practice guide	A structured document produced with the purpose of supporting individuals to develop their practice in a particular area.
Plan	A detailed outline providing an insight into a range of activities required to complete a task.
Presentation	Learners may present to an audience of stakeholders the outcomes of their studies. A recording of the presentation, speaker notes and/or slides may be used to provide evidence that a learner has the requirements some of the unit assessment criteria.
Profile	An outline giving a description of a role or organisation.
Proposal	A formal document, presented in an oral or written format, which puts forward ideas or suggestions for consideration by others.
Reflective Statement	Learners describe their actions in particular situations and reflect on the reasons for practicing in that way. This is particularly useful to provide evidence that they can evaluate their knowledge and practice.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research project report	A formal, written document, organised in a narrative, graphic or tabular form presenting findings and recommendations.

Scenario	A written outline or a situation or setting, providing insight into a sequence of events or actions.
Written account	A written document presenting knowledge of facts or events.

APPENDIX 3

Revisions to Document

The below table summarises any revisions made to this document since publication.

Revisions to Document	Rationale for Revision	Document Version	Date Revisions Made
Updated number of GLH to 32	Incorrect number of GLH	Version 5	October 2024
Qualification Extended	Date extended to register learners	Version 4	March 2023
Included Assessment Activity Definitions	To help Centres and Learners complete the assessments		
Added the Credit Value for the unit	To be confident with the Level 7 Qualification suite		
Update to TQT/TUT Hours from 92 to 90	Review of TUT for Unit 711	Version 3	June 2019
Update unit/qualification title from "Entrepreneurship" to "Entrepreneurial Practice"	New title more valid, reflects content more effectively	Version 2	September 2018
First publication		Version 1	August 2018