



Oakswood College

Empowering Through Education



ATHE Level 6

***Diploma in Healthcare
Management***

PROMOTING EXCELLENCE • ENSURING COMPLIANCE
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ATHE Level 6 Certificate in Healthcare Management

600/3420/8

ATHE Level 6 Diploma in Healthcare Management

600/3406/3

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About ATHE

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

For the full list please visit our website: www.athe.co.uk

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

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

Our Qualifications

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

Key features of the qualifications include:

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

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

- qualification guidance, suggested resources and sample assignments
- an ATHE centre support officer who guides you through the centre recognition process, learner registration and learner results submission
- health check visits to highlight any areas for development
- an allocated ATHE associate for advice on delivery, assessment and verification

ATHE RQF Qualifications at Level 6 in this Specification

This document provides key information on ATHE's suite of Level 6 qualifications in Healthcare Management, including the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook "Delivering ATHE Qualifications". Further guidance on curriculum planning and assessment is provided separately.

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 Certificate in Healthcare Management	600/3420/8
ATHE Level 6 Diploma in Healthcare Management	600/3406/3

Recognition Dates

These qualifications are recognised from 1st October 2011 which is their operational start date in centres.

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.

Entry Requirements

These qualifications are designed for learners who are typically aged 19 and above.

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. For learners with disabilities and 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 or two years study of Healthcare Management or related qualifications at a Higher Education Institution
- a level 5 qualification in Healthcare Management or related subjects for example an ATHE Level 5 Diploma in Management for Health and Social Care
- other equivalent international qualifications

Mature learners may present a more varied profile of achievement that is likely to include relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of relevant professional qualifications. This may be used for recognition of prior learning (RPL).

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

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

- 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

Learners may also have relevant work experience.

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners who undertake these qualifications have the necessary background knowledge, understanding and skills to undertake the learning and assessment at level 6.

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 Verifiers will take account of this information at the external verification of learner work. Further details on Reasonable Adjustments and Special Considerations are provided in the policy document, which can be found on our website. Please contact ATHE if you are uncertain about adjustments for certain learners.

Introduction to ATHE's Level 6 Qualifications in Healthcare Management

Our new qualifications in Healthcare Management at Level 6 have been developed to conform to the requirements of the RQF, to meet the requirements of the sector and to respond to the needs of our centres.

These qualifications provide generic management skills for those planning to or working in the healthcare sector with the addition of units that are specifically targeted at those working in the public sector. The qualifications deliver the skills and knowledge that meet the needs of managers on a domestic and international platform.

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

Our suite of qualifications is designed to provide:

- opportunities for learners to develop a range of knowledge and skills, personal qualities and attitudes essential for successful performance in working life

Certificate

Our Certificate allows learners to develop their skills further in the healthcare sector to enable progression in their career and further study.

Diploma

Our Diploma allows learners to develop all the key skills they need to work as a senior manager in the healthcare sector with a number of mandatory units together with a choice of options.

Recognition

These qualifications have been developed with the support of the sector skills council, the Council for Administration. The Healthcare Management titles also have the support of Skills for Health.

National Occupational Standards

The ATHE Level 6 qualifications in Healthcare Management provide much of the underpinning knowledge and understanding for the National Occupational Standards in Management and Leadership.

Support for ATHE Qualifications

ATHE provides a wide range of support. This includes:

- materials on our website to support assessment and teaching and learning
- training events to support the delivery of the qualifications and assessment

- the services of a team of experienced advisors and external verifiers
- support for business development

Progression

On successful completion of a Level 6 qualification in Healthcare Management there are a number of progression opportunities.

Learners may progress to:

- larger qualifications at the same level e.g. from an award to a certificate or to the Diploma in Strategic Management or the Diploma in Healthcare Management
- an MBA programme and 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 verifiers on their visits to centres.

ATHE Definition of Guided Learning Hours (GLH), Total Qualification Time (TQT) and Credit

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a Learner would typically complete to demonstrate achievement of the learning outcomes of a qualification.

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.

Guided Learning Hours (GLH)

The term Guided Learning Hours (GLH) is 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.

GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners. GLH are made up of activities completed by the learner under direct instruction or supervision of a tutor/teacher, lecturer, supervisor, trainer etc. whether through actual attendance or via electronic means, the activity must be in real time.

Some examples of activities that can contribute to Guided Learning Hours include:

- Supervised induction sessions
- Learner feedback with a teacher in real time
- Supervised independent learning
- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment that take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is a guide to the amount of time a learner would take, on average, to complete the different activities to demonstrate achievement of the learning outcomes of a whole qualification.

TQT includes all the activities described under guided learning hours (GLH) plus all the additional learning.

Additional learning will take place away from the classroom and this will not be under direct supervision of a tutor/teacher, lecturer, supervisor, trainer etc. The activities will vary depending on the qualifications, their level and the nature of the learning.

Some examples of activities that can contribute to Total Qualification Time, include:

- Preparation for classes
- Independent and unsupervised research/learning
- Unsupervised work on assignments
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e- assessment
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- Any other form of learning, education or training, not under the direct supervision of a tutor/teacher, lecturer, supervisor, trainer.

Credit

The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit at the specified standard.

Each credit represents 10 hours of learning time and equates to 10 hours of total qualification time. Therefore, one 15 credit unit represents 150 hours of total qualification time. Learning time is a notional measure which indicates the amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

Learning time includes all the activities described under guided learning hours and additional learning. The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

The level is an indication of relative demand, complexity and depth of achievement and autonomy.

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 the unendorsed qualifications and the pathway specific qualifications are given below.

Qualification Structures for ATHE Level 6 Qualifications in Healthcare Management

ATHE Level 6 Certificate in Healthcare Management

The ATHE Level 6 Certificate in Healthcare Management is a 25-credit qualification

Rules of combination

Learners must complete the one mandatory unit and one additional unit to achieve a minimum of 25 credits.

The Total Qualification Time is 250 Hours

The Total Guided Learning Hours is 100

The Total Credit value is 25

Unit Codes	Unit Title	Level	Credit	GLH
Mandatory Unit				
K/503/5358	International Healthcare Policy	6	15	60
Optional Units <i>Learners must choose one of the units below</i>				
F/503/5351	Managing Quality and Service Delivery	6	10	40
H/503/5200	Leadership and Management	6	15	60
F/503/5219	Managing Finance in the Public Sector	6	10	40
D/503/5213	Managing Stakeholder Engagement	6	10	40
K/503/5120	Leading Organisational Equality and Diversity	6	10	40

ATHE Level 6 Diploma in Healthcare Management

The ATHE Diploma in Healthcare Management is a 120-credit qualification.

Rules of combination

Learners must complete the six mandatory units totalling 70 credits. They must complete either Managing Finance in the Public Sector or Financial Decision Making for Managers.

A further four or five units totalling a minimum of 50 credits from the list of optional units must be completed to achieve a minimum of 120 credits for the Diploma. 7.

The Total Qualification Time is 1200 Hours

The Total Guided Learning Hours is 485

The Total Credit value is 120

Unit Codes	Unit Title	Level	Credit	GLH
Mandatory units				
K/503/5358	International Healthcare Policy	6	15	60
F/503/5351	Managing Quality and Service Delivery	6	10	40
H/503/5200	Leadership and Management	6	15	60
T/503/5119	Research Project	6	10	40
A/503/5350	Personal Leadership and Management Development	6	10	40
<i>Choose one from the following:</i>				
F/503/5219	Managing Finance in the Public Sector	6	10	40
A/503/5218	Financial Decision Making for Managers	6	10	40
Optional units <i>Learners must complete a further 4 or 5 units from the list below to achieve a minimum of 120 credits for the Diploma.</i>				
L/503/5093	Human Resource Management	6	15	60
J/503/5111	Project Management	6	15	60
Y/503/5226	Programme Leadership	7	10	40
H/503/5097	Risk Management	6	10	40
F/503/5348	Manage Sustainability in an Organisation	5	15	60
H/602/2330	Strategic Planning	7	15	45
D/503/5213	Managing Stakeholder Engagement	6	10	40
K/503/5120	Leading Organisational Equality and Diversity	6	10	40

Guidance on Assessment and Grading

Assessment

For all ATHE qualifications assessment is completed through the submission of internally assessed student work. To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes at the standards set by the assessment criteria for that unit. There is no external assessment (i.e. exams) attached to any unit; nor is there any dissertation requirement. However, learners taking the Level 6 Diploma in Healthcare Management will be required to complete a research project.

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

An assignment can relate to a single unit or an integrated assignment, incorporating more than one unit, can be used provided the content of the assignment is clearly mapped to show which assessment criteria from which units are being covered.

Methods of Assessment

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

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

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

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

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

- devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet
- that the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate, synthesise
- that the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The RQF level descriptors will be helpful to you in determining the level of content of the assessment).
- students are well-briefed on the requirements of the unit and what they have to do to meet them
- assessors are well trained and familiar with the content of the unit/s they are assessing
- there is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification
- assessment decisions are clearly explained and justified through the provision of feedback to the learner
- that work submitted can be authenticated as the learner's own work and that there is clear guidance on the centre's Malpractice Policy
- that there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed

- sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification

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

The ATHE grading system where a qualification result can be either Pass 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 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 achieves a Pass for all the required units in the rules of combination > learner achieves a Pass for the qualification
- Learner does not achieve a Pass for all the required units in the rules of combination > learner achieves a Fail for the qualification but may receive unit credit certification for those units achieving a Pass.

Qualification Grading Structure

Determining the Overall Qualification Grade

Each unit is graded pass or fail. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. Each unit is equally weighted.

To achieve a Pass grade for the qualification the learner must achieve a Pass for all the required units in the rules of combination.

Quality Assurance of Centres

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

ATHE's quality assurance processes will include:

- centre approval for those centres who are not already recognised to deliver ATHE qualifications
- approval to offer ATHE RQF qualifications and units in Healthcare Management at Levels 6 and 7

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

Centres will be required to undertake training and standardisation activities as agreed with ATHE.

Details of ATHE's quality assurance processes are provided in the ATHE Guide: "Delivering ATHE Qualifications" which is available on our website.

Malpractice

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

Centres should refer to the ATHE Malpractice Policy on the ATHE website.

Guidance for Teaching and Learning

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

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

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

Top Tips for Delivery

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

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

Resources

ATHE has provided a list of suggested resources for each unit. Please refer to the support materials for each unit on our website.

Unit Specifications

Unit Format

Each unit in ATHE's suite of level 6 qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title

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

Unit Aims

The unit aims section summarises the content of the unit.

Unit Code

Each unit is assigned a 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 is 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.

Total Qualification Time (TQT)

TQT represents the total time required for a learner to complete a qualification.

Learning Outcomes

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

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 6 you would see words such as analyse, evaluate and synthesise.

Unit Indicative Content

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

6.13 International Healthcare Policy	
Aims	To explore the international context for healthcare policy and organisation of healthcare. To understand contemporary issues and promotion of public health. Learners should understand the political, social and cultural issues that help to determine healthcare policy and be able to critically assess the policies and practice in one specific context.
Unit Level	6
Unit Code	K/503/5358
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will need to produce a broad ranging but also a detailed assignment. There are a range of high level command verbs in the assessment criteria and learners must ensure they follow the direction given by these verbs. The completed assignment must include an in-depth study of one healthcare context with a national focus. The learner work must also demonstrate understanding of healthcare in international contexts. Exemplar material should be used throughout this assignment to illustrate the points which are made.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand healthcare policy formation in an international context	1.1 Analyse approaches to healthcare policy formation in international contexts 1.2 Critically assess the influence of funding on policy formation in a national context 1.3 Critically evaluate healthcare policy in one national context
2. Understand the social and cultural context of healthcare	2.1 Assess the impact of culture on healthcare 2.2 Assess the impact of society on healthcare 2.3 Analyse attitudes to healthcare 2.4 Evaluate the cultural and social impacts on and attitudes towards healthcare in one national context
3. Understand healthcare provisioning	3.1 Describe how healthcare policy is translated into practice in international contexts 3.2 Analyse the organisations involved in healthcare on a national and international level 3.3 Explain the structure of healthcare delivery in a chosen national context 3.4 Analyse practical barriers to provision of healthcare in a national context
4. Understand the role of public health and health promotion in the provision of healthcare services	4.1 Assess national and international socio-political issues in the promotion of public health 4.2 Analyse the impact of international campaigns and national policies on the demand for healthcare 4.3 Evaluate the role of health promotion in determining healthcare service demand in a national setting
5. Understand contemporary issues in health and social care	5.1 Identify contemporary issues in health and social care 5.2 Evaluate the impact of issues on national and international policy 5.3 Evaluate practical responses to contemporary issues in the national and international context

Indicative Content

1. Understand healthcare policy formation in an international context

Approaches

- National health services, private health services, local/national organisation, national priorities

Funding models

- Public funding, private funding, charity funding and mixed funding, non-governmental organisations

Policies

- Policies in different specific national contexts; study of approach and policy in one national context

2. Understand the social and cultural context of healthcare

Impacts

- Cultural and religious beliefs, education, class structure, cultural and social priorities in healthcare

Attitudes

- Concept of what health is, concept of what illness is, importance of health, attitudes to health and medical professionals

National context

- Contrast cultural and social priorities with national and policy priorities

3. Understand healthcare provisioning

Practice

- Organisation of healthcare e.g. hospitals, GPs and other services; national, local, regional; public, private or mixture

Organisations

- National health organisations (e.g. NHS in UK); international health organisations (e.g. World Health Organisation); national and international private providers; pharmaceutical companies, their role and practices; charities promoting and practicing health; the aims, administration and funding of organisations

Structure

- How health care is organised and delivered in a national context; practical barriers – e.g. accessibility in terms of social and transport issues; funding issues e.g. cost of treatment, private health insurance cost; safety issues, for example, in war, conflict or natural disaster areas

4. Understand the role of public health and health promotion in the provision of healthcare services

Socio-political issues

- Attitudes to pharmaceutical companies, new drugs and testing of drugs; political agenda in public health

Campaigns and policy

- How public health is promoted, priorities in public health promotion, link between priorities and politics

Health care promotion

- Concept of public health and health promotion, development of health and healthcare services, development of different attitudes to health and demand for healthcare

5. Understand contemporary issues in healthcare

Contemporary issues

- Identifying contemporary issues in international and chosen national context; analysing and explaining issues (e.g. issues such as AIDS, obesity) and relative importance in different societies

Impact on policy

- How national and international policy reflects contemporary issues; involvement of charities and World Health Organisation e.g. food/diet guidance from government in UK to combat obesity, smoking bans etc.

Practical responses

- Attitudes and practical responses to different issues e.g. supply of condoms to combat AIDS

6.6 Managing Quality and Service Delivery	
Aims	This unit aims to introduce the learner to the delivery of excellent customer service. The learner will also develop knowledge and understanding required for quality measurement and management of service delivery (for public service or healthcare management programmes the unit can be delivered in context).
Unit Level	6
Unit code	F/503/5351
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners can approach this unit theoretically across the sectors or in the specific content of public service or healthcare. Their work must be illustrated from the learner's own experience or research.
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to identify and meet stakeholder needs in service delivery	1.1 Identify stakeholder groups and their expectations for service delivery 1.2 Assess the impact of poor service quality for the organisation and stakeholders 1.3 Analyse how stakeholder needs are met
2. Understand how to manage quality of service delivery	2.1 Analyse the concepts of quality and quality standards in relation to service delivery 2.2 Evaluate approaches to quality management in service delivery 2.3 Explain how quality standards are set and monitored
3. Understand how to promote continuous improvement of service delivery	3.1 Analyse the concept of continuous improvement in service delivery 3.2 Evaluate the need for continuous improvement in service delivery 3.3 Explain how continuous improvement can be implemented

Indicative Content

1. Understand how to identify and meet stakeholder needs in service delivery

Identification of different stakeholder groups

- External customers, internal customers and other stakeholder groups including employees; perceptions, expectations and needs, how to be aware of them

Impact of poor service

- Organisation reputation; meeting organisational strategic aims; accountabilities e.g. public sector: stakeholders, government; private sector: shareholders, lenders; meeting standards; impact on stakeholders e.g. healthcare impacts of failure in delivering healthcare services; impact on bottom line

Meeting stakeholder needs

- Balancing needs of different stakeholder groups; delivering and measuring excellent service; setting service standards and Service Level Agreements; the importance of managing and monitoring service delivery; how to manage and record service delivery; customer driven management

2. Understand how to manage quality of service delivery

Quality and quality standards

- Defining quality; dimensions of quality for service delivery; quality systems, ISO9000/9001, other quality systems - e.g. IIP

Quality management

- Total quality management, implementing standards, excellence model, theories of quality – Deming, Juran, Crosby, quality strategies in service delivery, developing a quality led organisation, involving staff in quality management, roles in quality management

Setting and monitoring standards

- How standards are set, implementing ISO9000/90001, auditing quality, feedback mechanisms e.g. questionnaires, good practice in standard setting, methods for evaluating quality and service delivery

3. Understand how to promote continuous improvement of service delivery

Concept of continuous improvement

- Concept of continuous improvement; history in manufacturing and application to service delivery; theories and techniques (e.g. Kaizen, total quality management, lean management, Deming cycle, benchmarking, Pareto analysis, force field analysis etc)

Need for continuous improvement

- To meet stakeholder needs, perceptions, expectations; investment in staff and resources; value for money; best practice

Implementation

- Encouraging staff involvement and rewarding it; competence standards; implementing change in organisation; managing and monitoring continuous improvement; performance management

6.14 Leadership and Management	
Aims	The aim of this unit is to enable the learner to understand theories of leadership and management and how to use leadership and management skills to improve motivation and performance. The learner will also understand the development and effectiveness of teams.
Unit Level	6
Unit code	H/503/5200
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit the learner will need to demonstrate a full understanding of the concepts of leadership and management and the difference between them. Learners will need to evaluate the role and usefulness of teams within organisations. The work must be illustrated with exemplar material from research and from the learner's practical experience in employment, as a learner and from working in teams.
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand theories of leadership and management	1.1 Analyse concepts of leadership and management 1.2 Evaluate key management and leadership theories 1.3 Assess the challenges of leadership and management practice
2. Understand how to improve motivation and performance through the application of relevant leadership skills	2.1 Analyse key motivational theories and how they influence organisational success 2.2 Evaluate the role of leadership and management in employee motivation 2.3 Analyse the contribution of performance management techniques as organisational processes
3. Understand the development and effectiveness of teams	3.1 Analyse the development of teams 3.2 Analyse roles and models of team leadership 3.3 Evaluate the role and usefulness of teams within the organisation

Indicative Content

1. Understand theories of leadership and management

Concepts of leadership and management

- Difficulties of defining leadership; classification of leadership (e.g. dimensions, processes, personality); leadership as a process; power and influence; the importance of common goals; leaders and followers/ leadership of groups; leadership skills

Leadership and management theories

- Trait theories, process theories, functional leadership, leadership/management styles, situational theories, contingency theory, path-goal theory, transformational leadership, psychodynamic theory

Theory and practice

- Practical challenges of leadership and management, synthesis of theory and practice, gender, culture and leadership, leadership and management ethics, decision making

2. Understand how to improve motivation and performance through the application of relevant leadership skills

Motivational theory

- Taylorism, Mayo, Maslow, Herzberg, Broad theories (e.g. temporal motivation theory), cognitive theory, power, behavioural theories; social constructivism

Leadership and motivation

- How leaders motivate - practical aspects of motivation

Performance management

- Goal setting, reward, performance measurement, job design and characteristics, employee needs

3. Understand the development and effectiveness of teams

Development of teams

- Group dynamics, teams versus groups, motivation of teams, role within teams

Team leadership

- Roles and models of team leadership, effective team leadership, managing conflict

Teams in the organisation

- Value of teams, how teams work and how teams do not work, communications, collaboration and team decision making, creativity of teams, measuring team success

6.12 Managing Finance in the Public Sector	
Aims	To provide the skills and techniques to analyse and control finance in a public sector environment. To explain accountability for public sector finance.
Unit Level	6
Unit code	F/503/5219
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Where possible real case studies and financial information should be used.
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand accountability in the context of public sector finance	1.1 Analyse the different organisations in the public sector 1.2 Assess the accountability of public sector managers in relation to finance 1.3 Analyse financial information reported for different public sector organisations
2. Understand how to use financial information for decision-making and control	2.1 Analyse the financial information available and evaluate its use for decision-making and control 2.2 Assess areas to be monitored and demonstrate how this can be achieved 2.3 Analyse different types of financial decisions to be made and demonstrate techniques to support decision making
3. Understand how to manage a public sector tender process	3.1 Determine process by which projects are put out to tender 3.2 Analyse how public sector tenders are evaluated and suitable suppliers selected

Indicative Content

1. Understand accountability in the context of public sector finance

The Public Sector

- Understand what the public sector is and difference from private sector; different public sector organisations and their structure in the UK, including local councils, Police Authorities, QUANGOS, Government agencies, NHS Trusts; international examples

Accountability

- Need for accountability – stakeholders including electorate, users and effective use of taxes paid; how accountability is achieved – audit, financial reporting, legislation, policies, procedures, equality issues; role of the electorate in accountability; value for money and measures/indicators used to assess effective use of finance

Information reported

- Sources of public sector income e.g. taxes, grants; reported financial and non-financial performance indicators; published reports for different organisations; other external reports – e.g. Care Quality Commission, Audit Commission, reports from Houses of Parliament

2. Understand how to use financial information for decision-making and control

Management accounting information

- Setting of budgets, costing and budgeting information, management accounts, information on proposed expenditure, capital projects including PFI, problems of annual financial cycle

Monitoring

- The budgetary process, monitoring variance from budget, monitoring expenditure (capital and revenue), monitoring the different revenue collection streams, review by politicians – local and national

Financial decision making

- Role of Central Government and funding, information available and required for decision making; indicators to meet organisational aims or given targets; non-financial factors in public sector decision making; capital projects and investment appraisal techniques (use to evaluate large items of expenditure); ratio analysis, cost benefit analysis

3. Understand how to manage a public sector tender process

Tender process

- Political issues; parameters for putting projects out to tender including government and international/EU requirements; using previously approved suppliers, process for approval of suppliers; process for putting projects out to tender and where to find them; importance of fair process including equality issues; case studies e.g. Thames link railway contract

Evaluation of tenders

- Setting 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. MoD contracts

6.8 Financial Decision Making for Managers	
Aims	The aim of this unit is to develop the skills required for analysing financial information and making business decisions based on published financial information. Where appropriate, information about business structures and format of published financial statements can be taught in either a national or international context.
Unit Level	6
Unit code	A/503/5218
Guided Learning Hours	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit the learner will need to demonstrate an understanding of the importance of finance in business decision making. The learner will need access to the financial information of actual organisations and will develop skills in analysing and interpreting the data.
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to analyse published financial statements for business decision-making purposes	1.1 Analyse different ownership structures and how they measure financial performance 1.2 Analyse published financial statements for decision making purposes 1.3 Calculate financial ratios from published accounts that can be used to support business decision-making
2. Be able to analyse sources of finance available for long and short term business needs	2.1 Differentiate between long and short-term business finance needs 2.2 Evaluate the sources of finance available to businesses 2.3 Assess the implications of different sources of finance for the organisation 2.4 Make recommendations for sourcing finance for business projects
3. Be able to analyse financial information for business decision making	3.1 Analyse budgets and cash flow for decision making purposes 3.2 Assess capital expenditure or investment projects using investment appraisal techniques 3.3 Make recommendations for managing business finance and expenditure

Indicative Content

1. Be able to analyse published financial statements for business decision-making purposes

Ownership structures

- Sole traders, partnerships, limited companies, public limited companies (plcs), public sector organisations; other less-used forms: charities, limited by guarantee, co-operatives; international business structures; implications for finance (share structures, availability of finance); control issues

Financial statements

- Structure of statements for each type of organisation; differences between organisations; reporting requirements (UK and/or international law and standards); structure, format and requirements of published accounts; role of auditors; published versus internal financial information; main published financial statements: statement of financial position, statement of financial performance (income statement), statement of cash flows; interpretation: comparisons between years and between companies, industry comparisons

Ratios

- Different ratios: profitability, liquidity, efficiency, capital, investor; using ratios: calculation and interpretation; industry benchmarking; limitations of ratio analysis

2. Be able to analyse sources of finance available for long and short term business needs

Business finance needs

- Long term – non-current assets; short-term – working capital; importance of working capital for business continuity

Sources of finance

- Range of sources, external and internal sources, long-term and short-term role of stock markets, advantages and disadvantages of each source

Implications

- Costs of finance, effect on financial statements – substance over form, risk

Recommendations

- Matching source of finance to project (long or short term, external or internal, asset backed finance etc.), making and supporting recommendations

3. Be able to analyse financial information for business decision making

Budgets and cash flow

- Cash flow forecasts, budgetary control systems and budget formation, managing cash flow

Investment appraisal techniques

- Net present value, discounted cash flows, internal rate of return, payback, accounting rate of return

Recommendations

- Analysing results, non-financial considerations, decision making, supporting recommendations

6.9 Research Project	
Aims	This unit aims to develop the skills required to produce a research question and carry out independent research using appropriate research techniques. The unit also aims to enable the learner to analyse research findings, evaluate research methodology used and present findings.
Unit Level	6
Unit code	T/503/5119
Guided Learning Hours	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit learners must carry out a comprehensive piece of research on a chosen area. Learners will need to carefully select a topic for research and may require guidance from the tutor to ensure that it is appropriate and it will provide sufficient evidence to meet the Learning Outcomes and the standards required.
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to recognise valid areas for research and develop research questions	1.1 Determine and validate appropriate areas for research 1.2 Determine a suitable research approach 1.3 Develop suitable research questions/ hypotheses for selected area of research
2. Be able to carry out research relevant to research questions	2.1 Develop a detailed research proposal for chosen area of research and agree with supervisor/manager 2.2 Apply relevant research methods for area and type of research 2.3 Analyse ethical issues relating to research 2.4 Analyse research findings and generate valid conclusions
3. Be able to evaluate research and present results and conclusions	3.1 Evaluate research methods, techniques and findings and comment on validity of research 3.2 Present results and conclusions in a suitable format for audience

Indicative Content

1. Be able to recognise valid areas for research and develop research questions

Areas for research

- First thoughts list, determining focus, agreeing/negotiating topic with research supervisor/manager

Approaches

- Surveys and sampling, case studies, ethnography, experiment, phenomenology, grounded theory, action research, using a mixture of approaches

Question/hypothesis

- Objectives or hypothesis? The five W's (What? Why? Who? Where? When?), developing the research question

2. Be able to carry out research relevant to research questions

Research proposal

- Format of proposal: objectives/hypothesis, approach, methods and techniques; gaining agreement: justifying the question and research methods

Research methods

- Questionnaires, interviews, focus groups, observations, documentary evidence, use and suitability of each method

Ethical issues

- Why ethics are important, managing ethical issues, taking account of ethical issues in research

Analysis

- Aims of analysis; quantitative data techniques: calculating (mean, median, mode), using graphs and charts, validation of data; qualitative techniques: approaches to analysis (narrative, discourse analysis, content analysis); recording sources and findings; advantages and disadvantages of each method

3. Be able to evaluate research and present results and conclusions

Evaluation

- Evaluation against research question, using feedback

Presenting research

- Writing up research; formats for presentation – e.g. written reports, oral presentation; referencing systems and bibliography; considering audiences

6.7 Personal Leadership and Management Development	
Aims	This unit aims to enable the learner to develop own personal leadership and management skills to support the achievement of own and organisational objectives.
Unit Level	6
Unit Code	A/503/5350
Guided Learning Hours	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. To achieve the standards for this unit, learners will be required to identify their own skills development needs for leadership and management based on real evidence. Learners must actually apply the plan which is produced so they may need an extended time to carry out this assignment.
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to analyse personal leadership and management skills to support achievement of organisational objectives	1.1 Analyse the impact of organisational objectives, values and culture on the leadership and management role 1.2 Evaluate the leadership and management skills required to support achievement of organisational objectives 1.3 Assess personal leadership and management skills and identify personal development required to support achievement of organisational objectives
2. Be able to manage development of personal leadership and management skills to support achievement of organisational objectives	2.1 Assess opportunities for development of leadership and management skills 2.2 Construct a personal development plan to develop leadership and management skills 2.3 Manage personal development of leadership and management skills
3. Be able to evaluate the effectiveness of personal development plans to develop management and leadership skills	3.1 Review personal development plan against original objectives 3.2 Evaluate the effectiveness of personal development of leadership and management skills 3.3 Analyse areas for further development and update personal development plan

Indicative Content

1. Be able to analyse personal leadership and management skills to support achievement of organisational objectives

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; impact of organisational type, purpose, values and culture on leadership and management roles; wider environment requirements affecting organisation

Leadership and management skills

- Leadership and management characteristics; skills, competence and knowledge required; behaviours and attitudes associated with effective leadership

Personal skills

- Skills audit, role of appraisals/PDR, use of feedback

2. Be able to manage development of personal leadership and management skills to support achievement of organisational objectives

Development opportunities

- Coaching, mentoring, networking, professional bodies and professional recognition, formal training, education opportunities, formal qualifications; reflective learning models and techniques (e.g. deep and surface learning, ACT, learning transfer, double loop learning, Activity Theory); feedback – obtaining, evaluating and using feedback

Personal development plans

- Contents of plans – activities, timescales, aims and objectives, writing objectives

Personal development

- Continual review and reflection, learning from activities, using feedback on activities, recording achievement, sharing with others

3. Be able to evaluate the effectiveness of personal development plans to develop management and leadership skills

Review

- Review of original objectives; review of achievement against original objectives, competences and results; importance of review; identifying objectives not yet achieved

Evaluation

- Measuring and evaluating effectiveness, benchmarking with others, identifying activities that were not effective, areas needing further development

Further development

- Further development needs and opportunities, building on success, updating plans, importance of continuous development and reflection

6.1 Human Resource Management	
Aims	To develop skills and knowledge in the field of human resource management strategy. To look at contemporary issues which affect human resource strategy within organisations.
Unit Level	6
Unit code	L/503/5093
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will approach this unit from a theoretical perspective but examples from organisations will be required to illustrate the work. This is particularly the case for LO3 where the learner will need to relate their work to a particular organisation.
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role and importance of human resource management in achieving organisational effectiveness	1.1 Define strategic human resource management 1.2 Explain the importance of human resource management in organisations 1.3 Analyse the framework of strategic human resource management
2. Understand the formulation and implementation of human resource strategies	2.1 Analyse the strategic human resource process 2.2 Assess the roles in strategic human resource management 2.3 Analyse the development and implementation of human resource strategies
3. Be able to assess a range of HR strategies that may be implemented within an organisation	3.1 Identify a range of HR strategies for an organisation 3.2 Assess HR strategies and their application in an organisation
4. Understand contemporary issues affecting strategic human resource management	4.1 Identify contemporary issues affecting strategic human resource management 4.2 Analyse contemporary issues affecting strategic human resource management

Indicative Content

1. Understand the role and importance of human resource management in achieving organisational effectiveness

Definitions

- Definitions and models of strategic HR management (e.g. contingency model, best practice model, Harvard Framework, Ulrich's model, control based, resources based etc.), fundamentals and characteristics of strategic HR management, types of strategies (e.g. personnel, generalist, outsourced, centres of excellence etc.), approaches to strategy, criteria for successful strategy

Importance

- Legal requirements, contribution to the organisation, fit with corporate strategy, human capital management, improving organisational performance through strategic HR management, alignment of HR and corporate strategy

Framework (e.g. Harvard model)

- Stakeholder interests (shareholders, managers, employees, employee organisations and Government), situational factors (characteristics of workforce, business strategy, organisational culture, labour market and social context)
- HR policy choices (employee influence, work systems and reward systems)

2. Understand the formulation and implementation of human resource strategies

Process

- Setting strategic direction, Long term v short term, organisational design
- Audits, designing the management system, planning total workforce/demand forecasting, Generating required human resource, developing people and performance/reward management systems, assessing organisational, competence, performance/development strategies

Roles

- Role of top management/Board of Directors, stakeholders, Strategic HR role of front-line management, HR Function, HR specialists/consultants

Development and implementation

- Conducting a strategic review, setting out the strategic HR plan, Implementing HR strategies

3. Be able to assess a range of HR strategies that may be implemented within an organisation

Range of strategies

- Strategies for improving organisational performance (organisational, development, transformation, culture management, knowledge management, developing trust and reward); talent management, succession planning

Resourcing strategies (HR planning, flexibility, retention and talent management etc.)

Learning and development strategies (learning culture, learning, organisation, organisational learning strategies, individual learning), performance management (definition and purpose, scope, process and approaches)

Reward strategy (purpose, characteristics, structure, developing the strategy, effective strategies, impact on management)

Employee relations strategy (issues, background, HR approach, policies, partnership agreements, employee voice strategies)

Application

- How strategies apply in different organisations, measuring success of strategies and how they fit with organisational strategy, culture and mission

4. Understand contemporary issues affecting strategic human resource management

Contemporary issues should be identified and analysed to assess their impact on human resource management. Content here may change as issues change and can be contextualised to student's own country, organisation, environment

Topics below are given as examples

Internationalism and challenges for strategic HR management, diversity management and equal opportunities, downsizing and its strategic implications, legal, globalisation, culture/equality and diversity, work life balance, communication/IT

6.2 Project Management	
Unit aims	To understand the process of identifying appropriate and feasible projects, and to be able to initiate and start a project. To be able to manage, monitor and control a project, including assessing, managing and controlling project risks and issues, project and team management and change management. To be able to evaluate the success or failure of a project.
Unit level	6
Unit code	J/503/5111
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	<p>To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Where centres choose to create their own assignment this must be sent to ATHE for approval in accordance with our standard practice.</p> <p>Learners should plan and manage a real business project where possible. Where they do not have access to an appropriate business environment, they may use a project in an alternative environment, for example a building project on their home or a voluntary project with a local community group. Learners may also use a relevant case study. Learners may require guidance on selecting a project which can be carried out within the timetabled time available for completing the unit.</p>
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to analyse business objectives to identify feasible projects	1.1 Identify projects required from an appraisal of established business objectives 1.2 Produce project sub-divisions and high-level estimates of time, resources and costs 1.3 Evaluate a project methodology suitable for the specific project 1.4 Assess the feasibility of a proposed project
2. Be able to design systems and plans for initiating managing and controlling projects	2.1 Devise a structure for the management and administration of the project 2.2 Define the roles and responsibilities of the project manager 2.3 Prepare a detailed project plan
3. Be able to organise and manage a project	3.1 Assess alternative project team structures 3.2 Demonstrate the interpersonal skills required for effective project management 3.3 Design quality management processes to be used in a project 3.4 Design procedures for managing project change proposals
4. Be able to monitor and control the progress of projects	4.1 Identify issues and risks that may impede a project 4.2 Design systems for monitoring and appraising the status of a project 4.3 Design control systems to detect and manage issues arising in the course of projects
5. Be able to review, evaluate and closeout a project	5.1 Identify issues and risks likely to be encountered in the final stages of a project. 5.2 Assess the necessary project tasks to be

Indicative Content

1. Be able to analyse business objectives to identify feasible projects

Project initiation

- Analysing business needs, reviewing operations and procedures, alternative project cost-benefit analyses, project sub-division: work breakdown, identifying time scales, identifying resources, project budgeting, reporting and accountability

Outline project methodology

- Review of project and decide between appropriate models for project management e.g. traditional approach, PRINCE2, critical change approach or event change approach

Feasibility

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

2. Be able to design systems and plans for initiating managing and controlling projects

Evaluate project management framework

- Traditional approach, critical change approach, event change approach or proprietary/formalised approaches e.g. PRINCE

Managing conflicts

- Role of Project Manager: managing team and stakeholders, setting schedule, budget and timing, developing the project plan, managing project risks, interfaces with other projects

Project plan

- Value proposition, sponsorship, accountability, deliverables, responsibilities, resource allocations, timeline, milestones, critical path

3. Be able to organise and manage a project

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

Quality

- Status and plan documentation and regular monitoring meetings, defining responsibilities and accountability, communications, traceability and audit trails, formalized frameworks and stages

Interpersonal skills

- Leadership, e.g. motivating others, delegation, and decision-making. Networking, e.g. network building, and communication skills, teamwork, e.g. collaboration, mentoring

4. Be able 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

Project monitoring

- Status and plan documentation and regular monitoring meetings, defining responsibilities and accountability, communications, traceability, formalized frameworks and stages

Project conflict resolution

- Role of Project Manager and Sponsor, constructive vs. destructive conflicts, compromise, skill complementarities, goal congruence

5. Be able to review, evaluate and closeout a project

Project closeout risks

- Lack of ownership, communication failures, 'meaningless' plan without buy-in, no accountability, lack of employee empowerment

Project closeout

- Formal evaluation of project and team performance, 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

7.6 Programme Leadership	
Aims	To develop the skills to be able to plan and lead a programme of related projects and critically evaluate the programme.
Unit Level	7
Unit code	Y/503/5226
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit learners should lead a programme of related projects in an organisation. The work may be undertaken through the learners' employment or through voluntary work.
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to plan and agree a programme of related projects that support the strategic plans of an organisation	1.1 Analyse business strategy to identify programme objectives and benefits 1.2 Negotiate with identified stakeholders to establish a range of projects to deliver programme benefits 1.3 Plan and agree programme with programme management group 1.4 Plan and agree projects and activities with project managers
2. Be able to lead a programme of related projects	2.1 Lead the co-ordination of projects within a programme 2.2 Manage programme resources to achieve project and programme objectives 2.3 Review and monitor projects and address any issues that arise 2.4 Report programme progress and results to stakeholders 2.5 Close down projects and programme
3. Be able to evaluate a programme of related projects	3.1 Assess the success of projects with project managers 3.2 Review the success of the programme in delivering benefits and meeting objectives 3.3 Analyse areas for future improvement in programme management and leadership

Indicative Content

1. Be able to plan and agree a programme of related projects that support the strategic plans of an organisation

Identifying programmes

- Definitions of projects and programmes and differences between them, the importance of analysing strategy, vision, goals of organisation, how projects and programmes help deliver business strategy/ growth, identifying suitable programmes

Programme objectives

- Benefits of programmes

Establishing the programme

- Role and responsibilities of the programme leader, negotiation skills, identifying stakeholders, defining projects from programme objectives

Planning and agreeing programme

- Scope of programme and individual projects, resources – budgets, human resources, physical resources, timescales, accountability and responsibilities for programme and projects, co-ordination of projects, roles of the management team, programme leader, project manager and stakeholders etc. constraints on programme, contingency plans, documentation of programme, projects

Project planning

- Project plans, activities within projects, briefing project managers, making managers accountable reporting structures, timescales

2. Be able to lead a programme of related projects

Co-ordination

- Leadership and management skills, communication structures and skills – with project teams, programme management team, stakeholders, monitoring programme progress and co-ordinating different elements, critical path analysis

Resources

- Resource management – people, finances, physical resources time, co-ordination of resources, managing resource constraints/limitations

Review and monitoring

- Designing monitoring systems, regular review, identifying issues, dealing with issues e.g. resources issues, timing issues etc. conflict resolution and re-negotiating goals/re-defining projects to ensure programme success

Stakeholder reporting

- Stakeholder involvement – timing, frequency, methods of involving stakeholders (e.g. face to face or written), maintaining dialogue with stakeholders, reporting to stakeholders – timing, frequency and format

3. Be able to evaluate a programme of related projects

Project evaluation

- Project evaluation techniques, appraisal and performance reviews, evaluating projects against objectives, evaluating projects against programme objectives, evaluation of programme management and control, identifying development areas for project managers, feedback from project team, managers and stakeholders and giving feedback to team, managers, stakeholders

Programme evaluation

- Evaluation against programme objectives, evaluation of own programme leadership skills – reflecting on own performance, obtaining, using feedback

Future improvements

- Analysing feedback for areas to improve, identifying training and development for project and programme teams, sharing knowledge, learning from project with organisation

6.4 Risk Management	
Aims	To raise business risk awareness and develop knowledge and understanding in the assessment, monitoring and control of business risks. To enable the learner to develop an appreciation of the implications of business risks.
Unit Level	6
Unit code	H/503/5097
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners 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.
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the risk management function in business	1.1 Examine the role of the risk management function in business 1.2 Assess the role of business function in the management of risk
2. Understand how business risk is assessed and managed	2.1 Analyse the risk assessment process 2.2 Evaluate approaches to managing risk 2.3 Examine the risk management process
3. Understand the effects of business risks and how they can be managed	3.1 Analyse the main drivers of business risk 3.2 Appraise the impact of different types of risk for a business organisation 3.3 Assess which business areas are high risk 3.4 Analyse risk management strategies
4. Understand approaches to crisis management and business continuity planning	4.1 Analyse the vulnerability of businesses to breaks in continuity 4.2 Critically evaluate approaches to crisis management and business continuity planning

Indicative Content

1. Understand the risk management function in business

Role of risk management

- Purpose of risk management – why risks need to be managed, identifying risks, review of activities and internal environment, setting objectives, risk assessment (impact and likelihood), risk response plans and control, monitoring

Functions that have a role in managing risk

- Strategic planning, marketing, compliance operations, legal and accounting, insurance, treasury/accounting, management and quality assurance, internal audit, health and safety, environmental

2. Understand how business risk is assessed and managed

Risk assessment

- Analysis, identification, description, estimation, control measures and evaluation, review

Risk management frameworks

- ERM programmes, COSO, ISO 3001, corporate governance/compliance, actuarial approaches, insurance, legal issues

Risk management process

- Risk assessment, risk reporting, decisions, risk treatment, residual risk reporting, monitoring – ongoing and formal audit, modification

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

Drivers

- Strategic risks (e.g. competition, changes in society or markets), financial risks (e.g. liquidity, foreign exchange, credit risk), operational risks (e.g. product failure), hazard risks (e.g. natural Disasters), information risks (e.g. computer hacking).

Operations: Identifying risks in business operations (as above)

High risk areas

- Data, systems integrity, reputation, financial theft

Risk management strategies

- Employment practices, fraud prevention measures, health and safety policy, protection of physical assets and business continuity, process and product management, benchmarking, disaster management

4. Understand approaches to crisis management and business continuity planning

Vulnerability

- Factors – size of business, operating environment, physical environment etc.

Impacts – loss of profits, loss of assets, inability to trade

Approaches

Business continuity planning, impact assessment, threat assessment, scenario definition, recovery solution design (including customer / stakeholder management), implementation and communication, testing

6.10 Leading Organisational Equality and Diversity	
Aims	The aim of this unit is to enable the learner to develop an understanding of the importance of managing equality and diversity within the organisation and to understand how to lead the approach to equality and diversity within an organisation.
Unit Level	6
Unit code	K/503/5120
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit the learner will need to demonstrate a full understanding of the importance of managing equality and diversity in organisations. The learners will need to apply their knowledge and understanding to specific organisations and this may be in the UK or in a selected country.
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of effectively managing equality and diversity	1.1 Analyse the legal requirements relating to equality within the organisation and in the organisations relationships with others 1.2 Evaluation the implications of guidance and codes of practice relating to equality and diversity in specific industry sectors 1.3 Analyse the implications of equality and diversity for the organisation 1.4 Analyse the needs and expectations of stakeholders in relation to an organisation's policy on equality and diversity
2. Understand the dynamics of leading and managing equality and diversity in an organisation	2.1 Determine how to gain commitment to equality and diversity within an organisation 2.2 Analyse policies and procedures that need to be in place to promote equality and diversity 2.3 Evaluate methods of communicating commitment, policies and procedures to relevant organisational stakeholders 2.4 Assess how to address equality and diversity issues 2.5 Analyse methods to review and monitor equality and diversity 2.6 Determine how to reach diverse stakeholder groups

Indicative Content

1. Understand the importance of effectively managing equality and diversity

Legislation

- Definitions – equality, equality of opportunity, diversity, equality of opportunity, different types of discrimination (direct, indirect etc.), equality legislation (UK, EU, the international picture), human rights legislation, coverage of, legislation – employees, customers, stakeholders, industry requirements e.g. public sector, conflicts e.g. between law and religious or cultural beliefs

Codes of practice and guidance

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

Benefits

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

Needs

- Needs and expectations of those inside the organisation and needs and expectations of those outside the organisation

Fairness and Justice

- Impact of prejudice and discrimination on groups and individuals

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

Commitment

- Creating a language and culture of commitment, how the behaviour, actions and words of those within the organisation support commitment to equality and diversity, the importance of showing respect and leading by example

Policies and procedures

- Policies and procedures for legal compliance, policies and procedures to meet organisational aims and commitment, writing equality and diversity policies and how to ensure procedures help to meet policy

Communication

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

Addressing equality and diversity issues

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

6.11 Managing Stakeholder Engagement	
Aims	The aim of the unit is to enable the learner to develop the knowledge and understanding required to engage with stakeholders and to learn how to manage stakeholders in projects and organisations.
Unit Level	6
Unit code	D/503/5213
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners must demonstrate an understanding of the critical role of stakeholders in projects and organisations. Learners will need to exemplify their work from research and from their own experience as a stakeholder in employment, as a learner and a consumer.
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to analyse key stakeholders	1.1 Analyse stakeholders and their needs and expectations for either an organisation or project 1.2 Evaluate and map stakeholder relationships 1.3 Assess the importance of stakeholder engagement
2. Understand how to build an effective stakeholder engagement strategy to implement policy	2.1 Analyse methods to engage stakeholders to validate the implementation of policies 2.2 Develop a communications strategy to effectively engage with stakeholders
3. Understand how to build and maintain stakeholder relationships	3.1 Explain how to build and maintain relationships with stakeholders 3.2 Analyse issues that may affect stakeholder relationships 3.3 Analyse potential conflict situations and possible resolution 3.4 Assess the importance of monitoring and reviewing stakeholder engagement
4. Understand how to engage with the stakeholder groups	4.1 Analyse methods to elicit stakeholder views on policy and other issues 4.2 Analyse how to gain stakeholder validation and agreement for policies and plans

Indicative Content

1. Be able to analyse key stakeholders

Analysis

- The concept of stakeholder and underpinning principles, determinants of key stakeholders for a project, process or organisation, range of stakeholders e.g. internal and external stakeholders; other organisations, individuals (depending on organisation - patients, service users, customers), groups (interest groups, user groups, pressure groups etc.), statutory requirements to involve specific stakeholders, industry guidance on stakeholder involvement, change ineffective, lack of support for service, products etc.

Mapping and evaluation

- Stakeholder maps, grids, matrices, RACI analysis – responsible, accountable, consulted and informed and stakeholder roles

Importance

- Reasons to involve stakeholders – statutory, guidance, support for change implications of not engaging effectively with stakeholders

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

Ways to engage

- Establishment of long-term stakeholder groups, establishment of specific 'action' groups, role of communications and marketing specialists, ensuring comprehensive representation, equality and diversity issues and reaching 'hard to reach' groups and individuals

Communications strategies

- Methods of communication with stakeholders – face to face (meetings, presentations, focus groups, interviews); telephone (interviews, using questionnaires); electronic (email, social networking, websites etc.); written (questionnaires, reports), managing communications – in-house (is contact with organisational representatives important?); outside specialists (is, independence/ neutrality important?) and identifying suitable communications methods for specific stakeholder groups

3. Understand how to build and maintain stakeholder relationships

Building relationships

- Valuing stakeholders and making stakeholders feel valued, appropriate methods and timings of contact, maintaining contact – methods and importance and managing stakeholder expectations

Monitoring and review

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

Issues

- Political and legal issues, economic and social issues, equality and diversity, resource issues, barriers to engagement – physical (location or spread of stakeholder group); non-physical (attitudes, disengagement, cultural, social)

Conflict

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

4. Understand how to engage with the stakeholder groups

Methods of engagement

- Determining outputs required from engagement – opinions, ideas and agreement etc.

Choosing suitable methods

- Methods and how to use them – meetings, presentations, focus groups, interviews, electronic methods, telephone methods, written methods, assigning responsibility and accountability, recording and analysing results, reporting and taking account of results

Agreement

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

7.10 Strategic Planning	
Aims	To develop the knowledge, understanding and skills necessary to develop an organisational strategic plan.
Unit Level	7
Unit code	H/602/2330
GLH	45
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. This unit cannot be approached from a theoretical perspective with information gathered solely from public sources. In order to achieve the Learning Outcomes for the unit, the learner work must be produced for a specific organisation. This must be an organisation the learner knows well and ideally it should be an SME. Learners will require guidance in selecting a suitable organisation.
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the external environment affecting an organisation	1.1 Explain the importance of external factors affecting an organisation 1.2 Analyse the needs and expectations of stakeholders of an organisation 1.3 Analyse the major changes taking place in the external environment that will affect strategy
2. Be able to review existing business plans and strategies of an organisation	2.1 Use appropriate tools to analyse the effects of current business plans 2.2 Review the position of an organisation in its current market 2.3 Evaluate the competitive strengths and weaknesses of an organisation's current business strategies
3. Be able to develop options for strategic planning for an organisation	3.1 Use modelling tools to develop strategic options for an organisation 3.2 Develop a comparative understanding of activity from organisations in the market 3.3 Create options to form the basis of future organisational strategy
4. Be able to construct a strategy plan for an organisation	4.1 Propose a suitable structure for a strategy plan that ensures appropriate participation from all stakeholders of an organisation 4.2 Develop criteria for reviewing potential options for a strategy plan 4.3 Construct an agreed strategy plan that includes resource implications
5. Be able to examine factors affecting an organisational strategy plan	5.1 Compare core organisational values (ethical, cultural, environmental, social and business) with the current business objectives of an organisation 5.2 Develop appropriate vision and mission statements for an organisation 5.3 Produce agreed future management objectives for an organisation 5.4 Develop measures for evaluating a strategy plan
6. Be able to plan for the implementation of a strategy plan	6.1 Develop a schedule for implementing a strategy plan in an organisation 6.2 Create appropriate dissemination processes to gain

Indicative Content

1. Understand the external environment affecting an organisation

External factors

- Stakeholders, competitive environment, PESTLE

Stakeholder expectations

- Customer expectations, supply chain relationship, market and investor expectations

Changes

- Socio-political and legal changes, technological change and development, product development; analysis tools: TESTLE, SWOT; customer analysis, competitor analysis

2. Be able to review existing business plans and strategies of an organisation

Tools

- Value Chain analysis, SWOT analysis, Five Forces

Market position

- Market share analysis, life cycle analysis, Boston (BCG) Matrix

Competitiveness

- SWOT analysis, resource analysis, competitive analysis, skills and competencies audit, benchmarking

3. Be able to develop options for strategic planning for an organisation

Modelling tools

- Mintzberg, Ansoff, gap analysis, competitiveness strategies

Competitiveness analysis

- Benchmarking, portfolio analysis, market segmentation

Strategic options

- Corporate expansion, mergers and acquisitions, niche marketing, diversification, control of distribution channels, efficiency in production, technological leadership, market share

4. Be able to construct a strategy plan for an organisation

Structure

- Mission statement /corporate vision, corporate values and principles, SWOT analysis, competitive advantage, strategic goals / initiatives, strategy, scorecard, execution plan

Assessment criteria

- Balanced scorecard; targets / interim targets / goals; success metrics

Resources

- Resources, skills and competencies, roles, action plans, responsibilities and accountability

5. Be able to examine factors affecting an organisational strategy plan

Organisational values

- Corporate culture, corporate / brand image, organisational structure and staffing, operational abilities, market share, resources, patents and IP, corporate experience, contracts, licences and relationships

Vision and mission statement

- Purpose of vision and mission statements, vision in relation to corporate values, vision statement audience (internal and external), mission statement goals and objectives, mission statement key success measures

Management objectives setting

- Areas: financial, marketing, products/services, operations, resources, environment and community; ethical framework / CSR; smart objectives and success criteria

Evaluating the plan

- Monitoring; responsibilities / accountability for monitoring; strategic changes/deviation; frequency of monitoring

6. Be able to plan for the implementation of a strategy plan

Implementation plan

- Establish plan with end user buy-in, establish tracking system, align budget, align departmental plans to strategy

Stakeholder buy-in

- User participation in strategy process, tie departmental plans into strategic plan, align performance management and reward systems to strategy implementation

Monitoring and evaluation

- Monthly strategy planning meetings, annual review meetings, role of celebration

Issues

- Lack of ownership, communication failures, 'meaningless' plan without buy-in, no accountability, lack of employee empowerment.

5.1 Manage Sustainability in an Organisation	
Unit aims	To develop the knowledge, skills and techniques to be able to identify sustainability issues within an organisation and to put in place suitable management systems for legal compliance and corporate responsibility purposes.
Unit level	5
Unit code	F/503/5348
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Learners should carry out a sustainable development 'audit' on an organisation they work for or know and make recommendations for improvements. The exercise could also be carried out in the college environment or as a case study exercise.
Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the issues relating to sustainability of an organisation	1.1 Examine the principles of sustainable development 1.2 Analyse current issues in relation to sustainability 1.3 Assess key sustainability issues affecting a specific organisation
2 Be able to apply legislation, regulations and guidance on sustainability to organisations	2.1 Analyse legislation, regulations and guidance on sustainable development issues 2.2 Evaluate the relevance of legislation, regulations and guidance to the sustainability of a specific organisation 2.3 Explain the application of sustainable development legislation, regulations and guidance on a specific organisation 2.4 Explain how business objectives are affected by ethical considerations 2.5 Evaluate the implications for a business and its stakeholders to operate ethically 2.6 Explain how business objectives are affected by ethical considerations
3 Be able to 'audit' the sustainability of an organisation	3.1 Research the specific areas for improvement in relation to sustainability 3.2 Analyse and report the findings of research on sustainability 3.3 Recommend improvements to sustainability
4 Understand how to establish environmental management systems for organisations	4.1 Determine appropriate environmental management standards for an organisation 4.2 Analyse environmental management standards to assess how they can apply to an organisation 4.3 Design an environmental management system for an organisation 4.4 Explain how an environmental management system could be implemented within the organisation

Indicative Content

1. Understand the issues relating to sustainability of an organisation

Principles of sustainable development

- Concepts of sustainable development (Brundtland Report, Agenda 21)
- Corporate social responsibility and role of stakeholders
- Development of ideas around sustainable development

- Global and local issues
- Relationship to organisations
- Global organisations and interest – UN Earth summits etc.

Current issues

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

Specific businesses

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

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

Legislation, regulations and guidance

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

Relevance and application

- Relevance of legislation to specific businesses – industry, national, international regulation affecting businesses
- Impacts in terms of operations and costs

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

Research

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

Reporting

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

4. Understand how to establish environmental management systems for organisations

Environmental management standards

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

Application of standards

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

Environmental management systems

- Systems design and implementation
- Reporting mechanisms to stakeholders