ATHE Level 5 Qualifications in Management

ATHE Level 5 Certificate in Management (QCF)
ATHE Level 5 Diploma in Management (QCF)
ATHE Level 5 Extended Diploma in Management (QCF)

About ATHE

An Ofqual regulated awarding organisation, providing QCF qualifications in management, health & social care management and travel & tourism management.

We are known for our excellent customer service, efficient support and flexible qualifications that offer diverse progression routes.

Our Qualifications

Our management qualifications are the culmination of expert input from colleges, sector skills councils, industry professionals and our qualification development team. We have taken advantage of the flexibility of the QCF to develop a suite of awards, certificates and diplomas that offer progression from level 4 up to level 7.

Key features of the qualifications include:
- core units that are common to different sectors offering the opportunity for learners to move between sectors or delay decisions as to which area to specialise in
- small qualifications that can be used for professional development for those in employment or for learners who do not have the time to undertake a full time programme
- flexible methods of assessment allowing tutors to select the most appropriate methods for their learners

Support for Centres

We are committed to supporting our centres and offer a range of training, support and consultancy services including:
- qualification guidance, suggested resources and sample assignments
- an ATHE centre support officer who guides you through the centre recognition process, learner registration and learner results submission
  health check visits to highlight any areas for development
- an allocated ATHE associate for advice on delivery, assessment and verification

Contents

ATHE QCF Qualifications at Level 5 in this Specification

This document provides key information on ATHE's suite of Level 5 QCF qualifications in Management, including the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook "Delivering ATHE Qualifications". Further guidance on resources and assessment is provided separately.

These qualifications have been accredited to the Qualifications and Credit Framework (QCF). Each qualification has a Qualification Accreditation Number (QAN). This number will appear on the learner's final certification documentation. Each unit within a qualification also has a QCF code.

The QAN numbers for these qualifications are as follows:

ATHE Level 5 Extended Diploma in Management (QCF)	600/4375/1
ATHE Level 5 Diploma in Management (QCF)	600/4374/X
ATHE Level 5 Certificate in Management (QCF)	600/4373/8

Accreditation Dates

These qualifications are accredited from 1st February 2012 which is their operational start date in centres.

Entry Requirements

These qualifications are designed for learners from aged 19 and above. However, ATHE does not specify any entry requirements. Centres are required to ensure that learners who register for these qualifications have the necessary skills to undertake the learning and assessment.

Introduction to ATHE's Level 5 QCF Qualifications in Management

Our new qualifications in Management at Level 5 have been developed to conform to the requirements of the QCF, to meet the requirements of the sector and to respond to the needs of our centres.

These qualifications provide generic management skills for those planning to or working in a management role. The qualifications deliver the skills and knowledge that meet the needs of managers on a domestic and international platform.

We provide a flexible route for learners who have already achieved management qualifications at a lower level and for learners who do not have management qualifications, but may have qualifications in other areas and/or prior experience the work place.

Our suite of qualifications is designed to provide:
- maximum flexibility with different sized level 5 qualifications for those who only wish or have the time to initially take smaller qualifications and then build up qualifications over time
- opportunities for learners to develop knowledge and skills, personal qualities and attitudes essential for successful performance in working life
- optional units in particular specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- opportunities for learners who wish to undertake a full time course of study leading to an Extended Diploma

Certificate

Our Certificate allows learners to develop some of the key skills they need to work in a management role with a mandatory unit and a choice of options.

Diploma

Our Diploma allows learners to develop the key skills they need to work in a management role with a number of mandatory units together with a choice of options.

Support and Recognition

These qualifications have been developed with the support of centres who are currently delivering qualifications at this level in Management or who plan to do so in the future.

National Occupational Standards

The ATHE Level 5 qualifications in Management provide much of the underpinning knowledge and understanding for the National Occupational Standards in Management and Leadership.

Progression

On successful completion of a Level 5 qualification in Management there are a number of progression opportunities.

Learners may progress to:
- larger qualifications at the same level e.g. from a Certificate to the Diploma or Extended Diploma in Management or a related qualification, for example the Diploma in Management for Health and Social Care

- a degree programme in a higher education institution and claim exemptions for some of the units completed

Recognition of Prior Learning (RPL)

The QCF is based on the principle of credit accumulation and transfer. Within this suite of qualifications, learners have the opportunity to build their achievements from a single unit into a full Diploma.

There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and accredited. Centres should contact ATHE to discuss the requirements for RPL.

Support for ATHE Qualifications

ATHE provides a wide range of support. This includes:
- materials on our website to support assessment and teaching and learning
- training events to support the delivery of the qualifications and assessment
- the services of a team of experienced advisors and external verifiers
- support for business development

Credit values and rules of combination

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. There are three sizes of qualification in the QCF:
- Award, between 1 and 12 credits
- Certificate, between 13 and 36 credits
- Diploma, 37 credits and above.

Each unit within a qualification has a credit value and a level. The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit. The level is an indication of relative demand, complexity and depth of achievement and autonomy.

Each credit represents 10 hours of learning time. The learning time is a notional measure which indicates the amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria. Learning time includes activities such as directed study, assessment, tutorials, mentoring and individual private study.
The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

Each unit also contains information on guided learning hours (GLH). GLH are intended to provide guidance for centres on the amount of resource needed to deliver the programme and support learners i.e. the time required for face to face delivery, tutorials, workshops and associated assessments.

Each qualification has agreed rules of combination which indicate the number of credits to be achieved, which units are mandatory and the choice of optional units. The rule of combination for each qualification is given below.

ATHE Level 5 Extended Diploma in Management

The ATHE Level 5 Extended Diploma in Management is a 120 credit qualification. Learners must complete five mandatory units and three or four optional units.

Unit Title	Level	Credit	GLH
Mandatory units			
Managing Communication	5	15	60
Business Organisations in a Global Context	5	15	60
People Management	5	15	60
Finance For Managers	4	15	60
Research Project	5	20	80
Optional units			
Learners must complete a further 3 or 4 units from the list below to achieve a minimum of 120 credits for the Diploma.			
Managing Stakeholder Engagement	6	10	40
Risk Management	6	10	40
Leading Organisational Equality and Diversity	6	10	40
Corporate Social Responsibility	4	15	60
Manage Sustainability in an Organisation	5	15	60
Resource Management	4	15	60
Administrative Services	4	15	60
Planning a Work Based Team Project	4	15	60
Marketing Principles and Practice	5	15	60
Planning a New Business Venture	4	15	60
Customer Relationship Management	4	15	60
Employability Skills	5	15	60
Business Ethics	5	15	60
Personal and Professional Development	5	15	60
Business Law	5	15	60

ATHE Level 5 Diploma in Management

The ATHE Level 5 Diploma in Management is a 60 credit qualification. Learners must complete three mandatory units and one optional unit.

Unit Title	Level	Credit	GLH
Mandatory units			
Managing Communication	5	15	60
Business Organisations in a Global Context	5	15	60
People Management	5	15	60
Optional Units			
Learners must complete a further 1 unit from the list below to achieve a minimum of 60 credits for the Diploma.			
Corporate Social Responsibility	4	15	60
Resource Management	4	15	60
Administrative Services	4	15	60
Planning a Work Based Team Project	4	15	60
Finance For Managers	4	15	60
Planning a New Business Venture	4	15	60
Customer Relationship Management	4	15	60
Manage Sustainability in an Organisation	5	15	60
Marketing Principles and Practice	5	15	60
Employability Skills	5	15	60
Business Ethics	5	15	60
Personal and Professional Development	5	15	60
Business Law	5	15	60

ATHE Level 5 Certificate in Management

The ATHE Level 5 Certificate in Management is a 30 credit qualification. Learners must complete two of the three units listed below.

Unit Title	Level	Credit	GLH
Managing Communication	5	15	60
Business Organisations in a Global Context	5	15	60
People Management	5	15	60

Guidance on Assessment

For all ATHE qualifications assessment is completed through the submission of internally assessed student work. To achieve a pass for a unit, a learner must have successfully achieved all the assessment criteria for that unit. There are no externally set written examinations attached to any unit. However, learners taking the Level 5 Extended Diploma in Management will be required to complete a research project.

ATHE will provide a sample assignment for each unit which can be used as the assessment for the unit. We would encourage our centres to develop their own assessment strategies so you have the opportunity to put assignments in a context that is appropriate for your learners. Any assignments that you devise will need to be submitted to ATHE for approval before delivery of the programme. Centres can submit assignments for approval using the 'Centre-Devised Assignment' template documentation available on the ATHE website.

An assignment can relate to a single unit. Alternatively you may incorporate more than one unit in an integrated assignment provided the content of the assignment is clearly mapped to show which assessment criteria from which units are being covered.

Methods of Assessment

ATHE encourages the use of a range of assessment strategies that will engage learners and give them an opportunity to both demonstrate their knowledge and understanding of a topic and to evaluate how they might apply that knowledge in a given context.

We would recommend avoiding an over-reliance on essay writing and that more varied types of assessment are included. This might include assessment through:

- a research activity resulting in the compilation of a report
- an academic paper or article for publication
- the compilation of a case study
- a critical review and evaluation of a chosen company's policies, procedures and systems
- a set project completed for an employer (also known as an 'employer-engagement' activity)
- the production of a portfolio of evidence relating to a particular unit

This list is by no means exhaustive, but gives examples of some creative assessment methods that could be adopted.

Putting an Assessment Strategy in Place

You will need to demonstrate to your External Verifier that you have a clear assessment strategy supported by robust quality assurance in order to meet the ATHE requirements for registering learners for a qualification. In devising your assessment strategy, you will need to ensure:

- devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet
- that the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate

- that the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The QCF level descriptors will be helpful to you in determining the level of content of the assessment)
- students are well-briefed on the requirements of the unit and what they have to do to meet them
- assessors are well trained and familiar with the content of the unit/s they are assessing
- there is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification
- assessment decisions are clearly explained and justified through the provision of feedback to the learner
- that work submitted can be authenticated as the learner's own work and that there is clear guidance on the centre's Malpractice Policy
- that there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed
- sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification

Quality Assurance of Centres

Centres delivering ATHE QCF qualifications must be committed to ensuring the quality of the assessment of all the units they deliver, through effective standardisation of assessors and verification of assessor decisions. ATHE will rigorously monitor the application of quality assurance processes in centres.

ATHE's quality assurance processes will involve:
- centre approval for those centres who are not already recognised to deliver ATHE qualifications
- approval to offer ATHE QCF qualifications and units in Management at Level 5

Once a centre registers learners for a qualification, they will be allocated an External Verifier who will visit at an early stage in the programme to ensure that an appropriate assessment plan is in place.

Centres will be required to undertake training and standardisation activities as agreed with ATHE.
Details of ATHE's quality assurance processes are provided in the ATHE Guide: "Delivering ATHE Qualifications" which is available on our website.

Malpractice

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own. Any instance of plagiarism detected by the External Verifier during sampling, will result in the entire cohort being rejected. Centres should refer to the ATHE Malpractice Policy on the ATHE website.

Guidance for Teaching and Learning

Within the support materials for some of the units you will find suggestions and ideas for teaching and learning activities which we hope will be helpful in getting centre practitioners started with schemes of work and session plans. You can adapt these ideas to suit your own context and the interests of your students.

Learners learn best when they are actively involved in the learning process. We would encourage practitioners delivering our qualifications to use a range of teaching methods and classroom-based activities to help them get information across and keep learners engaged in the topics they are learning about. Learners should be encouraged to take responsibility for their learning and should be able to demonstrate a high degree of independence in applying the skills of research and evaluation. You can facilitate this by using engaging methods of delivery that involve active learning rather than relying on traditional methods of lecture delivery to impart knowledge.

Your approach to delivery should give the learners sufficient structure and information on which to build without you doing the work for them. In achieving the right balance you will need to produce well-planned sessions that follow a logical sequence.

Top Tips for Delivery
- Adopt a range of teaching and learning methods, including active learning.
- Plan sessions well to ensure a logical sequence of skills development.
- Include study skills aspects, e.g. how to construct a report or Harvard Referencing. Build time into your Scheme of Work and Session Plans to integrate study skills teaching.
- Set structured additional reading and homework tasks to be discussed in class.
- Elicit feedback from your students. Get them to identify where the work they have done meets the assessment criteria.
- Contextualise your activities, e.g. use real case studies as a theme through the sessions.
- Take an integrated approach to teaching topics across units, where appropriate, rather than always taking a unit-by-unit approach. In this way, learners will be able to see the links between the content of the different units.

There is further guidance on teaching and learning in the support materials.

Resources

ATHE has provided a list of suggested resources for each unit. Please refer to the support materials for each unit on our website by logging into the ATHE portal with your given login details.

Access and Recruitment

ATHE's policy with regard to access to its qualifications is that:
- they should be available to everyone who is capable of reaching the required standard
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications

Centres are required to recruit learners to ATHE qualifications with integrity. This will include ensuring that all learners have appropriate information and advice about the qualifications. Centres should put in place appropriate systems to assess a learner's suitability for a

programme and make a professional judgement about their ability to successfully achieve the designated qualification. This assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

Access Arrangements and Special Considerations

ATHE's policy on access arrangements and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge and understanding. Further details are given in the Reasonable Adjustments and Special Considerations Policy, which can be found on our website.

Restrictions on Learner Entry

The ATHE Level 5 qualifications in Management are accredited on the QCF for learners aged 19 and above.

Unit Specifications

Unit Format
Each unit in ATHE's suite of level 5 qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title
The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims
The unit aims section summarises the content of the unit.

Unit Code
Each unit is assigned a QCF unit code that appears with the unit title on the Register of Regulated Qualifications.

QCF Level
All units and qualifications in the QCF have a level assigned to them which represents the level of achievement. The level of each unit is informed by the QCF level descriptors. The QCF level descriptors are available on the ATHE website.

Credit value
The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Guided Learning Hours (GLH)
Guided learning hours are an indicative guide to the amount of input that a tutor will provide to a learner, to enable them to complete the unit. This includes lectures, tutorials and workshops and time spent by staff assessing learners' achievement when they are present.

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

Assessment Criteria
The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 5 you would see words such as analyse and evaluate

Unit Indicative Content
The unit indicative content section provides details of the range of subject material for the programme of learning for the unit.

5.5 Managing Communication	
Unit aims	This unit aims to develop knowledge and understanding of how communication takes place within and between organisations, the potential pitfalls and the benefits of good practice.
Unit level	5
Unit code	D/503/7074
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance. The learners will carry out a review of communication within an organisation.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand how information and knowledge is communicated within an organisation	1.1 Analyse key information and knowledge requirements for a range of stakeholders within different organisations 1.2 Explain the systems used for communicating key information and knowledge to stakeholders 1.3 Analyse potential barriers to effective workplace communication
2 Understand factors that impact on workplace communication	2.1 Evaluate how communication is influenced by values and cultural factors 2.2 Explain how technology can be used to benefit as well as hinder the communication process 2.3 Explain how policies and procedures can impact on the communication processes
3 Be able to promote effective interpersonal communication	3.1 Evaluate the effectiveness of own communication skills 3.2 Apply theories of interpersonal communication to oneself 3.3 Request feedback from others on own interpersonal communication skills 3.4 Plan own personal development to improve own communication skills, based on feedback from others
4 Be able to review communication within an organisation	4.1 Carry out a communications audit 4.2 Apply theories of organisational communication 4.3 Create a plan to improve workplace communications 4.4 Identify measures to evaluate the success of the plan to improve workplace communications

Indicative Content

1. Understand how information and knowledge is communicated within an organisation

Key information and knowledge requirements
- Company performance e.g. financial data, sales figures, regional differences
- Staff information e.g. numbers, salaries, appraisal information, training and CPD needs
- Product knowledge e.g. components, how they are produced
- how to carry out roles, professional knowledge, sources of 'know-how'
- Stakeholders e.g. shareholders, board members, directors, senior managers, operatives

Communication systems
- Meetings, briefings (whole staff, departmental, individual)
- Presentations
- Email
- Newsletters
- Interviews, appraisals
- Literature e.g. manuals, booklets, notices
- Training sessions
- Letters

Potential barriers
- Verbal communication – tone, clarity, active listening and focusing
- Clarity of written message – readability, language, tone
- Technology – poor connections, inappropriate use
- Interpersonal relationships – personal conflict
- Non-verbal communication – body language
- Equality and diversity, pre-judgements, assumptions

2. Understand factors that impact on workplace communication

Values and cultural factors
- Language
- Customs
- 'Saving face'

Use of technology
  Help
- To reinforce spoken message, to remind, to ensure written record
- To provide additional/visual information e.g. graphs, presentation software/slides
- Speed and efficiency

  Hinder
- Inappropriate/overuse of email
- 'Death by PowerPoint'
- Overreliance e.g. instead of face to face, in event of technology failure

  Policies and Procedures
- Legislation

- Charters
- Codes of practice

3. Be able to promote effective interpersonal communication

Effectiveness of own communication skills
- Ability to contribute to meetings
- Use of body language
- Written communication skills
- Use of ICT

Theories of interpersonal communication
- Attribution theory, expectancy value model, uncertainty reduction model, social network theory

Feedback from others
- Written, oral
- Formal, informal

Plan own person development
- SMART Targets
- Oral, written, electronic communication
- At meetings, presentations, etc.
- Formal and informal
- Feedback from colleagues and managers

4. Be able to review communication within an organisation

Communications audit
- Communications systems and processes
- Policies and procedures

Theories of organisational communication
- E.g. Attraction –selection-attrition framework, contingency theories, groupthink, social network theory

Improve workplace communications
- Plan – carry out analysis and act on the results
- Consensus
- Survey
- Training
- Feedback

Measures to evaluate
- Improved performance e.g. sales figures
- Increased staff retention e.g. staff turnover
- Increased motivation e.g. productivity

5.2 Business Organisations in a Global Context	
Unit aims	This unit aims to develop learners understanding of the issues organisations face operating within a global context. This understanding will allow learners to review the issues currently impacting on businesses.
Unit level	5
Unit code	D/503/7088
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance. Learners will base some of their work around businesses in a chosen national context.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the key differences between global business operations	1.1 Analyse the key differences between organisations working in different sectors, industries and contexts 1.2 Assess the responsibilities of organisations operating globally 1.3 Evaluate strategies employed by organisations operating globally
2 Understand the impact of external factors on organisations	2.1 Analyse how performance of national economy impacts on the activities of business organisations 2.2 Explain the measures taken by governments to influence the activities of business organisations
3 Understand the impact of the global factors on business organisations	3.1 Explain the implications of global integration on business organisations 3.2 Assess the effect of international trade on domestic products and services 3.3 Review the impact of the global economy on businesses 3.4 Assess how ICT technologies have facilitated globalisation
4 Be able to review current issues impacting on business activities	4.1 Carry out a review of the global environment in which businesses are currently operating 4.2 Propose strategies to address issues affecting business activities

Indicative Content

1. Understand the key differences between global business operations

Key differences
- Legal status/ownership – e.g. sole trader, partnership, company, corporation (e.g. limited and unlimited, public limited and international equivalents)
- Structure and size
- What they offer (Products and/or services)
- Image

Different sectors/industries e.g.
- Private - e.g. manufacturing, service e.g. hospitality, finance
- Public - e.g. healthcare, education
- 'Not for profit' - e.g. supporting others, conservation and heritage organisations, campaign groups

Global context
- International
- National
- Local

Organisational responsibilities
- To shareholders
- To employees
- To other stakeholders
- To customers
- To the environment
- Ethical issues

Organisational strategies
- Human resources policy
- Environmental strategy
- Equal opportunities policy
- Ethics policy
- Financial plan
- International partnering policy
- Electronic modes of marketing and communication
- Reliable import and export processes

2. Understand the impact of external factors on organisations

UK economy

- Size – population, labour market, education/training levels
- Growth/wealth - gross national product (GNP), balance of payments, inflation rates, government borrowing, trade balance, public finances, taxation, national debt, availability of credit
- Business confidence – investing, cost of borrowing, consumer buying/confidence, government policies

Government policies
- Monetary policies, interest rates, quantitative easing, unemployment
- Fiscal policies, spending (in central and local government), public sector borrowing, controlling demand, taxation, distribution of income
- Competition Policy
- Sector regulation e.g. in UK OfGem, OfQual, OfGas, CAA, OfCom –equivalents in other countries and globally where applicable
- Regional policies
- Skills agenda, apprenticeships

3. Understand the impact of the global factors on business organisations

Global integration
- Trading blocs
- World Bank, IMF, Global/trading bloc policies and directives (e.g. EU), G20, OPEC and other relevant organisations
- Market size
- Transnational corporations

International trade
- Opportunities e.g. emerging markets
- Growth
- Protectionism
- Trading blocs, partnerships and agreements and their regulation/restrictions (e.g. EU)
- Trade duties and tariffs

Impact
- Increased competition
- Outsourcing to other countries
- Increased customer choice
- Increased need for innovation

ICT technologies
- Remote workforce – advantages of being able to locate workforce in other countries where labour may be cheaper/may have more relevant skills etc.
- The role of the internet in trade
- Easy communication e.g. Skype, email, social networking

4. Be able to review current issues impacting on business activities

A review
- Domestic market in chosen country
- Global market
- Domestic and global policies
- Other global factors
- government policies
- Trade blocs

Strategies
- New markets

- New environments e.g. move business
- New technologies
- Growth/shrink
- Change of suppliers, importers, exporters
- Change in business structure e.g. from sole trader to company/ corporation

5.3 People Management	
Unit aims	In this unit learners develop the knowledge and understanding of what motivates individuals and teams and use this to review people management strategies used in organisations. Learners will gain an understanding of leadership theories, motivational theories, the impact of structure and culture as well as other tools that can be used to empower people in the workplace.
Unit level	5
Unit code	Y/503/7073
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignment according to awarding organisation guidance.
Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand how structure and culture on impact on people in organisations	1.1 Explain how organisational structure impacts on people in organisations 1.2 Analyse how organisational culture impacts on people in organisations
2 Understand approaches to managing on the differences between individuals that impact on their performance at work	2.1 Explain how personal differences impact on individuals' behaviours at work 2.2 Analyse the management styles needed to deal with differences in behaviours
3 Understand the organisational factors that impact on people performance	3.1 Analyse the effect of leadership styles on individuals and teams 3.2 Explain the benefits of flexible working practices to individuals and organisations 3.3 using motivational theories, assess how the working environment impacts on people performance 3.4 Assess how an organisation's ethical practices impact on motivation levels 3.5 Evaluate how organisations use their corporate social responsibility agenda to motivate employees
4 Understand methods for developing human resources	4.1 Explain how motivation theories can be applied to developing people in organisations 4.2 Explain the different uses of coaching and mentoring in organisations 4.3 Analyse the benefits of training and development to individuals and organisations
5 Be able to review how people are managed within organisations	5.1 Review people management strategies used in an organisation 5.2 Assess the impact on people of management strategies used in organisations 5.2 Recommend strategies to promote high levels of performance

Indicative Content

1. Understand how structure and culture impact on people in organisations

Structure
- Hierarchical
- Flat/tall
- Matrix
- Inverted triangle
- Functional
- Product, market and geographical structures

Culture
- 'The way we do things'
- Assumptions
- Behaviours
- Values
- Codes
- Stories, myths
- Ceremonies and rituals
- Working practices

Impacts
- Power/influence of individuals
- Power/influence of teams
- Leadership power/influence (span of control)
- Communication channels, ease of communication
- Motivation levels
- Creativity
- Confused reporting lines

2. Understand approaches to managing the differences between individuals that impact on their performance at work

Differences in
- Knowledge, skills and experience
- Attitude
- Personality
- Attitude
- Perception
- Opinion
- Culture
- Religion and beliefs

Management styles to suit different behaviours
- Theory x and theory Y
- Self-fulfilling prophecy
- The Hawthorne studies

3. Understand the organisational factors that impact on people performance

Leadership styles and theories
- Trait theories
- Behavioural approach
- Contingency approach
- Autocratic/democratic/laissez faire
- Hersey and Blanchard Situational theory
- Charismatic leadership
- Tannenbaum and Schmidt

Effect of leadership styles on
- Motivation
- Creativity
- Flexibility
- Credibility
- Trust and respect
- Productivity
- Commitment

Benefits of flexible working practices
… to employees
- Levels of autonomy, empowerment, trust
- Productivity
- Quality of life
… to organisations
- Motivational
- Productivity
- Need for facilities and systems

Motivational theories
- Hawthorne studies
- Maslow - hierarchy of needs
- Herzberg - hygiene factors and motivators
- Reiss Theory

Ethical practices
- Scrutiny of suppliers
- Distribution techniques
- Customer relationship management
- Selling practices
- Staff development

Corporate Social Responsibility (CSR) Agenda
- Developing the workforce
- Supporting the community
- Providing work experience placements
- Mentoring and coaching
- Supporting career progression, providing opportunities
- Environmental policy

- Employment practices e.g. disability

4. Understand methods for developing human resources

Developing people
- Empowerment, self-actualisation, theory x

Uses of coaching and mentoring
- Talent pools
- Developing skill and confidence
- Poor performance, disciplinary issues
- Re-engaging in the workforce

Benefits of training and development
Individuals
- Self-actualisation, developing potential
- Increased motivation
- Developing talent
- Promotion/enhanced pay

Organisations
- Increased productivity
- Workforce retention
- Enhanced profit
- Legal compliance

5. Be able to review how people are managed within organisations

People management strategies
- Working environment
- Leadership style
- Structure
- Culture
- Staff development opportunities
- Flexible working practices
- Ethical practices
- CSR agenda

Impacts on:
- Individuals/teams
- Performance
- Staff retention
- Employee satisfaction

Strategies for promotion of performance
- Incentives, bonus schemes, incremental rises, improved job satisfaction
- For organisational improvement
- For organisational productivity
- For self-improvement

4.9 Finance for Managers	
Unit aims	To introduce learners to practical accounting and financial techniques that are useful to managers in business organisations.
Unit level	4
Unit code	M/503/7080
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignment according to awarding organisation guidance.

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1 Understand the requirements and techniques for financial recording and reporting	1.1 Explain the purpose and requirement for keeping financial records 1.2 Analyse techniques for recording financial information in a business organisation 1.3 Analyse the legal and organisational requirements for financial reporting 1.4 Evaluate the usefulness of financial statements to stakeholders
2 Understand how working capital can be effectively managed	2.1 Analyse components of working capital 2.2 Explain how business organisations can effectively manage working capital
3 Understand management accounting techniques	3.1 Explain the difference between management and financial accounting 3.2 Explain the budgetary control process 3.3 Calculate and interpret variances from budget 3.4 Evaluate the use of different costing methods for pricing purposes
4 Understand how to evaluate business projects	4.1 Demonstrate the main methods of project appraisal 4.2 Evaluate methods of project appraisal 4.3 Explain how finance might be obtained for a business project

Indicative Content

1. Understand the requirements and techniques for financial recording and reporting

Purpose and requirement for financial records
- Legal requirements
- Tax requirements
- Internal control requirements

Financial recording
- Double entry bookkeeping (overview only)
- Day books and ledgers
- The trial balance
- Manual and computerised systems

Requirements for financial reporting
- Financial reporting requirements for sole traders, partnerships, limited companies and public limited companies.
- The financial statements (overview – not required to prepare accounts) – statement of financial position, statement of income, cash flow statement, notes to accounts
- Users/stakeholders
- Usefulness of financial statements

2. Understand how working capital can be effectively managed

Working capital components
- Bank and cash balances
- Debtors
- Creditors
- Stock

Management of working capital
- Working capital ratios – calculation and evaluation
- Ways to manage working capital – payment and collection cycles, stock control, overdrafts etc.

3. Understand management accounting techniques

Management and financial accounts
- Users
- Outputs – information required by managers
- Monthly/quarterly accounts
- Useful ratios

Budgetary control
- Purpose and content of budgets
- Cash flow forecasts
- Budgetary control process
- Importance of budgets for management
- Zero based budgeting, incremental budgeting

- Advantages and disadvantages of budgets

Variances
- Flexing the budget
- Calculating variances
- Explaining variances – financial and non-financial factors
- Reconciliation of budgeted to actual profit
- Advantages and disadvantages of variance analysis

Costing and pricing
- Classifying costs – direct/indirect, fixed/variable
- Calculating unit cost
- Dealing with overheads – full absorption costing and overview of other costing methods
- Pricing – cost plus, marginal cost, price takers etc.
- Breakeven – calculation and explanation
- Marginal costing

4. Understand how to evaluate business projects

Project appraisal methods
- Accounting rate of return
- Payback
- Net present value
- Internal rate of return

Evaluation
- Strengths and weaknesses of each method
- Non-financial factors – organisational goals and vision, time factors etc.
- Organisational preference

Obtaining project finance
- Sources of finance – internal and external
- Making a case for finance
- Providing assurances and project projections

5.4 Research Project	
Unit aims	To formulate a research specification on a chosen topic, implement the research project, evaluate and present the research findings.
Unit level	5
Unit code	K/601/0941
GLH	80
Credit value	20
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand how to formulate a research specification	1.1 Formulate and record possible research project outline specifications 1.2 Identify the factors that contribute to the process of research project selection 1.3 Undertake a critical review of key references 1.4 Produce a research project specification 1.5 Provide an appropriate plan and procedures for the agreed research specification
2 Be able to implement the research project within agreed procedures and to specification	2.1 Match resources efficiently to the research question or hypothesis 2.2 Undertake the proposed research investigation in accordance with the agreed specification and procedures 2.3 Record and collate relevant data where appropriate
3 Be able to evaluate the research outcomes	3.1 Use appropriate research evaluation techniques 3.2 Interpret and analyse the results in terms of the original research specification 3.3 Make recommendations and justify areas for further consideration
4 Be able to present the research outcomes	4.1 Use an agreed format and appropriate media to present the outcomes of the research to an audience

Indicative Content

1. Understand how to formulate a research specification

Formulating the research specification
- Identifying the purposes of the research; having clarity about the outcomes that will be delivered at the end of the research
- Rationale for the choice of the research including skills and knowledge to be gained
- Criteria for choice of research
- Consideration of ethical issues
- Methodology for conducting the research e.g. sources of information, primary and secondary
- Data collection and analysis

Creating the research project specification
- Clarify and confirm purposes and outcomes of research
- Statement of the research question
- Identifying what is to be included in the scope of the research and what is to be excluded

Planning
- Deciding on specific tasks which need to be completed
- Sequence
- Duration, time and dates
- Key milestones
- Review dates
- Monitoring and review process

Aspects for consideration
- Nature of the information e.g. qualitative and quantitative or both, validity and reliability
- Statistical analysis
- Accessing relevant information
- Control of variables
- Resources

2. Be able to implement the research project within agreed procedures and to specification

Implementation
- According to plan (consideration given to modifying plan in the light of monitoring information)
- Adhering to the scope of the research
- Retaining focus on the intended purposes and outcomes of the research
- Monitoring the project including paying attention to resource and time allocation

Data collection
- Application and implementation of the stated methods from the plan
- Systematic recording of data and information
- Taking account of bias, validity and reliability of information and control of variables
- Consideration of the sufficiency of the data and information collected

Data analysis
- Qualitative and quantitative
- Identifying trends
- Using software and statistical tables
- Comparison of variables
- Forecasting and extrapolation
- Graphical interpretation

3. Be able to evaluate the research outcomes

Evaluation of outcomes
- Consider the research question and specification in the light of data analysed
- Review the successes and difficulties encountered in the project for example
  - o delivering the purposes and outcomes of the project
  - o effectiveness of the planning
  - o the methods used, the volume, validity and usefulness of the data
- Reaching conclusions

Recommendations and future consideration
- Significance and implications of the conclusions reached
- Application of the findings
- Limitations of and improvements to the research
- Developing recommendations including possible areas for future research or the processes used for conducting the research

4. Be able to present the research outcomes

Format and media
- Consideration of possible formats linked to the target audience
- Professional delivery of research
- Use of appropriate media

6.11 Managing Stakeholder Engagement	
Unit aims	The aim of the unit is to enable the learner to develop the knowledge and understanding required to engage with stakeholders and to learn how to manage stakeholders in projects and organisations.
Unit level	6
Unit code	D/503/5213
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners must demonstrate an understanding of the critical role of stakeholders in projects and organisations. Learners will need to exemplify their work from research and from their own experience as a stakeholder in employment, as a learner and a consumer.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to analyse key stakeholders	1.1 Analyse stakeholders and their needs and expectations for either an organisation or project 1.2 Evaluate and map stakeholder relationships 1.3 Assess the importance of stakeholder engagement
2 Understand how to build an effective stakeholder engagement strategy to implement policy	2.1 Analyse methods to engage stakeholders to validate the implementation of policies. 2.2 Develop a communications strategy to effectively engage with stakeholders
3 Understand how to build and maintain stakeholder relationships	3.1 Explain how to build and maintain relationships with stakeholders 3.2 Analyse issues that may affect stakeholder relationships 3.3 Analyse potential conflict situations and possible resolution 3.4 Assess the importance of monitoring and reviewing stakeholder engagement
4 Understand how to engage with the stakeholder groups.	4.1 Analyse methods to elicit stakeholder views on policy and other issues 4.2 Analyse how to gain stakeholder validation and agreement for policies and plans

Indicative Content

1. Be able to analyse key stakeholders

Analysis
- The concept of stakeholder and underpinning principles
- Determinants of key stakeholders for a project, process or organisation
- Range of stakeholders
  - internal and external stakeholders
  - other organisations
  - individuals (depending on organisation - patients, service users, customers)
  - groups (interest groups, user groups, pressure groups etc.)
- Statutory requirements to involve specific stakeholders
- Industry guidance on stakeholder involvement

Mapping and evaluation
- Stakeholder maps, grids, matrices
- RACI analysis:
  - Responsible
  - Accountable
  - Consulted
  - Informed
- Stakeholder roles

Importance
- Reasons to involve stakeholders – statutory, guidance, support for change
- Implications of not engaging effectively with stakeholders e.g. change ineffective, lack of support for service, products etc.

2. Understand how to build an effective stakeholder engagement strategy to implement policy

Ways to engage
- Establishment of long-term stakeholder groups
- Establishment of specific 'action' groups
- Role of communications and marketing specialists
- Ensuring comprehensive representation
- Equality and diversity issues
- Reaching 'hard to reach' groups and individuals

Communications strategies
- Methods of communication with stakeholders
  - Face to face (meetings, presentations, focus groups, interviews)
  - Telephone (interviews, using questionnaires)
  - Electronic (email, social networking, websites etc.)
  - Written (questionnaires, reports)
- Managing communications – in-house (is contact with organisational representatives important?) Outside specialists (is, independence/ neutrality important?)
- Identifying suitable communications methods for specific stakeholder groups

3. Understand how to build and maintain stakeholder relationships

Building relationships
- Valuing stakeholders and making stakeholders feel valued
- Appropriate methods and timings of contact
- Maintaining contact – methods and importance
- Managing stakeholder expectations

Issues
- Political and legal issues
- Economic and social issues
- Equality and diversity
- Resource issues
- Barriers to engagement
  - Physical (location or spread of stakeholder group)
  - Non-physical (attitudes, disengagement, cultural, social)

Conflict
- Conflicts that may arise e.g.
  - Between organisation goals and stakeholder expectations
  - Between stakeholders
  - Between resource availability and resource needs
- Resolution of conflicts – dealing with conflicts on an individual and group level

Monitoring and review
- Importance of monitoring and reviewing stakeholder engagement
  - to ensure still engaged with process
  - to gain continued support
  - to engage with new stakeholders that emerge
- How to obtain feedback
  - interviews
  - questionnaires
  - focus groups
  - reviews of policy
- Importance of acting on feedback
  - re-engaging stakeholders where necessary
  - changing policies/strategies for engagement

4. Understand how to engage with the stakeholder groups

Methods of engagement
- Determining outputs required from engagement – opinions, ideas, agreements etc.
- Choosing suitable methods
- Methods and how to use them
  - Meetings
  - Presentations
  - Focus groups
  - Interviews
  - Electronic methods
  - Telephone methods
  - Written methods
- Assigning responsibility and accountability

- Recording and analysing results
- Reporting and taking account of results

Agreement
- Importance and relevance of stakeholder agreement e.g. is it required?
- How to elicit agreement or validation e.g. showing how issues and concerns have been dealt with, sign off
- Negotiation skills

6.4 Risk Management	
Unit aims	To raise business risk awareness and develop skills to assess, monitor and control business risks. To develop an appreciation of the implications of business risks.
Unit level	6
Unit code	H/503/5097
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the risk management function in business	1.1 Examine the role of the risk management function in business 1.2 Assess the role of business functions in the management of risk
2 Understand how business risk is assessed and managed	2.1 Analyse the risk assessment process 2.2 Evaluate approaches to managing risk 2.3 Examine the risk management process
3 Understand the effects of business risks and how they can be managed	3.1 Analyse the main drivers of business risk 3.2 Appraise the impact of different types of risk for a business organisation 3.3 Assess which business areas are high risk 3.4 Analyse risk management strategies
4 Understand approaches to crisis management and business continuity planning	4.1 Analyse the vulnerability of businesses to breaks in continuity 4.2 Critically evaluate approaches to crisis management and business continuity planning

Indicative Content

1. Understand the risk management function in business

Role of risk management
- Purpose of risk management – why risks need to be managed
- Identifying risks
- Review of activities and internal environment
- Setting objectives
- Risk assessment (impact and likelihood)
- Risk response plans
- Control and monitoring

Functions that have a role in managing risk
- Strategic planning
- Marketing
- Compliance
- Operations
- Legal and accounting
- Insurance
- Treasury/accounting
- Management and quality assurance
- Internal audit
- Health and Safety
- Environmental

2. Understand how business risk is assessed and managed

Risk assessment
- Analysis
- Identification
- Description
- Estimation
- Control measures
- Evaluation and Review

Risk Management Frameworks:
- ERM programmes
- COSO
- ISO 3001
- Corporate governance/compliance
- Actuarial approaches
- Insurance
- Legal issues

Risk management process
- Risk assessment

- Risk reporting
- Decisions
- Risk treatment
- Residual risk reporting
- Monitoring – on-going and formal audit
- Modification

3. Understand the effects of business risks and how they can be managed

Drivers
- Strategic risks (e.g. Competition, changes in society or markets)
- Financial risks (e.g. Liquidity, foreign exchange, credit risk)
- Operational risks (e.g. Product failure)
- Hazard Risks (e.g. Natural Disasters)
- Information risks (e.g. Computer hacking)

Operations: identifying risks in business operations (as above)

High risk areas
- Data
- Systems integrity
- Reputation
- Financial theft

Risk management strategies:
- Employment practices
- Fraud prevention measures
- Health and safety policy
- Protection of physical assets and business continuity
- Process and product management
- Benchmarking
- Disaster management

4. Understand approaches to crisis management and business continuity planning

Vulnerability
- Factors
  - o Size of business
  - o Operating environment
  - o Physical environment
- Impacts
  - o Loss of profits
  - o Loss of assets
  - o Inability to trade

Approaches
- Business continuity planning
- Impact assessment
- Threat assessment
- Scenario definition

- Recovery solution design (including customer / stakeholder management)
- Implementation and communication
- Testing
- Maintenance and update
- Crisis assessment
- Incident resolution, roles and actions

6.10 Leading Organisational Equality and Diversity	
Unit aims	To develop an understanding of the importance of managing equality and diversity within the organisation. To develop the skills to lead the approach to equality and diversity within an organisation.
Unit level	6
Unit code	K/503/5120
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance.
Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the importance of effectively managing equality and diversity.	1.1 Analyse the legal requirements relating to equality within the organisation and in the organisation's relationships with others 1.2 Evaluate the implications of guidance and codes of practice relating to equality and diversity in specific industry sectors 1.3 Analyse the implications of equality and diversity for the organisation 1.4 Analyse the needs and expectations of stakeholders in relation to an organisation's policy on equality and diversity
2 Understand the dynamics of leading and managing equality and diversity in an organisation	2.1 Determine how to gain commitment to equality and diversity within an organisation 2.2 Analyse policies and procedures that need to be in place to promote equality and diversity 2.3 Evaluate methods of communicating commitment, policies and procedures to relevant organisational stakeholders 2.4 Assess how to address equality and diversity issues 2.5 Analyse methods to review and monitor equality and diversity 2.6 Determine how to reach diverse stakeholder groups

Indicative Content

1. Understand the importance of effectively managing equality and diversity

Legislation
- Definitions – equality, equality of opportunity, diversity, different types of discrimination (direct, indirect etc.)
- Equality legislation (UK, EU, the international picture)
- Human rights legislation
- Coverage of legislation –employees, customers, stakeholders
- Industry requirements e.g. public sector
- Conflicts e.g. between law and religious or cultural beliefs

Codes of practice and guidance
- Status of guidance and codes of practice i.e. voluntary, required
- Industry standards or requirements e.g. public sector requirements

Benefits
- Benefits of equality and diversity in workforce
- Benefits of equality and diversity in stakeholder/customer base

- Needs and expectations of those inside the organisation
- Needs and expectations of those outside the organisation
- Fairness and justice
- Impact of prejudice and discrimination on groups and individuals

2. Understand the dynamics of leading and managing equality and diversity in an organisation

Commitment
- Creating a language and culture of commitment
- How the behaviour, actions and words of those within the organisation support commitment to equality and diversity
- Importance of showing respect
- Leading by example

Policies and procedures
- Policies and procedures for legal compliance
- Policies and procedures to meet organisational aims and commitment
- Writing equality and diversity policies
- How to ensure procedures help to meet policy

Communication
- Importance of communicating commitment, policies and procedures
- Training staff
- Raising awareness of staff and stakeholders
- Ensuring suppliers are aware of commitment, policies and procedures e.g. website designers, printers consider accessibility issues in terms of language, size of text; Facilities management consider suitability of premises access and use etc.

Addressing equality and diversity issues
- Identifying issues e.g. individual prejudices or discrimination, organisational discrimination
- Addressing language, actions and behaviour that does not support equality and diversity
- Dealing with conflicts (between individuals, between law and organisational aims, between law/organisation aims and religious or cultural issues)
- Changing policies to address identified issues
- Using disciplinary action with employees if required

Reviewing and monitoring
- Continuous monitoring of diversity in workforce, stakeholders, customers
- Regular reviews of equality of opportunity and diversity of workforce, stakeholders, customers
- Monitoring questionnaires – design and use
- Regular reporting – what to report, when to report, who to report to.
- Analysis and statistics – methods and presentation
- Comparisons e.g. with national picture, other organisations with industry

Reaching diverse groups
- Identifying employee/stakeholder groups that are difficult to reach due to e.g. physical barriers (location, access) or other barriers such as cultural, religious differences
- Finding ways to communicate with diverse groups e.g. meeting with representatives
- Finding ways to include groups and individuals
- Overcoming non-inclusive attitudes and behaviours

4.6 Corporate Social Responsibility	
Unit aims	To develop an understanding of Corporate Social Responsibility (CSR) issues and impacts of CSR policy.
Unit level	4
Unit code	A/503/7082
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will be required to demonstrate evidence of understanding corporate social responsibility (CSR) issues and the impact of CSR policies on stakeholders of organisations. They will make recommendations for responsible business practice.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand current corporate social responsibility issues facing business	1.1 Define corporate social responsibility (CSR) 1.2 Describe background and changing attitudes to CSR 1.3 Describe the regulatory framework for CSR 1.4 Explain environmental issues in CSR 1.5 Explain economic and political issues in CSR 1.6 Explain social and community issues in CSR
2 Understand the impact of corporate social responsibility policy on different stakeholders	2.1 Assess the benefits of CSR to employees 2.2 Analyse the impact of CSR on the supply chain 2.4 Explain how a CSR policy impacts on business performance 2.5 Explain how CSR impacts on marketing strategy 2.6 Assess the potential conflicts which may arise between the needs and expectations of different stakeholders
3 Be able to make recommendations for responsible business practice	3.1 Review the CSR policy of a specific business 3.2 Assess the extent of voluntarism in CSR policy 3.3 Recommend changes to CSR policy to benefit different stakeholders 3.4 Assess the potential impact of changes in CSR on business performance

Indicative Content

1. Understand current corporate social responsibility issues facing business

Definitions
- Behaving responsibly
- Contributing to a better society
- Integrating social and environmental concerns in business
- The Triple Bottom Line – people, planet and profit

Regulatory frameworks
- ISO 26000 Social responsibility – voluntary guidance
- Environmental protection
- Health and safety legislation
- Human rights legislation
- Compliance with employment legislation

Environmental issues
- Recycling policies
- Sustainability
- Use of packaging
- Logistics of delivery, congestion
- Use of scarce resources
- Pollution
- Carbon footprint

Economic and political issues
- Location of suppliers
- Supporting local business
- Supporting developing countries
- Fair trade
- Non acceptance of global agreements e.g. Kyoto

Social and community issues
- Employing socially disadvantaged and disabled people
- Sponsorship
- Encouraging education and training
- Volunteering

2. Understand the impact of corporate social responsibility policy on different stakeholders

Benefits to employees
- Improved working conditions
- Lack of discrimination
- Compliance with legislation
- Whistleblowing policy

Impacts on supply chain

- Ethics in production
- Responsible sourcing
- Reduced transport costs
- Reduced carbon footprint
- Use of technology in supply chain management

Impacts on business performance
- Improved

Benefits to employees
- Improved working conditions
- Lack of discrimination
- Compliance with legislation
- Whistleblowing policy

Impacts on supply chain
- Ethics in production
- Responsible sourcing
- Reduced transport costs
- Reduced carbon footprint
- Use of technology in supply chain management

Impacts on business performance
- Improved sales
- Improved profits
- Conflicts of interest between stakeholders
- Competitive edge

Impacts on marketing strategy
- Ethical policies
- Brand differentiation
- Recognition of different cultures
- Cause related marketing campaigns
- Conflicts
- Customers willingness to pay more for ethical products
- Shareholders return on investment
- Increased costs

3. Be able to make recommendations for responsible business practice

Examples of businesses
- Manufacturing
- Financial services
- Hospitality
- Retail
- Not for profit

Voluntarism
- Response to pressure groups

- Effectiveness of voluntary practice

Changes to CSR policy
- Adapting business practice
- Ethical leadership
- Ethics in production and sales
- Engaging in corporate philanthropy
- Codes of conduct
- Environmental reporting

Different stakeholders
- Customers
- Shareholders
- Owners
- Suppliers
- Local communities

Impact of changes
- Enhanced public image
- Increased sales/profits
- Risk management
- Competitive edge

Improved recruitment and retention of staff

5.1 Manage Sustainability in an Organisation	
Unit aims	To develop the knowledge, skills and techniques to be able to identify sustainability issues within an organisation and to put in place suitable management systems for legal compliance and corporate responsibility purposes.
Unit level	5
Unit code	F/503/5348
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners should carry out a sustainable development 'audit' on an organisation they work for or know and make recommendations for improvements. The exercise could also be carried out in the college environment or as a case study exercise.

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1 Understand the issues relating to sustainability of an organisation	1.1 Examine the principles of sustainable development 1.2 Analyse current issues in relation to sustainability 1.3 Assess key sustainability issues affecting a specific organisation
2 Be able to apply legislation, regulations and guidance on sustainability to organisations	2.1 Analyse legislation, regulations and guidance on sustainable development issues 2.2 Evaluate the relevance of legislation, regulations and guidance to the sustainability of a specific organisation 2.3 Explain the application of sustainable development legislation, regulations and guidance on a specific organisation 2.4 Explain how business objectives are affected by ethical considerations 2.5 Evaluate the implications for a business and its stakeholders to operate ethically 2.6 Explain how business objectives are affected by ethical considerations
3 Be able to 'audit' the sustainability of an organisation	3.1 Research the specific areas for improvement in relation to sustainability 3.2 Analyse and report the findings of research on sustainability 3.3 Recommend improvements to sustainability
4 Understand how to establish environmental management systems for organisations	4.1 Determine appropriate environmental management standards for an organisation 4.2 Analyse environmental management standards to assess how they can applied to an organisation 4.3 Design an environmental management system for an organisation 4.4 Explain how an environmental management system could be implemented within the organisation

Indicative Content

1. Understand the issues relating to sustainability of an organisation

Principles of sustainable development
- Concepts of sustainable development (Brundtland Report, Agenda 21)
- Corporate social responsibility and role of stakeholders
- Development of ideas around sustainable development
- Global and local issues
- Relationship to organisations
- Global organisations and interest – UN Earth summits etc.

Current issues
- Current focus of sustainability agenda
- Agenda 21 issues
- Examples of issues: climate change, fair trade, community issues, carbon footprints, carbon trading
- How issues relate to and affect organisations
- Codes of practice

Specific businesses
- Business activities and implications for sustainability
- Benefits to stakeholders
- Areas of relevance for specific businesses – global and local issues affecting and affected by business activities
- Examples of areas: carbon footprint, waste and water usage, use of natural resources, pollution, fair trade, organic farming, community issues, child labour issues
- An understanding of environmental legislation – national and international
- Act Local, Think Global idea
- Related costs e.g. taxation, cost of water use, cost of waste; importance to business of sustainability in relation to cost, social attitudes, compliance with law

2. Be able to apply legislation, regulations and guidance on sustainability to organisations

Legislation, regulations and guidance

- UK, European and/or international legislation (relevant to learner context)
- Areas of legislation and guidance e.g. carbon use, pollution, water use
- Planning issues
- Source of guidance and regulation – industry bodies, local authorities, government, organisations (e.g. soil association, climate change bodies)
- Influence of pressure groups, social attitudes, moral issues
- Environmental management standards
- Impact of legislation, guidance and regulation on business
- Corporate social responsibility

Relevance and application
- Relevance of legislation to specific businesses – industry, national, international regulation affecting businesses

- Impacts in terms of operations and costs

3. Be able to 'audit' the sustainability of an organisation

Research
- Carrying out a sustainability 'audit' for an organisation to identify areas of relevance
- Ensuring compliance with legislation, regulation, codes of practice etc.
- How sustainability can be improved – actions and policies to improve sustainability of business activities
  - Example areas: water, waste, supply of materials and goods, use of natural resources, sales policies, transport, management of land and facilities, fair trade issues

Reporting
- Report formats
- Making recommendations and indicating benefits
- Considering costs to the organisation

4. Understand how to establish environmental management systems for organisations

Environmental management standards
- Appropriate standards e.g.ISO14000/14001
- Importance of standards
- Impact of standards
- Health and safety issues

Application of standards
- Buy-in from senior management and stakeholders
- Practical implications of applying standards
- Relevance to specific operations

Environmental management systems
- Systems design and implementation
- Reporting mechanisms to stakeholders

4.2 Resource Management	
Unit aims	The aim of this unit is to provide an overview of the human and physical resources needed in a range of organisations, including those in the primary, service and manufacturing sectors, and provide an understanding of the impact of efficiency on the organisations. Learners will use this knowledge to review the effective use of resources within an organisation.
Unit level	4
Unit code	F/503/7083
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the key features of resource management	1.1 Analyse the differing resource requirements of organisations in different sectors of the economy 1.2 Outline key requirements relevant to resource management in organisations in different sectors of the economy
2 Understand the importance of the effective use of physical resources	2.2 Evaluate how the use of physical resources is monitored and managed 2.1 Evaluate the impact of resource wastage 2.3 Assess the costs of high profile technological failures 2.4 Assess the business case for the use of ethical and sustainable resources
3 Understand how to maximise the effectiveness of human resources	3.1 Assess the need for human resource planning in the workplace 3.2 Using motivational theories, analyse what motivates people 3.3 Evaluate the methods used to monitor and improve employee performance 3.4 Assess the effectiveness of reward systems in different contexts
4 Be able to review the effective use of resources	4.1 Monitor the use of physical resources against performance measures and procedures 4.2 Analyse data on employee performance 4.3 Report on the effective use of human and physical resources 4.4 Make recommendations to improve efficiency

Indicative Content

1. Understand the key features of resource management

Organisations
- Primary e.g. mining,
- Secondary e.g. Manufacturing, electronics, engineering
- Tertiary e.g. service industries e.g. tourism, finance, catering

Resource requirements
- Raw materials
- equipment
- Human resources/know how
- Technology
- Facilities
- Time
- Transport

Requirements
- Compliance with legislation , codes of practice
  - Health and Safety e.g. hazardous substances
  - Environmental e.g. disposal, impact on environment,
  - Employment e.g. diversity and inclusion, health and safety at work
- Storage facilities
- Waste/recycling systems
- Specialist training
- Management information systems

2. Understand the importance of the effective use of physical resources

Monitoring and management of physical resources
- Buying and ordering systems
- Schedules
- Preferred suppliers
- Just-in-time management
- Stock control systems

Impact of resource wastage
- Financial costs, reduced profits
- Need for disposal of excess/out of date stock
- Poor image e.g. public outcry at waste
- Goods not delivered/manufactured/supplied
- Loss of customer base
- Delays in production

Technological failures, for example
- NHS computer system
- Fire service control centre system
- MOD procurement system

The business case
- Business profile/image
- Marketing advantage, competitor advantage
- Ethical and sustainable reasons

3. Understand how to maximise the effectiveness of human resources

Motivational theories
- Herzberg
- McGregor
- Maslow
- Expectancy Theory

Human resource planning
- Respond to change – in the organisation, to external factors
- Staff turnover
- Forecasting HR requirements
- Responding to employment trends
- At micro level – to organise staff e.g. terms of employment, staff rota's, holidays

Monitoring and improving employee performance
- Key performance indicators (KPIs)
- Appraisals
- Statistics e.g. sales figures
- Targets
- Customer feedback
- Training – internal and external

Reward systems
- Performance related pay
- Bonuses
- Advancement/promotion
- Status
- Share options

4. Be able to review the effective use of resources

Physical resources performance measures
- Budget restraints
- Statistics e.g. sales figures
- Performance against targets
- Customer feedback, levels of positive and negative feedback/complaints, levels of returns
- Repeat sales
- Targets
- Key performance indicators (KPIs)

Data on employee performance
- Statistics e.g. sales figures
- Performance against targets

- Customer feedback, levels of positive and negative feedback/complaints, levels of returns
- Repeat sales

Report
- Written report or oral report

Recommendations
- Physical resources
- Human resources

4.7 Administrative Services	
Unit aims	To develop an understanding of the range of administrative services that might be offered to managers or departments within organisations and to develop administrative skills.
Unit level	4
Unit code	J/503/7084
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will research the range and extent of administrative services and demonstrate administrative skills.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the range and diversity of administrative services	1.1 Explain the different administrative services which may be offered 1.2 Analyse the skills required to be effective in administrative services 1.3 Explain the challenges presented when offering administrative support to more than one manager or department 1.4 Explain the legal requirements relevant to administrative services
2 Be able to develop organisational systems	2.1 Evaluate the different types of filing systems 2.2 Set up and run a filing system 2.3 Set up and use a stock control system 2.4 Use a purchasing system 2.5 Explain the importance of keeping accurate records
3 Be able to support meetings and events	3.1 Plan meetings and events 3.2 Produce documentation for meetings 3.3 Analyse policies and procedures for setting up meetings and events 3.4 Recommend improvements to policies and procedures for setting up meetings and events
4 Understand the importance of effective communication in the workplace	4.1 Evaluate the suitability and effectiveness of different communication systems in the workplace 4.2 Analyse the role of technology in supporting effective communication in the workplace

Indicative Content

1. Understand the range and diversity of administrative services

Administrative services
- Clerical services
- Distributing information
- Supervising junior staff
- Record keeping
- Managing mail
- Diary management
- Supporting meetings/conferences and events
- Payroll
- Reception duties
- Customer service
- Premises management

Skills
- Communication
- Customer service
- IT
- Organisation
- Time management

Challenges
- Managing specific needs of different managers
- Adapting to different management styles
- Planning and prioritising
- Utilising technology to streamline processes

Legal requirements
- Data Protection Act
- Health and Safety at Work Act e.g. Display Screen Equipment Regulations
- Employment legislation

2. Be able to develop organisational systems

Filing systems
- Electronic /cloud
- Alphabetic
- Geographic
- Numeric
- Chronological
- Subject

Stock control
- Bar coding
- Radio frequency identification
- Just in time
- First in first out

Purchasing
- Budget control
- Auditing
- Client relationship

Record keeping
- Sales ledger
- Purchase ledger
- Financial records
- Meeting notes
- Email records

3. Be able to support meetings and events

Meeting and event planning
- Physical or virtual venue
- Bookings
- Catering
- Timings
- Planning to budget
- Promotion/invitation
- Attendees

Meeting documentation
- Agenda
- Minutes
- Distribution lists
- Papers for the meeting

Analysis of policies and procedures for meetings and events
- Type of system
- Ease of use
- Budget versus cost
- Accessibility
- Fitness for purpose
- Reporting lines

4. Understand the importance of effective communication in the workplace

Different communication systems
- Meetings: e.g. team, department, whole organisation
- Meetings schedule
- Telephone
- Email
- Conferences
- Informal

Role of technology in supporting communication
- Internet
- Intranet
- Virtual meetings/conferences
- Strengths and weaknesses of different technologies

4.8 Planning a Work Based Team Project	
Unit aims	To develop project management skills in the workplace.
Unit level	4
Unit code	K/503/7076
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will be required to develop a proposal for a work based team project, plan the project, implement the plan and evaluate the project.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to develop a proposal for a work based team project	1.1 Identify the aims and objectives of the project 1.2 Propose roles and responsibilities of team members 1.3 Identify constraints on the project 1.4 Propose ways of monitoring and evaluating the project
2 Be able to plan the work based team project	2.1 Plan the physical, financial and human resources needed for the project 2.2 Carry out a risk assessment for the project 2.3 Produce interim and completion timescales for the project
3 Be able to implement the plan for a work based team project	3.1 Carry out the plan according to assigned role and responsibility 3.2 Log activities carried out during the project 3.3 Log problems and solutions encountered during the project
4 Be able to present the results of the work based team project	4.1 Analyse data from the project 4.2 Apply findings from the project 4.3 Use a range of communication skills to present results
5 Be able to evaluate the project against the stated objectives	5.1 Evaluate their own performance 5.2 Evaluate the team's performance 5.3 Make recommendations for improvement for future projects

Indicative Content

1. Be able to develop a proposal for a work based team project

Aims and objectives
- Educational
- Organisational
- Personal development
- Team building
- Specific, measurable, achievable, realistic and timed (SMART)

Roles and responsibilities
- Project management
- Finance
- Legal/regulatory
- Task management
- Reporting

Constraints
- Financial
- Time
- Legal
- Risk
- Physical/resource based

Ways of monitoring the project
- Meetings
- Reporting
- Data analysis
- Interim appraisals

Ways of evaluating the project
- Success criteria
- Self-evaluation
- Peer evaluation
- Tutor evaluation

2. Be able to plan the work based team project

Physical resources
- Centre for project management
- Documentation
- IT facilities
- Telephone

Financial resources
- Budget
- Sources of funding
- Contingency

Human resources
- Allocation of team members' roles
- Job descriptions
- External expertise

Risk assessment
- Identification of risks
- Likelihood of risk
- Severity of risk
- Contingencies

Time management tools
- Critical path analysis
- Gantt charts
- PERT analysis
- Prince

3. Be able to implement the plan for a work based team project

Roles and responsibilities
- Individual assigned tasks
- Support for other team members

Activity log
- Record of tasks and actions during implementation of the project
- Record of problems encountered and actions to resolve

4. Be able to present the results of the work based team project

Data analysis
- Data researched relevant to project
- Sales data
- Production data
- Customer profile data

Application of findings
- Relevance to aims and objectives
- Conclusions
- Supported recommendations

Communication skills
- Oral presentation skills
- Reporting formats
- IT skills
- Use of appropriate media

5. Be able to evaluate the project against the stated objectives

Evaluation methods
- Self-assessment
- Peer assessment

- Evaluation based on teacher assessment

Recommendations
- Ways of working as a team
- Personal performance
- For the organisation

5.6 Marketing Principles and Practice	
Unit aims	To develop an understanding of general marketing principles and their application to business.
Unit level	5
Unit code	M/503/7077
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will then be required to conduct an investigation of a business and analyse its marketing strategy. They will also develop a marketing plan for a specific product or service.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of marketing in business	1.1 Explain how marketing can be defined 1.2 Explain the contribution of marketing to the achievement of business objectives 1.3 Analyse the external factors influencing marketing 1.4 Explain the role of marketing in a not for profit business 1.5 Explain the elements of the marketing process
2 Understand the principles of marketing	2.1 Explain the different elements of the marketing mix 2.2 Explain methods of segmenting markets 2.3 Evaluate the benefits of segmenting markets 2.4 Analyse different methods of researching a market 2.5 Explain how current technology impacts on marketing activity
3 Understand the application of the marketing mix in a specific business	3.1 Review the market segments for a specific product or business 3.2 Analyse how the business positions its products or services 3.3 Explain how products are distributed 3.4 Analyse the use of pricing strategies 3.5 Analyse the promotional strategy used by the business
4 Be able to develop a marketing plan for a specific product or service	4.1 Propose strategic aims and objectives for the plan 4.2 Determine the target market/s for marketing activity, with justification 4.3 Analyse the macro and micro environmental factors influencing the marketing planning 4.4 Propose a marketing mix for the product or service 4.5 Explain how factors relevant to the implementation of the plan have been considered

Indicative Content

1. Understand the role of marketing in business

Marketing definitions
- Differing definitions by various marketing bodies/associations e.g. CIM

Business objectives
- To introduce a new product
- To enter a new market
- To expand market share
- To increase sales
- To increase profits

Marketing contribution to business objectives
- Building competitive advantage
- Improving customer focus
- Increasing customer satisfaction
- Enhancing reputation
- Improving quality

External factors
- Political, economic, social and technological factors
- Pressure groups, competitors, Porter's competitive forces

Not for profit marketing
- Providing information in order to change attitudes e.g. health campaigns
- Providing information and generating income e.g. charities
- Social marketing e.g. political campaigns

Marketing process
- Marketing audit
- Environmental analysis
- SWOT analysis
- Setting aims and objectives
- Planning
- Constraints
- Options

2. Understand the principles of marketing

Elements of the marketing mix
- Product mix: products and brands, features and benefits, product life cycle, Boston Matrix, product development, positioning
- Price: cost plus, competitive, psychological, skimming, use of strategies in different markets
- Promotion: above and below the line promotion, public relations, ethics in promotion, internet promotion, direct marketing, choice of strategy
- Place: types of distribution channel, managing distribution channels, use of Internet in distribution, choosing appropriate distribution channel

- Shift from 4Ps to 7Ps product-service continuum, the extended marketing mix, the soft elements of marketing e.g. people

Methods of segmenting markets
- Demographic
- Socio-economic
- Geographic
- Psychographic
- Benefits of segmentation

Marketing research methods
- Primary, secondary
- Qualitative/quantitative
- Surveys, questionnaires
- Sampling methods
- Interviews, structured, unstructured, focus groups
- Observation
- Experimentation
- Ethnography

Impacts of new technology
- Use of social media, Facebook, Linked in, Twitter
- Viral marketing
- Mobile marketing

3. Understand the application of the marketing mix in a specific business

Market segment description
- Demographic
- Socio-economic
- Geographic
- Psychographic

Positioning and product mix
- Analysis of positioning
- Products and brands offered
- Product life cycle analysis
- Boston Matrix analysis
- Product development process
- Porter's competitive forces
- Stakeholder analysis

Methods of distribution
- Analysis of distribution channels
- Management of distribution channels
- How channels reach target market

Pricing strategies
- Analysis of strategies used

Promotional strategies
- Analysis of strategies used

4. Be able to develop a marketing plan for a specific product or service

Aims and objectives
- To introduce a new product feature or service
- To enter a new market
- To expand market share
- To increase sales
- To increase profits
- To enhance reputation

Target markets
- Specific demographic
- Geographic area
- Socio economic group
- Defined psychographic group

Macro environmental analysis
- Use of tools such as PEST

Micro environmental analysis
- Use of tools such as analysis of strengths, weaknesses, opportunities and threats (SWOT)

Proposed marketing mix
- Proposed product development
- Proposed product positioning
- Proposed pricing strategy
- Proposed promotional strategy
- Proposed distribution strategy

Implementation factors
- Barriers to implementation of the plan and their resolution
- Marketing budget
- Monitoring and controlling the marketing plan

4.10 Planning a New Business Venture	
Unit aims	The aim of the unit is to develop business planning skills. These skills can be applied to either a small micro enterprise or a new venture within an existing company. To use these skills effectively learners will need to develop an understanding of business types and those factors that determine the success or otherwise of any new venture, including research of the market, how to develop the business case and how to pitch it.
Unit level	4
Unit code	R/503/7072
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignments in accordance with awarding organisation guidance.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the different types of business organisations	1.1 Analyse the potential benefits, limitations and risks associated with different types of business organisations 1.2 Analyse sources of finance for different types of business organisations 1.3 Evaluate the legal considerations relevant to planning a business venture
2 Understand factors that determine market potential	2.1 Analyse market conditions that impact on setting up a new business venture 2.2 Analyse gaps in the market for potential products 2.3 Analyse target markets for a business venture
3 Be able to develop a business case	3.1 Develop the mission, vision, aims and objectives of the business 3.2 Interpret external factors to justify need for your business product 3.3 Specify the business product to meet needs 3.3 Propose business structures and systems that will deliver business aims and objectives 3.4 Produce business planning forecasts based on targets 3.5 Identify business responses if targets not met
4 Be able to pitch a business proposal	4.1 Pitch for funding for a business proposal 4.2 Present documentation to support your pitch

Indicative Content

1. Understand the different types of business organisations

Types of business organisations
- Sole trader - Personal finance, savings, profit
- Partnership – profits,
- Unlimited company - Personal finance, savings, profit
- Limited company – profits, share, floating
- PLC – shares, reissues

Benefits/limitations/risk
- Potential benefits – ownership, control, managing risk
- Potential limitations – growth, image, operations, finance
- Potential risks – unlimited liability, loss of control e.g. to shareholders, closure, bankruptcy/insolvency

Sources of finance
- Savings
- Loans
- Profit
- Share capital
- Floatation
- Private equity

Legal considerations
- Health and safety
- Environmental
- Employment and redundancy
- Contract
- Insurance

2. Understand factors that determine market potential

Market conditions
- PEST (Political, Economic, Social/Ethical, Technical)
- Competitor analysis e.g. characteristics and strategies of the competition
- Estimating the market size

Gaps
- For the new products or services
- Emerging trends e.g. due to aging population, as a result of new technology
- Changing requirements

Target markets
- Socioeconomic
- Age
- Gender
- Occupation
- Sources of finance

- Special factors
- Personality indicators
- Geographical

3. Be able to develop a business case

Develop vision/aims and objectives (in relation to….)
- Market conditions
- Target market
- Market gaps

External factors
- PEST (political, economic, social, technological)
- Gap analysis
- Market conditions

Specify
- The product e.g. details, dimensions, purpose, longevity, target market, international or national market, pricing, distribution and marketing

Business structures and systems
- Organisational structure
- Resource management systems
- Communication and customer service
- Technology requirements/systems

Forecasts
- Financial forecasts
- Physical forecasts
- Sales forecasts
- Short and longer term

Business responses
- Use of contingency funds
- Closure
- Insolvency and bankruptcy
- New markets

4. Be able to pitch a business proposal

Pitch
- Present persuasive case
- Provide supporting documentation

Present documentation
- Vision and aims
- Needs and target market
- Business systems
- Forecasts

4.11 Customer Relationship Management	
Unit aims	To develop an understanding of the scope and importance of Customer Relationship Management (CRM) and to explore how effective CRM is achieved.
Unit level	4
Unit code	T/503/7081
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners will be required to carry out research into customer relationship management (CRM) and will plan improvements to CRM in a specific organisation.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the importance of management customer relationship management to business	1.1 Explain the key aspects of customer relationship management 1.2 Analyse the benefits of good customer relationship management 1.3 Analyse the impact of quality management systems on relationship management
2 Understand how good customer relationship management is achieved	2.1 Explain the processes necessary for achieving effective customer relationship management 2.2 Explain the role of internal staff in achieving effective customer relations 2.3 Assess the role of external stakeholders in achieving effective customer management relations
3 Understand the use of loyalty schemes in customer relationship management	3.1 Analyse the use of loyalty schemes to gain management information about customers 3.2 Explain how the information gained is used to management inform marketing and customer management service policy
4 Be able to plan improvements to customer relationship management	4.1 Review customer relationship management in an organisation 4.2 Propose improvements to processes for customer relationship management 4.3 Propose improvements to the role of staff in promoting good customer relationships 4.4 Produce a plan for the implementation of improvements

Indicative Content

1. Understand the importance of customer relationship management to business

Aspects
- Definition e.g. strategies to learn more about customers and improve relationships
- Collecting customer information
- Systems to store customer information
- Access to information for appropriate personnel
- Analysis of customer behaviour
- Use of data to inform marketing, customer service and quality systems

Benefits
- Increased profits
- Competitive advantage
- Increased sales due to better understanding of customer requirements
- Effective marketing targeted at known customer profiles
- Personalised approach to customers
- Increased customer satisfaction
- Increased customer retention

Quality Management
- Total quality management
- ISO standards
- Balanced Scorecard

2. Understand how good customer relationship management is achieved

Processes
- Creating a customer culture
- Collecting and processing customer information
- Making systems customer based
- Supporting with effective IT
- Complaints procedures

Internal staff
- Senior management
- IT managers
- Operational managers
- Front line
- Administration

Roles
- Determination of aims and objectives of CRM
- Choice of system
- Implementation and management of system
- Liaison with software suppliers
- Analysis and use of data
- Implementing customer service policies and processes
- Understanding of customer service as a key responsibility

- Role model
- Training

External stakeholders
- Shareholders
- Suppliers
- Community groups
- Customers

Roles
- Agreeing strategies
- Reporting
- Sharing information
- Complying with customer service policies
- Acting in partnership
- Giving feedback

3. Understand the use of loyalty schemes in customer relationship management

Information from loyalty schemes
- Purchasing habits
- Opinions
- Preferences
- Profiles of customers

Use of information
- Targeting groups of customers
- Product development to meet customer needs
- Adapting marketing mix
- Personalising marketing
- Choice of media for promotion

4. Be able to plan improvements to customer relationship management

Review
- Systems in use
- Current role of staff
- Service policies in use
- Quality benchmarks used
- Quality of customer service
- Available data on customer satisfaction

Potential improvements to processes
- New software systems
- Customer service policies
- Working towards recognised quality standards
- Introduction of mystery shoppers
- Introduction of a CSR department

Potential improvements to the role of staff
- Recruitment of right staff
- Training
- Clear vision and mission
- Appropriate access to customer data

5.7 Employability Skills	
Unit aims	To give learners the opportunity to enhance the employability skills required for effective management.
Unit level	5
Unit code	A/601/0992
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignment according to awarding organisation guidance

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to determine own responsibilities and performance	1.1 Develop a set of own responsibilities and performance objectives 1.2 Evaluate own effectiveness against defined objectives 1.3 Make recommendations for improvement 1.4 Review how motivational techniques can be used to improve quality of performance
2 Be able to develop interpersonal and transferable skills	2.1 Develop solutions to work-based problems 2.1 Communicate in a variety of styles and appropriate manner at various levels 2.3 Identify effective time-management strategies
3 Understand the dynamics of working with others	3.1 Explain the roles people play in a team and how they can work together to achieve shared goals 3.2 Analyse team dynamics 3.3 Suggest alternative ways to complete tasks and achieve team goals
4 Be able to develop strategies for problem solving	4.1 Evaluate tools and methods for developing solutions to problems 4.2 Develop an appropriate strategy for resolving a particular problem 4.3 Evaluate the potential impact on the business of implementing the strategy

Indicative Content

1. Be able to determine own responsibilities and performance

Own responsibilities and performance objectives
- Personal responsibilities: Direct and indirect positive relationships, internal and external communication, adaptability and flexibility, open to learning and development, communication and interpersonal relationships
- Professional responsibilities: business ethics, employment legislation, employment rights and responsibilities, problem solving, decision making
- Performance objectives: Career and professional planning (short, medium and long term planning), targets e.g. for improvement and promotion

Evaluate effectiveness
- Monitoring performance objectives: planning, self-reflection, asking for feedback
- Self-appraisal and staff appraisal: including uses of performance appraisals salary levels and bonus payments, promotion strengths and weaknesses, training needs, organisational criteria/data

Recommendations for improvement
- Recommendations: including leadership and management development, further and continuing training, communication and interpersonal relationships, time management, stress management, ability to prioritise
- Based on self-knowledge and feedback from others: including staff, management

Motivation and performance
- Motivational techniques: including empowering, incentivising, praise, rewarding, promoting, improving facilities (Herzberg's hygiene factors)
- Application of motivational techniques: including team briefing, appraisal, spending money, empowering
- Quality of performance: including increased productivity, self-motivation and job satisfaction

2. Be able to develop interpersonal and transferable skills

Solutions to workplace problems
- Training: refreshing skills and techniques, development training (CPD),
- Team building: improving staff relations and communication
- Use of professional expertise: external contractors, technical, financial, trouble-shooting expertise
- Additional recruitment: staff, management
- Re-organisation: change of staff and management structure
- Problem solving: problem analysis, researching and information gathering of changes and issues in the workplace, acting on the information, generating solutions, choosing a solution

Communicate in a variety of styles and appropriate manner
- Verbal and non-verbal: open and positive, formal and informal, responsive and pro-active
- Body language: awareness and use of body language
- IT and social media: Email, Skype, Facebook, Twitter, Asynchronous methods
- Situations: Meetings e.g. management, team briefings and meetings, customer/consumer facing
- Appropriate manner: Interpersonal skills including personal effectiveness, working with others, use of initiative, negotiating skills, assertiveness skills, social skills

Time management strategies
Strategies: Prioritising workload, setting work objectives, making and keeping appointments, working steadily rather than erratically, not procrastinating, making time for learning, reliable estimate of task time, work-life balance, delegation, communication of workload issues to others.

3. Understand the dynamics of working with others

Working with others to achieve shared goals

- Roles within a team: Leader, motivator, facilitator, organiser, challenger, co-operator, optimist, pessimist
- Situations: informal and formal settings, team/group purpose

Team dynamics
- Dynamics: positive, negative, easy going, friendly, challenging, conflicting, supportive, management style (e.g. authoritative, consultative, laissez faire), impact on team/levels of motivation, levels of dominance

Alternative ways
- Changes to: action planning; monitoring and feedback, coaching skills used, ethics, leadership styles, standards set, motivation techniques used, innovation and innovating styles, responsiveness, styles of communication reliability, consistency, procedures used selection of team members e.g. specialist roles, skill and style/approach mixes, identification of team/work group roles, stages in team development e.g. team building, identity, loyalty, commitment to shared beliefs

4. Be able to develop strategies for problem solving

Tools and methods for developing solutions
- Identification of the problem
    o Definition of the problem
    o Analysis and clarification
- Tools and methods
    o Use of evaluative data and documentation
    o Problem solving methods and tools
    o Verbal and non-verbal information gathering
    o Observation
    o Interviews
    o Focus groups

Strategies for resolving problems

- Strategies
  - Identification of the problem
  - Definition of the problem
    - Analysis and clarification
  - Solution methodologies
  - Selection of appropriate actions including
    - Timescales
    - Stages
    - Resources required
    - Contingencies and risk management
    - Assessment of various alternative outcomes to gain a solution

Potential impact on the business of implementing strategies
- Evaluation
  - Based on critical success factors
  - Measurement of solution against specification and desired outcomes
  - Sustainability of problem solving strategy
- Impact:
  - Success or failure e.g. changes to production
  - Growth
  - Innovation
  - Employee/employer satisfaction/motivation
  - Changes to processes and procedures

5.8 Business Ethics	
Unit aims	To provide the learner with an introduction to business ethics and how they are used by businesses to plan and manage their business goals, objectives and activities.
Unit level	5
Unit code	M/601/1024
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignment according to awarding organisation guidance

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1 Understand different ethical perspectives in business	1.1 Explain the background and development of theoretical ethical approaches 1.2 Compare and contrast absolute and relative ethics 1.3 Explain the ethical issues which can affect the operational activities of a business
2 Understand business objectives from an ethical perspective	2.1 Explain how business objectives are affected by ethical considerations 2.2 Evaluate the implications for a business and its stakeholders to operate ethically
3 Understand ethics in workplace relationships	3.1 Assess the role of the company acting as moral agent 3.2 Analyse the development of mechanisms for achieving employee involvement and empowerment
4 Be able to assess a current ethical issue in a business	4.1 Research a current ethical issue affecting a selected business 4.2 Report on how the business could improve the ethics of their operations whilst meeting objectives and ensuring good employer/employee relationships 4.3 Design a suitable ethical code

Indicative Content

1. Understand different ethical perspectives in business

The history and development of ethics
- Modern ethics: teleological, deontological, utilitarianism and pragmatic ethics
- Applied ethics: How ethical problems are resolved in the context of the business or corporate and individual conduct
- Normative and descriptive business ethics
- Institutions and frameworks: The Society of Ethics, the European Business Ethics Network (EBEN)

Absolute v. relative ethics
- Public morality and ethical codes
- Absolute v. relative
- Contextual ethics

Ethical issue in business operations
- Values in business activities
- Corporate social responsibility
- Trade
- Workplace and human rights
- Environmentalism and sustainability
- Professional conduct and standards
- Individual responsibility and conduct
- Corporate Governance
- Legal and regulatory compliance

Legal and regulatory compliance

2. Understand business objectives from an ethical perspective

Business objectives and ethics
- Business objectives such as shareholder value, profit, meeting customer and employee expectations, increasing market share etc.
- How these objectives are affected by ethical considerations such as compliance, environment, CSR, human rights, sustainability ethical treatment of suppliers, workers, investors and other stakeholders

Implications for business and its stakeholders
- Stakeholders such as employees, customers, owners, suppliers, wider population
- Implications
  - Designing ethical processes and relationships
  - Responding to ethical pressures
  - Ethical policy
  - Ethics and responsibility reporting
  - Reputation
  - Ethical trade
  - Compliance with legislation and codes of practice.

3. Understand ethics in workplace relationships

The business as moral agent
- Stakeholder/business responsibilities, obligations and duties
- Moral obligations
- Psychological contract
- Transparency and accountability

Mechanisms for employee involvement and empowerment
- Employer/employee relations
- Workers councils, employee ownership e.g. John Lewis, unionisation and employer accountability
- Discrimination and human resource policies e.g. equal opportunities
- Individual ethical rights, behaviours and responsibilities

4. Be able to assess a current ethical issue in a business

Research
- Ethical Issues such as globalization, labour issues, outsourcing, fair trade, sustainability, environmentalism, global warming, energy security, access to resources, e.g. water, timber, bio-fuels, community relations, intellectual property, social networking and personal information
- Report on ways to improve such as whistleblowing policies, contribution to the community, ethics in sales and marketing, ethics in IP
- Design of ethical code including ethical auditing for example supply chain; ethical environmental and social reporting; business processes and design; ethical practices, standards and codes of conduct

5.9 Personal and Professional Development	
Unit aims	To develop confidence in the learner to successfully manage their personal and professional skills in order to achieve their career goals
Unit level	5
Unit code	T/601/0943
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assignment according to awarding organisation guidance

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand how self-managed learning can enhance lifelong development	1.1 Evaluate approaches to self-managed learning 1.2 Propose ways in which lifelong learning in personal and professional contexts could be encouraged 1.3 Evaluate the benefits of self-managed learning to the individual and organisation
2 Be able to take responsibility for own personal and professional development	2.1 Evaluate own current skills and competencies against professional standards and organisational objectives 2.2 Identify own development needs and the activities required to meet them 2.3 Identify development opportunities to meet current and future defined needs 2.4 Devise a personal and professional development plan based on identified needs
3 Be able to implement and continually review own personal and professional development plan	3.1 Discuss the processes and activities required to implement the development plan 3.2 Undertake and document development activities as planned 3.3 Reflect critically on own learning against original aims and objectives set in the development plan 3.4 Update the development plan based on feedback and evaluation
4 Be able to demonstrate acquired interpersonal and transferable skills	4.1 Select solutions to work-based problems 4.2 Communicate in a variety of styles and appropriate manner at various levels 4.3 Evaluate and use effective time management strategies

Indicative Content

1. Understand how self-managed learning can enhance lifelong development

Self-managed and lifelong learning
- Approaches to learning continuing professional development e.g. off-site training, on-the-job training, mentoring and coaching, research based learning, team learning, professional networks
- Learning theory - Kolb learning cycle; learning styles analysis
- Managing learning - Identifying and setting learning goals and aims; planning how to achieve these, setting timescales and review points
- Industry learning – specific qualifications, training, apprenticeships etc. required and available for specific job roles and where to find information

How lifelong learning might be encouraged
- Explanation of the benefits, incentives such as promotion, time off work to study, payment of fees
- Organisational culture where learning is valued, encouraged and facilitated
- Availability and ease of access, credit accumulation

Benefits of self-managed learning
- Benefits to self – self-confidence, career progression, personal development-improvement in knowledge, understanding and skill
- Benefits to organisation – delivering business results more effectively and efficiently e.g. skilled employees, meets succession planning needs, satisfied employees, staff retention, attracting new employees

2. Be able to take responsibility for own personal and professional development

Skills auditing
- Personal profile
- Identifying skills and attributes – personal skills, industry and job skills, management and leadership skills etc.
- Matching skills and attributes to industry/current job/desired job role, including identification of skill gaps

Personal development needs and activities required to meet them
- Development needs and opportunities available –training available, learning programmes and activities
- Mentoring, coaching
- Career progression, secondments, job swops

Personal development plan
- Setting aims and objectives for a personal development plan, for example identifying the purposes of the development and the goals
- Setting timescales for achievement, monitoring progress with achieving goals
- Action plans

3. Be able to implement and continually review own personal and professional development plan

Implementing development plans
- Time planning/ planning learning sessions
- Consideration of what forms of training/learning are available and appropriate e.g. short course, distance learning, blended learning, full-time or part-time study
- Organising and undertaking activities
- Availability of funding
- Practical issues – time away from work etc.
- Study skills – note taking, self-assessment

Documenting progress
- Evidence – suitable evidence of formal, informal, on-the-job learning
- Portfolio building: how to build a portfolio; meeting evidence requirements; CVs; transcripts

Reviewing and updating development plans
- Reviewing and evaluating achievements against aims and objectives and timescales
- Reflective learning, reflective diaries
- Obtaining and using feedback
- Evidence of achievements
- Reviewing and amending learning plans
- Building in review dates
- Setting criteria for measuring achievement – for formal and informal development activities

4. Be able to demonstrate acquired interpersonal and transferable skills

Problem identification and solution selection
- Problem identification e.g. relationships with colleagues, line manager, difficulties with aspects of role, interaction with other departments, time management, conflict resolution
- Problem solving
- Taking time to properly understand the problem and clarifying your thinking
- Decision making
- Initiative and taking control of a problem
- Acting within boundaries of own authority

Communication
- Verbal communication skills – speaking skills, discussion skills, presentation skills
- Non-verbal communication – body language, gestures, expressions etc. Using and reading non-verbal signs
- Written communication skills appropriate to the media used e.g. formal reports, emails
- Effective listening skills
- Negotiation skills
- Working effectively with others – team building, discussions, social skills

Time management
- Prioritising work - distinguishing between urgent and important. Taking account of who asks for the work to be completed
- Taking account of availability of others
- Taking account of resources required
- Setting work objectives
- Meeting objectives - estimating times for tasks, using time effectively including planning when particular activities need to be worked on
- Sharing workloads, delegating tasks

5.10 Business Law	
Unit aims	To develop knowledge of some of the main aspects of business law that the learner may encounter as a manager in a business.
Unit level	5
Unit code	R/601/1145
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners should show how the law is applied in given business scenarios.

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1 Be able to apply the main principles affecting the legal relationship between business organisations and between their consumers	1.1 Apply the legal rules on implied terms relating between to the sale of goods and supply of services 1.2 Apply the statutory provisions on the transfer of property and possession 1.3 Evaluate the statutory provisions on buyer's and seller's remedies 1.4 Apply product liability statutory provisions
2 Be able to apply the legal rules on between consumer credit agreements between and agency	2.1 Differentiate between types of credit agreements 2.2 Apply rules, termination rights and default notices in a given scenario 2.3 Differentiate between the different types of agent 2.4 Evaluate the rights and duties of an agent
3 Understand the legal rules relating to between monopolies, mergers and between anti-competitive practices	3.1 Outline monopolies and anti-competitive practice legislation in the UK 3.2 Explain the role of the Competition Commission within the context of monopolies and anti-competitive practices and the UK office of fair trading 3.3 Define dominant positions within the EU common market 3.4 Consider the application of EU exemptions to potentially anti-competitive practices
4 Know the key provisions relating to between intellectual property rights	4.1 Identify differing forms of intellectual property 4.2 Outline the principles relating to the protection of inventions through patent rights and their infringement in a given business scenario 4.3 Describe the principles relating to copyright protection and their infringement in a given business scenario 4.4 Compare and contrast the protection of trademarks and business names

Indicative Content

1. Be able to apply the main principles affecting the legal relationship between business organisations and their consumers

Sale of goods and supply of services
- Contractual basis – basic contract law
- Relevant case law
- Relevant legislation e.g. in UK Sale of Good Act 1979
- Implied terms

Transfer of property and possession
- Statutory provisions
- Application of provisions

Remedies for buyers and sellers
- Remedies available
- When they are applied
- Purpose and intention of remedies

Product liability
- Defective products
- Tort law in relation to defective products
- Relevant case law
- Legislation for protection of consumer e.g. in UK Consumer Protection Act 1987
- Remedies for consumer

2. Be able to apply the legal rules on consumer credit agreements and agency

Types of credit agreements
- Definition of consumer credit, restricted and unrestricted use of credit, relevant legislation
- Types of agreement e.g. with suppliers, with lenders, small agreements, agreements exempt from regulation, linked transactions etc.

Rules, termination rights and default notices
- Relevant case and contract law
- Relevant legislation e.g. in UK Consumer Credit Act 1974
- Consumer credit licensing requirements
- Application of rules re: agreement, management, termination, early repayment, default etc.

Agents and agency
- Definition of agency, agents and principal
- Types of agents
- Authority of agents
- Rights and duties
- Liability
- Relevant legislation and case law

3. Understand the legal rules relating to monopolies, mergers and anti-competitive practices

UK Monopolies and anti-competitive practice legislation
- Legislation on competition and fair practice
- Definition of monopolies
- Examples of restrictive trade

Competition Commission and UK Office of Fair Trading
- Roles and purpose, Director General of Fair Trading
- Limits of authority
- Appeals

Dominant positions in EU
- Treaties
- Impacts of treaty provisions on competition and anti-competitive practice
- Enforcement and/or abuse of dominant positions

Exemptions
- Treaty articles and definitions
- Individual exemptions
- Block exemptions
- Impact of exemptions

4. Know the key provisions relating to intellectual property rights

Intellectual property
- Definition
- Types
- Relevance to business
- Ownership

Patents
- Definition of patent
- Legislation
- Registration in UK, EU and internationally, role of patent offices- UK, EU
- Rights related to patents
- What can and can't be patented
- Invention and ownership including patents and employees

Copyright
- Definition of copyright
- Legislation
- What can and can't be copyrighted
- Production and ownership
- Duration
- Protection under copyright

Trademarks and business names
- Definitions of trademarks and business names
- Registration of trademarks and business names
- Rights to use registered trademarks and business names

Infringement of IP rights
- Unauthorised use, passing off, hearings and tribunals