



# Oakswood College

Empowering Through Education



## ATHE Level 5

***Diploma in Business and  
Management***

PROMOTING EXCELLENCE • ENSURING COMPLIANCE  
SUPPORTING OUR COMMUNITY



GOVERNANCE



QUALITY



COMPLIANCE



EXCELLENCE

[www.oakswoodcollege.co.uk](http://www.oakswoodcollege.co.uk)

**ATHE qualification specification for:**

**ATHE Level 5 Diploma in Business and Management**

610/2291/3

**ATHE Level 5 Extended Diploma in Business and  
Management**

610/2292/5

**ATHE Level 5 Extended Diploma in Business and  
Management (Gen. Ed.)**

610/2292/5

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## Introduction

### About ATHE

Awards for Training and Higher Education (ATHE) is a global awarding organisation regulated by Ofqual and other United Kingdom and international regulators. We provide centres with a wide variety of qualifications including, but not limited to, business and management, administrative management, law, computing, health and social care and religious studies.

For the full list please visit our website: [www.athe.co.uk](http://www.athe.co.uk)

ATHE has also developed a range of bespoke qualifications for clients.

**The ATHE mission** is to provide outstanding qualifications, customer service and support, enabling centres to thrive and their learners to achieve and progress. We will support this mission by:

- providing qualifications which enable learners to fulfil their potential and make a positive contribution to society both socially and economically
- delivering the highest standards of customer service
- delivering support and guidance which meet the needs of all centres and enable them to improve performance
- upholding and maintaining the quality and standards of qualifications and assessments
- having a commitment to lifelong learning and development

### Our Qualifications

Our qualifications have been created with the involvement of expert input from managers and staff in colleges, industry professionals and our qualification development team. We have also taken into account feedback from learners and consulted with higher education institutions to ensure the qualifications facilitate progression to higher levels. We offer a suite of awards, certificates and diplomas across many RQF levels.

Key features of the qualifications include:

- regular reviews of the units and the associated support materials so they are current and meet the needs of learners
- alignment of the programmes of learning to degree and higher degree qualifications in HEIs in the UK and international institutions so there is comparability and smooth progression for learners
- core units that are common to different sectors offering the opportunity for learners to move between sectors or delay decisions on particular specialisms
- optional units offering the opportunity for learners to choose specialist units which best match their job, interests and progression aspirations.
- 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
- challenging and relevant learning with flexible methods of assessment allowing tutors to select the most appropriate methods for their learners
- opportunities for learners to achieve higher grades by unit and overall qualification and reach their maximum potential
- learning that develops knowledge, understanding and skills e.g. problem solving, interpersonal skills needed by effective managers.

## Support for Centres

We are committed to supporting our centres and offer a range of training, support and consultancy services including:

- a comprehensive guide for centres on delivering ATHE qualifications
- qualification guidance, assessor guidance, suggested resources and sample assignments for all units which have been written and verified by experienced practitioners
- verification and guidance with internally devised assignments
- guidance on how to deliver, assess and quality assure the qualifications
- an ATHE centre support officer who guides centres through the recognition process, learner registration and learner results submission
- health check visits to highlight areas of good practice and any areas for development
- an allocated member of our team who can work with centres to support further improvements in the quality of teaching, learning and assessment
- the services of a team of experienced external quality assurers
- opportunities for training and staff development
- access to free webinars to support delivery, assessment and QA processes
- support for business development.

## ATHE Qualifications at Level 5 in this Specification

This document provides key information on the following ATHE Level 5 Business and Management qualifications:

- ATHE Level 5 Diploma in Business and Management
- ATHE Level 5 Extended Diploma in Business and Management
- ATHE Level 5 Extended Diploma in Business and Management (Gen. Ed.)

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 and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering ATHE Qualifications Guide and via the ATHE website.

These qualifications are regulated by Ofqual and are listed on Ofqual’s Register of Regulated Qualifications. Each qualification has a Qualification Number (QN). This number will appear on the learner’s final certification documentation. Each unit within a qualification also has a Unit Reference Number.

The QN numbers for these qualifications are as follows:

ATHE Level 5 Diploma in Business and Management	610/2291/3
ATHE Level 5 Extended Diploma in Business and Management	610/2292/5
ATHE Level 5 Extended Diploma in Business and Management (Gen. Ed.)	610/2292/5

## **Regulation Dates**

These qualifications are regulated from March 2023 and their operational start dates in centres are 13<sup>th</sup> March 2023.

## **Availability**

These qualifications are available to learners who are registered at a recognised ATHE centre which is based in England, Wales or internationally, outside of the United Kingdom.

## **ATHE's Level 5 Qualifications in Business and Management**

These qualifications have been developed to conform to the requirements of the Ofqual Regulated Qualifications Framework (RQF), to meet the requirements of higher education and employers and to meet the needs of learners.

Learners looking to achieve a Level 5 qualification should be advised of all the opportunities available at this level (eg Higher Apprenticeships, Higher Technical Qualifications, Undergraduate Degree programmes) and the possible funding (ie loan opportunities) available for these.

The aims of these qualifications are to develop knowledge, skills and understanding in a range of subject areas which are pertinent to the development of learners both working towards more middle management roles (eg business adviser, sales consultant, market researcher, market research analyst, business development manager, account manager, departmental manager, practice manager, customer service manager, personal assistant, improvement specialist) and progressing in higher education. The qualifications also focus on the development of those study and transferable skills necessary for learners to develop and grow both personally and in the working environment.

These qualifications are, therefore, designed to provide:

- maximum flexibility with differently sized Level 5 qualifications that reflect the variety of learner's needs
- opportunities for learners to develop a breadth of knowledge, skills and understanding of subject matter related to business and management topics and issues, but also
- optional units in particular specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- development of underpinning skills, personal qualities and behaviours/attitudes essential for successful performance in study and working life
- a strong base for continued learning and a desire to constantly develop as an individual, further improving knowledge, understanding and skills.

This suite of Level 5 Business Diplomas is designed to enable learners to deepen both their technical understanding of specific areas of business and their understanding of key management skills. Where Level 4 learning is about introducing the learner to higher level knowledge and skills, providing access to supervisory and junior managerial business roles, Level 5 learning strengthens and develops existing technical and managerial understanding, setting up the learner for broader managerial roles and introducing more senior management issues and themes, to be developed at Level 6.

Building on Level 4 learning, a mandatory core set of units underpins each qualification outcome meaning that learners have a firm foundation to their study but can also move forward to study optional areas of business and management most directly relevant to their needs.

The qualifications are suitable for learners to study both in college/classroom settings and as distance-learning programmes. Each unit is supported by an ATHE assignment which, requires the learner to complete a small number of focussed tasks designed to demonstrate relevant business knowledge and skill.

The qualifications have been designed to maximise and facilitate learner engagement. Each unit has signposting to synoptic learning and assessment opportunities across the entire suite of units, ensuring that learning and assessment is connected and holistic. Learners and tutors can see and understand the relationship between aspects of unit content clearly and easily. Also, each unit is also signposted to Study Skills and Employability Skills opportunities derived from ATHE's standards. This ensures that learners and tutors have the opportunity to relate aspects of learning to broader study and work-related skills.

More details on each specific qualification can be found below.

## **Introduction to the ATHE Level 5 Diploma in Business and Management**

### **Aims of the Qualification**

The Level 5 Diploma in Business and Management (60 credits) offers learners a short but flexible entry point to Level 5 business and management learning. A large range of optional units can either be used to broaden interest or further focus in on the topics and issues identified in the 2 core units, which address both the external (and global) culture confronting the business and the internal world of people and business management.

## **Introduction to the ATHE Level 5 Extended Diploma in Business and Management**

### **Aims of the Qualification**

The Level 5 Extended Diploma in Business and Management (120-credit) is designed to offer learners a more comprehensive and integrated development of their learning, including undertaking a potentially synoptic, mandatory research project (Unit 4). For those learners interested in fully realising their own academic interest and potential for the subject, this qualification offers the opportunity to engage with a wide range of Level 5 business/management-related topics.

## **Introduction to the ATHE Level 5 Extended Diploma in Business and Management (Gen. Ed.)**

### **Aims of the Qualification**

Developed specifically for ultimate progression to the final year of a degree programme from an American university, learners must achieve a mandatory number of units that correspond with American university entry requirements. More details on this qualification outcome can be found below.

### **Entry Requirements**

These qualifications are designed for learners who are typically aged 18+.

ATHE's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all those wishing to access the qualifications

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at Level 5. If there are exceptional entrants, centres are advised to contact ATHE. For learners with disabilities and other specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

For learners who have recently been in education or training the entry profile is likely to include one of following:

- prior study in business, management or related subjects at level 4 or above
- a Level 4 qualification, for example, an ATHE Level 4 Extended Diploma in Business and Management, Pearson HNC
- an apprenticeship achievement at Level 4 in a business, management or related technical area
- other equivalent international qualifications

Learners must also have an appropriate standard of English to enable them to access relevant resources and complete the unit assignments.

For those whom English is not their first language we recommend the following standards of proficiency in English language skills or an approved equivalent for these qualifications:

- IELTS 5.5
- Common European Framework of Reference (CEFR) B2
- Cambridge English Advanced (CAE) 162 or above
- Pearson Test of English (PTE) Academic 42-49

Mature learners may present a more varied profile of achievement that is likely to include relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of relevant professional qualifications. This may be used for recognition of prior learning (RPL). Learners may also hold RQF qualifications which will enable them to claim an exemption from part of the qualification.

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners, who undertake qualifications, have the necessary background knowledge, understanding and skills to undertake the learning and assessment at Level 5. 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.

ATHE will review centre recruitment policies as part of their monitoring processes.

### **Reasonable Adjustments and Special Considerations**

ATHE's policy on reasonable adjustments 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. Where the learner has been awarded a Reasonable Adjustment or Special Consideration this must be recorded on the assessment sheet and the learner record. External Quality Assurers will take account of this information at the external quality assurance of learner work. Further details on Reasonable

Adjustments and Special Considerations are provided in the policy document, which can be found on our website. Please contact ATHE if you are uncertain about adjustments for certain learners.

## **Progression**

On successful completion of these qualifications, learners will have a number of progression options. Learners may progress to:

- business management employment or have increased opportunities for progression in their current role
- larger qualifications at the same level e.g. from a Diploma to the Extended Diploma in Business and Management or to the Extended Diploma in Management for Health and Social Care
- a Level 6 ATHE qualification such as the ATHE Level 6 Extended Diploma in Management or the ATHE Level 6 Extended Diploma in Management for Health and Social Care
- the Level 6 Gen. Ed. route on successful completion of the required units at Level 5 (see below). Completion of the mandatory units listed at Level 5, will ensure learners have acquired the second level of study for meeting the General Education (Gen. Ed.) Core requirements
- the final year of degree programmes at universities supporting the ATHE progression route (see HE Progression Routes on the ATHE website)

## **ATHE Recognition of Prior Learning (RPL)**

There will be occasions where learners wish to claim recognition of prior learning that has not been formally assessed and accredited. ATHE has provided detailed guidance on RPL which is available for centres on the ATHE website. Centres may also contact ATHE directly to obtain further clarification or discuss the requirements for RPL.

## **Resources Required by Centres**

ATHE expects centres to provide the right human and physical resources needed to ensure the quality of the learner experience. Centres must ensure that staff have the appropriate level of subject knowledge and are normally qualified to at least a degree standard. It is desirable that staff have a teaching and/or assessing qualification and practical experience of this sector.

The physical resources required will vary depending on the style of delivery. Where distance or blended learning is used, ATHE expects centres to have appropriate learning support materials, infrastructure and technology in place to meet student needs.

This information will be checked by external quality assurers on their visits to centres.

## **Modes of Delivery**

Subject to checks by external quality assurers' centres can deliver these qualifications using the following modes of delivery in order to meet the needs of their learners.

This can include:

- full time
- part-time
- blended learning
- distance learning

## Qualification size

The size of a qualification is expressed in **Total Qualification Time (TQT)**.

### Total Qualification Time – TQT

TQT is the total amount of time, in hours, expected to be spent by a student to achieve a qualification.

**TQT is comprised of:**

1. **Guided Learning Hours (GLH)**
2. **Additional non-supervised learning**

### Guided Learning Hours – GLH

This is the amount of time the average student is expected to spend in lectures and other tutor-supervised learning and activities, including induction, face to face training, e-learning with the co-presence of learner and tutor, invigilated exams.

Guided Learning Hours (GLH) are an estimate of the amount of time, on average, that a lecturer, supervisor, tutor or other appropriate provider of education or training, **will immediately guide or supervise** the learner to complete the learning outcomes of a unit to the appropriate standard. GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners.

### Additional non-supervised learning

This is an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

These activities may include webinars, podcasts, research, work-based learning, private and online study, compilation of a portfolio of evidence and non-invigilated assessment.

### How TQT is calculated

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a learner would typically complete in order to achieve the learning outcomes of a qualification at the standards provided.

The needs of individual learners and the differing teaching styles used mean there will be variation in the actual time taken to complete a qualification.

Values for Total Qualification Time, Guided Learning Hours and Credit are estimates.

### Credit

Each ATHE qualification has a Credit value. Credit is calculated by dividing the TQT by ten. For example, a qualification with TQT of 120 hrs would have a credit value of 12.

## Level

The level is an indication of relative demand, complexity and depth of achievement and autonomy. These qualifications have been designed to suit learners working towards Level 5 qualifications. Level descriptors are divided into two categories:

- I. Knowledge and understanding
- II. Skills

There is a knowledge descriptor and a skills descriptor for each Level within the framework. The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that Level. The knowledge and skills for Level 5 are:

### Knowledge descriptor (the holder....)

- Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.
- Can analyse, interpret and evaluate relevant information, concepts and ideas.
- Is aware of the nature and scope of the area of study or work.
- Understands different perspectives, approaches or schools of thought and the reasoning behind them

### Skills descriptor (the holder can....)

- Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.
- Use relevant research or development to inform actions.
- Evaluate actions, methods and results.

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## Rules of Combination

Each qualification has agreed rules of combination which indicates the number of credits to be achieved, the units that are mandatory and the choice of optional units. The rules of combination for these qualifications are given below.

### Qualification Structure

#### ATHE Level 5 Diploma in Business and Management

ATHE Level 5 Diploma in Business and Management is a 60-credit qualification.

#### Rules of combination

Learners must achieve the two mandatory units PLUS two optional units.

**The Total Qualification Time is 600 Hours**

**The Total Guided Learning Hours is 240**

**The Total Credit value is 60**

Unit code	Unit Title	Level	Credit	GLH
<b>Mandatory units</b>				
K/650/6249	Unit 1 Business Organisations in a Global Context	5	15	60
R/650/6250	Unit 2 People Management	5	15	60
<b>Optional units</b>				
T/650/6251	Unit 3 Finance for Managers	5	15	60
Y/650/6252	Unit 4 Research Project	5	15	60
A/650/6253	Unit 5 Managing Communication	5	15	60
D/650/6254	Unit 6 Marketing Principles and Practice	5	15	60
F/650/6255	Unit 7 Manage Sustainability in an Organisation	5	15	60
H/650/6256	Unit 8 Small Business Enterprise	5	15	60
J/650/6257	Unit 9 Planning and New Business Venture	5	15	60
K/650/6258	Unit 10 Business Law	5	15	60
L/650/6259	Unit 11 Operations Management	5	15	60
T/650/6260	Unit 12 Information for Strategic Decision Making	5	15	60
Y/650/6261	Unit 13 Organisational Analysis and Change	5	15	60
A/650/6262	Unit 14 Financial Systems and Auditing	5	15	60
D/650/6263	Unit 15 Business Ethics	5	15	60

### **ATHE Level 5 Extended Diploma in Business and Management**

ATHE Level 5 Extended Diploma in Business and Management is a 120-credit qualification.

#### **Rules of combination**

Learners must achieve the four mandatory units PLUS four optional units.

**The Total Qualification Time is 1200 Hours**

**The Total Guided Learning Hours is 480**

**The Total Credit value is 120**

Unit code	Unit Title	Level	Credit	GLH
<b>Mandatory units</b>				
K/650/6249	Unit 1 Business Organisations in a Global Context	5	15	60
R/650/6250	Unit 2 People Management	5	15	60
T/650/6251	Unit 3 Finance for Managers	5	15	60
Y/650/6252	Unit 4 Research Project	5	15	60
<b>Optional units</b>				
A/650/6253	Unit 5 Managing Communication	5	15	60
D/650/6254	Unit 6 Marketing Principles and Practice	5	15	60
F/650/6255	Unit 7 Manage Sustainability in an Organisation	5	15	60
H/650/6256	Unit 8 Small Business Enterprise	5	15	60
J/650/6257	Unit 9 Planning and New Business Venture	5	15	60
K/650/6258	Unit 10 Business Law	5	15	60
L/650/6259	Unit 11 Operations Management	5	15	60
T/650/6260	Unit 12 Information for Strategic Decision Making	5	15	60
Y/650/6261	Unit 13 Organisational Analysis and Change	5	15	60
A/650/6262	Unit 14 Financial Systems and Auditing	5	15	60

D/650/6263	Unit 15 Business Ethics	5	15	60
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### ATHE Level 5 Extended Diploma in Business and Management (Gen. Ed.)

ATHE Level 5 Extended Diploma in Business and Management (Gen. Ed.) is a 165-credit qualification.

#### Rules of combination

Learners wishing to ultimately progress\* to the final year of a degree programme from an American university must achieve the eleven mandatory units listed below.

**The Total Qualification Time is 1650 Hours**

**The Total Guided Learning Hours is 660**

**The Total Credit value is 165**

Unit code	Unit Title	Level	Credit	GLH
<b>Mandatory units</b>				
K/650/6249	Unit 1 Business Organisations in a Global Context	5	15	60
R/650/6250	Unit 2 People Management	5	15	60
T/650/6251	Unit 3 Finance for Managers	5	15	60
Y/650/6252	Unit 4 Research Project	5	15	60
A/650/6253	Unit 5 Managing Communication	5	15	60
D/650/6254	Unit 6 Marketing Principles and Practice	5	15	60
K/650/6258	Unit 10 Business Law	5	15	60
D/650/6263	Unit 15 Business Ethics	5	15	60
F/650/6264	Unit 16 Life Sciences in Business	5	15	60
H/650/6265	Unit 17 Logic, Critical Thinking and Creativity in Business	5	15	60
J/650/6266	Unit 18 Applied Economics for Business	5	15	60

#### General Education (Gen. Ed.) Core Requirements

The mandatory units listed above meet the General Education Core Requirements and fulfil the necessary credits at Level 5 to enable learners to progress to the next level and ultimately to the final year of a degree from an American university.

Level 5 (Gen Ed) Units	Gen Ed Core Requirement
Unit 16 Life Sciences in Business	Natural Science (NS)
Unit 17 Logic, Critical Thinking and Creativity in Business	Human Thought and Expression (THE)
Unit 18 Applied Economics for Business	Human Behavior (HB)

In addition to achieving the above Gen Ed units, achievement of the Mandatory Unit 'Managing Communication' will meet the General Education Core Requirement 'Basic Communication (BC)'. Communication is also embedded throughout the other Business and Management units and this further develops the knowledge and skill required for progression.

\*For progression to the final major requirements of an American degree, learners should have achieved the ATHE Level 4 Extended Diploma in Business and Management (Gen Ed) and the Level 5 Extended

Diploma in Business and Management (Gen Ed) and thereafter the ATHE Level 6 Extended Diploma in Management (Gen Ed). This will ensure that all seven General Education Core Requirements are met and the total credits necessary across Levels 4-6 are fulfilled.

The breadth of study in this programme will enable learners to become more rounded individuals, and this will facilitate personal development and career progression to management roles. The programme will provide a base for continued learning and a desire to constantly develop as an individual, further improving knowledge, understanding and skills.

### **Guidance on Assessment and Grading**

Assessment for each unit is completed based on achievement of the Learning Outcome at the standards set by the Assessment Criteria for that unit. The learner can therefore achieve a Pass, Merit, Distinction or Fail for each unit based on the quality of the work submitted and the assessor's judgements made against the criteria provided.

The assessment of each of the Level 5 qualifications in Business and Management is completed through the submission of internally assessed learner work.

To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes at the pass standard set by the assessment criteria for that unit. To achieve merit or distinction, the learner must demonstrate that they have achieved the criteria set for these grades. Learners cannot omit completing work to meet the pass standard and simply work to the higher grades, as this would put a pass for the unit in jeopardy. Similarly, learners cannot complete work to meet the criteria for distinction in the anticipation that this will also meet the criteria for merit. However, where work for the pass standard is marginal, assessors can take into account any extension work completed as this may support achievement of the pass standard.

ATHE will provide an assignment for each unit which can be used as the assessment for the unit. These assignments have extension activities, which enable the learners to provide additional evidence to show that the criteria for the higher grades have been met. The assessor therefore must judge the grade for the work submitted on the basis of whether the LO has been met at the standard, specified for the pass, merit or distinction grade for that LO. In making their judgements assessors will continue to check whether the command verbs stated in the AC have been delivered. There is no requirement for learners to produce the additional work required for the higher grades and the tutor may advise the learner to work to the pass standard, where this is appropriate.

The assessor should record their judgements on the ATHE template, stating what grade the learner has achieved and providing evidence for the judgements. The internal verifier can also use the ATHE IV template but the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work, including any extension activities which met the standard for merit and distinction grades. Assessment judgements always require care to ensure that they are reliable and that there is sufficient and specific feedback to the learner to show whether he or she has demonstrated achievement of the LO at the specified standard. The additional grades mean that assessors must take even greater care to assure the validity of their judgements.

We would encourage our centres to develop their own assessment strategies, so you can put assignments in a context that is appropriate for your learners. Any assignments that you devise independently 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 centre portal.

An assignment can relate to a single unit, or an integrated assignment can incorporate more than one unit. Any assignment must show which learning outcomes and assessment criteria from which unit(s) are being covered.

### **Assignment Marking Guidance**

Each ATHE assignment has marking guidance produced with it so that assessors can better understand the requirements for the satisfaction of assessment criteria/learning outcomes. For tutors, it is worthwhile reading and understanding this marking guidance before learners are asked to commence an assignment. It is also worthwhile tutors bringing this marking guidance to the attention of learners before they embark on an assignment. As the marking guidance often captures the expected level of detail of a learner response, it contains additional information that can help learners and tutors better understand the kind of response to a task that best meets the requirements.

Key command verbs from the assessment criteria have also been emboldened in the marking guidance so that tutors and learners can clearly understand the level of response that is expected.

### **Recording Assessment Judgements**

Assessors are required to record assessment judgements for each student by unit. ATHE has provided a template for centres to use to record their judgements and this form should be used. The form enables the centre to record any adjustments due to special considerations or reasonable adjustments. Any adjustments following appeals should also be recorded. These records must be retained as they will be checked at external quality assurance visits. All learner work must be retained for a minimum of 4 years after certification has taken place.

### **Putting an Assessment Strategy in Place**

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

- Learners are well-briefed on the requirements of the unit and what they must 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.  
Work submitted can be authenticated as the learner's own work and that there is clear guidance and implementation of the centres Malpractice Policy.
- There is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external quality assurance will be needed.
- Enough time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

## Grading

### Grading system

The grading algorithms and overall grade thresholds published in any ATHE specification may be subject to change where this is necessary to maintain standards.

Given that these qualifications involve assessment using judgements against 'Pass', 'Merit' and 'Distinction' Assessment Criteria to make a decision about whether a learner has met the required standard, our grading system is straightforward, and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment, and quality assurance arrangements.

The ATHE grading system where a qualification result can be Pass, Merit, Distinction or Fail is as currently follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit standards stated in the assessment criteria in a unit > Learner gains a Merit for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit and Distinction standards stated in the assessment criteria in a unit > Learner gains a Distinction for the unit
- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Fail for the unit
- Learner meets the rules of combination in a qualification and points for achieving units are added up > points are converted to an overall qualification grade > learner meets minimum number of points required > learner achieves a Pass, Merit or Distinction for the qualification
- Learner does not meet the rules of combination in a qualification and/or points for achieving units are added up > points are converted to an overall qualification grade > learner does not meet rules of combination or minimum number of points required > learner achieves a Fail for the qualification but may receive unit certification for those units achieving a Pass.

### Qualification Grading Structure

Each unit is graded pass, merit, or distinction. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. The calculation of the overall qualification grade is based on the student's performance in all units and the points gained from all credits required for the Diploma or Extended Diplomas. The learner must have attempted a valid combination of units. The formula for establishing the overall grade is as follows.

#### Points for each 15-credit unit allocated are:

Pass (achieves Learning Outcomes at the standards stated in pass assessment criteria) – **45 points**  
Merit (achieves Learning Outcomes at the standards stated in pass and all merit assessment criteria) – **60 points**  
Distinction (achieves Learning Outcomes at the standards stated in pass, all merit and all distinction Assessment Criteria) – **75 points**

Total points required for each qualification grade:

### ATHE Level 5 Diploma in Business and Management (60 credits)

Pass	180 - 215
Merit	216 - 269
Distinction	270

### ATHE Level 5 Extended Diploma in Business and Management (120 credits)

Pass	360 - 431
Merit	432 - 539
Distinction	540

### ATHE Level 5 Extended Diploma in Business and Management (Gen. Ed.) (165 credits)

Pass	495 - 593
Merit	594 - 741
Distinction	742

## Example grading for Level 5 Diploma in Business and Management

### Example 1

Marina has achieved a total of 210 points for the qualification:

Unit no.	Unit result	Unit points
1	Pass	45
2	Pass	45
3	Distinction	75
4	Pass	45
	<i>Total</i>	<i>210</i>

Marina has achieved 210 points and will be awarded a Pass grade for the qualification as the requirement for a Pass is 180 - 215 points.

### Example 2

Imran has achieved a total of 255 points for the qualification:

Unit no.	Unit result	Unit points
1	Pass	45
2	Merit	60
3	Distinction	75
4	Distinction	75
	<i>Total</i>	<i>255</i>

Imran has achieved 255 points and will be awarded an overall Merit grade for the qualification as the requirement for a Merit is 216 - 269 points.

## Quality Assurance of Centres

Centres delivering ATHE qualifications must be committed to ensuring the quality of teaching and learning so that the learner experience is assured. Quality assurance will include a range of processes as determined by the centre and this could include, gathering learner feedback, lesson observation, analysis of qualitative and quantitative data etc. There must also be 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 include:

- Centre approval for those centres which are not already recognised to deliver ATHE RQF qualifications
- Monitoring visits to ensure the centre continues to work to the required standards
- External quality assurance of learner work

Centres will be required to undertake training, internal verification 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 quality assurance can be authenticated as the learner's own. Any instance of plagiarism detected by the External Quality Assurer during sampling, will be investigated and could lead to sanctions against the centre.

Centres should refer to the Delivering ATHE Qualifications Guide and the ATHE Malpractice and Maladministration Policy on the ATHE website.

### **Guidance for Teaching and Learning**

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 studying. Learners should be encouraged to take responsibility for their learning and need to 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 enough 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 and build on the knowledge, understanding and skills already gained.

### **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., using real case studies as a theme through the sessions.
- Use learner experience from the workplace or other personal learning
- 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.

## **Unit Specifications – key features**

### Unit Format

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

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 an RQF unit code that appears with the unit title on the Register of Regulated Qualifications.

### RQF Level

All units and qualifications in the RQF have a level assigned to them which represents the level of achievement. The level of each unit is informed by the RQF level descriptors. The RQF 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 estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

### 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 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. Learners should ensure that they use this content when preparing their responses to assignment tasks.

### Suggested Resources

This comprises a list of relevant and current textual/online sources of information that will underpin learning for the unit. It is not an exhaustive list and learners/tutors might find other resources that equally serve their purposes.

### Opportunities for Synoptic Teaching and Learning

This section identifies the links between the unit's learning outcomes and other unit learning outcomes and assessment criteria within the qualification that are thematically related. This enables learners and tutors the opportunity to connect learning across the qualification to ensure that learners have a joined-up experience of each unit.

### Opportunities for Synoptic Assessment

This section identifies the way in which a unit's assessment links internally different parts of a unit or links more broadly to other parts of the overall qualification.

In the vast majority of the units, knowledge and skill development is generally cumulative with later LOs/AC dependent on earlier LOs/AC. There is also often a tendency for later LOs/AC to require the learner to apply what they have learnt either in the study of an organisation/country/product and/or in the production of practical reports, eg sustainability audits, personal development plans etc.

For certain units, eg Unit 4 Research Project, these represent larger opportunities for assessment to be informed by knowledge and understanding developed in previous units.

### Opportunities for Skills Development

This section contains two important elements of signposting: signposting to ATHE Study Skills and signposting to ATHE Employability Skills. These enable learners and tutors the opportunity to see where each unit's LO/AC link into underpinning Study Skills and Employability Skills categories, eg Digital Skills, Thinking Skills etc, and to promote possible programme/curriculum opportunities for the development of these skills. The ATHE Study Skills and Employability Skills are drawn from the standards documents for each skill. These standards documents are on the ATHE Centre Portal.

## Unit specifications

<b>Unit 1 Business Organisations in a Global Context</b>				
<b>Unit Aims</b>	This unit develops learners understanding of the issues organisations face when operating in a global context. This understanding will allow learners to review the issues currently impacting on business organisations.			
<b>Unit Level</b>	5			
<b>Unit Code</b>	K/650/6249			
<b>GLH</b>	60			
<b>Credit Value</b>	15			
<b>Unit Grading Structure</b>	Pass-Merit-Distinction			
<b>Assessment Guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. For LOs 2 and 4, learners will need to agree with tutors an appropriate country or countries on which to base their study. For LO4, they will also need to agree an appropriate organisation. Tutors need to ensure that the countries and organisations chosen are suitable.</p>			
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>			
The learner will demonstrate that they:	The learner can:			
	<b>P</b>	<b>M</b>	<b>D</b>	
1. Understand global business operations	1.1 Analyse differences between global business organisations operating in different sectors and industries 1.2 Assess the responsibilities of business organisations operating in a global environment 1.3 Evaluate strategies employed by business organisations operating in a global environment			
2. Understand the impact of external factors on global business organisations	2.1 Evaluate the benefits and challenges to global business operations from external factors	2M1 Analyse how the economic performance of a specified country impacts on the	2D1 Evaluate the current global environment for business organisations	

	2.2	Review the measures taken by governments to influence the activities of global business organisations	activities of global business organisations	
3. Understand the impact of globalisation on the internal operations of business organisations	3.1	Assess the impact of globalisation on the operational management of business organisations		
	3.2	Evaluate how technology has impacted on the global integration of business organisations		
	3.3	Evaluate the different approaches to leadership and decision-making in global organisations		
4. Understand current issues impacting on global business activities in a specified country	4.1	Explain current issues that impact on global business activities in a specified country	4M1 Analyse the strategies to address issues affecting global business activities in a specified country	4D1 Evaluate the opportunities and challenges to a specific global business organisation operating in a specified country

## Indicative Content

### 1. Understand 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 global business organisations**

Benefits and Challenges

- Technological factors
  - Transport revolution
  - Information and communications
- Economic factors
  - Increasing incomes
  - Global trade
  - World financial markets
  - Market forces
  - Global competition and competition rules
  - Country specific differences - costs, logistics
- Social Factors
  - Consumerism
  - Convergence in customer tastes
  - Education and skills
  - Environmental conservation

- Understanding other languages and cultures
- Political factors
  - Reduced trade barriers
  - Intellectual Property Rights
  - Privatisation
  - Technical standards, regulations, legislations
  - Global strategies

#### 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 globalisation on the internal operations of 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
- Increased competition; outsourcing to other countries; increased customer choice,

#### Operational management

- Structure appropriate to effectively manage operations across numerous locations; agreed systems, protocols

#### Impact of technology

- 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

Different approaches to leadership and decision making in global organisations

- Potential for different decisions depending on the culture and value of different locations
- Leadership; appropriate range of skills, experience in different locations, expat managers and staff; issues with language and communication

#### **4. Understand current issues impacting on global business activities in a specified country**

A review of:

- 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

Issues affecting business activities in a specified country could include:

- Internal issues
- Cultural issues
- Ethical issues
- Problems with suppliers
- Limited resources

#### **Suggested Resources**

Burns J. & Needle D., 2019, Business in Context: An Introduction to Business and its Environment. 7th Ed. Cengage Learning

Hamilton L. & Webster P., 2019, International Business Environment, OUP

Morrison J., 2020, The Global Business Environment: Towards Sustainability? Bloomsbury Academic

Wetherly P. and Otter D., 2018, The Business Environment: Themes and Issues in a Globalizing World, Oxford University Press

Worthington I., Britton C., Thompson E., 2018, The Business Environment, Pearson

## Websites

[www.businessballs.com](http://www.businessballs.com) Business Balls - learning and development resources

[www.forbes.com](http://www.forbes.com) Forbes Social Media

[www.businesscasestudies.co.uk](http://www.businesscasestudies.co.uk) Business Case Studies

[The Economist | World News, Economics, Politics, Business & Finance](#) The Economist

[Economics Study Guides - SparkNotes](#) Spark Notes

[IFS | Institute for Fiscal Studies](#) Institute for Fiscal Studies

<b>Unit 1 Business Organisations in a Global Context - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand global business operations	Unit 7 Manage Sustainability in an Organisation, LO1 Understand the issues relating to sustainability in organisations
LO2, AC2.2 Review the measures taken by governments to influence the activities of global business organisations	Unit 10 Business Law, LO3 Understand rules relating to monopolies, mergers and anti-competitive practices  Unit 18 Applied Economics for Business, LO2 Understand economic policies
LO3, AC3.1 Assess the impact of globalisation on the operational management of business organisations	Unit 2 People Management, LO1 Understand how structure, culture and other factors impact on people in organisations  Unit 11 Operations Management, LO1 Understand the nature of operations management  Unit 18 Applied Economics for Business, LO3 Understand the implications of trade balance, trade deficit and trade surplus
LO4 Understand current issues impacting on global business activities in a specified country	Unit 18 Applied Economics for Business, LO3 Understand the implications of trade balance, trade deficit and trade surplus
<b>Opportunities for Synoptic Assessment</b>	
Some of the AC require knowledge from one or more of the LOs.	
The knowledge and understanding developed in LO2 Understand the impact of external factors on global business organisations clearly underpins the development of the understanding required in LO4 Understand current issues impacting on global business activities in a specified country.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Working Independently</b> – use of initiative, time management, eg planning, setting targets, meeting deadlines, working under pressure and self-organisation ( <b>LO1, LO2, LO3, LO4</b> )  <b>Communication Skills</b> – use of appropriate formats, style and tone, spelling,	<b>Using Sources of Information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources ( <b>LO1, LO2, LO3, LO4</b> )  <b>Digital Skills</b> - using appropriate digital devices (computer, laptops, tablets etc) and relevant applications, software, systems and getting online ( <b>LO1, LO3</b> )

punctuation & grammar (SPAG) (LO1, LO2, LO3, LO4)

**Problem-solving** – analysis of data, understanding and synthesising a variety of factors and perspectives and using critical thinking skills. (LO4)

<b>Unit 2 People Management</b>			
<b>Unit Aims</b>	This unit will enable learners to understand how to manage individuals and teams. Learners will study organisational factors and how they impact on and influence individual and team behaviour, and learn management tools and techniques to help them effectively manage individuals and teams.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	R/650/6250		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. For LO4, learners will need to agree an appropriate organisation. Tutors need to ensure that the organisation chosen is suitable.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand how organisational structure, culture and other factors 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 1.3 Analyse how other factors impact on people in organisations		
2. Understand how to manage individuals and teams to achieve sustainable business performance	2.1 Assess approaches to managing the performance of individuals 2.2 Explain the steps needed to create and maintain effective teams	2M1 Evaluate the external factors which impact on the management of individuals and teams	2D1 Analyse the management of individuals and teams through strategic organisational change

3. Understand how to develop and motivate individuals and teams to achieve sustainable business performance	3.1 Analyse the different training and development approaches used by organisations to motivate, develop and improve individuals and teams	3M1 Assess the effect of incentives and rewards on the development of individuals and teams	3D1 Assess the contribution of motivational theories on the development of individuals and teams
4. Can review people management strategies in an organisation	4.1 Describe people management strategies in a chosen organisation 4.2 Assess the impact of people management strategies on individuals and teams in a chosen organisation		

## Indicative Content

### 1. Understand how organisational structure, culture and other factors impact on people in organisations

#### Structure

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

#### Culture

- Organisational leadership style
- 'The way we do things'
- Assumptions
- Behaviours
- Values
- Codes
- Stories and myths
- Ceremonies and rituals
- Working practices

### Organisational factors

- Workforce development
- Talent management
- Intrinsic and Extrinsic Incentive and reward schemes
- Community engagement
- Environmental responsibility
- Working practices e.g. flexible or hybrid working
- Remote working
- Equality, diversity and inclusion
- Psychosocial factors, e.g. job design, workloads, resource availability

### Impact factors

- Power/influence of individuals
- Power/influence of teams
- Leadership power/influence (span of control)
- Communication channels, ease of communication
- Motivation levels
- Creativity
- Line management structures

## **2. Understand how to manage individuals and teams to achieve sustainable business performance**

- Individual differences
  - Knowledge, skills, and experience
  - Attitude
  - Personality traits
  - Culture
  - Religion and beliefs
  - Mental health
  - Physical health
  - Work pattern
  - Work location preferences
- Theories of Managing individuals and Teams/Theories of Motivation
  - McGregor's theory X and theory Y
  - Maslow's Hierarchy of Needs
  - Contingency Theory
  - Herzberg's Theory
  - The Hawthorne studies
- Effect of management styles on
  - Motivation
  - Creativity
  - Trust and respect
  - Productivity
  - Commitment

- Managing teams
  - Setting a goal and planning to achieve it
  - Getting buy-in
  - Belbin - Understanding individual strengths, weaknesses, and team roles
  - Tuckman model of team development
  - Motivating staff
  - High-performing teams
  
- Management style
  - Trait theories
  - Behavioural approach
  - Contingency approach
  - Autocratic/democratic/laissez faire
  - Hersey and Blanchard Situational theory
  - Charismatic leadership
  - Tannenbaum and Schmidt
  
- External factors which impact on management of teams and individuals
  - Economic situation; availability of labour, full employment, interest rates, inflation/deflation, government economic policy
  - Infrastructure, transport availability
  - Legislation: minimum wage, immigration policies, maternity/paternity leave, working hours
  - Education: access to HE, tuition fees, access to in-house training/coaching
  - Union membership, industrial action

### **3. Understand how to develop and motivate individuals and teams to achieve sustainable business performance**

- Training and development
  - Talent management
  - Training workshops and conferences
  - Online training
  - Books and websites
  - CPD
  - Membership of professional body
  - Sharing good practice
  - Celebrating achievement and success
  - Coaching and mentoring
  - Work placement and exchange, job shadowing
  - Qualifications
  
- Developing high-performing teams
  - Leadership
  - Accountability
  - Processes
  - Shared purpose
  - Communication
  - Recognition
  - Continuous improvement

- Benefits of training and development - individuals
  - Self-actualisation, developing potential
  - Increased motivation
  - Developing talent
  - Promotion/enhanced pay
- Benefits of training and development - organisations
  - Increased productivity
  - Workforce retention
  - Enhanced profit
  - Effect of incentives and rewards
- Development of Individuals and teams
  - Delegation
  - Performance review
  - Incentives and rewards
- Theories of Motivation (see LO2 above)

#### **4. Review people management strategies in an organisation**

People management strategies

- Working environment
- Management and leadership style
- Structure
- Culture
- Staff development opportunities
- Flexible working practices
- Ethical practices
- CSR (Corporate Social Responsibility) agenda

Strategies for improving performance

- Incentives, bonus schemes, incremental rises, improved job satisfaction
- For organisational improvement
- For organisational productivity

Impacts on employees and stakeholders

- Individuals/teams
- Performance
- Staff retention
- Employee satisfaction.

## **Suggested Resources**

Adair J., 2019, Develop Your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow, Kogan Page

Bowes E., 2021, Leadership in Diversity and Inclusion: Ultimate Management Guide to Challenging Bias, Creating Organizational Change and Building an Effective Diversity & Inclusion Strategy

Buchanan D. & Huczynski A., 2019, Organisational Behaviour, Pearson

Gold J. and Anderson L., 2017, Developing Leadership and Management Skills, Kogan Page Publishers

Gold J., Thorpe R., Mumford A., 2010, Leadership and Management Development, CIPD - Kogan Page

Mullins L.J., 2013, Management and Organisational Behaviour, FT Publishing International

Sale J., 2017, Mapping motivation: Unlocking the key to employee energy and engagement, Routledge

Vibrant, 2019, Organizational Behavior Essentials You Always Wanted To Know (Self-Learning Management Series), Vibrant Publishers

## **Websites**

[www.managementtoday.com](http://www.managementtoday.com) Management Today providing access to current articles

[www.managementstudyguide.com](http://www.managementstudyguide.com) Management Study Guide

[www.businessballs.com](http://www.businessballs.com) Business Balls learning and development resources

[Management Library \(managementhelp.org\)](http://ManagementLibrary(managementhelp.org)) Management Library

[HR Resources | CIPD – the Chartered Institute of Personnel and Development](http://HRResources|CIPD-theCharteredInstituteofPersonnelandDevelopment) Chartered Institute of Personnel and Development

[Knowledge and Insights | Management Research - CMI \(managers.org.uk\) – the Chartered Management Institute](http://KnowledgeandInsights|ManagementResearch-CMI(managers.org.uk)-theCharteredManagementInstitute) Chartered Management Institute

[HBS Working Knowledge – Harvard Business School Faculty Research](http://HBSWorkingKnowledge-HarvardBusinessSchoolFacultyResearch) Harvard Business School Business Research

## Unit 2 People Management - Supporting Information

### Opportunities for Synoptic Teaching and Learning

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

Learning Outcome	Teaching and learning links to other unit LO/AC
LO1 Understand how organisational structure, culture and other factors impact on people in organisations	<p>Unit 1 Business Organisations in a Global Context, LO3 AC3.1 Assess the impact of globalisation on the operational management of business organisations</p> <p>Unit 5 Managing Communication, LO1 Understand channels and types of communication within and between organisations and their effectiveness, LO2 Understand the factors that impact on workplace communication</p> <p>Unit 9 Planning a New Business Venture, LO2 Understand the legal considerations of new business ventures</p>
<p>LO2 Understand how to manage individuals and teams to achieve sustainable business performance</p> <p>LO3 Understand how to develop and motivate individuals and teams to achieve sustainable business performance</p> <p>LO4 Review people management strategies in an organisation</p>	<p>Unit 7 Manage Sustainability in an Organisation, LO1 Understand the issues relating to sustainability in organisations</p> <p>Unit 13 Organisational Analysis and Change, LO3 Understand the nature of change in organisations and LO4 Understand how organisations manage change</p> <p>Unit 15 Business Ethics, LO3 Understand ethics in workplace relationships</p>
LO4 Review people management strategies in an organisation	Unit 17 Logic and Critical Thinking, LO3 Understand creative techniques and how they support decision-making in organisations

### Opportunities for Synoptic Assessment

Some of the AC require knowledge from one or more of the LOs.

The knowledge and understanding developed in LO2 Understand how to manage individuals and teams to achieve sustainable business and LO3 Understand how to develop and motivate individuals and teams to achieve sustainable business performance clearly underpins the development of the contextual understanding required in LO4 Review people management strategies in an organisation.

**Opportunities for Skills Development within this Unit**

**Employability Skills**

**Working Independently** – all assignment tasks require use of initiative, time management, e.g. planning, setting targets, meeting deadlines, working under pressure and self-organisation (**LO1, LO2, LO3, LO4**)

**Communication Skills** - written communication, e.g. appropriate formats, style and tone, spelling, punctuation & grammar (SPAG) (**LO1, LO2, LO3, LO4**)

**Study Skills**

**Using Sources of Information** - accessing information, e.g. choosing current, sufficient, relevant and reliable sources (**LO1, LO2, LO3, LO4**)

**Thinking Skills** – using critical thinking skills to understand connections between ideas, weighing up information (**LO1, LO2, LO3, LO4**)

<b>Unit 3 Finance for Managers</b>			
<b>Unit Aims</b>	The unit aims to equip learners with the knowledge and understanding of the sources and uses of finance in organisations, and how to interpret and evaluate financial data.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	T/650/6251		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. The unit requires learners to access and interpret actual financial projects, statements and organisational cost information. Tutors may need to support learners either with the provision of this information or by checking the suitability of learners' own chosen organisational information.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the sources of finance available to organisations	1.1 Describe the sources of finance available to different types of organisations 1.2 Evaluate the costs and benefits of different sources of finance 1.3 Compare sources of finance for a specific project		1D1 Evaluate the strategic implications of choosing different sources of finance
2. Can assess an organisation's financial performance	2.1 Compare the financial statements of different types of organisations 2.2 Interpret financial statements for a specific organisation	2M1 Review the ethical requirements associated with financial statements of Third Sector organisations	2D1 Assess how a specific organisation's financial statements meet the needs of its stakeholders

<p>3. Can use costing methods to make informed organisational decisions</p>	<p>3.1 Analyse organisational costs and the impact that they have on organisation decisions</p> <p>3.2 Apply breakeven calculations to specific organisational data</p> <p>3.3 Use breakeven charts to present decision-making information</p>	<p>3M1 Analyse the strengths and weaknesses of using breakeven analysis</p>	
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## Indicative Content

### 1. Understand the sources of finance available to organisations

#### Sources of finance

- Internal sources of finance
- External sources of finance
- Short term sources of finance
- Medium term sources of finance
- Long term sources of finance

#### Types of organisations

- Sole trader
- Partnership
- Private limited company
- Public limited company
- Third sector organisations

#### Appropriate sources of finance for a specific project

- Savings
- Reserves
- Overdraft
- Loan
- Mortgage
- Credit card
- Trade credit
- Venture capital
- Share issues
- Crowd funding
- Bond issues

Consideration of the advantages and disadvantages of each source, and their appropriateness to specific business decisions.

## 2. Assess an organisation's financial performance

### Annual financial statements

- Sole traders
- Partnerships
- Private Limited Companies, i.e.
  - Income statement
  - Statement of financial position
- Public Limited Companies - annual reports, i.e.
  - General corporate information
  - Accounting policies
  - Income statement
  - Statement of financial position
  - Statement of cash flows
  - Notes to the financial statements
  - Chairperson's and directors' reports
  - Auditor's report

Differences between internal final accounts and the publicly available final accounts of a limited company

### Financial Statement Interpretation

- Relevant legislation
  - Companies Act
  - Partnership Act
  - Charities Act
- Impact of relevant legislation on different forms of business ownership:
  - Sole traders
  - Partnerships
  - Private Limited Companies
  - Public limited Companies
  - Third sector organisations – clubs and societies/charities

### The application of accounting concepts and principles to financial statements

- Valuation of non-current assets
- Valuation of inventory
- Matching principle
- Provision for depreciation
- Irrecoverable debts
- Provision for doubtful debts

### Ethical requirements

- Responsibility to stakeholders
- Responsibility to members as the owners
- Legal requirements for some Third Sector organisations

### 3. Use costing methods to make informed organisational decisions

#### Organisational costs

- Fixed costs
- Variable costs
- Direct costs
- Indirect costs
- Semi-variable costs
- Stepped costs
- Total costs
- Unit costs
- Marginal costs
- Opportunity costs
- Start-up costs
- Operating costs
- Overheads

#### Break-even calculations

- Calculation of the break-even point by use of the formula
- Produce break-even graphs
- Produce contribution to sales (profit/volume) graphs
- Evaluate break-even data / graphs and contribution to sales graphs
- Apply break-even analysis to specific business decisions, i.e.
  - Make or buy
  - Special order decisions
  - Acceptance of additional work
  - Discontinuing a product or service based on contribution
  - Price setting
  - Scarce resources
  - 'What if' scenarios

Consideration of impact of changes in costs and revenues on break-even calculations.

Uses, benefits and limitations of break-even calculations.

Break-even chart - graphical representation of break-even output. The graph should include:

- Fixed cost line
- Total cost line
- Total sales revenue line
- Break-even output
- Area of profit
- Area of loss
- Margin of safety

Consideration of impact of changes in costs and revenues on break-even charts.

Uses, benefits and limitations of break-even charts

## **Suggested Resources**

Atrill P., 2017, Financial Management for Decision Makers, Harlow: Pearson

Davies T. & Crawford I., 2011, Business Accounting and Finance, Pearson

Drury C., 2018, Management accounting for business, Cengage Learning EMEA

Edmonds T., Edmonds C., Edmonds M. A. and Olds P., 2019 Fundamental Managerial Accounting Concepts, McGraw Hill

Elliot B. and Elliot J., 2019, Financial Accounting and Reporting, Harlow: Pearson

Mowen M.M., Hansen D.R. and Heitger D.L., 2022, Managerial accounting: The cornerstone of business decision-making, Cengage Learning

Seal W.B., Rohde C., Garrison R. H. and Noreen E. W., 2018, Management Accounting, McGraw Hill

Thomas A. & Ward AM., 2019, Introduction to Financial Accounting, McGraw Hill

## **Websites**

[www.accountingcoach.com](http://www.accountingcoach.com) Resources to support learning from Accounting Coach

[www.ifa.org.uk](http://www.ifa.org.uk) Institute of Financial Accountants

[www.corporatefinanceinstitute.com](http://www.corporatefinanceinstitute.com) Corporate Finance Institute

<https://www.fasb.org/> Financial Accounting Standards Board

[Resources \(iasplus.com\)](http://Resources.iasplus.com) International Accounting Standards

**Unit 3 Finance for Managers - Supporting Information**

**Opportunities for Synoptic Teaching and Learning**

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the sources of finance available to organisations	Unit 9 Planning a New Business Venture, LO4 Understand how to secure funding for a new business venture  Unit 16 Life Sciences in Business, LO1 AC1.3 Assess the resourcing implications for managing life sciences-based organisations
LO2 Assess an organisation's financial performance	Unit 8 Small Business Enterprise, LO2 Understand the start-up of a small business enterprise  Unit 11 Operations Management, LO3 Understand the tools and techniques used by operations managers  Unit 13 Organisational Analysis and Change, LO2 Understand how to monitor and improve the financial and operational performance of an organisation  Unit 14 Financial Systems and Auditing, LO1 Understand the importance of keeping accounting records within an organisation  Unit 15 Business Ethics, LO2 Understand business objectives from an ethical perspective
LO3 Use costing methods to make informed organisational decisions	Unit 9 Planning a New Business Venture, LO3 Develop a business plan

**Opportunities for Synoptic Assessment**

Some of the AC require knowledge from one or more of the LOs.

The knowledge and understanding developed in LO1 Understand the sources of finance available to organisations and LO2 Assess an organisation's financial performance clearly underpins the development of the contextual understanding required in LO3 Use costing methods to make informed organisational decisions.

**Opportunities for Skills Development within this Unit**

<b>Employability Skills</b>	<b>Study Skills</b>
<b>Communication Skills</b> - written communication, e.g. appropriate formats, style and tone, spelling, punctuation & grammar (SPAG) (LO1, LO2, LO3)	<b>Using Sources of Information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources (LO1, LO2, LO3)
<b>Problem-solving</b> – using analytical skills and	<b>Thinking Skills</b> - using critical thinking skills, eg reading all information, analysing and interpreting data

critical thinking skills (LO1, LO2, LO3)	to form a judgement (LO1, LO2, LO3) <b>Digital Skills</b> - applying relevant numeracy skills to explore and organise data appropriately (LO1, LO2, LO3)
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<b>Unit 4 Research Project</b>			
<b>Unit Aims</b>	This unit develops the skills required for the learner to formulate an appropriate research question and to design and undertake a research project to answer that research question. The learner will also need to interpret the outcomes of their research and present this to stakeholders.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	Y/650/6252		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>To achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>In order to achieve this unit, learners must carry out a comprehensive piece of research. The research must focus on either an organisation where the learner works, an organisation with which the learner is familiar or an area/theme/issue within business in which the learner is interested. Learners will need to agree with tutors the topic for their research. Tutors need to ensure that the topic chosen is suitable in terms of size, topic and scope. Tutors will also need to agree with learners on an appropriate reporting format for the final report.</p>		
<b>Learning outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Can produce a research proposal	1.1 Develop a series of research objectives to address an identified research problem/issue 1.2 Evaluate different research methodologies and identify a specific methodology that will address the research objectives 1.3 Produce a project plan	1M1 Analyse the risk factors and possible mitigations for the research project	1D1 Justify the methodology chosen to address this research problem/issue
2. Can undertake a research project	2.1 Conduct the research in accordance with the research project proposal 2.2 Review the progress of the research in relation to the	2M1 Analyse the validity and sufficiency of the data collected	

	research project proposal		
3. Can evaluate research project outcomes	3.1 Evaluate the research outcomes in relation to the original research problem/issue 3.2 Assess the possible impact of the research outcomes		
4. Can present the research project outcomes to stakeholders	4.1 Present the research and its outcomes in a format that is appropriate to the audience		4D1 Evaluate the strengths and weaknesses of the research process and make suggestions for improvement

## Indicative Content

### 1. Produce a research proposal

#### Selecting a research problem/issue

- Identifying the objectives of the research - what is the researcher, or their organisation, interested in finding out and why.
- Project resourcing - how much time and resource is needed to undertake the research and is this available.
- Skills and knowledge - does the researcher have access to appropriate skills and knowledge, including individual expertise and literature, necessary for them to undertake the research

#### Formulating a research problem/issue

- Stating the research problem/issue in terms of the research objectives
- Identifying what is to be included in the scope of the research and what is to be excluded

#### Identifying a suitable research methodology

- Use of primary and secondary data – accessing relevant information
- Data Collection – surveys, interviews, observation, Focus Groups, literature review etc.
- Research methodology
- Ethical issues – access to sensitive data and respondents
- Data collections e.g. GDPR/data protection, confidentiality agreements etc.
- Data analysis – qualitative, quantitative, statistical, results of interviews
- Gathering information – company documentation, outcomes of similar research, reading about how to implement research methodologies, theoretical concepts and ideas etc.

#### Project Planning

- Project tasks – primary and secondary data collection, data analysis, write-up, presentation

- Project timelines – sequence, task duration, start and end dates using appropriate tools e.g. Gantt or flow chart
- Project monitoring – risk factors and mitigation, key milestones, review dates
- Use of project resources – human, financial, technical, physical

## **2. Undertake a research project**

### Undertaking research

- Application and implementation of the research project plan, including data collection, data analysis, write-up and presentation
- Retaining focus on the intended purposes and outcomes of the research
- 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
- Analysing data – qualitative, quantitative, trend analysis, statistical analysis
- Presentation of data – graphs, tables, bar charts, pie charts, case studies, quotes etc

### Reviewing progress

- Monitoring and reviewing the project including paying attention to resource and time allocation
- Modifying the plan in relation to monitoring information
- Adhering to the scope of the research

### Evaluating the research project

- Review the successes and difficulties encountered in the project e.g. delivering the purposes and outcomes of the project, effectiveness of the project plan and research methods used, volume, validity and value of the data

## **3. Evaluate research project outcomes**

- Understand to what extent the research outcomes answer the research question
- Understand the limitations of the research and what improvements could be made
- Developing recommendations including possible areas for future research or changes to the research methodology
- Reach conclusions
- Understand the significance, application, and possible impact of the research outcomes

## **4. Present the research project outcomes to stakeholders**

- Consider the prior knowledge and information needs of the audience
- Consider business expectations and norms for presentation
- Consider the advantages and disadvantages of different communication methods e.g. written and spoken presentation, visual representation etc.
- Select an appropriate presentation media, format and structure
- Be able to deliver a professional written or spoken presentation
- Present research projects and research outcomes accurately
- Reporting conclusions. Depending on the nature of the research, recommendations based on the research outcomes could also be produced, e.g. suggestions for improvements

## **Suggested Resources**

- Bell, E., Bryman, A. and Harley, B., 2018, Business Research Methods, 5<sup>th</sup> ed., Open University Press
- Coghlan, D and Brannick T, 2009, Doing Action Research in Your Own Organization, 3rd Edition, Sage Publications
- Collis, J., and Hussey, R., 2021, Business Research: A Practical Guide for Students, Red Globe Press
- Creswell, J. D., 2018, Research Design: Qualitative, Quantitative and Mixed Approaches, 5<sup>th</sup> ed., Sage Publications Inc
- Davies, M. B., 2007, Doing a Successful Research Project: Using Qualitative or Quantitative Methods, Palgrave Macmillan
- Denscombe M., 2017, The Good Research Guide, 6<sup>th</sup> ed., Open University Press
- Denzin, N. and Lincoln, Y., 2017, The SAGE Handbook of Qualitative Research, 5th ed., Sage Publications Ltd
- Dewberry, C., 2004 Statistical Methods for Organizational Research: Theory and Practice, Routledge
- Easterby-Smith, M. et al., 2015, Management and Business Research, Sage Publications
- Gill J and Johnson P, 2010, Research Methods for Managers, 4th Edition Sage Publications
- Hart C, 1998, Doing a Literature Review, Sage Publications
- McNiff J and Whitehead J, 2009, Doing and Writing Action Research, Sage Publications
- Polonsky, M. J., and Waller, D. S., 2019, Designing and Managing a Research Project: A Business Student's Guide, 4<sup>th</sup> ed., Sage Publications Inc
- Saunders, M. N. K., Lewis, P. and Thornhill, A., 2015, Research Methods for Business Students, 7<sup>th</sup> ed., Pearson
- Thomas, G., 2017, How to do Your Research Project: a guide for students, 3<sup>rd</sup> Edition Sage Publications
- Thomas R and Lynn P, 2009, Survey Research in Practice, Sage Publications
- Wilson, J., 2013, Essentials of Business Research: A Guide to Doing Your Research Project, 2<sup>nd</sup> ed., Sage Publications Ltd
- Yin R., 2015, Qualitative Research from Start to Finish, 2<sup>nd</sup> ed., The Guildford Press

## **Websites**

- <https://research-methodology.net/research-methodology/> Business Research Methodology
- <https://study.sagepub.com/thomasrp3e> How to do a research project: a Guide for Students by Gary Thomas

**Unit 4 Research Project - Supporting Information**

**Opportunities for Synoptic Teaching and Learning**

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Produce a research proposal	Unit 5 Managing Communication, LO3 Develop own communication skills in the workplace  Unit 6 Marketing Principles and Practice, LO4 Develop a marketing plan for a specific product or service  Unit 15 Business Ethics, LO4 Assess a current ethical issue in an organisation
LO2 Undertake a research project	Unit 11 Operations Management, LO3 Understand the tools and techniques used by operations managers, LO4 Understand the ethical considerations facing operations management
LO3 Evaluate research project outcomes	Unit 5 Managing Communication, LO4 Understand how to improve communication within an organisation
LO4 Present the research project outcomes to stakeholders	Unit 5 Managing Communication, LO1 Understand channels and types of communication within and between organisations and their effectiveness, LO2 Understand the factors that impact on workplace communication, LO4 Understand how to improve communication within an organisation  Unit 11 Operations Management, LO3 Understand the tools and techniques used by operations managers, LO4 Understand the ethical considerations facing operations management  Unit 13 Organisational Analysis and Change, LO3 Understand the nature of change in organisations  Unit 17 Logic, Critical Thinking and Creativity in Business, LO1 Understand reasoning and critical thinking

**Opportunities for Synoptic Assessment**

The AC require knowledge from one or more of the LOs. This is because the unit assessment is cumulative with the learner being required to devise, undertake and evaluate their own research project.

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Communication Skills</b> - written and verbal for presenting (<b>LO1, LO2, LO3, LO4</b>)</p> <p><b>Problem-solving</b> - using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information (<b>LO1, LO2, LO3, LO4</b>)</p> <p><b>Working Independently</b> – use of initiative, time management, e.g. planning, setting targets, meeting deadlines, working under pressure and self-organisation (<b>LO1, LO2, LO3, LO4</b>)</p>	<p><b>Using sources of information</b> – accessing information, e.g. choosing current, sufficient, relevant and reliable sources (<b>LO1, LO2, LO3, LO4</b>)</p> <p><b>Thinking Skills</b> – using analytical skills, e.g. research skills, consulting multiple sources, categorising information and data (<b>LO1, LO2, LO3, LO4</b>)</p> <p><b>Writing Skills</b> – understanding the purpose of writing, understanding writing styles and forms (<b>LO1, LO2, LO3, LO4</b>)</p>

<b>Unit 5 Managing Communication</b>			
<b>Unit Aims</b>	This unit aims to develop knowledge and understanding of communication within and between organisations. Learners will also review their own communication skills in an organisational context		
<b>Unit Level</b>	5		
<b>Unit Code</b>	A/650/6253		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Assessors should note that in this unit there are LOs which cannot be approached from a theoretical perspective and learners must provide evidence to show that they are able to do what the LO states.</p> <p>Learners must also use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors appropriate organisation(s) on which to base their study.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand channels and types of communication within and between organisations and their effectiveness	1.1 Evaluate the appropriateness and benefits of different communication methods within and between organisations  1.2 Analyse potential barriers to the effective exchange of information within and between organisations		1D1 Assess how the changing business environment is driving changes in channels of communication within and between organisations
2. Understand the factors that impact on workplace communication	2.1 Explain a range of internal and external factors impacting on	2M1 Assess the role that technology plays in supporting	2D1 Evaluate how different management and leadership styles impact on

	workplace communication within and between organisations 2.2 Assess how stakeholder needs, wants and expectations impact on communication	workplace communication	workplace communication in a specific organisation
3. Can develop own communication skills within the workplace	3.1 Reflect on the effectiveness of own communication skills in a workplace situation	3M1 Design a personal development plan to improve own communication skills using SMART targets	
4. Understand how to improve communication within an organisation	4.1 Evaluate the effectiveness of internal and external communication within a specific organisation 4.2 Make recommendations to improve organisational communication	4M1 Explain ways of measuring the effectiveness of communication	

## Indicative Content

### 1. Understand channels and types of communication within and between organisations and their effectiveness

**Communication types:** internal (colleagues, other departments), external (between organisations)

**Communication channels:** formal, informal, face to face, telephone, electronic (email, social media, forums, web conference, instant messaging, use of live and web chat where relevant), written (letters, reports, blogs), mass media (newsletters, promotional material), noticeboards, presentations, briefings, meetings

**Benefits:** suitability, appropriateness, clarity of information/message, adapting to individual needs and circumstances, speed, flexibility, reduced cost and time, transmission of documents with communication, multiple people contribution, audit trail, sharing ideas and best practice

### **Potential barriers:**

- Tangible: environmental, technology, time/timing, resources, language
- Intangible: culture (internal/external), structures, power and style, rumours and the grapevine, one-way communication, bias, emotions

## **2. Understand the factors that impact on workplace communication**

### **Factors**

Organisation structure (hierarchical, functional, horizontal, matrix, network, team-based)

Culture, Management styles (e.g., autocratic, affiliative, coaching, democratic, pacesetter and visionary)

Leadership styles (e.g., authoritarian, paternalistic, democratic, laissez-faire, transactional and transformational)

Role and responsibility (positional power, relationships)

Organisational policy and processes (communication policy, whistleblowing policy, brand guidelines/house style, standard responses)

Resources (technology, time)

Location (same site, hybrid or remote working)

### **Stakeholders**

External: customers, suppliers, competitors, shareholders, pressure groups/environmental groups, trade unions, finance and/or government authorities, regulatory bodies etc

Internal: team members, other employees within and outside own department (as relevant to the role), line manager, departmental managers, senior managers, specialists in organisation (e.g., finance, IT, human resources, sales, marketing, R&D, customer service, dispatch, administration)

Understanding audience needs, wants and expectations, preferences, limitations (e.g. compatibility of technology, access to and confidence with different technologies)

### **Technology**

Types: intranet, extranet and internet, websites, email, collaborative meeting software, information systems (IS) and management information systems (MIS), networks

Role: provide flexibility to different stakeholders in terms of accessibility and convenience. Supporting remote workers. Ensuring that tasks are undertaken more efficiently and productively i.e. sending electronic documents, invoices and on-line payments (e-commerce)

### 3. Develop own communication skills within the workplace

#### Role and process of reflection

Situations could include: delegating, negotiating, motivating, briefing, providing information

Appropriateness and suitability of method

#### Personal Development Plan (PDP) framework

Define and prioritise own goals, set out proposals for improving own communication skills, understand strengths, weaknesses, SMART (specific, measurable, achievable, realistic and time-framed)

### 4. Understand how to improve communication within an organisation

**Evaluation** to include: timeliness, understanding, suitability, clarity, response, achieving outcomes

**Measures of effectiveness:** reactions, feedback, checking understanding, surveys, customer complaints

**Recommendations:** what, why, how and benefit

#### Suggested Resources

Bovee C., 2020, Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace, Pearson

Bouvee C. et al., 2020, Business Communication Today, Pearson

Kaczmarek S., Locker K., 2013, Business Communication: Building Critical Skills, McGraw-Hill

Roche M., 2022, Business Communication in Plain English: How to Use Grammar, Punctuation & Style to Communicate Effectively in Business and Professional Settings: Business English Originals, IDM Business English

#### Websites

[Managing Organizational Communication \(shrm.org\)](https://www.shrm.org) Society for Human Resource Management

[Organizational Communication - Definition, Importance and Types - Digiaide.com](https://digiaide.com) Digiaide

<http://managementstudyguide.com/market-segmentation.htm> Management Study Guide

<b>Unit 5 Managing Communication - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand channels and types of communication within and between organisations and their effectiveness  LO2 Understand the factors that impact on workplace communication	Unit 2 People Management, LO1 Understand how organisational structure, culture and other factors impact on people in organisations  Unit 16 Life Sciences in Business, LO1 AC 1.2 Analyse the role public relations (PR) plays in managing the ethical considerations of life sciences-based organisations
LO2 Understand the factors that impact on workplace communication	Unit 12 Information for Strategic Decision-Making, LO1 Understand the role, value and sources of information necessary for strategic decision-making  Unit 13 Organisational analysis and change LO4 Understand how organisations manage change
LO4 Understand how to improve communication within an organisation	Unit 4 Research Project, LO3 Evaluate research project outcomes
<b>Opportunities for Synoptic Assessment</b>	
Some of the AC require knowledge from one or more of the LOs.	
The knowledge and understanding developed in LO1 Understand channels and types of communication within and between organisations and their effectiveness and LO2 Understand the factors that impact on workplace communication clearly underpins the development of the reflective and personal understanding required in 3M1 Design a personal development plan to improve own communication skills using SMART targets.	
<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Working independently</b> – self-organisation, review and self-improvement (LO3)  <b>Problem-solving</b> – defining challenges and issues, determining and assessing solutions, using analytical and critical thinking skills (LO4)	<b>Using Sources of Information</b> – identifying sources, accessing information (current, sufficient, reliable sources) (LO1, LO2, LO3, LO4)  <b>Writing Skills</b> – understanding writing styles (LO3)

<b>Unit 6 Marketing Principles and Practice</b>			
<b>Unit Aims</b>	To develop knowledge and understanding of general marketing principles and their application in business. Learners will have the opportunity to develop a marketing plan for a specific product or service.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	D/650/6254		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must use real life examples to illustrate the points which are made. Learners will also demonstrate their understanding by applying appropriate marketing theory to produce a marketing plan for a stated product or service. Learners will need to agree with tutors appropriate products and/or services on which to base their study.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the role of marketing in business	1.1 Analyse the role of marketing in the achievement of business objectives 1.2 Analyse the external factors influencing marketing in business 1.3 Explain the role of marketing in not-for-profit organisations	1M1 Analyse how a marketing strategy supports the sales function in businesses	
2. Understand marketing principles	2.1 Analyse the elements of the marketing process 2.2 Explain methods of segmenting markets 2.3 Analyse principles of digital marketing	2M1 Evaluate the benefits of segmenting markets	2D1 Analyse the challenges businesses face to market effectively
3. Understand marketing methods	3.1 Analyse different methods of researching a market 3.2 Evaluate the use of the different channels for digital		3D1 Propose ways in which challenges for digital marketing could be overcome or mitigated

	marketing		
4. Can develop a marketing plan for a specific product or service	4.1 Propose strategic objectives for a marketing plan 4.2 Determine the target market(s) for a selected product or service 4.3 Consider factors which will be relevant to the implementation of a marketing plan		

## Indicative Content

### 1. Understand the role of marketing in business

Role of marketing to achieve business objectives

- Establishing and growing relationships between a business and its customers
- Establishing and maintaining public image and reputation of business
- Growing customer base
- Branding the business via, publicity, advertising and customer interaction
- Launching new products and services
- Entering a new market
- Expanding market share
- Increasing sales
- Increasing profits
- Building competitive advantage
- Improving customer focus
- Increasing customer satisfaction
- Improving quality

External factors influencing marketing

- Political, economic, social, technological, legal and environmental factors
- Pressure groups, competitors, Porter's Five Forces

Role of marketing in a not-for-profit business

- The many overlaps with the role of marketing for a business
- 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

How a marketing strategy supports the sales function in businesses

- Satisfies customer need
- Establishes clear responsibilities, process and goals

- Determines the messaging
- Establishes and use common tracking and reporting systems
- Identifies areas for improvement
- Aligns marketing content with the selling cycle
- Shares data and intelligence

## 2. Understand marketing principles

### Marketing process

- Carrying out a marketing audit
- Undertaking an environmental analysis e.g. PESTLE
- Undertaking a SWOT analysis
- Setting aims and objectives
- Planning
- Understanding constraints and options

### Methods of segmenting markets

- Demographic
- Socio-economic
- Geographic
- Psychographic
- Behavioural

### Principles of digital marketing

- Ratio of use of digital to traditional marketing: depending on business and products, there is normally still a need for some community involvement, networking and face-to-face marketing
- Timing of marketing
- Content
- Maintenance of currency of marketing material
- Allocation of time, effort and budget

### Benefits of market segmentation

- Better matching of customer needs
- Enhanced profits for business
- Better opportunities for growth
- Retain more customers
- Build relationships with customers via targeted marketing communications
- Gain share of the market segment

### Challenges that a business faces to market effectively

- Time
- Expertise
- Budget
- Fitting in with the buying/selling cycle
- Pricing correctly

- Matching product to market
- Placing product correctly

### 3. Understand marketing methods

Marketing research methods

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

Use of channels for digital marketing

Use of internet for digital marketing

- IC Search engine optimisation
- IC Pay per click advertising
- IC Responsive website

Use of social media

- Facebook, LinkedIn, Twitter
- Viral marketing

Use of emails

- Email newsletters
- Personalised emails

Use of hand-held devices for marketing

- Increased security risk
- Cluttered market
- Less focus on keywords, more focus on search phrases
- More ad blockers
- Increased ad costs

How current challenges for digital marketing could be overcome or mitigated

- Answers will vary depending on the challenges identified

### 4. Develop a marketing plan for a specific product or service

Strategic 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

#### Consideration of factors relevant to the implementation of the plan

#### Implementation factors

- Barriers to implementation of the plan and their resolution
- Marketing budget
- Monitoring and controlling the marketing plan
- People and (lack of) knowledge, skills and experience
- Technical factors.

### **Suggested Resources**

Chernev, A., 2018. Strategic Marketing Management, Cerebellum Press

Ghuri N. and Cateora, P., 2021, International Marketing, McGraw Hill Education: Maidenhead

Grocutt J. & Hopkins C., 2015, Marketing (Business Briefings), London: Palgrave Macmillan

Jobber, D. & Ellis-Chadwick, F., 2012, Principles and Practice of Marketing, Maidenhead: McGraw-Hill

McDonald, M. and Wilson, H., 2016, Marketing Plans: How to Prepare Them, How to Profit from Them, John Wiley & Sons

Scott, D.M., 2022. The new rules of marketing and PR: How to use content marketing, podcasting, social media, AI, live video, and newsjacking to reach buyers directly, John Wiley & Sons

Simkin, L., Pride, W., Ferrell, D. and Dibb, S, 2019, Marketing Concepts and Strategies, Cengage Learning

Stevens, R.E., Loudon, D.L., Wrenn, B. and Warren, W.E., 2021. Marketing Planning Guide. CRC Press

Westwood, J, 2022, How to Write a Marketing Plan: Define your Strategy, Plan Effectively and Reach your Marketing Goals: 4 (Creating Success), Kogan Page

## Websites

[www.cim.co.uk](http://www.cim.co.uk) Chartered Institute of Marketing

[www.marketingweek.com](http://www.marketingweek.com) Marketing Week

[www.marketingdonut.co.uk](http://www.marketingdonut.co.uk) Marketing Donut – support for small business

<http://www.marketingteacher.com/what-is-international-marketing/> Marketing Teacher

<http://managementstudyguide.com/market-segmentation.htm> Management Study Guide

<https://courses.lumenlearning.com/clinton-marketing/chapter/reading-the-black-box-of-consumer-behavior/> Lumen Learning

[Management Library \(managementhelp.org\)](http://managementhelp.org) The Free Management Library

<b>Unit 6 Marketing Principles and Practice - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the role of marketing in business	Unit 8 Small Business Enterprise, LO4 Understand how to expand a small business enterprise, AC4.3 Analyse ways to diversify into new types of products or services
LO3 Understand marketing methods, AC3.1 Analyse different methods of researching a market	Unit 9 Planning a New Business Venture LO1 Understand how to determine the market potential of a new business venture
LO4 Develop a marketing plan for a specific product or service	Unit 4 Research Project, LO1 Produce a research proposal
<b>Opportunities for Synoptic Assessment</b>	
Some of the AC require knowledge from one or more of the LOs.	
The knowledge and understanding developed in LO1 Understand the role of marketing in business, LO2 Understand marketing principles and LO3 Understand marketing methods clearly underpins the development of the practical understanding required in LO4 Develop a marketing plan for a specific product or service.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Working Independently</b> – use of initiative, time management, eg planning, setting targets, meeting deadlines, working under pressure and self-organisation (<b>LO1, LO2, LO3, LO4</b>)</p> <p><b>Communication Skills</b> – written communication requiring the use of appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) (<b>LO1, LO2, LO3, LO4</b>)</p> <p><b>Problem-solving</b> – analysis of data, understanding and synthesising a variety of</p>	<p><b>Using Sources of Information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources (<b>LO1, LO2, LO3, LO4</b>)</p> <p><b>Writing Skills</b> – understanding writing styles (and forms) e.g. informative, persuasive and explanatory (<b>LO4</b>)</p> <p><b>Thinking Skills</b> - using critical thinking skills, eg reading all information, analysing and interpreting data to form a judgement (<b>LO1, LO2, LO3, LO4</b>)</p> <p><b>Digital Skills</b> - using appropriate digital devices (computer, laptops, tablets etc) and relevant</p>

factors and perspectives and using critical thinking skills **(LO4)**

**Leadership** – confidence, planning and having and sharing a vision **(LO4)**

applications, software, systems and getting online **(LO2)**

<b>Unit 7 Manage Sustainability in an Organisation</b>			
<b>Unit Aims</b>	This unit will enable learners to acquire the knowledge and understanding of sustainability as it relates to organisations. This includes the legal and regulatory requirements and how to achieve relevant quality standards. The unit will also enable learners to develop skills required to audit sustainability.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	F/650/6255		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must also use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors appropriate organisation(s) on which to base their study. The learner must carry out a sustainability 'audit' on an organisation, where the learner works or knows well, and the audit will need to lead to recommendations for improvements. This could be carried out for a business in the private, public, or voluntary sectors.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the issues relating to sustainability in organisations	1.1 Identify current issues in relation to sustainability in organisations 1.2 Evaluate the key sustainability issues affecting a chosen organisation	1M1 Analyse the impact of issues on the sustainability of a chosen organisation	
2. Understand how legislation, regulation, and guidance impact on the sustainability of organisations	2.1 Describe the effects of legislation, regulation, and guidance on the sustainability of organisations 2.2 Evaluate how operating ethically can impact on organisations and their stakeholders		2D1 Evaluate the approaches different organisations have taken in response to legislation, regulation and guidance
3. Can audit the sustainability of an organisation	3.1 Develop an approach for auditing the		

	sustainability of a chosen organisation 3.2 Analyse data from the sustainability audit 3.3 Report on the findings of the sustainability audit		
4. Understand the quality standards relevant to organisational sustainability	4.1 Explain appropriate quality standards for an organisation 4.2 Analyse the organisational characteristics which facilitate achievement of quality standards	4M1 Analyse the financial costs and benefits of achieving a quality standard in a chosen organisation	4D1 Evaluate the moral and ethical imperatives for organisations to achieve quality standards in relation to organisational sustainability

## Indicative Content

### 1. Understand the issues relating to sustainability of an organisation

#### Issues

- Natural environment e.g. pollution, waste, water usage, natural habitats, transport management
- Global e.g. fair-trade, child labour
- Built environments e.g. carbon management, energy efficiency of buildings
- Financial sustainability e.g. business planning and development
- Resource management and resource efficiency
- Market awareness and responsiveness to the market
- Talent management e.g. recruitment, development, and retention of staff
- Stakeholder management e.g. customers, suppliers, partners, collaborators, competitors
- Good governance e.g. board make-up and performance
- Community engagement and social responsibility
- Environmental impacts, performance, and priorities
- Natural disasters and public health issues (such as Covid-19)
- Climate change: environmental, social, and governance (ESG) evaluation criteria
- Mitigating climate change via policy and business

#### Impact of issues

- 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
- 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. Understand how legislation, regulation, and guidance impact on the sustainability of organisations**

### Legislation, regulation and guidance

- The Environment Act (2021)
- The UK Companies Act (2006)
- Audit Reform in the EU (2014)
- Employment Rights Act (1996)
- Environmental Impact Assessment (2017)
- The Water Resources Act 1991
- Control of Pollution (oil storage) (England) Regulations 2001
- Hazardous Waste Regulations 2005
- Clean Air Act 1993
- Climate Change Agreements 2006
- Habitat Protection – Wildlife & Countryside Act 1981
- 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

### Ethical Operations

- Impact on people, the environment etc.
- Fairness to employees e.g. wages etc.
- Effect on brand image
- Effect of bad publicity

### Impact on

- Physical and human resources
- Processes and systems
- Vision and strategy
- Marketing and marketability
- Operations and costs

## **3. Audit the sustainability of an organisation**

- Carrying out a sustainability 'audit' for an organisation to identify areas of relevance
- Ensuring compliance with legislation, regulation, codes of practice etc.
- Suggesting how sustainability can be improved – actions and policies to improve sustainability of business activities
- Reporting - report formats, recommendations, cost, and implementation

## **4. Understand the quality standards relevant to organisational sustainability**

### Quality standards

- ISO14001
- ISO 9001
- ISO 27001
- ISO 26000

- ISO 31000
- Investors in People
- Internal quality standards; benchmarking; value added

#### Organisational characteristics to achieve a quality standard

- Requirements as per the quality standard
- Buy-in from senior management, staff and other stakeholders
- Practical implications of applying standards
- Relevance to specific operations
- Systems design and implementation
- Reporting to stakeholders
- Preparing for inspection
- Communication, training and dissemination

#### Financial costs and benefits

- Advice and consultancy
- New systems and processes
- Training
- Staffing to support the process
- Cost of applying for quality mark
- Marketing and communications
- Good news story

#### Moral and ethical imperatives

- Protecting the environment
- Ethical labour and employment practices
- Growing talent
- Corporate social responsibility
- Good governance

### **Suggested Resources**

Beckford, J., 2009, *Quality: A Critical Introduction*, Routledge

Benn, S. (2014). *Organisational Change for Corporate Sustainability*. London: Routledge.

Blowfield M. et al., 2019, *Corporate Social Responsibility*, OUP

Dale B.G., Bamford D., et al, 2016, *Manging Quality: An Essential Guide and Resource Gateway*, Wiley

Doppelt B. (2015). *Leading Change Towards Sustainability*. London: Routledge.

Grayson D., 2022, *The Sustainable Business Handbook: A Guide to Becoming More Innovative, Resilient and Successful*, Kogan Page

Henderson R. & Gulati R. (2015). *Leading Sustainable Change: an organisational perspective*. Oxford: Oxford University Press.

Orsato R. (2009). Sustainability Strategies: When does it pay to be green? INSEAD Business Press.

Young S. et al., 2013, Sustainability: Essentials for Business, Sage

### **Websites**

[www.Bthechange.com](http://www.Bthechange.com) B the Change – case studies

[www.consciouscapitalism.org](http://www.consciouscapitalism.org) Conscious Capitalism – case studies

[www.corporateregister.com](http://www.corporateregister.com) Corporate Register – the global online directory of corporate responsibility

[www.qualitymanagement.co.uk](http://www.qualitymanagement.co.uk) Quality Management Systems

[www.asq.org](http://www.asq.org) American Society for Quality

[Knowledge Base Home Page | EFQM Knowledge Base \(digitalefqm.com\)](http://Knowledge Base Home Page | EFQM Knowledge Base (digitalefqm.com)) The European Foundation for Quality Management website

<b>Unit 7 Manage Sustainability in an Organisation - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the issues relating to sustainability in organisations	<p>Unit 1 Business Organisations in a Global Context, LO1 AC1.2 Assess the responsibilities of business organisations operating in a global environment</p> <p>Unit 2 People Management, LO2 Understand how to manage individuals and teams to achieve sustainable business performance, LO3 Understand how to develop and motivate individuals and teams to achieve sustainable business performance</p> <p>Unit 15 Business Ethics, LO1 Understand different ethical perspectives in business</p> <p>Unit 18 Applied Economics for Business, LO2 Understand economic policies</p>
LO2 Understand how legislation, regulation, and guidance impact on the sustainability of organisations	<p>Unit 1 Business Organisations in a Global Context, LO4 AC4.1 Explain current issues that impact on global business activities in a specified country</p> <p>Unit 11 Operations Management, LO4 AC4.1 Explain the ethical considerations faced by operations managers in relation to the supply chain</p> <p>Unit 16 Life Sciences in Business, LO1.2 Analyse the role public relations (PR) plays in managing the ethical considerations of life sciences-based organisations</p> <p>Unit 17 Logic, Critical Thinking and Creativity in Business, LO2 Understand how to use reasoning and critical thinking for decision-making in organisations</p>
<b>Opportunities for Synoptic Assessment</b>	
Some of the AC require knowledge from one or more of the LOs.	
The knowledge and understanding developed in LO1 Understand the issues relating to sustainability in organisations and LO2 Understand how legislation, regulation, and guidance impact on the sustainability of organisations clearly underpins the development of the practical understanding required in LO3 Audit the sustainability of an organisation.	

Opportunities for Skills Development within this Unit	
Employability Skills	Study Skills
<p><b>Communication Skills</b> - written communication requiring the use of appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Problem-solving</b> - using analytical skills, eg research skills, handling information, categorising information, analysis of data, assessing effectiveness <b>(LO3)</b></p>	<p><b>Using Sources of Information</b> – identifying available sources of information, accessing information <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Writing Skills</b> – understanding writing styles (and forms) e.g. informative, persuasive and explanatory <b>(LO3)</b></p> <p><b>Thinking Skills</b> - using critical thinking skills, eg reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments <b>(LO1, LO2, LO3, LO4)</b></p>

<b>Unit 8 Small Business Enterprise</b>			
<b>Unit Aims</b>	This unit provides learners with an understanding of the importance of small business enterprises in today's business environment. Also, it provides an understanding of the development, management and administration of small business enterprises.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	H/650/6256		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors an appropriate organisation(s) on which to base their study.</p>		
<b>Learning Outcomes</b>  The learner will demonstrate that they:	<b>Assessment Criteria</b>		
	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand different types of business enterprises and their role in the economy	1.1 Analyse characteristics of different types of business enterprises 1.2 Assess the role of small business enterprises in today's economy	1M1 Analyse the advantages and limitations of small business enterprises	
2. Understand the start-up of a small business enterprise	2.1 Explain the different methods for checking the viability of a small business enterprise 2.2 Analyse the legal, regulatory and financial activities required for setting up a new small business enterprise 2.3 Explain how to make business planning effective for a small business	2M1 Evaluate the launch of a named small business enterprise	

<p>3. Understand the operation of a small business enterprise</p>	<p>3.1 Analyse the actions needed to manage sales and expenditure in a small business enterprise</p> <p>3.2 Analyse the importance of, and steps for achieving, a positive cash flow in a small business enterprise</p> <p>3.3 Explain the laws with which a small business enterprise must comply during its operation</p>		
<p>4. Understand how to expand a small business enterprise</p>	<p>4.1 Evaluate the role of technology in growing a small business enterprise</p> <p>4.2 Analyse the use of finance in growing a small business enterprise</p> <p>4.3 Analyse ways to diversify into new types of products or services</p>		<p>4D1 Evaluate the external support mechanisms available to aid the successful development of a small business enterprise</p> <p>4D2 Analyse the expansion of a named small business enterprise</p>

## Indicative Content

### 1. Understand different types of business enterprises and their role in the economy

- Different set ups of enterprises: limited company; corporation; charity
- Small, medium, large businesses
- Role of small business enterprises: combined high turnover; job creation; key drivers of innovation, competition and growth; specialists in sector
- Advantages of micro and small enterprises: nimbler and more flexible; faster customer response time; can be disruptive, can tap gap in market quickly; owner is usually passionate about product or service; can be perceived to be more customer-friendly than faceless corporation; ability to offer personalised service; can offer expertise at lower costs; lower overhead costs; quick to react to changing market conditions; can work quickly to correct shortcomings

## **2. Understand the start-up of a small business enterprise**

- Viability: market research; product prototyping; business outline plan; financial calculations and considerations; operational viability; fit with organisation strategy and reputation; peer review of proposed small business enterprise; discussion with lenders
- Legal and regulatory requirements (in UK – may be different in other countries); incorporation and registration of company at Companies House; set up of business bank account; relevant company and UK laws e.g. GDPR; governance; articles of association; relevant UK and sector regulations
- Financial requirements: bank account in credit; optional overdraft; optional loans; PAYE
- Fundraising: friends and family; angel investment; crowdfunding; start-up loans; grants
- Business plan: executive summary; business description; market analysis; organisation management; sales and marketing strategies; funding; financial projections
- Approaches to business plan: allow time; involve stakeholders; accurate calculations; realistic; review drafts

## **3. Understand the operation of a small business enterprise**

- Managing sales and expenditure in a small business enterprise: cashflow management: customer management - invoice/credit policy, ensuring payment on time, negotiating deposits/staged payments on for large contracts, maintaining good relationships with customers to spot issues early; supplier management – supplier incentives, extended credit terms, just-in-time ordering/stock management; taxation liabilities – awareness and management
- Importance of positive cash flow: dealing with debt, planning future growth, managing risk
- Steps to achieving positive cash flow: leasing vs buying, discounting for early payment, customer credit checks, inventory checking/what's selling? effective invoicing, electronic payments, negotiating price with suppliers, using high interest savings accounts, pricing
- Relevant small business law: legal entity, employment law, tax law, trademark law, customer policies and protections, licensing law, contracts

## **4. Understand how to expand a small business**

- Role of technology: increased efficiency; decreased costs; reach wider audience; increased security; increased opportunities for innovation
- Use of finance: equipment financing, loans, re-investment of profits, grants/government schemes, eg small business grants
- Diversification: related products and services; products and services in new field; adapt existing products and services for new market; offer integrated solution
- Expanding into other markets: home and overseas markets; piloting first;
- Exporting: identifying opportunities; assistance from embassies; government programme; trying in one country first; using partners in the country; setting up a base in the country
- Mergers and acquisitions: consolidation of assets and liabilities; streamlining; efficiencies; takeovers
- External support mechanisms: (UK) business mentors; HMRC call centre; accountants; business networking events and social media; professional membership organisations; websites

## **Suggested Resources**

Barrow P., The Best Laid Plans: How to write them, how to pitch them, Virgin Business Guides

Besant J. & Tidd J., 2016, Innovation and Entrepreneurship, Oxford: Wiley

Blackwell, E., 2011, How to Prepare a Business Plan, Kogan Page

Burns P., 2016, Entrepreneurship and Small Business: Start-up, Growth and Maturity, Palgrave

Finch B., 2010, How to write a Business Plan, third edition, Creating Success Stories

Grant W., 2020, Starting A Business: A 7-Step System To Successfully Launch Your Own Business In 30 Days, Business 101

Harrison A., 2003, Cases in Operations Management 3rd Edition, Prentice Hall

Matthieu T., 2021, Entrepreneurship: A Guide To Success For Entrepreneurs And Aspiring Entrepreneurs

Slack N., 2003, Operations Management, Prentice Hall

Stutely R., 2006, The definitive Business Plan: The Fast track to intelligent Business Planning for Executives and Entrepreneurs, Sunday Times Series

## **Websites**

[www.biginnovationcentre.com](http://www.biginnovationcentre.com) Big Innovation Centre

[www.entrepreneur.com](http://www.entrepreneur.com) Entrepreneur Media Inc

[www.forbes.com](http://www.forbes.com) Forbes

[www.isbe.org.uk](http://www.isbe.org.uk) Institute for Small Business and Entrepreneurship

## Unit 8 Small Business Enterprise - Supporting Information

### Opportunities for Synoptic Teaching and Learning

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

Learning Outcome	Teaching and learning links to other unit LO/AC
LO1 Understand different types of business enterprises and their role in the economy	Unit 9 Planning a New Business Venture, LO2 Understand the legal considerations of new business ventures
LO2 Understand the start-up of a small business enterprise	Unit 3 Finance for Managers, LO2 Assess an organisation's financial performance  Unit 9 Planning a New Business Venture, LO3 Develop a business plan, LO4 Understand how to secure funding for a new business venture
LO3 Understand the operation of a small business enterprise	Unit 10 Business Law, LO1 Understand the main principles governing the legal relationship between businesses and their consumers  Unit 14 Financial Systems and Auditing, LO1 Understand the importance of keeping accounting records within an organisation
LO4 Understand how to expand a small business enterprise	Unit 6 Marketing Principles and Practice, LO1 Understand the role of marketing in business

### Opportunities for Synoptic Assessment

Some of the AC require knowledge from one or more of the LOs.

Knowledge developed in LO1 in relation to different types of enterprise underpins the legal and regulatory requirements in set-up and operation (LO2 and LO3). Additionally, knowledge developed in relation to the financial operation of an enterprise (LO3) has an impact on decisions about how to grow an enterprise (LO4).

### Opportunities for Skills Development within this Unit

Employability Skills	Study Skills
<b>Working Independently</b> – use of initiative, time management, eg planning, setting targets, meeting deadlines, working under pressure and self-organisation ( <b>LO1, LO2, LO3, LO4</b> )	<b>Using Sources of Information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources ( <b>LO1, LO2, LO3, LO4</b> )  <b>Thinking Skills</b> - Using critical thinking skills, eg reading all information, analysing and

<p><b>Communication Skills</b> - use of appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) (<b>LO1, LO2, LO3, LO4</b>)</p> <p><b>Problem-solving</b> – analysis of data, understanding and synthesising a variety of factors and perspectives and using critical thinking skills (<b>LO4</b>)</p>	<p>interpreting data to form a judgement (<b>LO1, LO2, LO3, LO4</b>)</p> <p><b>Digital Skills</b> - using appropriate digital devices (computer, laptops, tablets etc) and relevant applications, software, systems and getting online (<b>LO1, LO2 LO3, LO4</b>)</p>
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<b>Unit 9 Planning a New Business Venture</b>			
<b>Unit Aims</b>	This unit will develop the knowledge and understanding of new business ventures and the skills associated with planning a venture. While studying this unit, learners will develop an understanding of business types and the factors that determine the success or failure of a new business venture. They will also learn how to determine the market potential of a new business and develop the associated business plan.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	J/650/6257		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners will develop a practical understanding of establishing a new business venture. Through consideration of a proposed new business venture they will follow the process of understanding relevant legal considerations, identifying their market, developing a business plan and learning about how to secure business funding. Tutors must ensure that the learner's identified business venture credibly satisfies the requirements of the unit. They must also ensure that any business planning tools/templates used by the learner cover all the necessary AC requirements.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand how to determine the market potential of a new business venture	1.1 Analyse how market conditions can affect the market potential of a new business 1.2 Explain how to identify market need and target markets for a new business venture 1.3 Assess the market potential of a new business venture	1M1 Analyse potential benefits, limitations and risks for the proposed new business venture	
2. Understand the legal considerations of new business ventures	2.1 Describe the legal and regulatory considerations when setting up a new business 2.2 Propose, with justification, a legal form for the new		

	business venture		
3. Can develop a business plan	3.1 Develop mission, vision statement and business objectives for the proposed business venture 3.2 Analyse skills, experience and other resources needed to introduce and establish the new business venture 3.3 Explain financial requirements needed for the new business venture 3.4 Propose business structures and systems needed to deliver business objectives	3M1 Analyse strengths, weaknesses and risks inherent in the business plan	3D1 Propose strategies to address the weaknesses and mitigate the risks in business plans
4. Understand how to secure funding for a new business venture	4.1 Evaluate approaches to securing funding for a new business venture		4D1 Pitch for funding for a new business venture

## Indicative Content

### 1. Understand how to determine the market potential of a new business venture

#### Market conditions

- PEST (Political, Economic, Social/Ethical, Technical) PESTLE political Economic, Social, Technological, Legal and Environmental
- Competitor analysis e.g. characteristics and strategies of the competition
- Estimating market size

#### Market need

- Gap analysis
- Market conditions
- Specifying a product to meet market need e.g. details, dimensions, purpose, longevity, target market, international or national market, pricing, distribution, and marketing
- New products or services
- Emerging trends e.g. due to aging population, because of new technology
- Changing requirements

## Target markets

- Socioeconomic
- Age
- Gender
- Occupation
- Sources of finance
- Special factors
- Personality indicators
- Geographical

## Potential benefits, limitations and risks for the proposed new business venture

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

## **2. Understand the legal considerations of new business ventures**

### Legal and regulatory considerations

- Legal entity of business, eg sole trader, partnership, LLP
- Health and safety
- Environmental
- Employment and redundancy
- Contracts
- Insurance
- Data protection
- Equality and diversity

## **3. Develop a business plan**

### Vision and mission

- Market conditions
- Target market
- Opportunities due to a gap in the market

### Skills/experience

- Project management
- Business planning
- Marketing
- Accountancy/book-keeping
- Leadership
- Communication skills both oral and written
- Delegation
- Organisation
- Sales
- Customer relations
- People management

#### Other resources

- Human (fully committed and capable personnel)
- Financial (financially secure, access to funding)
- Physical (suitable premises, equipment)
- Mentoring (support, guidance) and training
- Information (in-depth knowledge of industry, stakeholders etc.)

#### Financial requirements

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

#### Business structures and systems

- Organisational structure
- Resource management systems
- Supply chain management
- Technology requirements/systems

#### Strengths, weaknesses, opportunities and threats

- SWOT analysis
- Risk management
- Use of contingency funds
- Insolvency and bankruptcy
- New markets

### **4. Understand how to secure funding for a new business venture**

#### Sources of finance

- Savings
- Flotation on stock market
- Loans
- Investors
- Share capital
- Crowdfunding
- Private equity

#### Benefits and risks associated with different sources of funding eg

- Savings
  - Benefit – No interest to pay back
  - Risk – Could lose savings if business is not successful
- Loans
  - Benefit – A range of funding amounts and payback options. Retain equity in the business. Enables personal money to be used for operational purposes and savings are protected if business is not successful
  - Risk – Interest rates and payments must be paid back and on time whether the business succeeds or not

- Investors
  - Benefit – Extends financial risk over more than one person
  - Risk – Will give up some control of the business

#### Pitching for funding

- Getting your facts correct, being on top of the detail
- Considering your investors' needs
- Framing the pitch – 'telling a story'
- Practice and developing confidence
- Following up – checking back in with potential investors
- Revising the pitch – what worked/what didn't?

#### **Suggested Resources**

Barrow P., *The Best Laid Plans: How to write them, how to pitch them*, Virgin Business Guides

Besant J. & Tidd J., 2016, *Innovation and Entrepreneurship*, Oxford: Wiley

Blackwell, E., 2011, *How to Prepare a Business Plan*, Kogan Page

Burns P., 2016, *Entrepreneurship and Small Business: Start-up, Growth and Maturity*, Palgrave

Finch B., 2010, *How to write a Business Plan*, third edition, *Creating Success Stories*

Grant W., 2020, *Starting A Business: A 7-Step System To Successfully Launch Your Own Business In 30 Days*, Business 101

Harrison A., 2003, *Cases in Operations Management 3rd Edition*, Prentice Hall

Matthieu T., 2021, *Entrepreneurship: A Guide To Success For Entrepreneurs And Aspiring Entrepreneurs*

Slack N., 2003, *Operations Management*, Prentice Hall

Stutely R., 2006, *The definitive Business Plan: The Fast track to intelligent Business Planning for Executives and Entrepreneurs*, Sunday Times Series

#### **Websites**

[www.biginnovationcentre.com](http://www.biginnovationcentre.com) Big Innovation Centre

[www.entrepreneur.com](http://www.entrepreneur.com) Entrepreneur Media Inc

[www.forbes.com](http://www.forbes.com) Forbes

[www.isbe.org.uk](http://www.isbe.org.uk) - Institute for Small Business and Entrepreneurship

[www.startupdonut.co.uk](http://www.startupdonut.co.uk) Start Up Donut - support for small business

<b>Unit 9 Planning a New Business Venture - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand how to determine the market potential of a new business venture	Unit 6 Marketing Principles and Practice, LO3 Understand marketing methods
LO2 Understand the legal considerations of new business ventures	Unit 2 People Management, LO1 Understand how organisational structure, culture and other factors impact on people in organisations  Unit 8 Small Business Enterprise, LO1 Understand different types of business enterprises and their role in the economy  Unit 10 Business Law, LO1 Understand the main principles governing the legal relationship between businesses and their consumers  Unit 15 Business Ethics, LO1 Understand different ethical perspectives in business
LO3 Develop a business plan	Unit 8 Small Business Enterprise, LO2 Understand the start-up of a small business enterprise
LO4 Understand how to secure funding for a new business venture	Unit 3 Finance for Managers, LO2 Assess an organisation's financial performance  Unit 8 Small Business Enterprise, LO2 Understand the start-up of a small business enterprise
<b>Opportunities for Synoptic Assessment</b>	
Some of the AC require knowledge from one or more of the LOs.	
The unit builds cumulatively; LO1 Understand how to determine the market potential of a new business venture and LO2 Understand the legal considerations of new business ventures underpin the development of the business proposal and plan in LO3. This, in turn, provides the basis for LO4 and the pitch for funding.	

Opportunities for Skills Development within this Unit	
Employability Skills	Study Skills
<p><b>Working Independently</b> – use of initiative, time management, eg planning, setting targets, meeting deadlines, working under pressure and self-organisation <b>(LO1, LO2 LO3, LO4)</b></p> <p><b>Communication Skills</b> – use of appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Problem-solving</b> – analysis of data, understanding and synthesising a variety of factors and perspectives and using critical thinking skills <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using Sources of Information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2 LO3, LO4)</b></p> <p><b>Writing Skills</b> – understanding writing styles (and forms) e.g. informative, persuasive and explanatory <b>(LO3, LO4)</b></p> <p><b>Thinking Skills</b> - using critical thinking skills, eg reading all information, analysing and interpreting data to form a judgement <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Digital Skills</b> - using appropriate digital devices (computer, laptops, tablets etc) and relevant applications, software, systems and getting online; applying relevant numeracy skills to explore and organise data appropriately <b>(LO3, LO4)</b></p>

<b>Unit 10 Business Law</b>			
<b>Unit Aims</b>	This unit aims to enable learners to develop knowledge and understanding of some of the main aspects of business law which impact on organisations.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	K/650/6258		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must also use real life examples and/or case law to illustrate the points which are made. Learners are also required to apply their understanding to each of the situations in the assignment.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the main principles governing the legal relationship between businesses and their consumers	1.1 Explain when terms can or cannot be implied into the contract of sale of goods or the provision of services 1.2 Evaluate buyers' and sellers' statutory remedies for breach of contracts	1M1 Explain the rationale for innominate terms	
2. Understand rules governing consumer credit and the law of agency	2.1 Describe the rules governing different types of credit agreements 2.2 Distinguish between actual, apparent and implied agency 2.3 Evaluate the rights and duties of an agent		2D1 Assess the balance between the protection offered to lenders and that offered to creditors
3. Understand rules relating to monopolies, mergers and anti-competitive practices	3.1 Explain UK and EU anti-trust laws 3.2 Evaluate the role of the Financial Conduct Authority, the Competition and		3D1 Evaluate the effectiveness of regulatory bodies in preventing anti-

	Markets Authority and the European Commission in identifying and maintaining competitive practices		competitive practices
4. Understand key provisions relating to intellectual property rights	4.1 Describe the different forms of intellectual property 4.2 Evaluate the protection offered by patents and copyrights 4.3 Compare and contrast the protection given by trademarks and business names	4M1 Evaluate the application of copyrights to commercially sensitive, short, verbal texts	

### Indicative Content

#### 1. Understand the main principles governing the legal relationship between businesses and their consumers

- Sale of goods and supply of services – contractual basis, principle of basic contract law, relevant case law, relevant legislation e.g., the Sale of Goods Act 1979, express and implied terms
- Buyers’ and sellers’ remedies – remedies available for breach of contract, distinction between conditions and warranties, innominate terms
- When remedies are applied; their purpose and intention

#### 2. Understand rules governing consumer credit and the law of agency

- Types of credit agreements – definition of consumer credit, restricted and unrestricted use of credit, relevant statutory provisions. Types of agreement, e.g. with suppliers, with lenders, small agreements, agreements exempt from regulation, linked transaction etc.
- Rules of credit, termination rights and default notices – relevant case law and contract law; relevant statutory provisions, e.g. Consumer Credit Act; consumer credit licensing requirements, duties of the lender and borrowers, rights of lenders and borrowers. Remedies for default. Application of the rules re agreement, management, termination, early repayment, early repayment charges, defaults etc.
- Agency and agents – definition of agency, agents and principals, types of agency, authority of agents, rights and duties of agents and principals, fiduciary duties of agents, liability; relevant legislation and case law

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

- UK monopolies and UK and EU anti-competitive practice legislation – statutory provisions governing competition and fair practice, definition of monopolies – including the nature of natural monopoly, examples of restrictive trades
- The role and function of the regulatory bodies – the Financial Conduct Authority and the Competition and Markets Authority - their regulatory and enforcement powers and constraints, challenges to regulatory decisions
- Dominant position in the EU – relevant provisions in the Treaties, impact of Treaties’ provisions on competition and anti-competitive practice, enforcement and / or abuse of dominant position.
- Exemptions – treaty articles and definitions, individual exemptions, block exemptions, impact of exemptions

### 4. Understand key provisions relating to intellectual property rights

- Intellectual property – definition, types, relevance to business, ownership
- Patents – definition of patent, legislation, registration in UK, EU, internationally, role of the patent office in the UK and within the EU. Rights related to patents – what can and cannot be patented. Invention and ownership including patents and employees
- Copyrights – definition of copyrights, legislation, what can and cannot be protected by copyrights, production and ownership, duration, protection under copyrights.
- Infringement of IP rights – unauthorised use, passing off, hearings and tribunals, difficulties of enforcement
- Trademarks and business names – definition of trademarks and business names, registration and rights to use registered trademarks and business names - unregistered trademarks

#### Suggested Resources

Adams A., et al., 2020, Law for Business Students, Pearson

Jones L., 2019, Introduction to Business Law, OUP

Macintyre E., 2018, Business Law, Pearson

Marson J. & Ferris K., 2020, Business Law, OUP

#### Websites

[www.thelawyerportal.com](http://www.thelawyerportal.com) Lawyer Portal with resources

[www.legalabbrevs.cardiff.ac.uk](http://www.legalabbrevs.cardiff.ac.uk) Cardiff University index of legal abbreviations

<https://thestudentlawyer.com/> The Student Lawyer

<https://www.cilex.org.uk/> Chartered Institute of Legal Executives

<https://www.sra.org.uk/> Solicitors Regulation Authority

<https://www.barcouncil.org.uk/> The Bar Council

<b>Unit 10 Business Law - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the main principles governing the legal relationship between businesses and their consumers	Unit 8 Small Business Enterprise, LO3 AC3.3 Explain the laws with which a small business enterprise must comply during its operation  Unit 9 Planning a New Business Venture, LO2 AC2.1 Describe the legal and regulatory considerations when setting up a new business
LO3 Understand rules relating to monopolies, mergers and anti-competitive practices	Unit 1 Business Organisations in a Global Context Unit, LO2 AC2.1 Evaluate the benefits and challenges to global business operations from external factors; AC2.2 Review the measures taken by governments to influence the activities of global business organisations
<b>Opportunities for Synoptic Assessment</b>	
There are limited opportunities for synoptic assessment between ACs relating to different LOs in this unit as the unit surveys distinct areas of the law.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Communication Skills</b> – use of appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Problem-solving</b> – analysis of data, determining and assessing solutions and using critical thinking skills <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using Sources of Information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking Skills</b> - using critical thinking skills, eg reading all information, identifying and interpreting others' positions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3, LO4)</b></p>

<b>Unit 11 Operations Management</b>			
<b>Unit Aims</b>	The aim of this unit is to develop learners' understanding of the nature of the operations function and the roles of those managing it. Learners will gain an understanding of the operations function in terms of its impact on business success, the tools and techniques that enable managers to achieve operational business success and the ethical considerations faced in terms of the supply chain.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	L/650/6259		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must also use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors an appropriate organisation(s) on which to base their study.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the nature of operations management	1.1 Explain the role of the operations function 1.2 Analyse the role of the Operations Manager and its requirements	1M1 Compare and contrast the nature of the operations function in the manufacturing and service sectors	
2. Understand the impact of operations management on business success	2.1 Analyse the relationship between operations management, organisational strategy and organisational performance 2.2 Explain how operations management contributes to financial success	2M1 Evaluate the impact of operations management on business reputation	2D1 Evaluate the impact of operations management on performance within a chosen organisation

	2.3 Explain how operations management contributes to customer satisfaction		
3. Understand the tools and techniques used by operations managers	3.1 Analyse suitable performance measures for different parts of the operations function 3.2 Analyse the effectiveness of techniques to appraise operations processes and improve efficiency 3.3 Explain the impact of quality measures on the efficiency of the operations function		
4. Understand the ethical considerations facing operations management	4.1 Explain the ethical considerations faced by operations managers in relation to the supply chain		4D1 Analyse the ethical considerations facing the supply of materials to a chosen organisation in the manufacturing sector

## Indicative Content

### 1. Understand the nature of operations management

Role of operations function:

- Meeting strategic objectives
- Management of resources (materials, time, human resource)
- Planning; production and delivery of product or service
- Responding to changes in supply/demand
- Control and distribution systems

Responsibilities:

- Meeting operational, and strategic objectives
- Quality – ensuring, managing, improving quality
- Process – designing transformation process, using appropriate technology
- Capacity – forecasting demand, planning and revising according to demand/supply issues
- Inventory – stock/inventory management and control
- People- managing the workforce; designing and improving roles

Constraints:

- Strategic priorities
- Budgets limitations
- Financial position
- Availability of human resources
- Technology
- Physical constraints eg space; geography; access to markets

Differences between manufacturing and service sectors

- Service: intangible product, variable (no standard product); service is perishable; high customer contact; customer participation; cannot be mass produced; high personal judgement used by employees; labour intensity; demand varies greatly over short period.
- Manufacturing: specialisation, mechanisation, technical innovation, regional characteristics, cost and profit generation

## **2. Understand the Impact of operations management on business success**

Operations management and strategic planning

- Operations management – operational plans, strategic objectives
- Operations management as a contributor to overall strategy
- Alignment of goals

Contribution to organisational performance and financial success

- Productivity gains
- Increased revenues
- Cost reduction
- Efficient use of resources and people; optimisation of technology; innovation
- Management/re-use of waste
- Lean working
- Reduced investment need
- Image (e.g. through supply chain or CRM policy)
- Staff engagement

Contribution to customer satisfaction and business reputation

- Product quality
- Speed of delivery
- Response to queries/complaints
- Reputation: perception of organisation, its products and services; interactions with internal and external stakeholders.

### **3. Understand the tools and techniques used by operations managers**

Performance measures e.g.

- Average Handling Time (AHT) and First-Time resolution (FTR) e.g. in call centres to measure staff efficiency
- National Promoter Scores (NPS) to measure customer satisfaction
- Benchmarking
- Absenteeism/sickness – to measure employee engagement
- Staff turnover/attrition – to measure employee engagement
- Productivity/outputs – to measure operational productivity
- Costs – to measure operational productivity
- Costs/output ratio – to measure operational productivity

Tools and techniques

- Project management tools, flow charts,
- Lean, six sigma
- PERT, critical path analysis
- Agile working
- Continuous improvement (Kaizen)
- Employee engagement
- Use of KPIs and metrics
- Balanced scorecard

Quality measures

- Awards, badges and/or membership eg ISO9000; member of the Institute of Customer Service
- Processes – TQM, Kaizen
- Employee engagement

### **4. Understand the ethical considerations facing operations management**

Supply chain considerations

- Source of raw materials
- Ethically produced
- Child labour
- Modern day slavery
- Environmental impact
- Food miles
- Costs
- Sustainability
- Corporate Social Responsibility

## **Suggested Resources**

Kelly P. & Cole G., 2020, Management Theory and Practice, Cengage Learning

Manners-Bell, J., 2020, Supply Chain Risk Management: How to Design and Manage Resilient Supply Chains, Kogan Page

Manners-Bell, J. and Lyon, K., 2022, Logistics and Supply Chain Innovation: A Practical Guide to Disruptive Technologies and New Business Models, Kogan Page

Paton S., Clegg B., Hsuan J. & Pilkington A., 2020, Operations Management, McGraw Hill

Slack N., 2019, Operations Management, Pearson

## **Websites**

[www.apics.org](http://www.apics.org) Association for Operations Management

[www.cips.org](http://www.cips.org) Chartered Institute of Procurement and Supply

[www.ismworld.org](http://www.ismworld.org) Institute for Supply Chain Management

[CILT Home \(ciltuk.org.uk\)](http://ciltuk.org.uk) Chartered Institute of Logistics and Transport

[Supply chain risk insights annual intelligence report | BSI \(bsigroup.com\)](https://www.bsigroup.com) The British Standards Institution

<b>Unit 11 Operations Management - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the nature of operations management	Unit 1 Business Organisations in a Global Context , LO3 Understand the impact of globalisation on the internal operations of business organisations
LO3 Understand the tools and techniques used by operations managers	Unit 3 Finance for Managers, LO2 AC 2.2 Interpret financial statements for a specific organisation  Unit 4 Research Project, LO2 Undertake a research project  Unit 13 Organisational analysis and change, LO2 AC 2.2 Analyse the measures and tools organisations use to monitor and improve operational performance  Unit 12 Information for strategic decision making, LO1 AC 1.1 Analyse the role and value of information in supporting strategic decision-making and the achievement of business objectives
LO4 Understand the ethical considerations facing operations management	Unit 7 Manage sustainability in an organisation, LO4 AC 4D1 Evaluate the moral and ethical imperatives for organisations to achieve quality standards in relation to organisational sustainability  Unit 15 Business Ethics, LO1 Understand different ethical perspectives in business
<b>Opportunities for Synoptic Assessment</b>	
Some of the AC require knowledge from one or more of the LOs.  AC 4.1 Explain the ethical considerations faced by operations managers in relation to the supply chain and AC 4D1 Analyse the ethical considerations facing the supply of materials to a chosen organisation in the manufacturing sector can only be appropriately understood after having covered LOs 1, 2 and 3.	
<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Problem-solving</b> - analysis of data, defining challenges and issues, determining and assessing solutions, assessing effectiveness (LO4)  <b>Digital Skills</b> - problem solving, handling and judging the reliability of information (LO2, LO3, LO4)	<b>Using Sources of Information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources (LO1, LO2, LO3, LO4)  <b>Thinking Skills</b> - using analytical skills, avoiding jumping to conclusions, weighing up arguments etc (LO1, LO2, LO3, LO4)

<b>Unit 12 Information for Strategic Decision-Making</b>			
<b>Unit Aims</b>	This unit provides learners with an understanding of the role, value and sources of information necessary for making strategic decisions. Learners will also gain an understanding of how information is gathered and used.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	T/650/6260		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must also use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors an appropriate organisation(s) on which to base their study.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the role, value and sources of information necessary for strategic decision-making	1.1 Analyse the role and value of information in supporting strategic decision-making and the achievement of business objectives 1.2 Explain the range of sources of information that are used for strategic decision-making in organisations 1.3 Analyse the strengths and limitations of sources of information that can be used for strategic decision-making	1M1 Assess the information requirements for making a strategic decision in a chosen organisation	1D1 Evaluate the role of integrated information systems in supporting strategic decision-making

<p>2. Understand how to gather information for strategic decision-making</p>	<p>2.1 Evaluate strengths and limitations of a range of information gathering tools and techniques to support strategic decision-making</p> <p>2.2 Analyse the potential barriers to gathering information for strategic decision-making</p>		<p>2D1 Evaluate the approaches used to gather information to support a strategic decision in a chosen organisation</p>
<p>3. Understand the use of information in strategic decision-making</p>	<p>3.1 Explain the legal, regulatory, organisational and ethical guidelines used to validate information gathered for strategic decision-making</p> <p>3.2 Explain how information required to make strategic decisions should be analysed, collated and presented</p> <p>3.3 Explain how people make strategic decisions by using information</p>	<p>3M1 Analyse how senior managers can use information to positively influence their teams in support of their decisions</p>	

### Indicative Content

#### 1. Understand the role, value and sources of information necessary for strategic decision-making

The role and value of information in strategic decision-making

- What is strategic decision-making?
- Typical strategic decisions
- The typical strategic decision-making process
- Fit with other decision-making processes and the planning hierarchy
- Typical outcomes of effective and ineffective strategic decisions
- Information as a key source and input to effective strategic decision-making

The contribution that information can make towards effective strategic decision-making

- Direct and indirect contribution
- Primary and secondary contribution
- Support and validate decisions

Sources of information for strategic decision-making

External/Internal

- Customers, market intelligence and trends, situational analysis, PESTEL, SWOT, VMOST, SOAR, maturity analysis, Boston Matrix, Porters 5 Forces analysis, root cause analysis, competitors, publications, Internet, third parties and independent research, sector and government reports, journals
- Management information systems, KPIs, operational performance, productivity, capacity, capability, utilisation, sales, financial information, staff retention, critical incidents, employer surveys

Strengths and limitations of a range of sources of information

- Process driven vs. intuition and sensitivity to events
- Hard systems vs. soft systems thinking
- Closed vs. open creative thinking
- Advantages and limitations of the above
- Strategic fit
- Adding value to the decision-making process

Information requirements

- Range and scope
- Quantitative vs. qualitative
- Reliability
- Currency
- Validity
- Fitness for purpose

Integrated information systems

- All systems and processes in to one complete framework enables an organisation to work as a single unit with unified objectives
- Allows sight of how one decision can impact on another decision/other departments/other projects
- Information all in one place - increases efficiency, reduces risk of error
- Can assist in forecasting - correlation of information across departments

## **2. Understand how to gather information for strategic decision-making**

Information gathering tools and techniques to support strategic decision-making

- Management information systems
- Filtering methods
- Primary vs Secondary research
- Qualitative vs Quantitative data
- Questionnaires, employer and customer surveys

- Critical incidents
- “What if” scenarios
- Decision modelling
- Creative thinking

Strengths and limitations of a range of information gathering methods and techniques

- Strengths and limitations as per each tool/technique above
- General strengths: current, detailed and accurate information gathered using a variety of tools and techniques aids effective decision-making
- General limitations: data inaccessibility, partial data retrieval, oversimplification of complex situations, data no longer current, over reliance on particular tools/techniques

Barriers to information gathering

- Bounded rationality – we cannot be reasonable when dealing with complex situations where we cannot fully comprehend all factors and issues
- Commitment escalation
- Time constraints
- Uncertainty
- Biases, e.g. confirmation, status quo, halo effect etc
- Conflict
- Resource availability

### **3. Understand the use of information in strategic decision-making**

Focus on the legal, regulatory, organisational and ethical guidelines in line with the:

- Data Protection Act (2018) – UK’s implementation of GDPR
- European Union’s General Data Protection Regulation (GDPR) (2018)
- GDPR requirements - lawfulness, fairness and transparency, data purpose limitation, data minimisation, accuracy, data storage limitation, data integrity and confidentiality, organisational accountability (the data controller)
- Organisational policies, procedures and best practice

Validate information

- Relevance
- Sufficiency
- Currency
- Bias
- Statistical and trend analysis

Analyse, collate and present information

- Audience needs – level of audience, occasion, ease of understanding, links to business objectives/KPIs/RAG-rated
- Business templates and style – accessibility, dashboard style summary, stats vs. infographics

## Using information

- Defining mission and vision
- Long and short term goals
- Decision-making tools, eg Logic Trees, OODA loops (Observe, Orient, Decide, Act), Decision Matrix
- Step by Step strategic decision-making: 1. Define the problem, 2. Gather information, 3. Develop options, 4. Evaluate options, 5. Choose and take action

How senior managers can use information to influence their teams that decisions taken by senior managers are good decisions

- Evidence-based mission and objectives
- Informed, regular business reporting and actions based on evidence
- Personal objectives identified because of clear and informed, wider business objectives

## Suggested Resources

Bocji P. et al., 2018, *Business Information Systems: Technology, Development and Management for the Modern Business*, Pearson

Chaffey, D, White, G., 2011, *Business Information Management*, Prentice Hall

Laudon A. et al., 2021, *Management Information Systems: Managing the Digital Firm*, Pearson

Mutch A., 2008, *Managing Information and Knowledge: A Literacy Approach*, Routledge

Newell, S., Robinson, M., Scarborough, H., Swan, J., 2010, *Managing Knowledge, Work and Innovation*, Palgrave Macmillan

## Websites

[www.knowledge-management-tools.net](http://www.knowledge-management-tools.net) Knowledge Management Tools

[www.smartsheet.com/knowledge-management-101](http://www.smartsheet.com/knowledge-management-101) Smartsheet: Knowledge Management

[What is strategic decision making? \(With examples\) | Indeed.com UK](#) Indeed: Learning Resources

[7 Important Steps of the Decision Making Process \[2023\] • Asana](#) Asana: Leadership Resources

<b>Unit 12 Information for Strategic Decision-Making – Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the role, value and sources of information necessary for strategic decision-making	Unit 5 Managing Communications, LO2 Understand the factors that impact on workplace communication  Unit 11 Operations Management, LO3 Understand the tools and techniques used by operations managers
LO2 Understand how to gather information for strategic decision-making	Unit 5 Managing Communications, LO3 Develop own communication skills within the workplace
LO3 Understand the use of information in strategic decision-making	Unit 5 Managing Communications, LO4 Understand how to improve communication within an organisation
<b>Opportunities for Synoptic Assessment</b>	
Some of the AC require knowledge from one or more of the Los.	
The knowledge and understanding developed in LO1 Understand the role, value and sources of information necessary for strategic decision-making and LO2 Understand how to gather information for strategic decision-making clearly underpins the development of the more practical understanding required in LO3 Understand the use of information in strategic decision-making.	
<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Working Independently</b> – use of initiative, time management, e.g. planning, setting targets, meeting deadlines, working under pressure and self-organisation (<b>LO1, LO2, LO3</b>)</p> <p><b>Communication Skills</b> – written communication requiring the use of appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) (<b>LO1, LO2, LO3</b>)</p> <p><b>Problem-solving</b> – analysis of data, understanding and synthesising a variety of factors and perspectives and using critical thinking skills (<b>LO1, LO2, LO3</b>)</p>	<p><b>Using Sources of Information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources (<b>LO1, LO2, LO3</b>)</p> <p><b>Reading Skills</b> - identifying different reading materials, e.g. books, articles, online materials (<b>LO1, LO2, LO3</b>)</p> <p><b>Thinking Skills</b> - using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions (<b>LO1, LO2, LO3</b>)</p>

<b>Unit 13 Organisational Analysis and Change</b>			
<b>Unit Aims</b>	The aim of this unit is to enable learners to understand the range of performance measures needed to analyse and determine organisational performance, and the change processes that can then be used to improve organisational performance.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	Y/650/6261		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must also use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors an appropriate organisation(s) on which to base their study.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the importance of analysing organisational performance	1.1 Explain the benefits of monitoring organisational performance 1.2 Analyse the potential impact of organisational performance on stakeholders		
2. Understand how to monitor and improve the financial and operational performance of an organisation	2.1 Analyse the measures and tools organisations use to monitor and improve financial performance 2.2 Analyse the measures and tools organisations use to monitor and improve operational performance	2M1 Analyse the financial and operational performance of a chosen organisation over a specific period	2D1 Make recommendations to improve financial and/or organisational performance of a chosen organisation

3. Understand the nature of change in organisations	3.1 Analyse the possible barriers to, and enablers of, change in organisations 3.2 Assess the potential impact of organisational change on stakeholders	3M1 Analyse the outcomes of change on a chosen organisation	
4. Understand how organisations manage change	4.1 Assess good practice in managing organisational change 4.2 Evaluate the role and contribution of leadership in managing change in different situations		4D1 Compare and contrast change management theories using business examples

## Indicative Content

### 1. Understand the importance of analysing organisational performance

#### Benefits of monitoring

- To evaluate strategy and achievement, control, budget, motivate, promote, celebrate, learn, and improve
- To understand organisation e.g., efficiency, customer satisfaction/loyalty, staff
- To be able to compare with competitors
- Goal and performance alignment

#### Impact on stakeholders

- Stakeholders - owners/shareholders, customers, employees, suppliers, local community
- Impact - profit, income, share price; employee engagement, job satisfaction; quality of products, customer satisfaction, reputation, market positioning, culture, innovation

### 2. Understand how to monitor and improve the financial and operational performance of an organisation

#### Financial performance measures and tools

- Profit and loss account; balance sheet
- Ratios
- Budgets, cashflow, cost centres
- Debtors, expenditure committed

#### Operational performance measures and tools

- Operational KPIs e.g. sales (number of sales, value of sales, no of new customers, no of

calls, expense per sale; service productivity); productivity (e.g. call handling time, first time resolution, customer retention, returns); employee productivity; customer satisfaction (e.g. complaints, NPS scores)

- Risk analysis and management
- Health and safety measures
- Technology – cost benefit
- Flowcharts
- PERT, Critical Path Analysis

Specific period

- Short, medium and long term

Recommendations, e.g.,

- Systems - managing and monitoring quality, Total Quality Management (TQM); continuous improvement (Kaizen), process improvement
- ISO Standards/Certification (9001 – quality standards)
- Employee engagement
- Leadership style
- Culture
- Strategic alignment

### **3. Understand the nature of change in organisations**

Potential Barriers to Change

- Resistance to change - lack of employee buy-in/involvement, fear of unknown
- Ineffective communications strategy
- Leadership style
- Complex organisations - processes, products and system

Enablers of change

- Effective communication
- Employee involvement and development
- Senior-level commitment
- Effective management of change

Potential impact on stakeholders

- Stakeholders are influential in the success of change plans
  - How they will be impacted
  - Positive or negative reactions to, and perception of, the change
  - The ability to influence others
  - Interest in the change

#### 4. Understand how organisations manage change

Good practice in managing change

- Kubler Ross - change curve planning, proposing, implementing and evaluating change
- Kotter's 8 steps
- Employee engagement – Transition Curve, John Fisher
- Leadership styles
- Change roles – sponsors, project manager, champions, agent

Managing change

- Overcoming barriers - resistance from people, fear
- Understanding the change curve
- Strong leadership and clear communication – project managers, project champions
- Employee engagement

Role and contribution of leadership

- Leadership styles, suitability and relevance of different styles, impact both positive and negative of a range of styles
- Negotiating and influencing, collaboration, accountability

Change management theories

- Lewin Change Theory (1947)
- Rogers Change Theory
- Lippitt 7 stage model of change
- Kotter 8-Step process for managing change (1996)
- Kubler Ross change curve

#### Suggested Resources

Burnes, B., 2009, Managing Change, Financial Times/Prentice Hall

Cameron, E. and Green, M., 2012, Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change, Kogan Page

Franklin, M., 2021, Agile Change Management: A Practical Framework for Successful Change Planning and Implementation, Kogan Page

Hayes, J., 2022, The Theory and Practice of Change Management, Bloomsbury Academic

Mullins, L. J., 2016, Management and Organisational behaviour, Harlow: Pearson

Plenert, G., 2012, Strategic Continuous Process Improvement, McGraw-Hill Professional

#### Websites

[Management Library \(managementhelp.org\)](http://managementhelp.org) Management Library

[Organisational Change Management - EFQM](http://www.efqm.org) European Federation of Quality Management

<b>Unit 13 Organisational Analysis and Change - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO2 Understand how to monitor and improve the financial and operational performance of an organisation	Unit 3 Finance for Managers, LO2 Assess an organisation's financial performance  Unit 11 Operations Management, LO3 Understand the tools and techniques used by operations managers  Unit 14 Financial Systems and Auditing, LO1 Understand the importance of keeping accounting records within an organisation
LO3 Understand the nature of change in organisations	Unit 2 People Management, LO1 Understand how organisational structure, culture and other factors impact on people in organisations  Unit 4 Research Project, LO4 Present the research project outcomes to stakeholders
LO4 Understand how organisations manage change	Unit 5 Managing Communication, LO2 Understand the factors that impact on workplace communication  Unit 2 People Management, LO4 Review people management strategies in an organisation
<b>Opportunities for Synoptic Assessment</b>	
Some of the AC require knowledge from one or more of the LOs.  The knowledge and understanding developed throughout is sequential and cumulative. LO1 Understand the importance of analysing organisational performance, LO2 Understand how to monitor and improve the financial and operational performance of an organisation and LO3 Understand the nature of change in organisations all build logically and underpin the learner's understanding of how organisations manage change (LO4).	
<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Communication Skills</b> – written communication requiring the use of appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Problem-solving</b> – analysis of data, understanding and synthesising a variety of factors and perspectives and using critical thinking skills <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using Sources of Information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking Skills</b> - using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3, LO4)</b></p>

<b>Unit 14 Financial Systems and Auditing</b>			
<b>Unit Aims</b>	The aim of this unit is to enable learners to develop an understanding of financial accounting systems, management control systems and the reporting processes required when conducting an audit.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	A/650/6262		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must also use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors an appropriate organisation(s) on which to base their study.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the importance of keeping accounting records within an organisation	1.1 Analyse the reasons for keeping accounting records in organisations 1.2 Explain the accounting record requirements of a range of different stakeholders		
2. Can review an organisation's management control systems	2.1 Explain the components of business risk 2.2 Evaluate the control systems of a specific organisation 2.3 Assess the risk of fraud occurring within a specific organisation	2M1 Recommend fraud detection methods for a specific organisation	2D1 Evaluate the extent to which management control systems eliminate business risk

<p>3. Understand the reporting processes required when conducting an audit</p>	<p>3.1 Compare and contrast internal and external audit processes</p> <p>3.2 Analyse the audit tests and processes used by internal auditors</p> <p>3.3 Analyse the audit tests and processes used by external auditors</p>	<p>3M1 Analyse the usefulness of statutory audit reporting</p>	<p>3D1 Evaluate how audit management letters meet the needs of internal and external stakeholders</p>
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## Indicative Content

### 1. Understand the importance of keeping accounting records within an organisation

#### Accounting requirements

- Sole traders
- Partnerships
- Private limited companies
- Public limited companies
- Third sector organisations

#### Accounting records

- Books of prime entry (daybooks)
- Accounts and ledgers (sales, purchases, nominal/general)
- Trial balance
- Financial statements

#### Accounting systems

- Manual
- Computerised (e.g. mobile apps for receipts, invoicing etc)
- Effect of business size and structure

#### Stakeholders

- Investors
- Trade payables
- Trade receivables
- Local community
- Trade unions
- Employees
- Managers

## 2. Review an organisation's management control systems

### Business Risk

- Types of Business Risk:
  - Operational
  - Compliance
  - Financial
  - Strategic
  - Reputational
- Identification of risk – methods of identification, collation, analysis, management and review
- Responsibility for risk management – levels, responsibilities and understanding
- Influences on corporate governance e.g., Cadbury Code

### Control

- Control systems and procedures within the business, for example, segregation of duties, authorisation
- Control Systems, e.g.:
  - Document Control
  - Marketing
  - Financial Control
  - Human Resources
  - Quality Control

### Fraud

#### Types of fraud including:

- Financial Statement Fraud
- Asset Misappropriation, including skimming of cash and cash larceny and misuse of company assets
- Theft of intellectual property
- Consumer Fraud

#### Fraud detection including:

- 'Tip-lines'
- Internal/External auditing procedures
- Fraud indicator system
- Dedicated departments in larger organisations

## 3. Understand the reporting processes required when conducting an audit

### Internal v External Auditors

- Employment status
- Responsibility and accountability
- Report formats

- Users of audit reports
- Audit roles
- Timescales of reporting

#### Audit planning

- Scope
- Materiality
- Risk

#### Audit testing

- Systems based (compliance)
- Substantive testing
- Sampling methods e.g. random, stratified, systematic - confidence intervals

#### Records

- Audit files
- Working papers
- Checklists
- Programmes
- Flow charts
- Questionnaires

#### Statutory audit reporting and management letters

- Purpose - a statutory audit is a legally required review of the accuracy of a company's financial statements and records; a management letter is an analysis of findings prepared as part of an auditor's report to a company's board of directors.
- Types, objectives and process

### **Suggested Resources**

Ashby, S., 2022, Fundamentals of Operational Risk Management: Understanding and Implementing Effective Tools, Policies and Frameworks, Kogan Page

Atrill, P., 2017, Financial Management for Decision Makers, Harlow: Pearson

Crask, J., 2021, Business Continuity Management: A Practical Guide to Organisational Resilience and ISO 22301, Kogan Page

Crouhy, M., Galai, D. and Mark, R., 2006, The Essentials of Risk Management: The Definitive Guide for the Non-risk Professional, McGraw-Hill Professional

Drury, Colin, 2018, Management accounting for business, Cengage Learning EMEA

Edmonds, T., Edmonds, C., Edmonds, M. A. and Olds, P., 2019 Fundamental Managerial Accounting Concepts, McGraw Hill

Elliot, B. and Elliot, J., 2019, Financial Accounting and Reporting, Harlow: Pearson

Mowen, M.M., Hansen, D.R. and Heitger, D.L., 2022, Managerial accounting: The cornerstone of business decision-making, Cengage Learning

Seal, W.B., Rohde, C., Garrison, R. H. and Noreen, E. W., 2018, Management accounting, McGraw Hill

### **Websites**

[www.accountingcoach.com](http://www.accountingcoach.com) Accounting Coach

[www.corporatefinanceinstitute.com](http://www.corporatefinanceinstitute.com) Corporate Finance Institute

<https://www.fasb.org/> Financial Accounting Standards Board

[Resources \(iasplus.com\)](http://Resources.iasplus.com) International accounting standards

[ISO 22301 - Business Continuity Management Certs | BSI \(bsigroup.com\)](#) British Standards Institution

[ISO 31000 - Risk Management Certification | BSI \(bsigroup.com\)](#) British Standards Institution

[Core Concepts of Risk Governance - IRGC](#) The International Risk Governance Council

[Managing risks and risk assessment at work – Overview -HSE](#) the Health and Safety Executive website which provides information on risk assessment

<b>Unit 14 Financial Systems and Auditing - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
<p>LO1 Understand the importance of keeping accounting records within an organisation</p> <p>LO2 Review an organisation's management control systems</p> <p>LO3 Understand the reporting processes required when conducting an audit</p>	<p>Unit 3 Finance for Managers, LO2 Assess an organisation's financial performance</p> <p>Unit 8 Small Business Enterprise, LO3 Understand the operation of a small business enterprise</p> <p>Unit 13 Organisational Analysis and Change, LO2 Understand how to monitor and improve the financial and operational performance of an organisation</p> <p>Unit 15 Business Ethics, LO2 Understand business objectives from an ethical perspective</p>
<b>Opportunities for Synoptic Assessment</b>	
Some of the AC require knowledge from one or more of the LOs.	
The knowledge and understanding developed throughout is sequential and cumulative. LO1 Understand the importance of keeping accounting records within an organisation and LO2 Review an organisation's management control systems all build logically and underpin the learner's understanding of the reporting processes required when conducting an audit (LO3).	
<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Communication Skills</b> – written communication requiring the use of appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3)</b></p> <p><b>Problem-solving</b> – analysis of data, understanding and synthesising a variety of factors and perspectives and using critical thinking skills <b>(LO1, LO2, LO3)</b></p>	<p><b>Using Sources of Information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3)</b></p> <p><b>Thinking Skills</b> - using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3)</b></p> <p><b>Digital Skills</b> - using appropriate digital devices (computer, laptops, tablets etc) and relevant applications, software, systems and getting online; applying relevant numeracy skills to explore and organise data appropriately <b>(LO1, LO2, LO3)</b></p>

<b>Unit 15 Business Ethics</b>			
<b>Unit Aims</b>	This unit will enable the learner to develop knowledge and understanding of business ethics and the effects ethics can have on organisational planning and the management of goals and activities. The importance of business ethics will be considered in relation to different ethical perspectives in business, within business and workplace relationships and within a specific organisation.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	D/650/6263		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must also use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors an appropriate organisation on which to base their study.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand different ethical perspectives in business	1.1 Explain the history and development of theoretical approaches to business ethics 1.2 Compare and contrast absolute and relative ethics	1M1 Analyse the role of governance in ensuring ethical behaviour of organisations	1D1 Assess unethical behaviour in business and propose ways in which it may be addressed
2. Understand business objectives from an ethical perspective	2.1 Explain how business objectives can be affected by ethical considerations 2.2 Evaluate the implications for a business and its stakeholders of unethical practice		

3. Understand ethics in business and workplace relationships	3.1 Analyse the impact on business relationships when a business acts ethically 3.2 Evaluate ethical mechanisms for supporting and developing workplace relationships	3M1 Analyse the ethics of workplace relationships in global organisations	
4. Can assess a current ethical issue in an organisation	4.1 Assess the impact of a current ethical issue for a chosen organisation, 4.2 Make recommendations to address the ethical issue		4D1 Design a suitable ethical code for a chosen organisation to minimise risk from ethical issues

## Indicative Content

### 1. Understand different ethical perspectives in business

The history and development of ethics

- An outline of moral philosophy and the modern day study of ethics
- Applied ethics: its meaning and 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

Role of governance in ensuring ethical behaviour

- Ethical standards part of the corporate agenda; Charity Governance Code; Good Governance Code
- Have broad ethical awareness
- Lead in setting ethical standards
- Ensure enforcement of ethical behaviour - governance mechanisms to ensure lawful and effective corporate behaviour and operations
- Build commitment and respect for values
- Meet social obligations
- Train employees, management and the board in best business practices and the issues

Issues of unethical behaviour (corporate and individual employee)

- Misleading product information
- Unfair competition
- Mistreating employees
- Manipulating accounts
- Bribery
- Misusing company time; abusive behaviour; distortion of facts
- Violating/disregard of company policies

## **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 of unethical practice

- Stakeholders such as employees, customers, owners, suppliers, wider population
- Implications
  - Criminality/unethical approaches may break the law
  - Reputation/Trust
  - Profitability

And hence the need for:

- Ethical trade
- Compliance with legislation and codes of practice
- Designing ethical processes and relationships
- Responding to ethical pressures
- Ethical policy and responsibility reporting

## **3. Understand ethics in business and workplace relationships**

The business as an ethical agent

- Stakeholder/business responsibilities, obligations and duties
- Moral obligations
- Psychological contract
- Transparency and accountability
- Sustainability

Business areas and ethics, e.g.,

- Contracts
- Negotiations
- Customers
- Advertising/Promotion
- Sales and Marketing
- Information gathering and storing

Mechanisms for supporting and developing ethical treatment of employees

- 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

Ethics of workplace relationships for global organisations

- Shared core values and common standards; developing a culture of integrity, commitment from the Board, CEO and senior managers
- Code of conduct, managing for organisational integrity - Harvard Business Review

#### **4. Assess a current ethical issue in an organisation**

- Current ethical Issues such as globalisation, labour issues, outsourcing, fair trade, modern day slavery, sustainability, environmentalism, global warming, energy security, access to resources, e.g. water, timber, biofuels, community relations, intellectual property, social networking and personal information
- 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

#### **Suggested Resources**

Blowfield M. et al., 2019, Corporate Social Responsibility, OUP

Frederick R., 2002, A Companion to Business Ethics, W.B.

Grayson D., 2022, The Sustainable Business Handbook: A Guide to Becoming More Innovative, Resilient and Successful, Kogan Page

May H., 2022, Everyone Included, Pearson

Robinson S. and Dowson P., 2012, Business Ethics, Kogan Page

Weiss J., 2014, Business Ethics – A Stakeholder and Issues Management Approach, BK Publishers

Young S. et al., 2013, Sustainability: Essentials for Business, Sage

#### **Websites**

[www.Bthechange.com](http://www.Bthechange.com) B the Change - stories of people using business as a for change

[www.consciouscapitalism.org](http://www.consciouscapitalism.org) Conscious Capitalism

[www.corporateregister.com](http://www.corporateregister.com) Corporate Register - report directory

[www.ibe.org.uk](http://www.ibe.org.uk) Institute of Business Ethics

<https://business-ethics.com/> Business Ethics Magazine

**Unit 15 Business Ethics - Supporting Information**

**Opportunities for Synoptic Teaching and Learning**

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

Learning Outcome	Teaching and learning links to other unit LO/AC
LO1 Understand different ethical perspectives in business	Unit 2 People Management, LO1 Understand how organisational structure, culture and other factors impact on people in organisations  Unit 7 Manage Sustainability in an Organisation, LO1 Understand the issues relating to sustainability in organisations  Unit 9 Planning a New Business Venture, LO2 Understand the legal considerations of new business ventures  Unit 11 Operations Management, LO4 Understand the ethical considerations facing operations management
LO2 Understand business objectives from an ethical perspective	Unit 3 Finance for Managers, LO2 Assess an organisation's financial performance  Unit 14 Financial Systems and Auditing, LO1 Understand the importance of keeping accounting records within an organization  Unit 16 Life Sciences in Business, LO1 AC 1.2 Analyse the role public relations (PR) plays in managing the ethical considerations of life sciences-based organisations  Unit 17 Logic, Critical Thinking and Creativity in Business, LO2 Understand how to use reasoning and critical thinking for decision-making in organisations
LO4 Assess a current ethical issue in an organisation	Unit 4 Research Project, LO1 Produce a research proposal

**Opportunities for Synoptic Assessment**

Some of the AC require knowledge from one or more of the LOs.

The knowledge and understanding developed throughout is sequential and cumulative. LO1 Understand different ethical perspectives in business, LO2 Understand business objectives from an ethical perspective and LO3 Understand ethics in business and workplace relationships all build logically and underpin the learner's understanding of the ethical issues affecting a chosen organisation (LO4).

**Opportunities for Skills Development within this Unit**

Employability Skills	Study Skills
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**Communication Skills** – written communication requiring the use of appropriate formats, style and tone, spelling, punctuation & grammar (SPAG) (**LO1, LO2, LO3, LO4**)

**Problem-solving** – analysis of data, understanding and synthesising a variety of factors and perspectives and using critical thinking skills (**LO1, LO2, LO3, LO4**)

**Using Sources of Information** - accessing information, e.g. choosing current, sufficient, relevant and reliable sources (**LO1, LO2, LO3, LO4**)

**Reading Skills** - identifying different reading materials, e.g. books, articles, online materials (**LO1, LO2, LO3, LO4**)

**Thinking Skills** - using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions (**LO1, LO2, LO3, LO4**)

<b>Unit 16 Life Sciences in Business</b>			
<b>Unit Aims</b>	<p>This unit aims to develop knowledge and understanding of the issues facing organisations working within the life sciences sector. Learners will gain knowledge and understanding of how legislation, good working practices and political views all impact on the growth and development of organisations which work in this context.</p> <p>To underpin this, learners will also develop knowledge and understanding of the fundamental principles of natural selection, disease prevention and genetically engineered organisms, and the associated applications and issues of scientific advancement in these areas.</p>		
<b>Unit Level</b>	5		
<b>Unit Code</b>	F/650/6264		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must also use real life examples to illustrate the points which are made. Learners are required to identify a chosen country for a specific task (AC 1.1). Tutors should support learners in helping to decide the most appropriate country for them to undertake this task.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the management considerations for life sciences-based organisations	1.1 Analyse the implications of specific legislation from a chosen country for the management of organisations that undertake life sciences work 1.2 Analyse the role public relations (PR) plays in managing the ethical considerations of life sciences-based organisations 1.3 Assess the resourcing implications for managing life sciences-based organisations		

2. Understand evolution by natural selection, and its contemporary applications	2.1 Explain how selection pressure causes organisms to evolve over time 2.2 Explain the application of evolutionary theory to contemporary scientific investigation		
3. Understand key factors in the management of preventable diseases	3.1 Explain the implications of pathogens for individuals and organisations 3.2 Evaluate the benefits of vaccination programmes in improving human health 3.3 Explain the ethics of pricing in relation to the supply and demand for pharmaceutical products	3M1 Analyse the costs and benefits for pharmaceutical companies that develop medicines and treatments for preventable diseases	3D1 Evaluate the perspectives of different stakeholders involved in the management of preventable diseases
4. Understand the impact of genetically engineered organisms (GEOs)	4.1 Explain how GEOs are produced and their contribution to food production and security 4.2 Analyse political opposition to the growth and development of GEO organisations	4M1 Evaluate ways in which the general public can be enabled to acquire a balanced understanding of GEOs	4D1 Evaluate the overall impact of GEOs

## Indicative Content

### 1. Understand the management considerations for life sciences-based organisations

#### Specific legislation

- Animal: agricultural livestock; hunting; scientific research; fisheries; pets; veterinary research and practices; circuses, zoos, animal collections and entertainment; on farms, in transport, at market, slaughter; housing; environment; welfare; care and health; conservation and trafficking, e.g. in the UK, Animals (Scientifics Research) Act 1986; Animal Welfare Act 2006; the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) 1973
- Human health & microbes: hospitals, care giving organisations, prisons, public places (e.g. airports, ports); burial and cremation; notifiable diseases; hospitality and catering; fermentation and viniculture, e.g. in the UK, GDPR 2018 Public Health (Control of Disease) Act 1984; Health and Social Care Acts 2008 & 2012; Health and Social Care (Community Health and Standards) Act 2003; The Local Government and Public Involvement in Health Act 2007; The Food and Drugs Act 1955; Food Safety Act 1990; Health Protection (Notification) Regulations 2010; The Water Resources Act 1991; EU Drinking Water Directive; EU Urban Waste Water Treatment

Directive environmental: plant passports, plant pests; controlled waste; pollution; climate & extremes of temperature; climate change and extreme events; genetic manipulations, e.g in the UK, Environmental Protection Act 1990; The Control of Pollution Act 1974; The Plant Health Order 2015; Wildlife and Countryside Act 1981; CITES 1973; Genetic Manipulations Regulations 1989; Genetically Modified Organisms Regulations 1996, 1997 and 2014

#### Public relations

- Animals' rights and animal activists; trophy hunting and conservation; poverty and animal trafficking; animal testing for medicine and cosmetics; indigenous intellectual property; over-prescription of antibiotics; non-communicable diseases (e.g., cancer, type 2 diabetes, heart disease) and lifestyle choices

#### Resourcing

- Human resources – high level of skills & knowledge, currency of skills & knowledge, training/workforce planning
- Equipment – costs, technology, efficiency, currency, energy
- Operational effectiveness – markets, leading markets/market responsive, highly effective quality assurance of products
- R&D – research funding, research culture – research-led organisations
- Legislation/regulation – planning/operating to succeed in this context

## **2. Understand evolution by natural selection, and its contemporary applications**

How selection pressure causes organisms to evolve

- Principles: survival of the fittest; predator-prey interactions; ecological interactions and interdependencies  
necessities - food, territory, mate
- Genetics: inherited characteristics: gene; allele; chromosome; locus; multiple alleles; heterozygous; homozygous; dominant; recessive; phenotype; genotype; Hardy-Weinburg principle; mutations; genetic drift; gene pool, allele frequency; punnet square; deoxyribonucleic acid (DNA); ribonucleic acid (RNA); monohybrid cross; dihybrid cross

Applications of evolutionary theory

- Gene annotation, artificial selection, DNA manipulation & directed evolution, combatting antibiotic resistance, treatment of genetic disorders, computers and evolutionary algorithms

## **3. Understand key factors in the management of preventable diseases**

Pathogens

- Type of pathogen and types of disease; bacteria; viruses; fungi; protozoa; life cycles; infectious; contagious host-pathogen relationships
- Site of infection/entry; innate immune responses; first defences and microbial avoidance; Control of Substances Hazardous to Health (COSHH): risk assessment; responsibilities; storage; working protocols; reporting

- Healthcare industry; pharmaceutical industry; legislation; prevention and containment; spread and accidental release

#### Vaccination programmes

- How vaccinations work; development; risk of becoming infected; spread of disease; herd immunity; antibiotic resistance
- Global infections and effect on human populations – measles; mumps, influenzas; Haemorrhagic fever (Ebola); COVID-19; trends in incidence (morbidity and mortality), decline in uptake of childhood vaccinations
- Hazard Analysis Critical Control Point (HACCP); ethics of legislating for vaccination; different world views; cause and effect

#### Ethics of pricing

- Pricing: investment; research; compounds identified that don't make it to market; recuperation of all investments; patenting & international markets; differential pricing strategies; role of NICE for the National Health Service in the UK; generic drugs

#### Costs and benefits for pharmaceutical companies

- Biology of the disease; discovery; isolation; cell and animal testing; safety; effectiveness; quality; COSHH
- Licensing, Clinical Trial Applications; patenting; marketing and roles of Medicines and Healthcare-products Regulatory Agency (MHRA) and European Medicines Agency (EMA)
- Clinical trials: Phase I – safe single dosage; Phase II – effectiveness; controlled, double-blind, randomised; side effects; Phase III – large scale trials; international, multi-centres', duration, comparisons with existing treatments
- Yellow Card Scheme: continuation of clinical trial - new treatment uses; comparisons with other treatments; effectiveness in wider range of patients; assessment of long-term benefits and safety

#### Stakeholders

- Decision-makers: Ministries of Health, government agencies, other government departments at the national level
- Influencers: health partnerships, foundations, intragovernmental and nongovernmental organisations, civil society, media, professional associations, and WHO collaborating centres

### **4. Understand the impact of genetically engineered organisms (GEOs)**

#### GEOs

- History: traditional breeding programmes - selection, hybridization, induced mutation; production of arable crops, livestock, horticultural stock, pets
- Engineered: biotechnology: inserting genes and direct editing of genome; cisgenic, subgenic, transgenic
- Identification of desired trait; isolation of trait (gene/s); inserting into target organism; propagating of organism
- Food security: resistance – herbicides, plant diseases, pests, weeds; improved nutritional content; improved nitrogen-fixing capacity; improved photosynthetic ability; decreased water required; shorter ripening period; reduction of waste; reduction of environmental impact; increasing world food demand

## Political opposition and public opinion

- Assessing food safety and environmental risks: comparisons with origin species; evaluation of differences and impacts; safety assessments; identification of new or modified hazards; impact of nutritive value; animal toxicity tests; long-term health of livestock allergenicity; human epidemiological data
- Golden Rice: vitamin A; beta-carotene; deficiencies; climate of Southeast Asia & Africa; poverty; benefits; world views
- Public opinion – role of politics and media in the West; interpretation of evidence; perception of risk and technologies; limitations and regulations in response.

## Suggested Resources

Bogdan B. and Villiger R., 2014, Valuation in Life Sciences, Springer

Zaman V., 2003, Life Sciences For The Non-scientist, World Scientific Publishing Co Pte Ltd

Zucchella A. and Onetti A., 2018, Business Modelling for Life Science and Biotech Companies, RKP

## Websites

<https://www.nature.com/> Nature Journal

[www.sciencedirect.com](http://www.sciencedirect.com) Science Direct (journals and books)

[www.sciencedaily.com](http://www.sciencedaily.com) Science Daily (online source of latest information)

[www.newscientist.com](http://www.newscientist.com) New Scientist Journal

[www.sciencenews.org](http://www.sciencenews.org) Science News Journal

## Unit 16 Life Sciences in Business - Supporting Information

### Opportunities for Synoptic Teaching and Learning

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

Learning Outcome	Teaching and learning links to other unit LO/AC
LO1 AC1.3 Assess the resourcing implications for managing life sciences-based organisations	Unit 3 Finance for Managers, LO1 Understand the sources of finance available to organisations
LO1 AC 1.2 Analyse the role public relations (PR) plays in managing the ethical considerations of life sciences-based organisations	Unit 5 Managing Communications, LO1 Understand channels and types of communication within and between organisations and their effectiveness  Unit 7 Manage Sustainability in an Organisation, LO2 Understand how legislation, regulation, and guidance impact on the sustainability of organisations  Unit 15 Business Ethics, LO2 Understand business objectives from an ethical perspective

### Opportunities for Synoptic Assessment

There are limited opportunities for synoptic assessment between ACs relating to different LOs in this unit as the unit surveys distinct areas of science and their relationship with the life sciences business organisation.

### Opportunities for Skills Development within this Unit

Employability Skills	Study Skills
<p><b>Communication Skills</b> – written communication requiring the use of appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Problem-solving</b> – analysis of data, understanding and synthesising a variety of factors and perspectives and using critical thinking skills <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using Sources of Information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking Skills</b> - using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3, LO4)</b></p>

<b>Unit 17 Logic, Critical Thinking and Creativity in Business</b>			
<b>Unit Aims</b>	This unit provides learners with the knowledge and understanding of how different types of reasoning, thinking and creativity can be applied by individuals and organisations in a business environment. The unit will cover the place of logical reasoning, critical thinking and creative/design thinking and their uses within the business organisation.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	H/650/6265		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must also use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations and products/services to meet some of the stated standards. Learners will need to agree with tutors an appropriate organisation(s) and product/service on which to base their study.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand reasoning and critical thinking	1.1 Analyse the use of deductive and inductive arguments in reaching conclusions 1.2 Explain critical thinking, its forms, and its uses		
2. Understand how to use reasoning and critical thinking for decision-making in organisations	2.1 Evaluate the uses of reasoning and critical thinking skills in organisational decision-making 2.2 Analyse the concept of ethical relativism and its importance for decision-making in organisations	2M1 Analyse an ethical decision of a chosen organisation	2D1 Recommend, with justification, how your chosen organisation may improve its decision-making using appropriate critical thinking techniques
3. Understand creative thinking	3.1 Explain the principles and the		3D1 Recommend, with justification, how a chosen organisation

techniques and how they support decision-making in organisations	<p>cycle of creative thinking</p> <p>3.1 Assess how creative thinking strategies can be deployed to develop innovative solutions to organisational issues</p>		can use and apply creative problem-solving techniques to improve business performance.
4. Understand the design thinking process used in organisations	<p>4.1 Explain the design thinking process</p> <p>4.2 Analyse the use of design thinking to improve a chosen product or a service</p>	4M1 Evaluate the impact of best practice tools/techniques on the design thinking process in a chosen organisation	

## Indicative Content

### 1. Understand reasoning and critical thinking

- The definitions, concepts and application of the following: types of argument; deductive and inductive, characteristics of good arguments including validity and soundness
- Critical thinking: identifying fallacies, assumptions, invalid/untruthful conclusions from premises, inconsistencies, common mistakes in reasoning, systematic problem-solving, sound justification of one's argument, emotional appeals, misuse of statistical data

### 2. Understand how to use reasoning and critical thinking for decision-making in organisations

- Uses, strengths and weaknesses: analysing information, thinking outside the box, creative solutions to sudden problems, devising thought-through, systematic plans, employees requiring less supervision; weaknesses: organisations need the space, time and structures to enable employees to function in this way, too much thinking = dither/delay, the importance of hunches, intuitions and gut instincts
- Ethical relativism: moral absolutism vs moral relativism (its forms – descriptive, normative relativism), implications: strengths of relativism – moral flexibility, pragmatism, greater empathy/cultural sensitivity, enhanced communication; weaknesses of relativism – moral weakness, overly-pragmatic, failure to do 'what is right'

### 3. Understand creative thinking techniques and how they support decision-making in organisations

- The definitions, concepts and application of the following: Creativity in Critical Thinking, The Principles of Creative Thinking, The Cycle of Creative Thinking, Building Stronger Thinking Skills: Creativity by Design, “Outside of the Box” Thinking Skills, Creative Problem Solving Process, Creative Processes and Sensibilities, Steps in the Creative Process, Applied Creative Problem-Solving (DeBono's View of Creativity, DeBono's Six Hats Thinking, DeBono's Six Hats Activity)
- Application of creative thinking: applications - organisational performance, supporting collective working and problem-solving, developing culture, innovation; enablers and barriers - teams and processes, culture, leadership, environment and processes

### 4. Understand the design thinking process used in organisations

- Definition of design thinking
- Use of design thinking in problem solving, generating ideas, testing
- Stages of the design thinking model: define the problem, collect data, ideate, develop solutions, test, improve
- Tools and techniques: user centric research, analysis of the business environment via PESTLE, SWOT or other environmental analysis tools, ideation techniques e.g. brainstorming

#### Suggested Resources

Foerster A. and Kreuz P., Different Thinking: Creative Strategies for Developing the Innovative Business, Kogan Page

Griffiths C, 2019, The Creative Thinking Handbook: Your Step-by-Step Guide to Problem Solving in Business, Kogan Page

Kallet M., 2014, Think Smarter, Wiley

Pherson K. and Pherson R., 2020, Critical Thinking for Strategic Intelligence, CQ Press

Van der Brink-Budgen R., 2010, Critical Thinking for Students: Learn the Skills of Analysing, Evaluating and Producing Arguments, How To Books

#### Websites

<https://www.indeed.com/career-advice/career-development/critical-thinking-skills> Indeed: Guidance on Career Development

<https://www.managementskillscourses.com/creative-thinking-in-business/> Management Skills

<https://creately.com/blog/diagrams/creative-thinking-techniques/> Creately blog

[Creative Thinking in Business | Management Skills Courses](#) Management Skills

<b>Unit 17 Logic, Critical Thinking and Creativity in Business - Supporting Information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand reasoning and critical thinking	Unit 4 Research Project, LO4 4D1 Evaluate the strengths and weaknesses of the research process and make suggestions for improvement
LO2 Understand how to use reasoning and critical thinking for decision-making in organisations	Unit 7 Manage Sustainability in an Organisation LO2 AC 2.1 Describe the effects of legislation, regulation, and guidance on the sustainability of organisations, AC 2.2 Evaluate how operating ethically can impact on organisations and their stakeholders  Unit 15 Business Ethics, LO2 AC 2.1 Explain how business objectives are affected by ethical considerations
LO3 Understand creative thinking techniques and how they support decision-making in organisations	Unit 2 People Management LO4 Review people management strategies in an organisation
<b>Opportunities for Synoptic Assessment</b>	
Some of the AC require knowledge from one or more of the LOs.	
The development of knowledge and understanding throughout each of LOs 2, 3 and 4 is sequential and applied, and is typified by the study of example organisations.	
<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Communication Skills</b> – written communication requiring the use of appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Problem-solving</b> – analysis of data, understanding and synthesising a variety of factors and perspectives and using critical thinking skills <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using Sources of Information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Reading Skills</b> - identifying different reading materials, e.g. books, articles, online materials <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking Skills</b> - using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Digital Skills</b> - using appropriate digital devices (computer, laptops, tablets etc) and relevant</p>

	applications, software, systems and getting online <b>(LO1, LO2, LO3, LO4)</b>
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<b>Unit 18 Applied Economics for Business</b>			
<b>Unit Aims</b>	This unit provides learners with the knowledge and understanding of elements of applied economics and the impact of key concepts on organisations. This includes key macroeconomic principles (eg different economic systems, market supply and demand), government economic policy, and trade.		
<b>Unit Level</b>	5		
<b>Unit Code</b>	J/650/6266		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must also use real life examples to illustrate the points which are made. There is a requirement to utilise information from a specific country(ies) to meet some of the stated standards. Learners will need to agree with tutors an appropriate country(ies) on which to base their study.</p>		
<b>Learning outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the fundamental principles of macroeconomics	1.1 Analyse different economic systems 1.2 Evaluate diverse market forces and their impact on the macroeconomic environment 1.3 Assess growth and development cycles	1M1 Explain the relationship between the market supply and demand of goods, services, and labour	1D1 Analyse the cause and impact of unemployment and full employment on specific markets
2. Understand economic policies	2.1 Assess the interaction between fiscal policy, taxation, and government spending 2.2 Assess the activity of central banks in executing monetary policy	2M1 Analyse the fiscal policy of a selected country and its impact on respective governmental decisions	
3. Understand the implications of trade balance, trade deficit and trade surplus	3.1 Analyse the concepts of trade balance, trade deficit and trade surplus 3.2 Assess the relationship between	3M1 Analyse the trade activity of the selected economy with respect to foreign trade and national economic performance indicators	3D1 Evaluate the impact of a national entrepreneurial strategy on the trade activity of the selected country

	governmental incentives and entrepreneurship in national economies 3.3 Evaluate implications of trade balance, trade deficit and trade surplus for a national economy		
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## Indicative Content

### 1. Understand the fundamental principles of macroeconomics

Theories and models used to understand macroeconomic issues

- Keynesian theory
- Circular flow etc.

Economic systems

- Traditional economy
- Command economy
- Market economy
- Factors shaping economic systems (supply, demand, consumers, banks, central banks, government/regulators, providers, resources)
- Market forces (price, availability and demand)

Growth cycles of the economy

- Fluctuation between growth and expansion
- Measuring the size and growth of an economy, GDP and how well GDP measures the wellbeing of a society, components of economic growth (capital, human resources, physical resources)
- Unemployment rate and the factors influencing it

Demand and supply on different markets

- Demand and supply on the market of goods and services, labour, and financial products/services
- Price elasticity of supply and demand

## 2. Understand economic policies

### Fiscal policy

- Definition and objectives of fiscal policy
- Role of taxation
- Fluctuation of government spending and the reasons behind

### Monetary policy

- Definition and objectives of monetary policy
- Role and activity of central banks and commercial banks
- Use and role of a global currency, advantages and disadvantages
- Inflation, factors influencing the inflation and the impact of inflation on people

## 3. Understand the implications of trade balance, trade deficit and trade surplus

### Trade balance, trade deficit and trade surplus

- Calculation
- Import and export payments
- Impact on the national economy

### Enterprises

- Role of enterprise in national and international economies
- Factors encouraging and discouraging entrepreneurial activity, including governmental initiatives and incentives, human, financial and physical capital and risk-taking

### Foreign trade

- Import and export rates as indicators of economic activity and dependence
- Measuring national economic performance
- Definition and impact of trade balance, trade deficit and trade surpluses
- Impact of globalisation
- Advantages and disadvantages of protectionism
- Exchange rates and their macroeconomic effects
- Factor movement, economic migration

## Suggested Resources

Goodwin, N., Harris, J.M., Nelson, J.A., Roach, B. and Torras, M., 2019, Principles of economics in context, Routledge

Mulhearn, C., Vane, H.R., 2020, Economics for Business, Bloomsbury Academic

Sloman, J., Garratt, D., Guest, J., Jones, E., 2019, Economics for Business, Pearson

Wetherly, P. and Otter, D., 2018, The Business Environment: Themes and Issues in a Globalizing World, Oxford University Press

Worthington, I., Britton, C., Thompson, E., 2018, The Business Environment, Pearson

### **Websites**

[The Economist | World News, Economics, Politics, Business & Finance](#) The Economist

[IFS | Institute for Fiscal Studies](#) Institute for Fiscal Studies

<http://www.bbc.co.uk/news/business/economy> BBC News - Economics

[www.economicsuk.com](http://www.economicsuk.com) David Smith's Economics UK

[www.sparknotes.com/economics](http://www.sparknotes.com/economics) Economics Study Guides — SparkNotes

**Unit 18 Applied Economics for Business - Supporting Information**

**Opportunities for Synoptic Teaching and Learning**

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the fundamental principles of macroeconomics	Unit 1 Business Organisations in a Global Context, LO2 2. Understand the impact of external factors on global business organisations
LO2 Understand economic policies	Unit 1 Business Organisations in a Global Context, LO2 Understand the impact of external factors on global business organisations  Unit 1 Business Organisations in a Global Context, LO3 Understand the impact of globalisation on the internal operations of business organisations  Unit 7 Manage Sustainability in an Organisation, LO1 Understand the issues relating to sustainability in organisations
LO3 Understand the implications of trade balance, trade deficit and trade surplus	Unit 1 Business Organisations in a Global Context, LO4 Understand current issues impacting on global business activities in a specified country

**Opportunities for Synoptic Assessment**

Some of the AC require knowledge from one or more of the LOs.

The development of knowledge and understanding throughout LOs 2 and 3 is sequential and applied and lends itself best to a study of a single economy/country in each.

**Opportunities for Skills Development within this Unit**

<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Communication Skills</b> – written communication requiring the use of appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) (LO1, LO2, LO3)</p> <p><b>Problem-solving</b> – analysis of data, understanding and synthesising a variety of factors and perspectives and using critical thinking skills (LO1, LO2, LO3)</p>	<p><b>Using Sources of Information</b> - accessing information, e.g. choosing current, sufficient, relevant and reliable sources (LO1, LO2, LO3)</p> <p><b>Reading Skills</b> - identifying different reading materials, e.g. books, articles, online materials (LO1, LO2, LO3)</p> <p><b>Thinking Skills</b> - using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions (LO1, LO2, LO3)</p>

	<b>Digital Skills</b> - applying relevant numeracy skills to explore and organise data appropriately ( <b>LO3, LO4</b> )
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