



# Oakswood College

Empowering Through Education



## ATHE Level 6

### *Diploma in Management*

PROMOTING EXCELLENCE • ENSURING COMPLIANCE  
SUPPORTING OUR COMMUNITY



GOVERNANCE



QUALITY



COMPLIANCE



EXCELLENCE

**ATHE qualification specification for:**

**ATHE Level 6 Diploma in Management**

610/2255/X

**ATHE Level 6 Extended Diploma in Management**

610/2265/2

Qualification Pathways:

ATHE Level 6 Diploma or Extended in Management (Finance)

ATHE Level 6 Diploma or Extended in Management (Managing People)

ATHE Level 6 Diploma or Extended in Management (Operations Management)

ATHE Level 6 Diploma or Extended in Management (Sales and Marketing)

ATHE Level 6 Extended Diploma in Management (Gen Ed)

Specification Version 2.0 Valid from August 2025

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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, religious studies and health and social care.

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 the knowledge, understanding and skills needed by effective managers e.g. problem solving, interpersonal skills.

### 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 6 in this Specification

This document provides key information on the following ATHE Level 6 Management qualifications:

- ATHE Level 6 Diploma in Management
- ATHE Level 6 Extended Diploma in Management

It includes 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 6 Diploma in Management	610/2255/X
ATHE Level 6 Extended Diploma in Management	610/2265/2

## 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 6 Qualifications in 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 6 qualification should be advised of all the opportunities available at this level (eg Level 6 Apprenticeships, Undergraduate Degree programmes) and the possible funding (ie loan opportunities) available for these.

The aims of these qualifications are:

- to develop knowledge and understanding in a range of management-related subject areas which are pertinent to the development of individuals specifically seeking career progression and/or working in/towards middle/senior management roles; it will be relevant to those in roles such as Manager, Senior Manager, Head of Department, specialist managers such as Operations Managers and to those with significant management responsibilities.
- to develop specialist knowledge and understanding in managing finance, managing people, managing operations and managing sales and marketing in preparation for further professional development and employment in these specialist areas.
- to prepare learners for progressing in higher education towards postgraduate qualification levels
- to develop the 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 6 qualifications covering a number of relevant management areas and pathways reflecting a variety of learner's needs
- opportunities for learners to develop a breadth of knowledge and understanding of subject matter related to management topics and issues, but also
- core unit choice and pathways/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 Diplomas is designed to enable learners to deepen both their technical understanding of specific areas of business and their understanding of key management skills. It builds on the technical knowledge and skills developed at Levels 4 and 5 and prepares learners for progression to more

strategic roles and responsibilities at Level 7. Each qualification offers a number of pathways meaning that learners can also move forward to study the optional areas of management most directly relevant to their career aspirations.

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. Additionally, 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 6 Diploma in Management**

### **Aims of the Qualification**

The Level 6 Diploma in Management (60 credits) offers learners a short but flexible entry point to Level 6 management learning. Choosing from a core set of units (a minimum of 2 units from 4) and then identifying optional unit choice from a set of management pathways (at least 2 units from either Finance, Managing People, Operations Management, Sales and Marketing) enables learners to optimise their qualification content to best serve their interests.

## **Introduction to the ATHE Level 6 Extended Diploma in Management**

### **Aims of the Qualification**

The Level 6 Extended Diploma in Management (120 credits) is designed to offer learners a broader and more comprehensive experience of management. Learners are required to take all 4 core units plus any 4 optional units. Again, these optional units can all be taken from a specific pathway where learners have particular interests. 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 6 management-related topics.

### **Entry Requirements**

These qualifications are designed for learners who are typically aged 19+.

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 6. 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:

- one or two years' study of business, management or related qualifications at a Higher Education Institution or a college or university offering higher education qualifications
- a Level 5 qualification in business, management or related subjects, for example, an ATHE Level 5 Extended Diploma in Business and Management, Pearson HND
- an apprenticeship achievement at Level 5 in a business, management or related technical area
- other equivalent international qualifications.

Mature learners may present a more varied profile of achievement that is likely to include extensive relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of a range 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.

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

For those for 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

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that the learners who undertake qualifications have the necessary background knowledge, understanding and skills to undertake the learning and assessment at Level 6. 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 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
- a larger qualification at the same level e.g. from a Diploma to an Extended Diploma
- the final year of study at an American university if the learner has been taking the Gen. Ed. programme
- a Level 7 ATHE qualification such as the ATHE Level 7 Diploma/Extended Diploma in Strategic Management
- an MBA programme and may be able to claim exemptions for some of the units completed

## **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 (EQA) 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 learner 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 learner 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 6 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 6 are:

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

- Has advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.
- Understands different perspectives, approaches or schools of thought and the theories that underpin them.
- Can critically analyse, interpret and evaluate complex information, concepts and ideas.

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

- Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors.
- Use and, where appropriate, design relevant research and development to inform actions.
- Evaluate actions, methods and results and their implications.

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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 6 Diploma in Management (Core qualification)**

The ATHE Level 6 Diploma in Management is a 60-credit qualification.

## **Rules of Combination**

Learners selecting this qualification must take at least two of the four core units and two further units from either the remaining core units or from the optional units listed below.

The Total Qualification Time is **600** Hours

The Total Guided Learning Hours is **240**

The Total Credit value is **60**

## **Core Units**

<b>Unit codes</b>	<b>Unit Title</b>	<b>Level</b>	<b>GLH</b>	<b>Credit</b>
Y/650/6153	Unit 1 Leadership and Management	6	60	15
A/650/6154	Unit 2 Personal Leadership and Management Development	6	60	15
D/650/6155	Unit 3 Managing Quality and Service Delivery	6	60	15
H/650/6157	Unit 4 Research Project	6	60	15

## **Optional Units**

<b>Unit codes</b>	<b>Unit Title</b>	<b>Level</b>	<b>GLH</b>	<b>Credit</b>
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J/650/6158	Unit 5 Financial Decision-Making for Managers	6	60	15
K/650/6159	Unit 6 Accounting	6	60	15
R/650/6160	Unit 7 Managing Finance in the Public Sector	6	60	15
T/650/6161	Unit 8 Economics for Business	6	60	15
Y/650/6162	Unit 9 Factors Determining Marketing Strategies	6	60	15
A/650/6163	Unit 10 Marketing Communications	6	60	15
D/650/6173	Unit 11 Sales	6	60	15
F/650/6174	Unit 12 Branding	6	60	15
H/650/6175	Unit 13 Management Information Systems	6	60	15
J/650/6176	Unit 14 Logistics and Supply Chain Management	6	60	15
K/650/6177	Unit 15 Managing Change	6	60	15
L/650/6178	Unit 16 Risk Management	6	60	15
M/650/6179	Unit 17 Project Management	6	60	15
A/650/6181	Unit 18 Human Resource Management	6	60	15

### ATHE Level 6 Diploma in Management (Finance)

The ATHE Level 6 Diploma in Management (Finance) is a 60-credit qualification.

#### Rules of Combination

Learners taking the Finance Pathway take two of the four core units and two of the four units from the Finance Pathway.

The Total Qualification Time is **600** Hours

The Total Guided Learning Hours is **240**

The Total Credit value is **60**

#### Core Units

Unit Codes	Unit Title	Level	GLH	Credit
Y/650/6153	Unit 1 Leadership and Management	6	60	15
A/650/6154	Unit 2 Personal Leadership and Management Development	6	60	15
D/650/6155	Unit 3 Managing Quality and Service Delivery	6	60	15
H/650/6157	Unit 4 Research Project	6	60	15

#### Finance Pathway Units

Unit Codes	Unit Title	Level	GLH	Credit
J/650/6158	Unit 5 Financial Decision-Making for Managers	6	60	15
K/650/6159	Unit 6 Accounting	6	60	15
R/650/6160	Unit 7 Managing Finance in the Public Sector	6	60	15
T/650/6161	Unit 8 Economics for Business	6	60	15

## ATHE Level 6 Diploma in Management (Managing People)

The ATHE Level 6 Diploma in Management (Managing People) is a 60-credit qualification.

### Rules of Combination

Learners taking the Managing People Pathway take two of the four core units and two of the units from the Managing People Pathway.

The Total Qualification Time is **600** Hours

The Total Guided Learning Hours is **240**

The Total Credit value is **60**

### Core Units

Unit codes	Unit Title	Level	GLH	Credit
Y/650/6153	Unit 1 Leadership and Management	6	60	15
A/650/6154	Unit 2 Personal Leadership and Management Development	6	60	15
D/650/6155	Unit 3 Managing Quality and Service Delivery	6	60	15
H/650/6157	Unit 4 Research Project	6	60	15

### Managing People Pathway Units

Unit Code	Unit Title	Level	GLH	Credit
K/650/6177	Unit 15 Managing Change	6	60	15
M/650/6179	Unit 17 Project Management	6	60	15
A/650/6181	Unit 18 Human Resource Management	6	60	15

## ATHE Level 6 Diploma in Management (Operations Management)

The ATHE Level 6 Diploma in Management (Operations Management) is a 60-credit qualification.

### Rules of Combination

Learners taking the Operations Management Pathway take two of the four core units and two of the units from the Operations Management Pathway.

The Total Qualification Time is **600** Hours

The Total Guided Learning Hours is **240**

The Total Credit value is **60**

### Core Units

Unit codes	Unit Title	Level	GLH	Credit
Y/650/6153	Unit 1 Leadership and Management	6	60	15
A/650/6154	Unit 2 Personal Leadership and Management Development	6	60	15
D/650/6155	Unit 3 Managing Quality and Service Delivery	6	60	15
H/650/6157	Unit 4 Research Project	6	60	15

### Operations Management Pathway Units

Unit Codes	Unit Title	Level	GLH	Credit
H/650/6175	Unit 13 Management Information Systems	6	60	15
J/650/6176	Unit 14 Logistics and Supply Chain Management	6	60	15
K/650/6177	Unit 15 Managing Change	6	60	15
L/650/6178	Unit 16 Risk Management	6	60	15
M/650/6179	Unit 17 Project Management	6	60	15

### ATHE Level 6 Diploma in Management (Sales and Marketing)

The ATHE Level 6 Diploma in Management (Sales and Marketing) is a 60-credit qualification.

#### Rules of Combination

Learners taking the Sales and Marketing Pathway take two of the four core units and the two of the units from the Sales and Marketing Pathway.

The Total Qualification Time is **600** Hours

The Total Guided Learning Hours is **240**

The Total Credit value is **60**

#### Core Units

Unit codes	Unit Title	Level	GLH	Credit
Y/650/6153	Unit 1 Leadership and Management	6	60	15
A/650/6154	Unit 2 Personal Leadership and Management Development	6	60	15
D/650/6155	Unit 3 Managing Quality and Service Delivery	6	60	15
H/650/6157	Unit 4 Research Project	6	60	15

### Sales and Marketing Pathway Units

Unit Codes	Unit Title	Level	GLH	Credit
Y/650/6162	Unit 9 Factors Determining Marketing Strategies	6	60	15
A/650/6163	Unit 10 Marketing Communications	6	60	15
D/650/6173	Unit 11 Sales	6	60	15
F/650/6174	Unit 12 Branding	6	60	15

### ATHE Level 6 Extended Diploma in Management (Core qualification)

The ATHE Level 6 Extended Diploma in Management is a 120-credit qualification.

#### Rules of Combination

Learners selecting the core qualification take the four core units and a further four units from the list of optional units below.

The Total Qualification Time is **1200** Hours

The Total Guided Learning Hours is **480**

The Total Credit value is **120**

#### Core Units

Unit codes	Unit Title	Level	GLH	Credit
Y/650/6153	Unit 1 Leadership and Management	6	60	15
A/650/6154	Unit 2 Personal Leadership and Management Development	6	60	15
D/650/6155	Unit 3 Managing Quality and Service Delivery	6	60	15
H/650/6157	Unit 4 Research Project	6	60	15

### Optional Units

Unit codes	Unit Title	Level	GLH	Credit
J/650/6158	Unit 5 Financial Decision-Making for Managers	6	60	15
K/650/6159	Unit 6 Accounting	6	60	15
R/650/6160	Unit 7 Managing Finance in the Public Sector	6	60	15
T/650/6161	Unit 8 Economics for Business	6	60	15
Y/650/6162	Unit 9 Factors Determining Marketing Strategies	6	60	15
A/650/6163	Unit 10 Marketing Communications	6	60	15
D/650/6173	Unit 11 Sales	6	60	15
F/650/6174	Unit 12 Branding	6	60	15
H/650/6175	Unit 13 Management Information Systems	6	60	15
J/650/6176	Unit 14 Logistics and Supply Chain Management	6	60	15
K/650/6177	Unit 15 Managing Change	6	60	15
L/650/6178	Unit 16 Risk Management	6	60	15
M/650/6179	Unit 17 Project Management	6	60	15
A/650/6181	Unit 18 Human Resource Management	6	60	15

### ATHE Level 6 Extended Diploma in Management (Finance)

The ATHE Level 6 Extended Diploma in Management (Finance) is a 120-credit qualification.

#### Rules of Combination

Learners taking the Finance Pathway take the four core units and the four units from the Finance Pathway.

The Total Qualification Time is **1200** Hours

The Total Guided Learning Hours is **480**

The Total Credit value is **120**

#### Core Units

Unit Codes	Unit Title	Level	GLH	Credit
Y/650/6153	Unit 1 Leadership and Management	6	60	15
A/650/6154	Unit 2 Personal Leadership and Management Development	6	60	15
D/650/6155	Unit 3 Managing Quality and Service Delivery	6	60	15
H/650/6157	Unit 4 Research Project	6	60	15

#### Finance Pathway Units

Unit Codes	Unit Title	Level	GLH	Credit
J/650/6158	Unit 5 Financial Decision-Making for Managers	6	60	15
K/650/6159	Unit 6 Accounting	6	60	15
R/650/6160	Unit 7 Managing Finance in the Public Sector	6	60	15

T/650/6161	Unit 8 Economics for Business	6	60	15
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### ATHE Level 6 Extended Diploma in Management (Managing People)

The ATHE Level 6 Extended Diploma in Management (Managing People) is a 120-credit qualification.

#### Rules of Combination

Learners taking the Managing People Pathway take the four core units, the three units from the Managing People Pathway and one further unit from the list of optional units.

The Total Qualification Time is **1200** Hours

The Total Guided Learning Hours is **480**

The Total Credit value is **120**

#### Core Units

Unit codes	Unit Title	Level	GLH	Credit
Y/650/6153	Unit 1 Leadership and Management	6	60	15
A/650/6154	Unit 2 Personal Leadership and Management Development	6	60	15
D/650/6155	Unit 3 Managing Quality and Service Delivery	6	60	15
H/650/6157	Unit 4 Research Project	6	60	15

#### Managing People Pathway Units

Unit Code	Unit Title	Level	GLH	Credit
K/650/6177	Unit 15 Managing Change	6	60	15
M/650/6179	Unit 17 Project Management	6	60	15
A/650/6181	Unit 18 Human Resource Management	6	60	15

#### Optional Units

Unit codes	Unit Title	Level	GLH	Credit
J/650/6158	Unit 5 Financial Decision Making for Managers	6	60	15
K/650/6159	Unit 6 Accounting	6	60	15
R/650/6160	Unit 7 Managing Finance in the Public Sector	6	60	15
T/650/6161	Unit 8 Economics for Business	6	60	15
Y/650/6162	Unit 9 Factors Determining Marketing Strategies	6	60	15
A/650/6163	Unit 10 Marketing Communications	6	60	15
D/650/6173	Unit 11 Sales	6	60	15
F/650/6174	Unit 12 Branding	6	60	15
H/650/6175	Unit 13 Management Information Systems	6	60	15
J/650/6176	Unit 14 Logistics and Supply Chain Management	6	60	15
L/650/6178	Unit 16 Risk Management	6	60	15

## ATHE Level 6 Extended Diploma in Management (Operations Management)

The ATHE Level 6 Extended Diploma in Management (Operations Management) is a 120-credit qualification.

### Rules of Combination

Learners taking the Operations Management Pathway take the four core units and four of the five units from the Operations Management Pathway.

The Total Qualification Time is **1200** Hours

The Total Guided Learning Hours is **480**

The Total Credit value is **120**

### Core Units

Unit codes	Unit Title	Level	GLH	Credit
Y/650/6153	Unit 1 Leadership and Management	6	60	15
A/650/6154	Unit 2 Personal Leadership and Management Development	6	60	15
D/650/6155	Unit 3 Managing Quality and Service Delivery	6	60	15
H/650/6157	Unit 4 Research Project	6	60	15

### Operations Management Pathway Units

Unit Codes	Unit Title	Level	GLH	Credit
H/650/6175	Unit 13 Management Information Systems	6	60	15
J/650/6176	Unit 14 Logistics and Supply Chain Management	6	60	15
K/650/6177	Unit 15 Managing Change	6	60	15
L/650/6178	Unit 16 Risk Management	6	60	15
M/650/6179	Unit 17 Project Management	6	60	15

## ATHE Level 6 Extended Diploma in Management (Sales and Marketing)

The ATHE Level 6 Extended Diploma in Management (Sales and Marketing) is a 120-credit qualification.

### Rules of Combination

Learners taking the Sales and Marketing Pathway take the four core units and the four units from the Sales and Marketing Pathway.

The Total Qualification Time is **1200** Hours

The Total Guided Learning Hours is **480**

The Total Credit value is **120**

### Core Units

Unit codes	Unit Title	Level	GLH	Credit
Y/650/6153	Unit 1 Leadership and Management	6	60	15
A/650/6154	Unit 2 Personal Leadership and Management Development	6	60	15

D/650/6155	Unit 3 Managing Quality and Service Delivery	6	60	15
H/650/6157	Unit 4 Research Project	6	60	15

### Sales and Marketing Pathway Units

Unit Codes	Unit Title	Level	GLH	Credit
Y/650/6162	Unit 9 Factors Determining Marketing Strategies	6	60	15
A/650/6163	Unit 10 Marketing Communications	6	60	15
D/650/6173	Unit 11 Sales	6	60	15
F/650/6174	Unit 12 Branding	6	60	15

### ATHE Level 6 Extended Diploma in Management (Gen Ed)

The ATHE Level 6 Extended Diploma in Management (General EdI) is a 120-credit qualification.

#### Rules of Combination

Learners wishing to progress to the final year of an American degree must achieve the eight units listed below.

The Total Qualification Time is **1200** Hours

The Total Guided Learning Hours is **480**

The Total Credit value is **120**

#### Gen Ed Pathway

Unit codes	Unit Title	Level	GLH	Credit
Y/650/6153	Unit 1 Leadership and Management	6	60	15
A/650/6154	Unit 2 Personal Leadership and Management Development	6	60	15
D/650/6155	Unit 3 Managing Quality and Service Delivery	6	60	15
H/650/6157	Unit 4 Research Project	6	60	15
J/650/6158	Unit 5 Financial Decision-Making for Managers	6	60	15
K/650/6159	Unit 6 Accounting	6	60	15
T/650/6161	Unit 8 Economics for Business	6	60	15
H/650/6175	Unit 13 Management Information Systems	6	60	15

#### 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 6 qualifications in 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 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 centre's 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. 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 pending changes 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 learner'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 6 Diploma in Management (60 credits)

Pass 180 - 215  
 Merit 216 - 269  
 Distinction 270

#### ATHE Level 6 Extended Diploma in Management (120 credits)

Pass 360 - 431  
 Merit 432 - 539  
 Distinction 540

### Example grading for Level 6 Diploma in 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
6	Distinction	75
7	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 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, 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 Leadership and Management</b>			
<b>Unit aims</b>	Learners will understand the role of leadership and management in organisations, the use of leadership and management skills, and the role of teams to improve organisational performance.		
<b>Unit level</b>	6		
<b>Unit code</b>	Y/650/6153		
<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 achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit.</p> <p>In order to achieve this unit, the learner will need to demonstrate a full understanding of the concepts of leadership and management, the difference between them and how they are used in organisations. The work must be illustrated with exemplar material from research and, where possible, from the learner's practical experience in employment, as a learner and from working in teams. Learners will need to agree an appropriate organisation on which to base their study with their tutor. Tutors need to ensure that the organisation chosen is suitable. Additional assessment guidance is provided in the ATHE assignment.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand strategic leadership and management in organisations	1.1 Assess the relationship between strategic leadership and management in organisations 1.2 Evaluate key leadership and management theories 1.3 Assess how leadership and management styles can be adapted in different situations		

<p>2. Understand how to improve organisational performance through application of relevant leadership and management skills</p>	<p>2.1 Analyse the skills which are needed by strategic leaders and managers to improve organisational performance</p> <p>2.2 Analyse key motivational theories and how they may influence organisational performance</p> <p>2.3 Analyse the contribution of performance management to improved organisational performance</p>	<p>2M1 Evaluate how strategic leadership and management skills contribute to organisational success</p>	<p>2D1 Evaluate approaches to promote motivation and engagement as enablers of performance</p>
<p>3. Understand how leaders and managers utilise teams in improving organisational performance</p>	<p>3.1 Analyse the characteristics of high performing teams</p> <p>3.2 Evaluate the role of the team leader in creating and maintaining high performing teams</p> <p>3.3 Assess the impact of high performing teams on organisational performance</p>	<p>3M1 Analyse the challenges of, and skills needed to manage and support, remote and/or virtual working</p>	<p>3D1 Evaluate the frameworks supporting effective management of teams and teamwork within an organisation</p>

## Indicative Content

### 1. Understand strategic leadership and management in organisations

#### Concepts of leadership and management

- Definitions of strategic leadership and the role of leaders
- Classification of leadership (e.g. Dimensions, processes, personality)
- Leadership as a process
- Power and influence
- Strategic and operational
- The importance of common goals
- Leaders and followers/ leadership of groups, leadership skills
- Mintzberg's 10 managerial roles.

#### Relationship

- Demand, needs, contribution, focus

#### Leadership and management theories and styles

- Transactional (Bennis and Bass)
- Situational Leadership (Hersey & Blanchard, 1969)
- Contingency Theory (Fiedler, 1960)

- Path-Goal Theory (House, 1971)
- Transformational Leadership (Bass & Riggio, 2006)
- Values-Driven Leadership (Gentile, 2014)
- Ethical Leadership (Mendonca & Kanungo, 2007)
- Entrepreneurial Leadership (Roebuck, 2014)
- Authentic Leadership (Goffee & Jones, 2011)
- Distributed Leadership (Gronn, 2000)
- Managerial Grid (Blake and Mouton, C.1950s)
- Leadership Continuum (Tannenbaum and Schmidt, 1958)
- Leadership Qualities (Bennis, 1989)
- Leadership Styles (Goleman, 1995)
- Action-Centred Leadership (Adair, 1963)

#### Adapting styles to different situations

- Lifecycle of organisation (start up, growth, maturity or decline)
- In response to specific risks e.g., health and safety, financial
- Objectives and strategy
- Customer demands
- Individual team member/team maturity and capacity (Link to situational leadership, Hersey & Blanchard, 1969).

## **2. Understand how to improve organisational performance through the application of relevant leadership and management skills**

#### Skill sets

- Different skills set for leaders and managers.
- Leaders need to be able to create vision, set direction, communicate, risk taker, plan, listen etc.
- Managers need to build the team, lead and work in teams, communicate, time management, meet deadlines, manage performance, delegate, project management, problem solve

#### Motivation

- Content (Maslow, Herzberg, McClelland, Alderfer), Process (Vroom, Locke, Adam)
- Influence on commitment, energy, cooperation, engagement
- How leaders motivate and practical aspects of motivation: collaborative working, shared understanding, constructive feedback, learning and development, inspiring, creating an environment

#### Performance management

- Clarity of end results and goal setting
- Agreement with staff
- Reward
- Performance monitoring and measurement
- Gathering feedback
- Use of data and outputs
- Job design and characteristics and employee needs

### 3. Understand how leaders and managers utilise teams in improving organisational performance

#### Characteristics of high-performing teams

- Shared purpose and established goals
- Clear roles
- Strong interdependencies
- Agreed decision making process
- Use of review and feedback
- Stable team membership
- Strong learning environment
- Team-based rewards system

#### Team leadership

- Roles and models of team leadership, establishing the culture of team performance, giving direction, communicating organisational strategy, vision and mission, setting clear aims and objectives, establishing reporting lines, celebrating success, managing conflict, communications, collaboration and team decision making, creativity of teams; monitoring performance and measuring team success, empowerment
- Development of teams; stages of team development e.g., Tuckman, Honey, Leigh and Maynard.

#### Team performance

- Teams - utilising skills of individual members; shared goals and ambitions; working with and supporting colleagues; wanting success for the team, common understanding of the plan and its impact on the organisation; individual performance of a team member and impact on the work of others
- Underperforming teams and negative impact on organisational performance, goals not achieved, blame culture; conflict; staff absence, retention
- Remote and Virtual teams - Working with real time; common message and communication; lack of clarity and direction and second guessing; lack of empathy and personal connection; different work ethic and culture in team members; hidden incompetence; diminished productivity; availability.

#### Frameworks

- Organisational policy and procedures, managerial support, culture

## **Suggested Resources**

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

Adair, J., 2009, The Inspirational Leader: How to Motivate, Encourage and Achieve Success, Kogan Page

Armstrong, M., 2022, Armstrong's Handbook of Performance Management: An Evidence-based Guide to Performance Leadership, Kogan Page Publishers

Kouzes, J.M. and Posner, B.Z., 2017, The Leadership Challenge: How to make Extraordinary Things happen in Organisations. 6th edn., Hoboken: Wiley

Handy, C.B., 2020, Gods of Management: The Four Cultures of Leadership, Profile Books

Mullins, L.J., 2013, Management and Organisational Behaviour, FT Publishing International  
Northouse, P.G., 2021, Leadership: Theory and practice, Sage Publications

Pedler, M., Burgoyne, J., Boydell, T, 2010, A Manager's Guide to Leadership, McGraw-Hill Professional

Sale, J., 2017, Mapping motivation: Unlocking the key to Employee Energy and Engagement, Routledge

## **Websites**

[HR Resources | CIPD](#) – Chartered Institute of Personnel and Development

[Management Library \(managementhelp.org\)](#) - an online library of articles on a range of management subjects

[Knowledge and Insights | Management Research - CMI \(managers.org.uk\)](#) – Chartered Management Institute

[HBS Working Knowledge – Harvard Business School Faculty Research](#) – Harvard Business School

<b>Unit 1 Leadership and 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 strategic leadership and management in organisations	Unit 17 Project Management - LO2 Design systems and plans for initiating and managing projects
LO2 Understand how to improve organisational performance through application of relevant leadership and management skills	Unit 2 Personal Leadership and Management Development - LO1 Understand how leadership and management skills support the achievement of organisational objectives  Unit 11 Sales - LO4 Understand the management of sales in organisations  Unit 15 Managing Change – LO2 Understand strategies to encourage the involvement of stakeholders in the management of change  Unit 18 Human Resource Management – LO4 Recommend appropriate HR strategies to support and develop individual and organisational performance
<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 and LO2 will support learners in demonstrating the requirements for LO3 where they are required to apply this knowledge and understanding in the context of managing and motivating teams in order to deliver business objectives.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Problem-solving</b> – Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information (LO1)</p> <p><b>Communication skills</b> – Written communication eg appropriate formats, style and tone, spelling, punctuation and grammar (LO1, LO2, LO3)</p>	<p><b>Thinking skills</b> – Using analytical skills eg research skills, handling information, consulting multiple sources, categorising information (LO1, LO2)</p> <p><b>Reading skills</b> - Reading with a purpose eg to understand an idea/concept, to retain information for revision, to research, to makes notes, for pleasure (LO1, LO2)</p> <p><b>Using sources of information</b> – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO1, LO2, LO3)</p>

<b>Unit 2 Personal Leadership and Management Development</b>			
<b>Unit aims</b>	Learners will develop their personal leadership and management skills and behaviour to support the achievement of organisational objectives and personal progression. Learners will consider how to manage their own development and how to reflect on the effectiveness of this.		
<b>Unit level</b>	6		
<b>Unit code</b>	A/650/6154		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass-Merit-Distinction		
<b>Assessment guidance</b>	<p>Learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit.</p> <p>To achieve the standards for this unit, learners will be required to evaluate their own skills and behaviours in respect of their own management and leadership role. Learners will be required to develop and take forward development actions and then to evaluate this at a later stage. The evaluation must relate to a particular role which is undertaken in the context of an organisation and be completed with reference to the needs of the organisation and its stated objectives. This may be an organisation where the learner is employed or where they work in a voluntary capacity.</p> <p>As learners must carry out the plan which is produced, they may need an extended period of time to complete the assessment.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand how leadership and management skills support the achievement of organisational objectives	1.1 Assess the impact of management and leadership skills and behaviours on the achievement of organisational objectives 1.2 Evaluate the personal leadership and management skills and behaviours required to effectively perform a management and leadership role	1M1 Analyse the impact of current challenges and future objectives on leadership and management skills and behaviours	1D1 Analyse the impact of organisational values, culture and prevailing leadership and management style on personal development

2. Understand how the development of management and leadership skills and behaviour supports personal progression	2.1 Analyse the benefits of personal development from a personal progression perspective		
3. Can manage development of own personal leadership and management skills to support achievement of personal and organisational objectives	3.1 Evaluate current levels of skill and behaviour in respect of current management and leadership role and personal career objectives 3.2 Develop a justified and resourced personal development plan with measurable objectives to address identified areas 3.3 Implement the personal development plan	3M1 Evaluate available options for personal and professional development	
4. Can reflect on the effectiveness of personal development plans in developing management and leadership skills and behaviours	4.1 Reflect on progress towards stated objectives 4.2 Evaluate the impact of personal development on own capability within a management and leadership role		4D1 Demonstrate an ongoing reflection/monitoring of the plan with revision as necessary

## Indicative Content

### 1. Understand how leadership and management skills support the achievement of organisational objectives

Impact on organisational objectives, performance, resilience

Personal leadership and management skills:

- Leadership and management characteristics, skills, competence and knowledge required
- Behaviours and attitudes associated with effective leadership
- Personal skills

## Organisational objectives

- Different organisational visions and aims, e.g. financial, customer focused, product focused etc.
- Stakeholder requirements, e.g., profitability, ethical operation, legal compliance, strategic plans, accountability of leaders and managers for organisational objectives,
- The wider environment requirements affecting organisation
- Impact of organisational values and culture on leadership and management roles

## **2. Understand how the development of management and leadership skills and behaviour supports personal progression**

- Lifelong learning
- Maintenance and development of skills and behaviour
- Ability to contribute
- Personal impact
- Career goals

## **3. Manage development of own personal leadership and management skills to support achievement of personal and organisational objectives**

- Evaluation of own skill and behaviour levels against current and future desired roles, considering short, medium and long term departmental and organisational objectives
- Personal development plans: contents of plans – aims and objectives, activities, measurable criteria, resources (costs, time, support), timescales (milestones and deadlines): SMART objectives

## Development opportunities

- Different opportunities for learning including: formal (organised training activities, qualifications) and informal (on-the-job experience, personal reading, learning from colleagues), learning from activities, recording achievement, coaching, mentoring, reflective learning models and techniques
- Professional development including networking, professional bodies and professional recognition
- Feedback – obtaining, evaluating, using feedback, carrying out different tasks in an organisation, taking on different roles.
- Continual review and reflection
- Evaluate options - consideration of learning preferences, resources and time availability

## Justification

- Benefits at a personal and organisational level
- Added capability, added contribution
- Increased flexibility and resilience

#### 4. Reflect on the effectiveness of personal development plans in developing management and leadership skills and behaviours

Reflect on progress

- Review of original objectives, review of achievement against original objectives, competences and results, importance of review, identifying objectives not yet achieved.
- Evaluation: measuring effectiveness, evaluating effectiveness, benchmarking with others.
- Identifying activities that were not effective, areas needing further development.
- Evaluate impact: on self (confidence, increased capability), on organisation (contribution, impact)
- Ongoing reflection and monitoring:
- Further development needs and opportunities, building on success, addressing areas of weakness, updating plans, the importance of continuous development and reflection

#### Suggested Resources

Adair, J., 2022, Develop your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow, Kogan Page Publishers

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

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

Hildebrand, J., 2018, Bridging the gap: A Training Module in Personal and Professional Development, Routledge

Pedler, M., Burgoyne, J., Boydell, T. 2013, A Manager's Guide to Self-development, McGraw Hill

#### Websites

[Reflective leadership: my own personal insights into this concept \(engageforsuccess.org\)](https://engageforsuccess.org/) – Engage for Success

[What is Continuing Professional Development \(CPD\) | CIPD](https://www.cipd.co.uk/knowledge/development/continuing-professional-development/cpd-what-is-it) – Chartered Institute of Personnel and Development

[Management Library \(managementhelp.org\)](https://www.managementhelp.org/) - an online library of articles on a range of management subjects

<b>Unit 2 Personal Leadership and Management Development - 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 leadership and management skills support the achievement of organisational objectives	Unit 1 Leadership and Management - LO2 Understand how to improve organisational performance through application of relevant leadership and management skills
LO4 Reflect on the effectiveness of personal development plans in developing management and leadership skills and behaviours	Unit 4 Research Project - LO4 Review own learning and validity of research
<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, LO2 and LO3 will progressively support learners in enabling them to set appropriate targets and plans; learners will then be able to draw on this when carrying out the reviews required by LO4.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Working independently</b> – Using your own initiative, time management (eg planning, setting targets, meeting deadlines, working under pressure), self-organisation, prioritising, self-reflection, review and self-improvement (LO3 and LO4)</p> <p><b>Problem-solving</b> – Analysis of data; using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information (LO1, LO2, LO3 and LO4)</p>	<p><b>Thinking skills</b> – Using critical thinking skills eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3 and LO4)</p> <p><b>Time management</b> – Planning helps to organise time around regular activities and other commitments and helps avoid distraction. Developing a study timetable to ensure that your work is structured, priorities are addressed and that there is a healthy work-life balance. Identifying and sticking with the objective or instruction at hand so that you can set yourself regular and realistic goals. (LO3)</p>

<b>Unit 3 Managing Quality and Service Delivery</b>			
<b>Unit aims</b>	Learners will develop the knowledge and understanding required to manage and deliver excellent customer service. Learners will develop an understanding of the expectations of stakeholders in an organisation and how to meet these expectations by implementing, managing and monitoring quality and service delivery approaches.		
<b>Unit level</b>	6		
<b>Unit code</b>	D/650/6155		
<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 achieve the learning outcomes and meet the standard specified by the assessment criteria for the unit.</p> <p>Learners can approach this unit theoretically although the assignment work must be in context and include examples and illustrations from the learner's own experience or research. The work can be applied across the business sectors or in a specific context, for example, public service or healthcare. Learners will need to agree an appropriate organisation(s) on which to base their study with their tutor. Tutors need to ensure that the organisation(s) chosen is suitable. Additional assessment guidance is provided in the ATHE assignment.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand how to identify and meet stakeholder needs when managing quality and service delivery	1.1 Analyse the different stakeholder groups in organisations and their expectations for quality and service delivery 1.2 Analyse the processes used in organisations to meet stakeholder needs 1.3 Assess the impacts of poor quality and service delivery for the stakeholders of a named organisation	1M1 Assess the importance of managing and monitoring quality and service delivery on an ongoing basis	

2. Understand how to manage quality and service delivery	2.1 Analyse the concept of quality when delivering a service 2.2 Analyse quality standards which can be used for measuring quality and service delivery 2.3 Explain how an approach to quality management can be implemented in an organisation		2D1 Analyse the potential issues associated with implementing an approach for achieving quality and service delivery
3. Understand how to embed quality improvement and service delivery	3.1 Analyse the role of leaders and managers in embedding continuous quality improvement and service delivery 3.2 Analyse the issues related to embedding continuous improvement in quality and service delivery and propose possible solutions	3M1 Assess the importance of continuous quality improvement in ensuring organisational success	3D1 Evaluate the implementation of continuous quality improvement and service delivery in a named organisation

### Indicative Content

#### 1. Understand how to identify and meet stakeholder needs when managing quality and service delivery

Identification of different stakeholder groups and their needs

- Customers - external customers, internal customers, other business stakeholder groups, for example, employees
- Public sector stakeholders – government, public
- Private sector stakeholders - shareholders, lenders, owners
- Stakeholder perspective - perceptions, expectations, individual needs
- Meeting the needs of stakeholder groups
- Balancing the needs of different stakeholder groups

Meeting stakeholder needs

- Service standards and Service Level Agreements
- The importance of managing and monitoring service delivery
- How to manage and record service delivery
- Customer driven management

- Importance of monitoring and managing quality and service delivery on an ongoing basis – to improve service, to reduce costs, to remain competitive.

#### Impact of poor quality service

- Organisational reputation
- Brand loyalty
- Organisational position in the market
- Failure to meet organisational strategic aims, targets and accountabilities
- Failure to meet required standards, e.g., healthcare impacts of failure in delivering healthcare services, impact on financial figures.

## 2. Understand how to manage quality and service delivery

#### Quality and quality standards

- Quality definition
- Dimensions of quality for service delivery
- Quality systems, e.g., ISO9000/9001, investments in People (IIP), Total Quality Management (TQM)

#### Implementing standards

- Excellence model, theories of quality – Deming, Juran, Crosby, quality strategies in service delivery
- Developing a quality led organisation
- Job roles in quality management
- Staff involvement in organisational quality management;

#### Implementing approaches to quality

- Setting, monitoring and maintaining standards: how standards are set, implementation of ISO9000/90001,
- Auditing quality feedback mechanisms, e.g., questionnaires and surveys
- Good practice in standard setting and methods for evaluating quality, service delivery.

## 3. Understand how to embed quality improvement and service delivery

- Concept of continuous quality improvement: history in manufacturing and application to service delivery, theories and techniques, for example, Kaizen, Total Quality Management, Lean Production and Lean Management, Deming Cycle, benchmarking, Pareto analysis, Force Field Analysis, etc.
- Issues: staff resistance, lack of knowledge and training, resistance to change generally in organisation, inadequate systems.
- Embedding and implementation solutions: encouraging staff involvement and rewarding it, competence standards, implementing change in the business organisation, managing and monitoring continuous quality improvement, performance management.

## **Suggested Resources**

Barrie G. Dale, David Bamford, et al, 2016, Managing Quality: An Essential Guide and Resource Gateway, Wiley

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

Joseph, Defeo, 2016, Juran's Quality Handbook: The Complete Guide to Performance Excellence, McGraw Hill

Deming, W. Edwards, (Joyce Orsini ed), 2012, The Essential Deming: Leadership Principles from the Father of Quality, McGraw Hill

Hoyle, D., 2009, ISO 9000 Quality Systems Handbook, Butterworth-Heinemann

Lisch, R., 2014, Measuring Service Performance, Gower

Oakland, J. S., Oakland, Robert J., Turner, 2020, Total Quality Management and Operational Excellence, Routledge

Tague, Nancy, 2020, The Quality Toolbox, ASQ

## **Websites**

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

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

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

<b>Unit 3 Managing Quality and Service Delivery - 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 identify and meet stakeholder needs when managing quality and service delivery	Unit 13 Management Information Systems - LO1 Understand the role of information systems in organisations  Unit 16 Risk Management – LO3 Prepare an effective risk management plan
LO2 Understand how to manage quality and service delivery	Unit 15 Managing Change – LO2 Understand strategies to encourage the involvement of stakeholders in the management of change
<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 and LO2 will support learners in demonstrating the requirements for LO3.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Problem-solving</b> – Defining challenges and issues; assessing effectiveness; using analytical skills; using critical thinking skills (LO1, LO2, LO3)	<b>Using sources of information</b> – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO1, LO2, LO3)  <b>Thinking skills</b> – Using critical thinking skills eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3)

<b>Unit 4 Research Project</b>			
<b>Unit aims</b>	Learners will develop the knowledge, understanding and skills required to carry out independent research using appropriate research techniques. They will analyse and present their research findings, evaluate the research methodology and review their personal learning.		
<b>Unit level</b>	6		
<b>Unit code</b>	H/650/6157		
<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 achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit.</p> <p>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 a business in which the learner is interested. The focus of the research can be related to/develop from their interest in another unit. In this way, the unit can be used as a synoptic form of assessment where it follows the delivery of other core units.</p> <p>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 relevance, size and scope.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Can prepare a proposal for a research project	1.1 Develop a proposal that explains the aims, scope, objectives and methodological approach for the research		1D1 Evaluate the chosen methodological approach
2. Can conduct research to support delivery of the agreed research aims and objectives	2.1 Manage the collection of primary and secondary data in support of the research aim and objectives		
3. Can present findings and recommendations	3.1 Analyse data collected to determine	3M1 Evaluate the impact of the findings	

from research investigations	implications and conclusions 3.2 Present the findings of the research in a report which includes conclusions and recommendations and illustrates how the outcomes of the research address the aims and objectives of the project		
4. Can review own learning and the validity of the research	4.1 Reflect on own learning in carrying out research investigations 4.2 Review the validity of the research outcomes against the stated objectives	4M1 Assess areas for improvement in future research projects	4D1 Analyse future opportunities for own professional learning based on outcomes from research investigation and reflection on own learning

## Indicative Content

### 1. Prepare a proposal for a research project

- Possible topics and questions or hypothesis; the aims of the research and the objectives; the desired outcomes and scope
- Methodological approach e.g. survey, questionnaire, observations; literature review. Application of Saunders' Research Onion; ways to test reliability and validity; definitions of data e.g. primary and secondary sources, qualitative and quantitative; ways to reference sources. Aligning research methods to task to ensure that they are appropriate and will lead to relevant outcomes to enable the purpose, objectives, and outcomes of the research to be met. Evaluation of different approaches – benefits and disadvantages of each and possible issues
- Proposal: suitable format; relevant and comprehensive content

### 2. Conduct research to support delivery of the agreed research aims and objectives

- Collect data using primary sources, secondary sources, sampling
- Methods of collating information including electronic and paper-based for example: note taking, photographs, video recordings, mind mapping
- Legal aspects of data collection including confidentiality, data protection, ethics
- Analysis of data including trend analysis, coding or grouping of types

### 3. Present findings and recommendations from research investigations

- Appropriate presentation in report format so research findings are presented logically to aid understanding and include title, acknowledgements, contents page, introduction, summary of literature review, research methods used, findings, recommendations, references, bibliography, appendices including questionnaires, surveys, methods for presenting statistical data for example graphs and charts
- Research leads to realistic recommendations and evaluative conclusions linked to stated objectives of the research
- Consider potential audience, for example colleagues, external stakeholders and tutors
- Consider the impact of the findings of the report on the organisation/process/area of business that the research relates including potential changes or improvements to current approaches

#### **4. Review own learning in carrying out research**

##### Own performance

- Examples may include reflection on methods used, challenges faced, new learning, skills and knowledge used to enable progress, skills and knowledge gap, personal learning and development
- Use of feedback from others, e.g., colleagues, audience for presentation, those who took part in primary research
- Actions for improvement should be linked to personal reflection and feedback - they need to be specific, challenging but achievable with timescales and incorporated into future planning

##### Validity of research

- Check research and outcomes against the aims and objectives of the report and ascertain how well these have been met

#### **Suggested Resources**

Bell, E., Bryman, A. and Harley, B., 2018, Business Research Methods, 5<sup>th</sup> ed., Open University Press

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

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, 5<sup>th</sup> ed., Sage Publications Ltd

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

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> - Sage Publishing

Unit 4 Research Project - Supporting Information	
<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.	
Learning Outcome	Teaching and learning links to other unit LO/AC
LO4 Review own learning and validity of research	Unit 2 Personal Leadership and Management Development - LO4 Reflect on the effectiveness of personal development plans in developing management and leadership skills and behaviour
<b>Opportunities for Synoptic Assessment</b>	
<p>This unit can be used as a synoptic form of assessment where it is delivered after other core units and, hence, gives learners the opportunity to further their interest and research into a topic/theme/issue explored in a previous core unit. There is no requirement to deliver the unit in this way, but tutors should bear this possibility in mind when considering overall qualification delivery strategy.</p> <p>Some of the AC require knowledge from one or more of the LOs.</p> <p>The knowledge and understanding developed in LO1 and LO2 will support learners in enabling them to present findings and recommendations when they complete the requirements of LO3 and will underpin the reviews required by LO4.</p>	

Opportunities for Skills Development within this Unit	
Employability Skills	Study Skills
<p><b>Communication skills</b> – Taking the right action with the information gathered; spoken communication, eg knowing your purpose, being prepared, knowing your audience; written communication eg appropriate formats, style and tone, spelling, punctuation and grammar (LO1, LO2, LO3)</p> <p><b>Problem-solving</b> – Analysis of data; using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information (LO2)</p>	<p><b>Using sources of information</b> – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO2, LO4)</p> <p><b>Thinking skills</b> – Using critical thinking skills eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions. (LO1, LO2, LO3, LO4)</p>

<b>Unit 5 Financial Decision-Making for Managers</b>			
<b>Unit aims</b>	Learners will develop the knowledge, understanding and skills required to make financial decisions to meet business needs. They will explore financial statements which support decision-making and consider the available sources of finance and associated limitations and risks. They will review organisational financial information and undertake analysis, making justified recommendations based on these.		
<b>Unit level</b>	6		
<b>Unit code</b>	J/650/6158		
<b>GLH</b>	60		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass-Merit-Distinction		
<b>Assessor guidance</b>	<p>To achieve this unit, learners must achieve the learning outcomes at the standards specified by the assessment criteria for the unit.</p> <p>Learners may need support to access suitable financial information to ensure achievement of the LOs.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand financial statements and their use for business decision-making	1.1 Explain how financial statements support decision-making 1.2 Analyse financial statements using ratio analysis and other information available about performance 1.3 Assess the effectiveness of ratio analysis as a decision-making tool		1D1 Evaluate the usefulness of published financial statements to potential investors
2. Understand different sources of finance available to meet business needs	2.1 Differentiate between long-term and short-term business finance needs 2.2 Assess the sources of finance available to business organisations 2.3 Evaluate the implications arising from the use of different sources of finance	2M1 Assess the potential legal and ethical implications associated with using different sources of finance	

3. Understand how management accounting information supports decision-making	3.1 Explain how decision-making is informed by a range of management accounting techniques 3.2 Use capital investment appraisal techniques to assess the value of a specific business project	3M1 Evaluate the use of capital investment appraisal techniques to support financial decision-making	3D1 Recommend actions a business might take to improve its cash flow position
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## Indicative Content

### 1. Understand financial statements and their use for business decision-making

#### Financial statements and decision-making

- Structure of financial statements for different forms of business ownership, reporting requirements (UK and/or international law/standards), elements of public limited companies' annual report, corporate information, accounting policies, income statement, statement of financial position, statement of cash flows, notes to the financial statements, chairperson's report, director's report, auditor's report
- Structure, format and requirement of publicly available accounts
- Role of auditors
- Publicly available accounts vs internal financial records
- Use for decision-making in relation to business decisions
- Different stakeholder users and decisions they may need to make e.g., employees, managers, owners, investors, etc.

#### Ratio analysis

- Profitability, liquidity, efficiency, investor, gearing
- Strengths and limitations of ratio analysis
- Interpretation: comparison over time, comparison with other similar businesses, comparison against industry benchmarks
- Limitations of ratio analysis

### 2. Understand different sources of finance available to meet business needs

#### Business finance needs

- Long-term requirements – capital investment, purchase of non-current assets
- Short term requirements – working capital
- Revenue income and expenditure
- Importance of working capital for business organisations

#### Appropriate sources of finance

- External, internal, long-term and short-term
- Savings, reserves, overdraft, loan, leasing, mortgage, credit card, debentures, hire purchase, trade credit, venture capitalist, share issue, crowd funding

- Advantages and disadvantages of each source of finance
- Accessibility of different sources for businesses

#### Implications

- Cost of finance
- Effect on financial statements – substance over form
- Risk

#### Legal and ethical implications

- Legal: mandatory financial statements to external stakeholders, formal audit reporting, internal cost and budget reporting
- Ethical: adherence to ethical codes of conduct (e.g. professional bodies) and guidance from the financial reporting council, impartiality, influence and power of stakeholders, reporting of data or information which may be incomplete, corrupted or lacks currency

#### Recommendations

- Matching appropriate source of finance to business project
- Justification for recommendations

### **3. Understand how management accounting information supports decision-making**

#### Management accounting techniques

- Cash flow forecasts, cash flow management
- Budgeting: cash budgets, budgetary control systems, budget formation
- Cost benefit analysis

#### Capital investment appraisal techniques

- Discounted cash flows: payback, accounting rate of return (ARR), net present value (NPV), internal rate of return (IRR)
- Advantages and disadvantages of capital investment appraisal techniques
- Limitations of capital investment appraisal techniques.

#### Recommendations in relation to cash flow

- Assessment of external factors (e.g., inflation, interest rates, exchange rates, etc.)
- Assessment of qualitative factors (e.g., legislation, industry standards, staff motivation, stakeholder relationships, etc.)
- Use of finance e.g., invoice discounting or factoring, overdraft facilities, use of short term credit.

## **Suggested Resources**

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

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 – Training Provider

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

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

**Unit 5 Financial Decision-making 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 financial statements and their use for business decision-making	Unit 6 Accounting – LO2 Understand the purpose and use of financial statements and annual reports  Unit 7 Managing Finance in the Public Sector - LO1 Understand the importance of accountability in public sector finance in a national context
LO3 Understand how management accounting information supports decision-making	Unit 6 Accounting - LO3 Apply financial and management accounting techniques  Unit 7 Managing Finance in the Public Sector – LO2 Understand how to manage financial resources in a public sector organisation  Unit 11 Sales - LO4 Understand the management of sales 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 LO1 Understand financial statements and their use for business decision-making underpins the development of the understanding required for the ACs specified in LO2 and LO3.

**Opportunities for Skills Development within this Unit**

<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Problem-solving</b> - Analysis of data, defining challenges and issues, determining and assessing solutions, planning and implementing solutions, assessing effectiveness (LO1, LO2, LO3)</p> <p><b>Digital skills</b> - Handling and judging the reliability of information, conducting online transactions, problem-solving (eg online research, presenting data), applying relevant numeracy skills to explore, organising and sharing data appropriately, keeping users safe and legal in the digital world (LO1, LO2, LO3)</p>	<p><b>Using sources of information</b> - Accessing information, ie choosing current, sufficient, relevant and reliable sources (LO1, LO2, LO3)</p> <p><b>Thinking skills</b> - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information; using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3)</p>

<b>Unit 6 Accounting</b>			
<b>Unit aims</b>	<p>Learners will develop knowledge, understanding and skills in financial and management accounting that will enable them to use techniques for monitoring business and business decision-making.</p> <p>Learners will gain an understanding of financial statements and annual reports and the principles and legislation that guides the preparation of these. They will learn about the preparation and use of breakeven and cash budgeting techniques.</p>		
<b>Unit level</b>	6		
<b>Unit code</b>	K/650/6159		
<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 meet the learning outcomes at the standards specified by the assessment criteria for the unit.</p> <p>Learners will approach their work from a theoretical and practical perspective making use of exemplar material to illustrate the points which are made. This may be taken from their own experience or from research. Learners will need to be provided with suitable source material to prepare financial statements and use management accounting techniques.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the principles of financial accounting and reporting	1.1 Explain the role of accounting concepts and standards in financial accounting 1.2 Explain the characteristics of a Public Limited Company's annual report 1.3 Analyse the roles and responsibilities of directors and auditors with regard to published company accounts	1M1 Assess the importance of legislation, concepts and standards for consistency and comparability of financial reporting	
2. Understand the purpose and use of	2.1 Explain the purpose of the different financial statements		2D1 Evaluate the usefulness of financial

financial statements and annual reports	2.2 Analyse the importance of consolidated financial statements used by groups of companies 2.3 Analyse the use and limitations of financial statements and annual reports		statements and annual reports to stakeholders of business organisations
3. Can apply financial and management accounting techniques	3.1 Prepare financial statements for a business organisation 3.2 Analyse breakeven data from given business costing information 3.3 Analyse the cash position of a business from a cash budget	3M1 Assess the implications of changes in costs and revenue on breakeven and cash budgets	3D1 Evaluate the usefulness of management accounting techniques to support business success

## Indicative Content

### 1. Understand the principles of financial accounting and reporting

#### Accounting Concepts and Standards

- International Accounting Standards
- Fundamental Accounting Concepts (accruals, consistency, going concern and prudence)
- Generally Accepted Accounting Principles (GAAPs) (e.g., money measurement, historical cost, materiality etc.)
- Legislation in relation to financial reporting

#### Characteristics of Public Limited Companies' annual reports:

- Corporate information
- Accounting policies
- Income statement
- Statement of financial position
- Statement of cash flows
- Notes to the financial statements
- Chairperson's report
- Director's report
- Auditor's report

## Roles and responsibilities of directors and auditors with regard to published reports

- Directors are required to: select suitable accounting policies and apply them consistently, make judgements and estimates that are reasonable and prudent, state that financial statements comply with IFRS's and appropriate, Accounting Standards, prepare financial statements on the going concern basis
- Auditors are required to: ensure financial information is relevant and shows all of the transactions for the financial year, is reliable and does not include errors, represents a true and fair view of the company, helps shareholders make important financial decisions about the company, is comparable with other companies

## 2. Understand the purpose and use of financial statements and annual reports

- The purpose of the statements of income, financial position and cash flow
- The importance of consolidated accounts and the strengths and weaknesses of these
- Uses of financial statements and annual report – to report annual performance and business operations, tax and legal purposes
- Limitations of financial statements and annual report – snapshot of business, based on historical costs, different valuation methods, don't reflect some assets e.g. staff expertise, stakeholders need more detailed information
- Information required by different stakeholders and why financial statements and annual reports do not provide this e.g. internal and external stakeholders; level of detail insufficient

## 3. Apply financial and management accounting techniques

- How to prepare financial statements from given figures applying acceptable accounting principles
- Breakeven analysis including breakeven formulae, contribution per unit, total contribution, margin of safety, contribution to sales ratio, profit / loss, breakeven charts, contribution/sales (profit/volume) charts
- Different types of business costs and those that need to be included in breakeven calculations: fixed costs, indirect costs, direct costs, semi-variable costs, stepped costs, total costs, unit costs, marginal costs
- Cash budget: purpose, preparation, analysis of cash budget to identify shortfalls and excess cash
- How changes in costs and revenue impact on breakeven and on cash budget
- Usefulness of management accounting techniques: provide ongoing detailed information about business, guide decision making, identify issues with costing, pricing, and cash flow
- Limitations of breakeven and cash forecasting techniques

## Suggested Resources

Cox, D., 2017, Business Accounts, Osborne Books

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

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

Seal, W.B., Rohde, C., Garrison, R. H. and Noreen, E. W., 2018, [Management accounting](#), McGraw Hill

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

### **Websites**

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

[www.corporatefinanceinstitute.com](http://www.corporatefinanceinstitute.com) – Corporate Finance Institute -Training Provider

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

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

<b>Unit 6 Accounting - 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 principles of financial accounting and reporting	Unit 7 Managing Finance in the Public Sector – LO1 Understand the importance of accountability in public sector finance in a national context
LO2 Understand the purpose and use of financial statements and annual reports	Unit 5 Financial Decision-Making for Managers - LO1 Understand financial statements and their use for business decision-making  Unit 7 Managing Finance in the Public Sector - LO2 Understand how to manage financial resources in a public sector organisation
LO3 Apply financial and management accounting techniques	Unit 5 Financial Decision-Making for Managers - LO3 Understand how management accounting information supports decision-making
<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 and LO2 underpins the development of the understanding and skill required to meet the requirements of LO3 Apply financial and management accounting techniques.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Problem-solving</b> – Analysis of data, assessing effectiveness, using critical thinking skills (LO1, LO2, LO3)</p> <p><b>Digital skills</b> - Handling and judging the reliability of information, conducting online transactions, problem-solving (eg online research, presenting data), applying relevant numeracy skills to explore, organising and sharing data appropriately, keeping users safe and legal in the digital world (LO3)</p>	<p><b>Using sources of information</b> - Accessing information, ie choosing current, sufficient, relevant and reliable sources (LO1, LO2, LO3)</p> <p><b>Thinking skills</b> - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3)</p>

<b>Unit 7 Managing Finance in the Public Sector</b>			
<b>Unit aims</b>	Learners will develop knowledge and understanding of the management of financial resources and accountability in the public sector. Learners will look at the tender process and how tenders are awarded.		
<b>Unit level</b>	6		
<b>Unit code</b>	R/650/6160		
<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 meet the learning outcomes at the standard specified by the assessment criteria for the unit.</p> <p>Learners will approach their work from a theoretical perspective and will need to use exemplar material including appropriate financial information to illustrate the points which are made for their chosen national context. This may be taken from their own experience or from research. Learners will need to be provided with suitable source material to prepare for LO3.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the importance of accountability in public sector finance in a national context	1.1 Analyse the financial regulatory requirements in the public sector 1.2 Assess the accountability of public sector staff when managing finance 1.3 Analyse the role of audit in the public sector to monitor and control	1M1 Assess the relationship between central government and public sector organisations	1D1 Assess the extent to which the methods of controlling public sector finance are sufficient
2. Understand how to manage financial resources in a public sector organisation	2.1 Analyse the information and systems needed to manage financial resources in a public sector organisation 2.2 Analyse how decisions about expenditure are		2D1 Evaluate the risks that must be considered when using financial information for decision-making

	made in a public sector organisation 2.3 Assess the extent to which the statutory framework for governing audit in the public sector is effective in supporting the management of public finance		
3. Understand how to manage a public sector tender process	3.1 Analyse the stages of the public sector tender process 3.2 Analyse how public sector tenders are evaluated, negotiated and awarded	3M1 Develop an invitation to tender document for the procurement of public sector services	

## Indicative Content

### 1. Understand the importance of accountability in public sector finance in a national context

#### The Public Sector

- Definition of the public sector
- Differences between private and public sectors
- Public sector organisations and their structure in the uk, e.g., local councils, police authorities, QUANGOS, government agencies, NHS Trusts
- International public sector organisations

#### Accountability

- Stakeholders including electorate and users
- Role of the electorate in accountability
- Effective use of taxes paid, value for money, measures and indicators used to assess the effective use of public finance
- How is accountability achieved? Audit, financial reporting, legislation, equality issues, publication of public sector financial information
- Information reported: financial and non-financial performance indicators, published reports for different organisations, external reports: e.g. in UK bodies such as Care Quality Commission, national audit body (e.g. UK Audit Commission), reports from the government
- Sources of public sector income, e.g. taxes, grants

## Role of Audit

- Definition of audit
- Purpose of audit
- Public sector audit requirements.

## **2. Understand how to manage financial resources in a public sector organisation**

### Public sector management accounting information and systems

- Costing and budgeting information
- Management accounts
- Information on proposed expenditure
- Capital expenditure projects, including PFI
- Problems of an annual financial cycle

### Financial monitoring and control

- Budgetary process
- Variance analysis
- Capital and revenue expenditure
- Capital and revenue income
- Audit process
- Review by local and national politicians

### Financial decision-making

- Role of central government and funding
- Information available and required for decision-making
- Indicators to meet organisational aims or given targets
- Nonfinancial factors in public sector decision-making
- Capital projects and investment appraisal techniques
- Ratio analysis
- Cost benefit analysis.
- How audit relates to financial management in the public sector and supports the management of public finances

## **3. Understand how to manage a public sector tender process**

### Public sector tenders

- Tender process
- Political issues
- Parameters for putting projects out to tender (including government and international), use of previously approved suppliers
- Process for the approval of suppliers, importance of a fair process (including equality issues)
- Case studies, for example UK Thames Link Railway contract

## Tender evaluation

- Criteria to evaluate tenders; guidelines and parameters to be applied, e.g., value for money guidelines, requirements in terms of contractor suitability (e.g., financial stability)
- Monitoring and recording of evaluation process
- Feedback to unsuccessful suppliers
- Case studies, e.g., defence contracts

## Suggested Resources

Bandy, Gary, 2014, Financial Management and Accounting in the Public Sector, Routledge

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

Flynn, N, and Asquer, A., 2016, Public Sector Management, SAGE Publications Ltd

Gray, I., Crawford, L, Manson, S., 2019, The Audit Process, Cengage Learning EMEA

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

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

## Websites

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

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

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

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

[Sell goods or services to the public sector: Different ways to sell - GOV.UK \(www.gov.uk\)](http://www.gov.uk) - UK Government information on tendering for public sector contracts

<b>Unit 7 Managing Finance in the Public Sector - 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 importance of accountability in public sector finance in a national context	Unit 5 Financial Decision-Making for Managers - LO1 Understand financial statements and their use for business decision-making  Unit 6 Accounting – LO1 Understand the principles of financial accounting and reporting
LO2 Understand how to manage financial resources in a public sector organisation	Unit 5 Financial Decision-Making for Managers – LO3 Understand how management accounting information supports decision-making  Unit 6 Accounting – LO2 Understand the purpose and use of financial statements and annual reports
<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 importance of accountability in public sector finance in a national context underpins the development of the understanding required for the ACs specified in LO2 and LO3.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Problem-solving</b> - Analysis of data, defining challenges and issues, determining and assessing solutions, planning and implementing solutions, assessing effectiveness. (LO1, LO2, LO3)</p> <p><b>Communication skills</b> – Written communication, appropriate formats and styles (3M1)</p>	<p><b>Using sources of information</b> – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO1, LO2, LO3)</p> <p><b>Thinking skills</b> - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others’ positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3)</p>

<b>Unit 8 Economics for Business</b>			
<b>Unit aims</b>	Learners will develop knowledge and understanding of the economic environment and its impact on how businesses operate. Learners will develop an understanding of the micro and macro environments in which businesses operate and consider the implications of operating in the international economic context.		
<b>Unit level</b>	6		
<b>Unit code</b>	T/650/6161		
<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 meet the learning outcomes at the standard specified by the assessment criteria for the unit.</p> <p>Learners will approach their work from a theoretical perspective and will need to use exemplar material to illustrate the points which are made. This may be taken from their own experience or from research. Learners will need to agree an appropriate organisation and national economy on which to base their study with their tutor. Tutors need to ensure that the organisation and national economy chosen are suitable. Additional assessment guidance is provided in the ATHE assignment.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the micro-economic business environment	1.1 Explain the importance of the micro-economic environment to business organisations 1.2 Analyse business objectives and behaviour in an economic context 1.3 Assess the impact of market structures on business organisations		

<p>2. Understand the macro-economic environment in which businesses operate</p>	<p>2.1 Explain determinants of national income  2.2 Assess the impact of government policies on an economy  2.3 Assess the impact of the macro-economic environment on business organisations</p>	<p>2M1 Evaluate the effect of changes in the micro and macro-economic business environments on a specific business organisation</p>	<p>2D1 Evaluate the impact of government policies on a named economy in a specified period of time</p>
<p>3. Understand the implications for business organisations of operating in the international economic environment</p>	<p>3.1 Analyse features of the international economic environment as they relate to business  3.2 Assess the implications for business organisations of operating in the international economic environment</p>	<p>3M1 Assess the risks involved in operating in the international economic environment</p>	<p>3D1 Recommend, with justifications, actions a business organisation can take to minimise the risks of operating in an international economic environment</p>

**Indicative Content**

**1. Understand the micro-economic business environment**

The definitions, concepts, and application of the following:

- Micro-economics
- Supply and demand
- Price determination
- Changes in market price
- Elasticity of supply and demand
- Total, average, and marginal revenue
- Factors of production
- Diminishing returns
- Limited resources
- Changes in quantity

Business objectives and behaviour

- Maximising objectives
- Non-maximising objectives
- Ethics and profit
- Purpose of organisations

- Corporate governance
- Business behaviour
- Product life cycle
- Organisational size
- Organisational structure – sole trader, partnership, companies, mergers, third sector organisation

#### Market structures

- Perfect competition
- Monopoly
- Monopolistic competition
- Oligopoly
- Labour and factor markets (UK/EU labour market regulation)
- Market failure
- Market regulation
- Competition

## **2. Understand the macro-economic environment in which businesses operate**

The definitions, concepts and application of the following:

- Macro-economics
- Measurement and issues
- Data sources and reliability
- Equilibrium and circular flow
- Multiplier
- Inflation
- Deflation

#### Government policies and their impact

- Fiscal policy
- Monetary policy
- Taxation
- Minimum wage policy
- Sector-wide pay agreements
- Expenditure
- Interest rates
- Aggregate demand and supply
- Supply side policies
- Inflation
- Unemployment
- Availability of skilled workers
- Balance of payments
- Economic growth
- Economic stability and its effects on business confidence to make strategic financial investments

## External Environment

- SWOT analysis (Strengths, Weaknesses, Opportunity, Threats)
- Market research e.g., customer opinion surveys
- Observation of market activities e.g., competitor actions, current social concerns
- Proposed government legislation
- Business and trade publications e.g., keynote reports
- Central government publications e.g., social and regional trends

### **3. Understand the implications for business organisations of operating in the international economic environment**

#### International Environment

- Multinational operations
- International trade
- Exchange rates
- Free trade and protectionism
- Trade agreements
- Emerging markets e.g., BRIC (Brazil, Russia, India, and China)
- Trading blocs e.g., European Union, North America, East and South East Asia
- International Organisations e.g., World Trade Organisation, World Bank, International Monetary Fund.
- Global Monetary Systems.

#### Implications

- Dealing with local competition
- Operating in emerging economies
- Understanding the challenges of different economic systems
- Growth and downturns in the global economy
- Global competition
- Strategic foreign exchange issues
- Global collaboration
- Sustainability issues

## **Suggested Resources**

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

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

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

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

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

<b>Unit 8 Economics for 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 the micro-economic business environment	Unit 9 Factors Determining Marketing Strategy – LO1 Understand key factors that influence marketing strategy  Unit 14 Logistics and Supply Chain Management - LO1 Understand theories of supply chain management and their contribution to achieving business objectives  Unit 15 Managing Change - LO1 Understand how models or frameworks of strategic change can support the change process in organisations  Unit 16 Risk Management – LO1 Understand risk management in business organisations
LO2 Understand the macro-economic business environment	Unit 16 Risk Management – LO1 Understand risk management in business organisations
LO3 Understand the implications for business organisations of operating in the international economic environment	Unit 16 Risk Management – LO1 Understand risk management in business organisations
<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 and LO2 underpins the development of the understanding required to meet the requirements of LO3.	

<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, planning and implementing solutions, assessing effectiveness (LO1, LO2, LO3)	<b>Using sources of information</b> – Identifying available sources of information; accessing information (LO1, LO2, LO3)  <b>Thinking skills</b> - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical

	thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3)
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<b>Unit 9 Factors Determining Marketing Strategies</b>			
<b>Unit aims</b>	Learners will develop understanding of the influences on marketing strategy and the characteristics and use of market intelligence and market research. They will also develop understanding of the underpinning principles of strategic marketing analysis and strategic choice.		
<b>Unit level</b>	6		
<b>Unit code</b>	Y/650/6162		
<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 meet the learning outcomes at the standard specified by the assessment criteria for the unit.</p> <p>Learners will approach their work from a theoretical perspective and will need to use exemplar material to illustrate the points which are made. This may be taken from their own experience or from research. Learners will need to agree an appropriate product(s)/service(s) on which to base their study with their tutor. Tutors need to ensure that these chosen product(s)/service(s) are suitable. Additional assessment guidance is provided in the ATHE assignment.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand key factors that influence marketing strategy	1.1 Analyse the features of the marketing environment 1.2 Assess the role of market segmentation, targeting and positioning in marketing strategy 1.3 Evaluate the role and significance of macro and micro forces in determining a marketing strategy	1M1 Evaluate environmental scanning tools and techniques in determining a marketing strategy	
2. Understand the role of market intelligence and market research	2.1 Explain the nature, uses and value of general market intelligence 2.2 Explain the nature, uses and value of undertaking a specific market research project for a given product or service 2.3 Analyse the key attributes of direct response	2M1 Assess the benefits of direct response marketing for a chosen product or service justifying why it is suitable	2D1 Evaluate an existing market research report of a chosen product or service

	marketing and its role in obtaining real-time market research information.		
3. Understand the nature of strategic marketing analysis and strategic choice	<p>3.1 Justify the aims and uses of pricing strategies in different stages of the product life cycle and their relationship with marketing policy</p> <p>3.2 Evaluate the concepts and attributes of differentiation (supply side and demand side) and its implications for marketing strategy development</p> <p>3.3 Analyse approaches to competitive positioning of organisations</p>		3D1 Evaluate the implications, benefits and risks to businesses of strategic competition and cooperation

## Indicative Content

### 1. Understand key factors that influence marketing strategy

#### Features of the environment

- Competition
- Local/national/international influences
- Market maturity
- Political, economic, legal, and social trends
- Barriers to market entry
- Concept of marketing orientation and measurement scales
- Role and importance of CSR in relation to customer behaviour and its contribution to the overall marketing strategy (MARKOR and MKTOR)

#### Market segmentation, targeting and positioning

- Psychographic factors
- Segmentation types, techniques, algorithms, and approaches
- Processes for targeting and product positioning
- Concept of differentiation with an emphasis on perceptual mapping
- Multi-dimensional scaling in product and service positioning

#### Macro and micro forces

- Definitions and significance
- Key elements of a marketing scan (demographics; socio-cultural forces; economic forces; regulatory forces; competitive forces; technological forces)

## Scanning tools and techniques

- SWOT
- PESTEL
- Environmental scanning
- Porter's Five Force Analysis
- Competitor analysis
- Industry analysis
- QUEST

## 2. Understand the role of market intelligence and market research

### Market intelligence – value and uses

- Characteristics and uses
- Planning, management, and control
- Sources and validity of marketing information

### Market research – value and uses

- Making robust business decisions
- Informing key decisions with market research data (examples include testing potential price points for new products or services, customer perception, customer feedback on product features and benefits)
- Avoiding product/service failures.

### Direct response marketing

- Focusing marketing campaigns on customer needs
- Targeting specific marketing segments
- The use of calls to action and marketing tactics aimed at eliciting an immediate/urgent response
- Tracking and split-testing

## 3. Understand the nature of strategic marketing analysis and strategic choice

### Pricing strategies

- Types of pricing strategy, their purposes, advantages, and disadvantages
- Relationship of pricing strategies to other components of the marketing mix

### Differentiation

- Purpose of product/service differentiation
- simple, horizontal, and vertical product differentiation
- Unique Selling Propositions (USPs)
- relationship of product differentiation with monopolistic competition and perfect competition

## Competition and cooperation

- Advantages and disadvantages of competition and cooperation strategies
- Ansoff's Matrix
- Boston Consulting Group (BCG) Growth-Share Matrix
- Profit Impact of Marketing Strategy (PIMS)
- GE Multi Factoral Analysis

## Suggested Resources

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

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

Lowe, R., Doole, I. and Kenyon, A., 2022. International Marketing Strategy: Analysis, Development, and Implementation, Routledge

Palmatier, Robert W. and Sridhar, S., 2021, Marketing Analytics Based on First Principles and Data Analytics, Bloomsbury Academic

Proctor, T., 2014. Strategic Marketing: An Introduction, Routledge

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

West D, Ford J and Ibrahim E, 2010, Strategic Marketing: Creating Competitive Advantage, OUP Oxford

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

## Websites

<https://www.cim.co.uk/> - Chartered Institute of Marketing

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

[www.marketingweek.com](http://www.marketingweek.com) – Marketing Week including news and knowledge bank

[www.marketingdonut.co.uk](http://www.marketingdonut.co.uk) - Support for small businesses

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

<b>Unit 9 Factors Determining Marketing Strategies - 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 key factors that influence marketing strategy	Unit 8 Economics for Business – LO1 Understand the micro-economic business environment  Unit 10 Marketing Communications – LO3 Understand the use of digital media for marketing purposes
LO2 Understand the role of market intelligence and market research	Unit 12 Branding - LO4 Understand how to manage and measure branding activities and drive further branding improvements  Unit 13 Management Information Systems - LO2 Understand how information systems improve organisational performance
LO3 Understand the nature of strategic marketing analysis and strategic choice	Unit 10 Marketing Communications - LO2 Understand integrated marketing communication (IMC)  Unit 11 Sales – LO1 Understand the principles of selling and different selling methods  Unit 16 Risk Management - LO3 Prepare an effective risk management plan
<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 and LO2 underpins the development of the understanding required to meet the requirements of 2D1.	

<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, planning and implementing solutions, assessing effectiveness (LO1, LO2, LO3)	<b>Using sources of information</b> – Accessing information ie choosing current, sufficient, relevant and reliable sources (LO1, LO2, LO3)  <b>Thinking skills</b> - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3)

<b>Unit 10 Marketing Communications</b>			
<b>Unit aims</b>	Learners will understand the principles, practice and components of integrated marketing communications and how they are used to optimise marketing messages, including the use of digital media. Learners will be able to develop an integrated marketing communications plan.		
<b>Unit level</b>	6		
<b>Unit code</b>	A/650/6163		
<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 achieve the learning outcomes at the standards specified by the assessment criteria for the unit.</p> <p>Learners should provide evidence to demonstrate the understanding required by the LOs. For LO4, learners will be required to develop an integrated marketing communications plan. This may be created from a case study or for an actual organisation that the learner knows well and where detailed information can be obtained. Tutors need to ensure that learners are appropriately supported in the way in which they undertake LO4. They must also support learners in their choice of an appropriate named organisation for LO2.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the principles of marketing communications	1.1 Explain the theory and concepts of marketing communications 1.2 Analyse the requirements of a marketing communications strategy	1M1 Analyse the nature of, and need for, marketing communication related research	
2. Understand integrated marketing communications (IMC)	2.1 Analyse the advantages of integrated marketing communications 2.2 Assess different forms of marketing approaches		2D1 Evaluate the use of IMC by a named organisation

3. Understand the use of digital media for marketing purposes	3.1 Appraise the scope, benefits and drawbacks of using digital media for marketing purposes 3.2 Analyse the factors to be taken into account in planning a digital marketing campaign	3M1 Analyse the factors which must be considered in the evaluation of digital marketing campaigns	
4. Can develop an integrated marketing communications plan	4.1 Develop a communications plan that directly relates to the marketing strategies and coordinates the use of promotional tools in a given organisation 4.2 Establish procedures to monitor progress with the achievement of the plan (identifying deviations from the plan)		4D1 Assess the contribution of the communications plan to the positioning strategy of the organisation

## Indicative Content

### 1. Understand the principles of marketing communications

#### Communications process

- Communications theories and characteristics
- Communications process model
- Scope of, and platforms for, marketing communications
- Marketing communications information
- Strengths and weaknesses of marketing communications information (quantitative and qualitative data) that derives from different sources: interviews, surveys, observations, experimentation, internet; uses of marketing information
- Role in the setting of communications objectives
- Improving effectiveness of each part of the communications mix

#### Marketing communications strategy

- Long- and short-term goals
- Fit with corporate strategy and business plans
- Use of balanced score cards
- Viability of implementation

- Marketing strategy controls
- Marketing mix
- Interrelationship between aspects of the marketing mix and their coherence with the marketing strategy
- Application of 3 Ps (physical evidence, process and people) to service marketing
- Use of service quality standards and models (GAPs and SERVQUAL) in marketing services
- Relationship and requirements of marketing and sales functions within an integrated marketing plan

## 2. Understand integrated marketing communications

- Distinction between marketing communications and integrated marketing communications (IMC)
- Advantages, challenges, uses and benefits of integrated marketing communications (IMC)
- Tactical and strategic uses
- Evaluation problems: multiple causation, time lags

### Different marketing approaches

- Paid advertising
  - Role of paid advertising within an IMC campaign
  - considerations: budget, location
  - Publication: reach/circulation/readership
  - Cost-effectiveness
  - Copy writing techniques
  - Response mechanisms (e.g., coupons)
- Public relations
  - Concepts and characteristics of lobbying, influencing and campaigning
  - Role of PR in promoting products and services
  - Role of PR in crisis management
  - Integration of PR into an integrated marketing plan
  - PR KPIs
- Direct marketing
  - Definition, characteristics, benefits, challenges and uses
  - Use of technology and media
  - Response mechanisms
  - Measurement of response rates and evaluation criteria

## 3. Understand the use of digital media for marketing purposes

### Developments

- Exploitation of new markets through internet-related services, e-marketing, new media, JIT, mobile technology, interactive television, databases
- E-commerce, online surveys and social networks as sources of marketing information
- Technologies enhancing customer focus and targeting
- Chatbots, social media, influencers, data analytics

### Scope, benefits and drawbacks

- Advantages and disadvantages of different platforms
- transparency of customer feedback and possible reputational damage
- Data Protection issues
- consumer privacy
- push and pull digital marketing

### Factors in a digital marketing campaign

- Skills requirements: writing marketing messages for use by digital media
- Connectivity and hardware requirements
- Etiquette for engaging consumers via digital media
- Development and
- Use of customer profiles
- Search Engine Optimization (SEO)
- Use of CRM

### Evaluation

- Budgets; cost per unit and value of digital marketing
- Targeting
- Evaluating the effectiveness and cost-effectiveness of campaigns

## **4. Develop an integrated marketing communications plan**

### Communications Plan

- Objectives, targets etc.
- DAGMAR framework
- Target Group Index, socio-demographic tools
- Setting evaluation criteria
- Pre- and post-testing e.g., portfolio tests, aided recall tests
- Contingency planning techniques
- Application of the marketing mix to integrated marketing strategy
- Critical success factors and integration into marketing communications plans Alignment
- Factors in the alignment of marketing communications plans and strategies; responses to misalignment
- Promotional tools: advertising, sales promotion, PR, direct marketing

### Monitoring mechanisms

- Principles of risk identification, assessment, and treatment options
- Key Performance Indicators, operational and financial monitoring
- Identification of shortfalls
- Deviations and unexpected outcomes (good and bad) possible responses to deviations

## **Suggested Resources**

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

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

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**

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

<https://www.cim.co.uk/> - Chartered Institute of Marketing

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

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

[www.marketingdonut.co.uk](http://www.marketingdonut.co.uk) - Support for small businesses

[Management Library \(managementhelp.org\)](http://managementhelp.org) - an online library of articles on a range of management subjects

<b>Unit 10 Marketing Communications - 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 principles of marketing communications	Unit 9 Factors Determining Marketing Strategies – LO1 Understand key factors that influence marketing strategy  Unit 11 Sales - LO1 Understand the principles of selling and different selling methods  Unit 12 Branding - LO1 Understand the importance of branding and brand awareness and how branding is used to appeal to customers
LO2 Understand integrated marketing communication (IMC)	Unit 9 Factors Determining Marketing Strategies - LO3 Understand the nature of strategic marketing analysis and strategic choice
<b>Opportunities for Synoptic Assessment</b>	
Some of the AC require knowledge from one or more of the LOs.	
LO4 tests the practical application of the knowledge developed through LO1, LO2 and LO3.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Communication skills</b> – Taking the right action with the information gathered. Written communication eg appropriate formats, style and tone, spelling, punctuation and grammar (LO1, LO3, LO4)</p> <p><b>Digital skills</b> – Using appropriate digital devices and relevant applications, software, systems and getting online. Handling and judging the reliability of information. Problem solving (eg online research, presenting data) (LO3, LO4)</p>	<p><b>Writing skills</b> – Understanding the purpose of writing. Understanding writings and styles and forms eg personal, narrative, explanatory, persuasive, research, and business (LO4)</p>

<b>Unit 11 Sales</b>			
<b>Unit aims</b>	<p>Learners will develop knowledge and understanding of sales and the principles and practices of professional selling in the business environment.</p> <p>Learners will develop understanding of technology and finance in relation to sales. They will also develop understanding of sales structures within organisations.</p>		
<b>Unit level</b>	6		
<b>Unit code</b>	D/650/6173		
<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 achieve the learning outcomes at the standards specified by the assessment criteria for the unit.</p> <p>Learners will approach their work from a theoretical perspective and will need to use exemplar material to illustrate the points which are made. This may be taken from their own experience or from research. Learners will need to agree an appropriate organisation on which to base their study with their tutor. Tutors need to ensure that the organisation chosen is suitable. Additional assessment guidance is provided in the ATHE assignment.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the principles of selling and different selling methods	1.1 Analyse the sales function and the role of selling within the marketing mix 1.2 Explain the characteristics of different methods of selling	1M1 Evaluate the impact of a chosen selling method on the performance of a specific organisation	
2. Understand the principles of the sales process	2.1 Explain the characteristics of the sales process 2.2 Analyse the steps in the customer-buying process 2.3 Compare sales in business-to-business and business-to-consumer contexts		

3. Understand the use of sales technologies for organisations	3.1 Analyse the use of different sales technologies 3.2 Compare the differences between online and offline selling		3D1 Evaluate different sales technologies used in organisations
4. Understand the management of sales in organisations	4.1 Explain the management of the financial dimension of sales in organisations 4.2 Analyse the different sales structures in organisations 4.3 Analyse different ways of managing and motivating an organisation's sales force	4M1 Analyse the benefits of account management within sales structures	4D1 Evaluate how financial principles and portfolio management can increase organisational profitability and competitiveness

## Indicative Content

### 1. Understand the principles of selling and different selling methods

Sales function and the role of selling within the marketing mix

- Definition of the term 'sales'
- The purpose and objectives of sales, sale transaction, sales pipeline, sales cycle, the role of sales in marketing
- Definition of a sales policy, purpose of a sales policy, importance of a sales policy in an organisation
- Elements of sales function: order-takers, order-creators and order-getters
- Sales strategy framework.
- 7 'Ps' of marketing (product, price, place, promotion, people, process, physical evidence)
- Push and pull sales strategies
- Channels of distribution

Characteristics of different methods of selling

- Professional selling, personal selling, transaction vs relationship selling, stimulus response approach to selling, mental states selling, need satisfaction selling, problem-solving selling, consultative selling, adaptive selling
- Differences between marketing, negotiating and selling
- Negotiation strategy, tactics and behaviour
- Levels of power and authority, and the impact on negotiation
- Integrated marketing communications (IMC)
- Value-added selling

## 2. Understand the principles of the sales process

Characteristics of the sales process

- Steps in selling process (selling cycle) and their characteristics
- Sales analysis and plan, SMART objectives.

The steps in customer-buying process:

- Influences on buying behaviour
- Kotler's five-stage buying decision process

Differences and similarities between sales in a business-to-business and business-to-consumer context

- Types of customers
- Market structure and demand
- Business-to-business (organisational) buying process
- Business-to-consumer buying process

## 3. Understand the use of sales technologies for organisations

- New technologies and their impact on the performance of organisation's Sales channel strategy
- Organisational influences on technology acceptance and usage
- Davis's Technology Acceptance Model (TAM)
- Impact of new technologies on productivity and performance effectiveness
- Sales force automation, Internet selling, social media, networking
- Evaluation of technologies: benefits and downfalls of different sales technologies to drive sales
- Differences between online and offline selling: e-commerce vs. retail, Customer Experience Management (CEM), Customer Relationship Management (CRM), benefits and downfalls

## 4. Understand the management of sales in organisations

Financial

- Financial principles and the role of portfolio management: increasing, diminishing and negative marginal returns; product portfolio management
- Purpose of budgeting: elements of sales budget and role in performance effectiveness of the salesforce; planning, coordination, and control
- Types of sales forecast, sales forecasting methods, top-down forecasting approach, bottom-up forecasting approach
- Role of sales variance in performance management
- Sales performance measurements, sales margin price variance and sales margin volume variance

Different concepts of sales organisation structures

- Objectives of sales organisation structure
- Sales organisation structures: geographic, product, market, functional, salesforce deployment
- Allocating selling effort, determining salesforce size, designing territories
- Sales organisation audit

## Benefits of account management within sales structures

- Purpose of account management
- Managing accounts
- Customer Relationship Management (CRM)

## Different ways of managing organisation's sales force and the function of a sales manager

- Sales force motivation objectives
- Motivational factors and approaches: Maslow hierarchy of needs, McClelland's Theory of Needs, Equity Theory, Expectancy Theory, demotivators
- Sales manager responsibilities inside and outside the company, levels of authority, people's skills, performance review and feedback
- Elements of sales force deployment: alignment of sales force deployment and sales strategy, sales force specialisation, sales territories

## Suggested Resources

Chee, W. W., 2017, The Sales Operations Handbook: A Primer on the Sales Operations Function

Jobber, D., Lancaster, G and Le Meunier-FitzHugh, K. Selling and Sales Management, Harlow: Pearson

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

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

Shepherd, I., 2019, Reinventing Retail: The New Rules that drive Sales and Grow Profits, Pearson

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

## Websites

[Understanding Retail - What is Retail ? \(managementstudyguide.com\)](https://www.managementstudyguide.com/) – Management Study Guide

[Management Library \(managementhelp.org\)](https://www.managementhelp.org/) - an online library of articles on a range of management subjects

<b>Unit 11 Sales - 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 principles of selling and different selling methods	Unit 9 Factors Determining Marketing Strategies - LO3 Understand the nature of strategic marketing analysis and strategic choice  Unit 10 Marketing Communications – LO1 Understand the principles of marketing communications
LO3 Understand the use of sales technologies for organisations	Unit 14 Logistics and Supply Chain Management - LO3 Understand the role of information technology in supply chain management
LO4 Understand the management of sales in organisations	Unit 1 Leadership and Management – LO2 Understand how to improve organisational performance through application of relevant leadership and management skills  Unit 5 Financial Decision-making for Managers – LO3 understand how management accounting information supports decision-making  Unit 18 Human Resource Management – LO4 Recommend appropriate HR Strategies to support and develop individual and organisational performance
<b>Opportunities for Synoptic Assessment</b>	
Some of the AC require knowledge from one or more of the LOs.	
The knowledge and understanding developed through LO1, LO2 and LO3 provides underpinning knowledge and understanding that can be utilised when meeting the requirements of LO4.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Problem-solving</b> – Using critical thinking skills to draw conclusions and in assessing effectiveness. (LO1, LO2, LO3, LO4)	<b>Using sources of information</b> - Accessing information, ie choosing current, sufficient, relevant and reliable sources (LO2, LO3, LO4)  <b>Thinking skills</b> - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3, LO4)

<b>Unit 12 Branding</b>			
<b>Unit aims</b>	Learners will develop knowledge and understanding of branding and its impact on the success of organisations. Learners will find out about the importance of branding, different types of branding and how it is used to enhance product and organisation success. They will learn how to measure the impact of branding activities		
<b>Unit level</b>	6		
<b>Unit code</b>	F/650/6174		
<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 achieve the learning outcomes at the standards specified by the assessment criteria for the unit.</p> <p>Learners will approach their work from a theoretical perspective and will need to use exemplar material to illustrate the points which are made. This may be taken from their own experience or from research. Learners will need to agree an appropriate organisation(s) and/or product on which to base their study with their tutor. Tutors need to ensure that the organisation chosen is suitable. Additional assessment guidance is provided in the ATHE assignment.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the importance of branding and brand awareness and how branding is used to appeal to customers	1.1 Assess the importance of branding to organisations 1.2 Analyse how different types/styles of branding can be used and how they appeal to consumers 1.3 Explain the importance to organisations of assessing brand awareness		1D1 Evaluate brand awareness for a specific organisation or product and make recommendations for improvement
2. Understand the principles of brand equity	2.1 Analyse the customer-based brand equity model 2.2 Analyse the main principles of reinforcement and	2M1 Evaluate the impact of a specific brand extension and suggest improvements	

	revitalisation strategies 2.3 Assess the impact of brand extensions on brand equity		
3. Understand the role of 'secondary' brand associations in building brand equity	3.1 Describe secondary brand associations and evaluate their importance for organisations 3.2 Analyse the benefits and issues of secondary brand associations in the process of building brand equity	3M1 Make recommendations to an organisation for improvement through secondary brand associations	
4. Understand how to manage and measure branding activities and drive further branding improvements	4.1 Analyse ways in which brand awareness and brand equity can be tracked and measured 4.2 Assess the core elements of a brand management plan including key metrics that might inform it		4D1 Evaluate how a brand management plan might deliver improvements in brand awareness and equity for a chosen organisation

### Indicative Content

#### 1. Understand the importance of branding and brand awareness and how branding is used to appeal to customers

##### Importance of branding

- Evolution of branding
- Brand elements
- Branding as a strategy
- Branding vs. marketing

##### Using branding

- Consumer behaviour: consumer purchase motivation and ability, brands as symbols, consumer decision-making, brand preference, marketing mix elements, psychological needs
- Branding for products: Brand knowledge, product positioning, corporate branding, personal branding, global branding

- Brand architecture: Branding strategies, key questions of brand architecture, types of brand architecture, brand width, length and depth; market segmentation

#### Brand awareness

- Depth and breadth
- Competitiveness of an organisation
- Brand recall and recognition
- Salience

## 2. Understand the principles of brand equity

#### Customer-based brand equity model

- The role of brand identity
- Keller's Brand Equity Model
- Brand identity and its elements
- Brand meaning
- Brand response
- Brand resonance
- Brand associations

#### Reinforcement and revitalisation strategies

- Brand equity management
- Brand position
- Fortifying vs. Leveraging
- Brand essence
- Ansoff's growth strategy

#### Brand extensions

- Framework for evaluating extensions
- Brand proliferation
- Impact of brand extensions on parent brand equity
- Consumers' responses to extensions
- The effect of culture, synergy, risks to an organisation

## 3. Understand the role of 'secondary' brand associations in building brand equity

#### Secondary brand associations

- Effects on existing brand knowledge
- Guidelines: commonality and complementary
- Awareness, meaningfulness, and transferability
- Response-type and meaning-type responses

#### Different types of secondary brand associations

- Co-branding

- Celebrity-led endorsement
- Sponsorship
- Channels of distribution
- Licensing
- Countries or origin or geographical areas
- Ingredient-branding
- Third-party sources

#### Potential problems

- Negative impact on existing brand knowledge
- Financial implications on the brand value
- Corporate social responsibility
- Short-term and long-term impact on the brand equity

#### **4. Understand how to manage and measure branding activities and drive further branding improvements**

##### Tracking and measuring brand awareness

- Measuring growth in leads and referrals
- Measuring organic brand exposure (earned media value, share of voice versus that of competitors, backlinks gained organically)
- social media following
- Surveys
- Search engine popularity (e.g., using keyword tools)

##### Tracking and measuring brand equity

- Cost-based measures – including replacement / re-creation method, customer preference method
- Market-based measures – including comparable method, equity valuation
- Income-based measures – including price premium method, royalty fees for use of trademarks

##### Brand management plans

- Overall brand purpose/vision
- Brand values
- Key branding issues and strategies (e.g., brand position, brand story)
- Key branding approaches
- Branding activities
- Associations and communication
- Key branding metrics
- Evaluation
- Future development

## Suggested Resources

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

Kapferer, J., 2012, Advanced Insights and Strategic Thinking (New Strategic Brand Management: creating and sustaining Brand Equity), Kogan Page

Keller, K., Swaminathan, V., 2019, Strategic Brand Management: Building, Measuring and Managing Brand Equity, Pearson

Minsky, L., Geva I., 2019, Global Brand Management: A Guide to Developing, Building and Managing an International Brand, Kogan Page

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

## Websites

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

<https://www.cim.co.uk/> - Chartered Institute of Marketing

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

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

[www.marketingdonut.co.uk](http://www.marketingdonut.co.uk) - Support for small businesses

[Management Library \(managementhelp.org\)](http://managementhelp.org) - an online library of articles on a range of management subjects

<b>Unit 12 Branding - 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 importance of branding and brand awareness and how branding is used to appeal to customers	Unit 10 Marketing Communications - LO1 Understand the principles of marketing communications
LO4 Understand how to manage and measure branding activities and drive further branding improvements	Unit 9 Factors Determining Marketing Strategies - LO2 Understand the role of marketing intelligence and market research
<b>Opportunities for Synoptic Assessment</b>	
Some of the AC require knowledge from one or more of the LOs.	
The knowledge and understanding developed through LO1, LO2 and LO3 provides underpinning knowledge and understanding that can be utilised when meeting the requirements of LO4 4.2	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Problem-solving</b> – Using critical thinking skills to draw conclusions and in assessing effectiveness. (LO1, LO2, LO3, LO4)	<p><b>Using sources of information</b> - Accessing information, ie choosing current, sufficient, relevant and reliable sources (LO1, LO2, LO3, LO4)</p> <p><b>Thinking skills</b> - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3, LO4)</p>

<b>Unit 13 Management Information Systems</b>			
<b>Unit aims</b>	Learners will develop knowledge and understanding of the role of information systems within organisations and the relationships between information systems and organisational performance. They will develop understanding of how to manage effective and secure information systems.		
<b>Unit level</b>	6		
<b>Unit code</b>	H/650/6175		
<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 meet the learning outcomes at the standards specified by the assessment criteria for the unit.</p> <p>In this unit, learners can approach Learning Outcomes 1 and 2 from a theoretical perspective, using examples to illustrate their work.</p> <p>For Learning Outcome 3, learners will be required to relate their work to a named organisation. In order to meet the standards, learners should use an organisation they know well; this may be an organisation where they are employed, work in a voluntary capacity or where they are currently studying. Tutors need to ensure that the organisation chosen is suitable.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the role of information systems in organisations	1.1 Explain the components and the characteristics required of an organisational information system 1.2 Evaluate the role of information systems in organisations 1.3 Assess how information systems contribute to achieving competitive advantage within a global market	1M1 Assess the challenges to developing global information systems	

<p>2. Understand how information systems improve organisational performance</p>	<p>2.1 Explain how information systems support decision-making and change management</p> <p>2.2 Assess how key information systems contribute to organisational performance management</p> <p>2.3 Analyse the issues associated with the use of data collected through organisational information systems</p>		<p>2D1 Evaluate the impact of key emerging information technologies on business performance</p>
<p>3. Understand how to manage effective, secure information systems</p>	<p>3.1 Determine the information system requirements for a named organisation</p> <p>3.2 Assess the security risks faced by a named organisation when using information systems</p> <p>3.3 Prepare a plan to manage an information system for a named organisation</p>	<p>3M1 Analyse the implications of ethical and social issues for managing information systems in a named organisation</p>	<p>3D1 Evaluate the tools and technologies a named organisation uses to protect information systems security</p>

**Indicative Content**

**1. Understand the role of information systems in organisations**

Components of an organisational information system

- Hardware
- Software
- Network communications
- Data
- People
- Processes

Sources of information

- Internal information, e.g., financial, personnel/HR, marketing, purchasing, sales, manufacturing data, administration information

- External information, e.g., government information, trade data, commercially provided databases, research

#### Characteristics of reliable information

- Valid
- Timely
- Up to date
- Fit for purpose
- Accessible
- Cost-effective
- Accurate
- Relevant
- Appropriate level of detail
- Understandable

#### Role/Purposes of information

- Operational Support
- Monitoring and controlling activity
- Analysis of patterns or trends
- Decision making – operational, tactical, strategic
- Gaining commercial advantage
- Knowledge management
- Data management
- Customer service management

#### Contribution to competitive advantage

- Experience curve
- Value chain
- Core competency
- Porter's Generic strategies
- Use of data to assist in delivering a differentiated product or service
- Delivering a product or service at a lower cost
- Segmentation of the market e.g., targeted marketing to specific target audiences

## **2. Understand how information systems improve organisational performance**

- Supporting decision-making and change: providing insight into issues and trends, modelling the impact of options, historical data analysis.
- Contribution to organisational performance management: monitoring trends and performance, providing advance warning of issues
- Issues associated with the use of data collected through organisational information systems: conflicts of interest, using information for personal advantage, using/disclosing confidential information. Misrepresentation of data
- Benefits of an e-strategy: reduction in time, cost and enhanced use of resources, targeting specific markets.

### 3. Understand how to manage effective, secure information systems

#### Requirements

- Establishment of sources of information
- Constraints
- Selection of appropriate information
- Choice of tool (software, databases, artificial intelligence, Predictive modelling, Internet, Data mining systems)

#### Security risks

- Human error
- Disclosure of passwords
- Unauthorised access
- Theft
- Maintenance Outages
- Phishing

#### Management plan

- Clear objectives
- Detail of what is being collected, how it is collected, how it is stored, how it is processed
- Quality
- Validity
- Accuracy
- Currency
- Relevance
- Training users (input and outputs)
- Managing costs
- Process for reviewing effectiveness, e.g., is it meeting company needs and can staff access appropriate information
- Ongoing reviews to ensure equipment up to date
- Ongoing reviews to ensure that security arrangements are effective

#### Suggested Resources

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

Beynon-Davies, P., 2019, Business Information Systems, Bloomsbury Academic

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

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

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 software

<b>Unit 13 Management Information Systems - 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 information systems in organisations	Unit 3 Managing Quality and Service Delivery – LO1 Understand how to identify and meet stakeholder needs when managing quality and service delivery  Unit 14 Logistics and Supply Chain Management - LO3 Understand the role of information technology in supply chain management
LO2 Understand how information systems improve organisational performance	Unit 9 Factors Determining Marketing Strategies – LO2 Understand the role of market intelligence and market research  Unit 15 Managing Change – LO3 Develop a change strategy against business aims and objectives  Unit 18 Human Resource Management - LO2 Understand how to formulate and implement human resource management plans
LO3 Understand how to manage effective, secure information systems	Unit 16 Risk Management – LO4 Prepare an effective risk management plan
<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 and LO2 will support learners in demonstrating the requirements for LO3 where they are required to apply this knowledge and understanding in developing the specification and implementation arrangements for an information system.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Communication skills</b> – Taking the right action with the information gathered. Written communication eg appropriate formats, style and tone, spelling, punctuation and grammar (LO3)	<b>Using sources of information</b> – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO1, LO2, LO3)  <b>Thinking skills</b> – Using critical thinking skills eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments

<p><b>Digital skills</b> – Using appropriate digital devices and relevant applications, software, systems and getting online. Handling and judging the reliability of information. Problem-solving (eg online research, presenting data) (LO2)</p> <p><b>Problem-solving</b> – Using critical thinking skills to draw conclusions and in assessing effectiveness (LO1, LO2, LO3)</p>	<p>(avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusion. (LO1, LO2, LO3)</p>
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<b>Unit 14 Logistics and Supply Chain Management</b>			
<b>Unit aims</b>	Learners will develop knowledge and understanding of the importance of supply chains to business organisations and of the ways to improve strategic supply chain management. They will be able to explain the impact of technology on supply chains.		
<b>Unit code</b>	J/650/6176		
<b>Unit level</b>	6		
<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 meet the learning outcomes at the standards specified by the assessment criteria for the unit.</p> <p>Learners need to use exemplar material to show that they understand the theories and application of supply chain management and the role of logistics. Learners will need to agree an appropriate organisation on which to base their study with their tutor. Tutors need to ensure that the organisation chosen is suitable. Additional assessment guidance is provided in the ATHE assignment.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand theories of supply chain management and their contribution to achieving business objectives	1.1 Analyse theories of supply chain management 1.2 Assess the importance of the strategic wheel in developing supply chain strategies 1.3 Explain how supply chain management supports achievement of business objectives	1M1 Analyse how organisations manage barriers to achieving an integrated supply chain strategy	1D1 Assess how organisations can secure competitive advantage through implementing an appropriate supply chain management strategy
2. Understand the role of logistics in supply chain management	2.1 Explain the role of logistics in supply chain management 2.2 Assess factors that need to be considered when improving the logistics practices in organisations	2M1 Analyse the logistics practices used in a named organisation	

<p>3. Understand the role of information technology in supply chain management</p>	<p>3.1 Analyse how information technology is used to integrate different parts of the supply chain in organisations</p> <p>3.2 Explain the issues which may arise in the use of information technology in supply chain management</p> <p>3.3 Assess how information technology is used to develop an organisation's relationship with suppliers</p>		<p>3D1 Evaluate the strategies organisations use to mitigate the risks associated with information technology in supply chain management</p>
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### Indicative Content

#### 1. Understand theories of supply chain management and their contribution to achieving business objectives

##### Theories

- Porter's Five Forces: competition in the industry, potential of new entrants into the industry, power of suppliers, power of customers, threat of substitute products
- Kraljic's product and service positioning
- Impacts on business organisations
- Supply structure and design
- Supplier selection
- Supply and demand economic theory
- Lean production, e.g. Just in Time, Economic Order Quantity (EOQ), etc.

##### The strategic wheel

- Creation of list of offered products
- Identification of customer needs and market requirements
- Estimation of the degree of meeting market expectations by the existing offer
- Definition of existing knowledge, competences, experience and infrastructure
- Determine the limit for supply chain upstream flows
- Determine the ability of the company to carry out tasks that occur after delivery
- Define the limit for downstream flows
- Selection of an optimal range of products to be offered
- Establishment of goals for development of the necessary skills, experience and infrastructure

## Supply Chain

- Basic approaches to strategic supply
- Interrelationships between each of the strategic elements of an organisation
- Financial impacts and financial objectives
- HR/Personnel considerations.
- Barriers to integrated supply chain strategy and how they are managed e.g financial, hr lack of information technology, lack of information sharing, lack of trust, system incompatibility, lack of knowledge.
- Supply and corporate strategies, e.g., supply chain strategy supports and facilitates: corporate strategy, information sharing, translation of competitive priorities into supply function objectives, translation of supply function objectives into supply chain practices

## 2. Understand the role of logistics in supply chain management

### Role of logistics

- Organisation of the storage and distribution of goods
- Ensure the right products are delivered to the right location on time at an appropriate and agreed price
- Co-ordination of transportation, stock control and warehousing
- Monitoring of the flow of goods

### Performance measurement

- Measurement of costs
- Cost benefit analysis
- Price versus cost
- Purchasing activities contributing to total cost of ownership
- Management of purchasing function
- Delivery administration
- Point of origin to consumption – managing movement of goods
- Time and storage of inventory
- Customer needs and consumer satisfaction

### Cost measurement

- Service costs
- Communication costs
- Price negotiations
- Quality costs

### Inter-business relationships management

- Development of supply chain and relationship management
- Strategic Relationship Positioning Model (SRPM)

## 3. Understand the role of information technology in supply chain management

### Information technology and communication

- Electronic Data Interchange (EDI)

- Development of Open Systems Integration (OSI)
- Internet technologies.

#### Electronic exchanges

- Marketplace in which goods and services are traded – global, connecting buyers and sellers, auctions
- VPNs
- One to many
- Many to many
- Web marketplace
- Vortices
- Butterfly hubs
- Inventory tracking
- Economic Order Quantities
- Automated inventory ordering

#### Environmental issues

- Suppliers and new product development (npd)
- Current issues
- Competitive advantage
- increasing product complexity
- reduced product life cycles
- managing technological change
- resources and knowledge required to innovate
- benefits of involvement

#### Industry framework, four main drivers

- Demand variation or demand profile
- Market mediation costs
- Product lifecycle
- Relevance of the cost of assets to the total cost

### **Suggested Resources**

Barrat, C. and Whitehead, M., 2004, *Buying for Business: Insights in Purchasing and Supply Management*, John Wiley and Sons

Chopra, S. and Meindl, P., 2009, *Supply Chain Management: Strategy, Planning and Operation*, Pearson Education

Coyles, J., Langley, C. Novack, R. Gibson, B., 2020, *Supply Chain Management: A Logistics Perspective*, South-Western College Publishing

Christopher, M., 2010, *Logistics and Supply Chain Management*, Financial Times/Prentice Hall

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

### **Websites**

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

[CIPS Content Intelligence Hub | CIPS](#) - Chartered Institute of Procurement and Supply

[Supply chain risk insights annual intelligence report | BSI \(bsigroup.com\)](#) – British Standards Institution

<b>Unit 14 Logistics and Supply Chain 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 theories of supply chain management and their contribution to achieving business objectives	Unit 8 Economics for Business – LO1 Understand the micro-economic business environment
LO3 Understand the role of information technology in supply chain management	Unit 11 Sales – LO3 Understand the use of sales technologies for organisations  Unit 13 Management Information Systems – LO1 Understand the role of information systems in organisations  Unit 16 Risk Management – LO2 Understand approaches to risk management
<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 and LO2 will support learners in demonstrating the requirements for LO3 where they are required to apply this knowledge and understanding in the context of the use of information technology in supply chain management.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Problem-solving</b> – Using critical thinking skills to draw conclusions and in assessing effectiveness. (LO1, LO2, LO3)	<b>Using sources of information</b> - Accessing information, ie choosing current, sufficient, relevant and reliable sources (LO1, LO2, LO3)  <b>Thinking skills</b> - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3)

<b>Unit 15 Managing Change</b>			
<b>Unit aims</b>	Learners will develop the knowledge, understanding and skills required to manage change within an organisation. Learners will develop an understanding of the need for managing change and the different models that can be used to support the successful introduction of change.		
<b>Unit level</b>	6		
<b>Unit code</b>	K/650/6177		
<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 achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit.</p> <p>In order to achieve LO1 and LO2, learners can approach their work from a theoretical perspective, using examples to illustrate the points which are made. Learners will need to agree an appropriate organisation on which to base their study with their tutor. Tutors need to ensure that the organisation chosen is suitable. For LO3, learners must apply their learning in a real context or base their evidence on a case study. Tutors need to ensure that the learner's chosen approach is suitable.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand how models or frameworks of strategic change can support the change process in organisations	1.1 Analyse factors that may bring about the need for strategic change in an organisation 1.2 Evaluate different models of strategic change 1.3 Assess benefits of using models or frameworks to support organisations through change		1D1 Analyse the models or frameworks used by a named organisation to facilitate strategic change
2. Understand strategies to encourage the involvement of stakeholders in the management of change	2.1 Assess the different approaches to involving stakeholders in the change process 2.2 Evaluate causes of resistance to change 2.3 Assess the impact on the change process of the different demands made by internal and external stakeholders	2M1 Analyse management techniques that can be used to manage resistance to change	

3. Can develop a change strategy against business aims and objectives	3.1 Justify the need for change within an organisation 3.2 Apply appropriate organisational change models or frameworks to develop a change strategy 3.3 Evaluate different measures and systems to monitor the progress and effectiveness of the change strategy	3M1 Assess the role of the leader in creating and implementing the change strategy	3D1 Recommend ways to overcome potential issues encountered when implementing change strategy
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### Indicative Content

#### 1. Understand how models or frameworks of strategic change can support the change process in organisations

Factors that may influence need for change:

- Political
- Environmental
- Financial pressures
- Economics
- Emerging markets
- Mergers and acquisitions
- Technology
- Internal organisational changes

Implications of not embracing change

- Negative outcomes may include: business closure, financial implications, redundancies, human resources (e.g. restructuring, recruitment, training) deterioration of equipment resulting in increased costs at a later stage

Change management models and frameworks

- John P Kotter's eight steps to successful change
- Prosci's five building blocks ADKAR
- Action research
- Gap analysis
- Kurt Lewin's change management model
- McKinsey's 7S
- Burke-Litwin's causal change model.
- EFQM (European Foundation for Quality Management) model
- The balance score-card
- Kaizen Blitz
- Six Sigma
- The Change Curve

## **2. Understand strategies to encourage the involvement of stakeholders in the management of change**

### Change management strategies

- Develop engagement strategy – identifying, analysing, mapping, prioritising, expertise, willingness, value, nature of interest, conflicting agendas
- Involve stakeholders using different methods e.g., forums, presentations, group facilitation, sharing information
- Stakeholder analysis
- Use of multiple-cause diagrams
- Effective use of motivational and influencing skills to maximise support
- Systems modelling
- Team development to enhance commitment
- Divergence and convergence

### Resistance to change

- Resistance to the process of change
- Resistance from individual colleagues
- Resistance from groups
- Passive versus active resistance
- Significant resistance versus minor

### Managing resistance to change

- Effective communication strategy
- Training and information programmes
- Staff forums
- Empowering colleagues
- Giving ownership
- Gaining support from key players

## **3. Develop a change strategy against business aims and objectives**

### The need for change

- Analysis of business aims and objectives and feasibility of achieving them in context of economic downturn
- Changes in global markets
- Budget pressures
- Internal resources
- Changes to legislation
- New technologies
- Changing markets
- Change in direction
- New CEO

## Strategies

- Business Process Re-engineering (BPR)
- Organisational development
- Introducing new structures e.g., matrix or network organisations
- Virtual organisations
- Right sizing
- Push and pull strategies.

## Measures and systems to monitor progress

- Reporting
- Project management systems
- Goal-based evaluations
- Process-based evaluation
- Progress reviews against milestones and deadlines
- Quality circles
- Data analysis

## Role of the leader

- Vision
- Planning
- Leading stakeholders
- Appointing change agents
- Communication at different stages e.g., Need for change, progress with change, motivation, taking account of outcomes from monitoring processes, making adjustments, celebrating success

## Implementation issues

- Potential areas of resistance relating to chosen strategy and ways to overcome them

## **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) - an online library of articles on a range of management subjects

[Organisational Change Management - EFQM](#) – European Federation of Quality Management

<b>Unit 15 Managing 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>
LO1 Understand how models or frameworks of strategic change can support the change process in organisations	Unit 8 Economics for Business – LO1 Understand the micro-economic business environment  Unit 13 Management Information Systems – LO2 Understand how information systems improve organisational performance
LO2 Understand strategies to encourage the involvement of stakeholders in the management of change	Unit 1 Leadership and Management – LO2 Understand how to improve organisational performance through application of relevant leadership and management skills  Unit 3 Managing Quality and Service Delivery - LO1 Understand how to identify and meet stakeholder needs when managing quality and service delivery  Unit 16 Risk Management – LO1 Understand risk management in business
LO3 Develop a change strategy against business aims and objectives	Unit 18 Human Resource Management - LO2 Understand how to formulate and implement human resource management plans
<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 and LO2 will support learners in demonstrating the requirements for LO3 where they are required to apply this knowledge and understanding in the context of the development of a change strategy.	

Opportunities for Skills Development within this Unit	
Employability Skills	Study Skills
<p><b>Problem-solving</b> – Using critical thinking skills to draw conclusions and in assessing effectiveness (LO1, LO2, LO3)</p> <p><b>Communication skills</b> – Taking the right action with the information gathered. Written communication eg appropriate formats, style and tone, spelling, punctuation and grammar (LO3)</p>	<p><b>Thinking skills</b> - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3)</p> <p><b>Using sources of information</b> – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO1, LO2, LO3)</p>

<b>Unit 16 Risk Management</b>			
<b>Unit aims</b>	Learners will develop knowledge and understanding of the importance of identifying and managing risks in business organisations. This will enable them to develop an effective risk management plan.		
<b>Unit level</b>	6		
<b>Unit code</b>	L/650/6178		
<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 achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit.</p> <p>Learners will approach their work from a theoretical perspective and will need to use exemplar material to illustrate the points that are made. This may be taken from their own experience or from research. Learners will apply their knowledge and understanding to produce a risk management plan for a named organisation in order to meet the requirements of LO3. Tutors need to ensure that the organisation chosen is suitable.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand risk management in business organisations	1.1 Assess the impact of different types of risk in business organisations 1.2 Evaluate the activities which are high risk in different sectors in the economy 1.3 Explain risk management in business organisations		1D1 Evaluate the impact of different approaches to risk management in organisations
2. Understand approaches to risk management	2.1 Evaluate the vulnerability of organisations to breaks in continuity 2.2 Assess approaches to risk management and business continuity planning	2M1 Assess how a named organisation has managed business continuity	

3. Can prepare an effective risk management plan	3.1 Assess business risks faced by a named organisation 3.2 Evaluate the potential impact of identified risks to the business 3.3 Prepare a risk management plan to help mitigate potential risks	3M1 Justify strategies used in the risk management plan	3D1 Evaluate the strategic benefits to a named organisation of an effective risk management plan
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## Indicative Content

### 1. Understand risk management in business organisations

#### Business risk definitions

- Internal risks - events taking place within the organisation
- External risks - risks outside of the control of the organisation
- Risk management – identification, assessment and management or avoidance of impacts of potential risks

#### Main types of risk

- Strategic risk – for example, competition, changes in society or markets
- Compliance and regulatory risk – for example, new legislation, rules or regulation that must be complied with
- Financial risk - for example, changes in interest rates, inflation, bad debts, exchange rate risk, liquidity, foreign exchange, credit risk, financial theft, uncertainty in profits, legal issues, market trends, stock market fluctuations, increase in production costs, changing trends and fashions, inadequate forecasting
- Operational risk – for example, product failure, equipment or process breakdown, or theft of equipment
- Hazard risks – for example, chemical spillage, natural disasters
- Information risks for example, computer hacking, data security, systems integrity
- Reputation
- Health and safety
- Risks vary between organisations in different sectors e.g. primary – importance of mitigating risks associated with health and safety
- Danger of loss - natural disasters such as floods and earthquakes, technology failures, physical factors such as machine failure, fire, theft; personnel issues such as strikes, talent management
- External events - political factors such as change of government, compliance and regulations, global incidences, security breaches

#### Other factors affecting risk

- Environmental changes such as climate change or natural disasters
- Political and economic instability in any home or export markets
- Health and safety risks affecting employees or visitors
- Commercial risks such as the failure of key suppliers or customers

- Workforce risks such as being able to attract, retain and maintain a workforce that is sufficient in numbers and skills

Risks in different sectors, for example:

- Industrial sectors
- Agriculture sector
- Retail sector
- Service sector

Risk management

- Purpose of risk management – why risks need to be managed
- Functions that have a role in managing risk - strategic planning, marketing, compliance operations, legal and accounting, insurance, treasury/accounting, management and quality assurance, internal audit, health and safety, environmental
- Roles and responsibilities in relation to risk - managers, employees, different departments/groups/functions
- Risk management approaches:
  - Frameworks: ERM programmes, COSO, ISO 3001
  - Corporate governance/compliance
  - Actuarial approaches
  - Insurance
  - Legal issues

Risk management process

- Identifying risks - review of activities, internal environment, external environment, potential effect in relation to business survival and achievement of strategic objectives
- Carrying out a risk assessment (impact and likelihood to determine the level of risk)
- Determine risk response plans, control, mitigation
- Maintenance of a risk register containing information on risk assessment, risk reporting, decisions, risk treatment, residual risk reporting, monitoring (ongoing and formal audit, modification), risk owner

## **2. Understand approaches to risk management**

Vulnerability

- Factors – size of business, operating environment, physical environment etc.
- Impacts – loss of profits, loss of assets, inability to trade

Risk management strategies

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

## Business continuity planning

- Impact assessment
- Threat assessment
- Scenario definition
- Recovery solution design (including customer / stakeholder management)
- Implementation and communication
- Testing

### 3. Prepare an effective risk management plan

#### Content of plan

- Identification of potential risks
- Description
- Estimation of business impact
- Analysing level of risk (consequence x likelihood), rating risks e.g. severe, high, moderate, low
- Control measures – prevention, response, recovery
- Monitoring and review

#### Suggested Resources

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

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

Dallas, M., 2006, Value and Risk Management - A Guide to Best Practice, Blackwell

Murray-Webster, R. and Pullan, P., 2022, Making Risk Management Work: Engaging People to Identify, Own and Manage Risk, Routledge

UK Government, 2003, Expecting the Unexpected: Business Continuity in an Uncertain World - [257652 London First space \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/257652/London_First_space.pdf)

#### Websites

[ISO 22301 - Business Continuity Management Certs | BSI \(bsigroup.com\)](https://www.bsigroup.com/standards/iso-22301) – British Standards Institution

[ISO 31000 - Risk Management Certification | BSI \(bsigroup.com\)](https://www.bsigroup.com/standards/iso-31000) - British Standards Institution

[Core Concepts of Risk Governance - IRGC](https://www.irgc.org/) – The International Risk Governance Council

[Managing risks and risk assessment at work – Overview -HSE](https://www.hse.gov.uk/risk/) – the Health and Safety Executive

<b>Unit 16 Risk 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 risk management in business organisations	Unit 8 Economics for Business – LO1 Understand the micro-economic business environment, LO2 Understand the macro-economic environment in which businesses operate, LO3 Understand the implications for business organisations of operating in the international economic environment  Unit 15 Managing Change – LO1 Understand how models or frameworks of strategic change can support the change process in organisations
LO2 Understand approaches to risk management	Unit 14 Logistics and Supply Chain Management - LO3 Understand the role of information technology in supply chain management
LO3 Prepare an effective risk management plan	Unit 3 Managing Quality and Service Delivery - LO1 Understand how to identify and meet stakeholder needs when managing quality and service delivery  Unit 9 Factors Determining Marketing Strategies - LO3 Understand the nature of strategic marketing analysis and strategic choice
LO4 Prepare an effective risk management plan	Unit 13 Management Information Systems - LO3 Understand how to manage effective, secure information systems
<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 and LO2 will support learners in demonstrating the requirements for LO3 where they are required to apply this knowledge and understanding in the context of the development of a risk management plan.	

Opportunities for Skills Development within this Unit	
Employability Skills	Study Skills
<p><b>Problem-solving</b> – Using critical thinking skills to draw conclusions and in assessing effectiveness (LO1, LO2, LO3)</p> <p><b>Communication skills</b> – Taking the right action with the information gathered. Written communication eg appropriate formats, style and tone, spelling, punctuation and grammar (LO3)</p>	<p><b>Thinking skills</b> - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3)</p> <p><b>Using sources of information</b> – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO1, LO2, LO3)</p>

<b>Unit 17 Project Management</b>			
<b>Unit aims</b>	Learners will understand the process of identifying appropriate and feasible projects. Learners will consider how the projects can be planned and initiated, exploring relevant responsibilities. They will develop understanding of the approaches to control and monitor projects to bring projects to a successful close.		
<b>Unit level</b>	6		
<b>Unit code</b>	M/650/6179		
<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 meet the learning outcomes at the standard specified by the assessment criteria for the unit.</p> <p>Learners should refer to actual business objectives and produce relevant plans in order to achieve LOs 1 and 2 at the standard required. Learners will need to agree an appropriate organisation and project on which to base their study with their tutor. Tutors need to ensure that the organisation and project chosen is suitable. The focus of the project can be related to/develop from their interest in another unit. In this way, the unit can be used as a synoptic form of assessment where it follows the delivery of other units. The other LOs can be approached from a theoretical perspective but learners must use actual examples from organisations to support the points which are made.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Can analyse business objectives to identify potential projects, their feasibility and the methodology which may be used	1.1 Analyse business objectives to identify potential projects required from an appraisal of established business objectives 1.2 Assess project methodologies suitable for the chosen project 1.3 Assess the feasibility of a proposed project		1D1 Analyse the contribution the chosen project will make in achieving the business objectives

2. Can design systems and plans for initiating and managing projects	2.1 Explain the structure for the management of a project and the role and responsibilities of the project manager 2.2 Produce a detailed project plan with high level estimates of time, resources and costs that meet agreed milestones	2M1 Evaluate the skills and experience needed to fulfil the role of a project manager	2D1 Evaluate a range of approaches to manage the project and ensure a positive contribution of other team members
3. Understand how to monitor and control the progress of projects	3.1 Assess potential issues and risks associated with projects 3.2 Design systems and measures to monitor and appraise the status and progress of the project 3.3 Design contingency plans to help mitigate potential delays in the progress of the project		
4. Understand how to close and review the success of a project	4.1 Explain tasks needed to close a project 4.2 Analyse ways to review the success of a project	4M1 Evaluate the benefits of project reviews	

### Indicative Content

#### 1. Analyse business objectives to identify potential projects, their feasibility and the methodology which may be used

##### Analysis of business needs

- Reviewing operations and procedures
- Business data
- Business performance
- Benchmarking
- Market analysis
- Strategic and operational plans
- Vision and mission
- Strategic direction
- Criteria to steer selection of projects
- Alternative project cost-benefit analyses

##### Project methodology

- Traditional approach
- Critical change approach

- Event change approach or proprietary/ formalised approaches, e.g. PRINCE, AGILE

#### Feasibility

- Risk Management: identifying risk, impact analysis, risk management/planning and risk equation for projects
- Review cost benefit
- Consider other issues impacting on project e.g., issues of globalisation (advantages and disadvantages of cross-country/culture projects)

## **2. Design systems and plans for initiating and managing projects**

#### Team structures

- Hierarchical
- Virtual
- Networked
- Functional team
- Pure project teams
- Matrix management

#### Change control

- Formal change requests
- Review of critical path
- Impact on resources and timelines

#### Roles and responsibilities of project manager

- Managing team and stakeholders
- Change management
- Project environment
- Understanding life cycle of projects
- Setting schedule, budget and timing
- Developing the project plan
- Managing project risks
- Interfaces with other projects
- Conflict resolution including role of project manager and sponsor, constructive vs. Destructive conflicts, compromise
- Goal congruence

#### Interpersonal and communication skills

- Leadership, e.g., motivating others, delegation and decision-making
- Networking, e.g., network building, communication skills, teamwork, collaboration, mentoring
- Communication, e.g., negotiating, persuasion, assertive, listening skills, effective writing and oral skills

## Project plan

- Value proposition
- Sponsorship
- Deliverables
- Responsibilities and accountabilities
- Resource allocations
- Timeline and milestones
- Critical path project sub-division: work breakdown, identifying time scales, identifying resources, project budgeting, reporting and accountability

## Evaluation of approaches

- How different approaches support the project
- Advantages and disadvantages
- How they encourage and identify team members contributions

### **3. Understand how to monitor and control the progress of projects**

#### Issues and risks

- Project creep
- Gaps in the scope or accountability of the project
- Changing dependencies (other projects, business conditions etc.)
- Delays
- Planning errors
- Skills or other resource deficits
- Financial constraints
- Lack of decision-making
- Lack of ownership for the project
- Communication failures
- 'Meaningless' plan without buy-in
- Changes to project team
- Priority changes within the organisation

#### Project monitoring

- Status and plan documentation and regular monitoring meetings
- Performance management against targets
- Communications
- Audit trails
- Formalised frameworks and stages
- Contingency planning

### **4. Understand how to close and review the success of a project**

#### Project closeout

- Formal evaluation of project and team performance
- Application of PERT

- Review of project process and outcomes
- Feedback from stakeholders
- Document learning points for future
- Assess success factors
- Post-implementation report
- Sign off on deliverables
- Hand over/archive documentation
- Contract closures
- Closing out financial accounts
- Reassign team

### **Suggested Resources**

Champagne, J., 2022, Project Management Thinking: Identify and Manage Risks, Communicate Better and More, Kindle

Horine, G., 2022, Project Management Absolute Beginner's Guide, Que Publishing

Maylor, H. and Turner, Neil, 2022, Project Management, Pearson

Newton, R., 2012, Project Management Step by Step: How to Plan and Manage a Highly Successful Project, Pearson

Nokes, S., Kelly, S., 2014, The Definitive Guide to Project Management: The Fast Track to Getting the Job Done on Time and on Budget, FT Publishing International

Williams, M., 2008, The Principles of Project Management, SitePoint

### **Websites**

[APM | Chartered Membership Organisation.](#) – the Association for Project Management

Unit 17 Project Management - Supporting Information	
<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.	
Learning Outcome	Teaching and learning links to other unit LO/AC
LO2 Design systems and plans for initiating and managing projects	Unit 1 Leadership and Management – LO1 Understand strategic leadership and management in organisations
<b>Opportunities for Synoptic Assessment</b>	
<p>This unit can be used as a synoptic form of assessment where it is delivered after other units and, hence, gives learners the opportunity to further their interest into an issue/opportunity explored in a previous unit. There is no requirement to deliver the unit in this way, but tutors should bear this possibility in mind when considering overall qualification delivery strategy.</p> <p>Some of the AC require knowledge from one or more of the LOs.</p> <p>The task sequence develops cumulatively so that each aspect of the project (ie its conception, design, management and review) builds from the previous aspect.</p>	

Opportunities for Skills Development within this Unit	
Employability Skills	Study Skills
<p><b>Problem-solving</b> – Using critical thinking skills to draw conclusions and in assessing effectiveness (LO1, LO2, LO3, LO4)</p>	<p><b>Writing skills</b> – Understanding the purpose of writing. Understanding writings and styles and forms eg personal, narrative, explanatory, persuasive, research, and business (LO2, LO3)</p> <p><b>Thinking skills</b> - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3, LO4)</p> <p><b>Using sources of information</b> – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO2, LO4)</p>

<b>Unit 18 Human Resource Management</b>			
<b>Unit aims</b>	Learners will develop knowledge and understanding of the contribution of Human Resource Management (HRM) and of issues affecting organisations. Learners will be able to develop HR plans and will be able to assess different approaches to address different business needs.		
<b>Unit level</b>	6		
<b>Unit code</b>	A/650/6181		
<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 achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit.</p> <p>Learners will approach this unit from a theoretical perspective but examples from organisations will be required to illustrate their work.</p>		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>		
<b>The learner will demonstrate that they:</b>	<b>The learner can:</b>		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand how human resource management contributes to organisational effectiveness	1.1 Compare different definitions of human resource management 1.2 Assess the impact of different structural arrangements for the delivery of HRM within an organisation 1.3 Analyse the contribution human resource management makes to organisational effectiveness	1M1 Analyse the focus of human resource management in different sectors	1D1 Evaluate the contribution of human resource management on organisational productivity and profit
2. Understand how to formulate and implement human resource management plans	2.1 Assess the contribution of a range of HR roles to the delivery of human resource plans 2.2 Analyse the development, content and implementation of human resource management plans 2.3 Evaluate practices to monitor and evaluate human resource		2D1 Compare approaches taken by different sectors to developing and implementing HRM plans in organisations

	management policies and procedures		
3. Understand contemporary issues affecting human resource management in organisations	<p>3.1 Analyse the impact of culture and structure on human resource management</p> <p>3.2 Assess the changing nature of work and work relationships</p> <p>3.3 Assess the impact of globalisation on the practice of human resource management in organisations</p>	3M1 Assess how organisations can develop strategies to take account of a contemporary issues affecting human resource management in organisations	
4. Can recommend appropriate HR strategies to support and develop individual and organisational performance	<p>4.1 Explain how HR strategies support organisational performance and development needs</p> <p>4.2 Assess the impact of a range of HR strategies on employee motivation and engagement</p>		

## Indicative Content

### 1. Understand how human resource management contributes to organisational effectiveness

- Definitions of strategic HR management
- Structural delivery arrangements: Ulrich three legged stool model (Shared services, centres of excellence, strategic business partners), outsourcing role of the line manager

Contribution that human resource management makes to organisational effectiveness

- Supporting achievement of organisational strategy direction and achievement of organisational vision
- Ensures that appropriate human resources are in place with the knowledge, experience and skills required
- Supports productivity, achievement of KPIs and competitiveness
- Develops and implements policies and procedures that meet legal requirements
- Policies and procedures provide consistent ways of operating in relation to HR matters

Human resource needs in different sectors of the economy

- Sectors: public, private, voluntary
- Focus: cost saving, effectiveness, resourcing, retention, innovation, engagement

## 2. Understand how to formulate and implement human resource management plans

### Roles

- Strategic HR role
- Member of senior management group
- Board member
- Operational and front-line management
- Administrators,
- Generalist vs specialists/consultants
- Business partner
- Shared service
- Outsourcing
- Line manager

### Contribution

- Conducting a strategic review of business objectives and current plan
- Agreeing HR requirements
- Taking account of external developments with e.g. legislation, competitors, economic situation, education
- Formulation, setting out the HR plan
- Negotiating agreement
- Establishing budget
- Implementing HR strategies
- Monitoring and evaluating

### Implementation

- Setting direction - short, medium, long term
- Setting policies and procedures
- Organisational design
- Audits
- Designing the management system
- Planning total workforce/demand forecasting
- Generating required human resource, recruitment and selection
- Talent management
- Developing people and performance
- Reward (compensation and benefits), reward management systems
- Assessing organisational competence
- Performance/Development strategies
- Retention and succession planning
- Employee relations
- Communication

### Monitoring processes

- Setting criteria for success, KPIs

- Cost/benefit analysis
- Milestones and review
- Monitoring against targets and assessing achievement of stated outcomes in hrm plans and strategic plans
- Reviewing quantitative data and qualitative feedback and data
- Making adjustments to suit changed circumstances
- Monitoring attendance monitoring, productivity, appraisal systems, compliance with changes in legislation

### **3. Understand contemporary issues affecting human resource management in organisations**

- Internationalism and challenges for strategic human resource management
- Diversity management and equal opportunities
- Downsizing and its strategic implications
- Legal
- Globalisation
- Ethics
- Work life balance, flexibility
- Communication/IT
- Multi-generation - generational differences and expectations
- Retention
- Skills shortages
- Political changes
- Demographic changes,
- Hybrid working
- Zero hours contracts
- Migration
- Decline in Trade Unions
- Growth of service work
- Mental health concerns

### **4. Recommend appropriate HR strategies to support and develop individual and organisational performance**

- Range of strategies: reward, resourcing, employee relations, learning and development, performance management
- Organisational needs: Supporting needs at different stages of the organisation's lifecycle (start-up, growth, maturity and decline phases, Kochan and Barocci, 1986), performance needs, transformation needs, development of organisational culture.
- Supporting employees throughout the employee lifecycle (attraction, recruitment, onboarding, development, reward, separation)

## **Suggested Resources**

Armstrong, M. and Taylor, S., 2020, Armstrong's Handbook of Human Resource Management Practice, Kogan Page

Bailey, C., Mankin, D., Kelliher, C. and Garavan, T., 2018, Strategic Human Resource Management, Oxford University Press

Boxall, Peter and Purcell, John, 2022, Strategy and Human Resource Management, Bloomsbury Academic

Greer, C.R., 2021, Strategic Human Resource Management, Pearson Custom Publishing

Storey, J., Ulrich, D. and Wright, P.M., 2019, Strategic Human Resource Management: A Research Overview

Thite, M. ed., 2018. e-HRM: Digital Approaches, Directions & Applications, Routledge

Vanderstraeten, A., 2018, Strategic HRM and Performance: A Conceptual Framework, Bloomsbury Academic

Wilkinson, Adrian and Dundon, Tony, 2021, Contemporary Human Resource Management: Text and Case Studies, SAGE Publications Ltd

## **Websites**

[Workplace Accreditations to #MakeWorkBetter | Investors in People](#) – Investors in People

[Personnel Today - Find HR news & your next human resources job on Personnel Today](#) – Personnel Today

<b>Unit 18 Human Resource 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>
LO2 Understand how to formulate and implement human resource management plans	Unit 13 Management Information Systems – LO2 Understand how information systems improve organisational performance  Unit 15 Managing Change – LO3 Develop a change strategy against business aims and objectives
LO4 Recommend appropriate HR strategies to support and develop individual and organisational performance	Unit 1 Leadership and Management - LO2 Understand how to improve organisational performance through the application of relevant leadership and management skills.  Unit 11 Sales - LO4 Understand the management of sales in organisations
<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 and LO3 will support learners in demonstrating the requirements for LO4 AC 4.1 Explain how HR strategies support organisational performance and development needs.	

<b>Opportunities for Skills Development within this Unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Problem-solving</b> – Using critical thinking skills to draw conclusions and in assessing effectiveness. (LO1, LO2, LO3, LO4)	<b>Using sources of information</b> – Accessing information ie choosing current, sufficient, relevant and reliable sources (LO1, LO2, LO3, LO4)  <b>Thinking skills</b> - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3, LO4)