



Oakswood College

Empowering Through Education



ATHE Level 7

Diploma in Strategic Management

PROMOTING EXCELLENCE • ENSURING COMPLIANCE
SUPPORTING OUR COMMUNITY



GOVERNANCE



QUALITY



COMPLIANCE



EXCELLENCE

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ATHE qualification specification for:

ATHE Level 7 Diploma in Strategic Management

610/2087/4

ATHE Level 7 Extended Diploma in Strategic Management

610/2088/6

Qualification Pathways:

ATHE Level 7 Diploma or Extended in Strategic Management (Finance)

ATHE Level 7 Diploma or Extended in Strategic Management (Marketing)

ATHE Level 7 Diploma or Extended in Strategic Management (Managing People)

ATHE Level 7 Diploma or Extended in Strategic Management (International)

Specification Version 2.0 Valid from August 2025

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Introduction

About ATHE

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

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

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

Our Qualifications

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

Key features of the qualifications include:

- regular reviews of the units and the associated support materials so they are current and meet the needs of learners
- alignment of the programmes of learning to degree and higher degree qualifications in HEIs in the UK and international institutions so there is comparability and smooth progression for learners
- core units that are common to different sectors offering the opportunity for learners to move between sectors or delay decisions on particular specialisms
- optional units offering the opportunity for learners to choose specialist units which best match their job, interests and progression aspirations.
- small qualifications that can be used for professional development for those in employment or for learners who do not have the time to undertake a full-time programme
- challenging and relevant learning with flexible methods of assessment allowing tutors to select the most appropriate methods for their learners
- opportunities for learners to achieve higher grades by unit and overall qualification and reach their maximum potential
- learning that develops knowledge, understanding and skills e.g. problem solving, interpersonal skills needed by effective managers.

Support for Centres

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

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

ATHE Qualifications at Level 7 in this Specification

This document provides key information on the following ATHE Level 7 Strategic Management qualifications:

- ATHE Level 7 Diploma in Strategic Management
- ATHE Level 7 Extended Diploma in Strategic 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 and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering ATHE Qualifications Guide and via the ATHE website.

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

The QN numbers for these qualifications are as follows:

| | |
|---|------------|
| ATHE Level 7 Diploma in Strategic Management | 610/2087/4 |
| ATHE Level 7 Extended Diploma in Strategic Management | 610/2088/6 |

Regulation Dates

These qualifications are regulated from February 2023 and their operational start dates in centres are 13th February 2023.

Availability

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

ATHE's Level 7 Qualifications in Strategic Management

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

The aims of these qualifications are to develop knowledge and understanding in a range of subject areas which are pertinent to the development of individuals specifically seeking career progression and/or working towards middle/senior management roles, and to learners progressing in higher education towards Master's level/Level 7 outcomes. The qualifications also focus on the development of those study and transferable skills necessary for learners to develop and grow both personally and in the working environment.

These qualifications are, therefore, designed to provide:

- maximum flexibility with differently sized Level 7 qualifications covering a number of relevant strategic management areas and pathways reflecting a variety of learner's needs
- opportunities for learners to develop a breadth of knowledge and understanding of subject matter related to strategic management topics and issues, but also
- core unit choice and pathways/optional units in particular specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- development of underpinning skills, personal qualities and behaviours/attitudes essential for successful performance in study and working life
- a strong base for continued learning and a desire to constantly develop as an individual, further improving knowledge, understanding and skills.

This suite of Level 7 Strategic Management Diplomas is designed to enable learners to both deepen their knowledge and understanding of Strategic Management and customise it to reflect their own learning needs. A mandatory selection of core units underpins each qualification outcome meaning that learners have a firm foundation to their study. However, each qualification offers a number of pathways meaning that learners can also move forward to study the optional areas of strategic management most directly relevant to their needs.

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

The qualifications have been designed to maximise and facilitate learner engagement. Each unit has signposting to synoptic learning and assessment opportunities across the entire suite of units, ensuring

that learning and assessment is connected and holistic. Learners and tutors can see and understand the relationship between aspects of unit content clearly and easily. Also, each unit is also signposted to Study Skills and Employability Skills opportunities derived from ATHE's standards. This ensures that learners and tutors have the opportunity to relate aspects of learning to broader study and work-related skills.

More details on each specific qualification can be found below.

Introduction to the ATHE Level 7 Diploma in Strategic Management

Aims of the Qualification

The Level 7 Diploma in Strategic Management (60 credits) offers learners a short but flexible entry point to Level 7 strategic management learning. Choosing from a core set of units (a minimum of 2 units from 5) and then identifying optional unit choice from a set of management pathways (at least 2 units from either Finance, Marketing, Managing People and International) enables learners to optimise their qualification content to best serve their interests.

Introduction to the ATHE Level 7 Extended Diploma in Strategic Management

Aims of the Qualification

The Level 7 Extended Diploma in Business and Management (120 credits) is designed to offer learners a broader and more comprehensive experience of strategic management. Learners are required to take all 5 core units plus any 3 optional units. Again, these optional units can all be taken from a specific pathway, where learners have particular interests. For those learners interested in fully realising their own academic interest and potential for the subject, this qualification offers the opportunity to engage with a wide range of Level 7 strategic management-related topics.

Entry Requirements

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

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

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at Level 7. If there are exceptional entrants, centres are advised to contact ATHE. For learners with disabilities and other specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

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

- a first degree in Business, Management or related subjects or a level 6 qualification for example an ATHE Diploma in Management
- other equivalent international qualifications.

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

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

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

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

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners, who undertake qualifications, have the necessary background knowledge, understanding and skills to undertake the learning and assessment at Level 7. This assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

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

Reasonable Adjustments and Special Considerations

ATHE's policy on reasonable adjustments and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge and understanding. Where the learner has been awarded a Reasonable Adjustment or Special Consideration this must be recorded on the assessment sheet and the learner record. External Quality Assurers will take account of this information at the external quality assurance of learner work. Further details on Reasonable Adjustments and Special Considerations are provided in the policy document, which can be found on our website. Please contact ATHE if you uncertain about adjustments for certain learners.

Progression

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

- a larger qualification at the same level e.g. from a Diploma to an Extended Diploma
- an MBA programme and claim exemptions for some of the units completed
- employment if they are not already in employment.

ATHE Recognition of Prior Learning (RPL)

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

Resources Required by Centres

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

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

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

Modes of Delivery

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

This can include:

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

Qualification size

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

Total Qualification Time – TQT

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

TQT is comprised of:

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

Guided Learning Hours – GLH

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

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

Additional non-supervised learning

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

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

How TQT is calculated

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

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

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

Credit

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

Level

The level is an indication of relative demand, complexity and depth of achievement and autonomy. These qualifications have been designed to suit learners working towards Level 7 qualifications. Level descriptors are divided into two categories:

- I. Knowledge and understanding
- II. Skills

There is a knowledge descriptor and a skills descriptor for each Level within the framework. The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that Level. The knowledge and skills for Level 7 are:

Knowledge descriptor (the holder....)

- Reformulates and uses practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.
- Critically analyses, interprets and evaluates complex information, concepts and theories to produce modified conceptions.
- Understands the wider contexts in which the area of study or work is located.
- Understands current developments in the area of study or work.
- Understands different theoretical and methodological perspectives and how they affect the area of study or work.

Skills descriptor (the holder can....)

- Use specialised skills to conceptualise and address problematic situations that involve many interacting factors.
- Determine and use appropriate methodologies and approaches.
- Design and undertake research, development or strategic activities to inform or produce change in the area of work or study.
- Critically evaluate actions, methods and results and their short- and long-term implications.

Rules of Combination

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

Qualification Structure

ATHE Level 7 Diploma in Strategic Management (Core qualification)

The ATHE Level 7 Diploma in Strategic Management is a 60-credit qualification.

Rules of combination

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

The Total Qualification Time is **600** Hours

The Total Guided Learning Hours is **240**

The Total Credit value is **60**

| Unit Code | Core Units | Level | GLH | Credit |
|-----------------------|---|-------|-----|--------|
| T/650/5360 | Unit 1 Strategic Planning | 7 | 60 | 15 |
| Y/650/5361 | Unit 2 Finance for Strategic Managers | 7 | 60 | 15 |
| A/650/5362 | Unit 3 Research for Strategic Development | 7 | 60 | 15 |
| D/650/5363 | Unit 4 Organisational Behaviour | 7 | 60 | 15 |
| F/650/5364 | Unit 5 Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |
| Optional Units | | | | |
| H/650/5365 | Unit 6 International Business Environment | 7 | 60 | 15 |
| J/650/5366 | Unit 7 Developing Organisational Vision and Strategic Direction | 7 | 60 | 15 |
| K/650/5367 | Unit 8 International Finance | 7 | 60 | 15 |
| L/650/5368 | Unit 9 Quantitative Methods | 7 | 60 | 15 |
| M/650/5369 | Unit 10 Strategic Marketing | 7 | 60 | 15 |
| Y/650/5370 | Unit 11 International Marketing | 7 | 60 | 15 |
| A/650/5371 | Unit 12 Corporate Communication Strategies | 7 | 60 | 15 |
| D/650/5372 | Unit 13 Strategic Human Resource Management | 7 | 60 | 15 |
| F/650/5373 | Unit 14 Managing Continuous Organisational Improvement | 7 | 60 | 15 |

Level 7 Diploma in Strategic Management (Finance)

The ATHE Level 7 Diploma in Strategic Management (Finance) is a 60-credit qualification.

Rules of combination

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

The Total Qualification Time is **600** Hours

The Total Guided Learning Hours is **240**

The Total Credit value is **60**

| Unit Code | Core Units | Level | GLH | Credit |
|-----------|------------|-------|-----|--------|
|-----------|------------|-------|-----|--------|

| | | | | |
|-----------------------|---|---|----|----|
| T/650/5360 | Unit 1 Strategic Planning | 7 | 60 | 15 |
| Y/650/5361 | Unit 2 Finance for Strategic Managers | 7 | 60 | 15 |
| A/650/5362 | Unit 3 Research for Strategic Development | 7 | 60 | 15 |
| D/650/5363 | Unit 4 Organisational Behaviour | 7 | 60 | 15 |
| F/650/5364 | Unit 5 Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |
| Optional Units | | | | |
| H/650/5365 | Unit 6 International Business Environment | 7 | 60 | 15 |
| J/650/5366 | Unit 7 Developing Organisational Vision and Strategic Direction | 7 | 60 | 15 |
| K/650/5367 | Unit 8 International Finance | 7 | 60 | 15 |
| L/650/5368 | Unit 9 Quantitative Methods | 7 | 60 | 15 |

Level 7 Diploma in Strategic Management (Marketing)

The ATHE Level 7 Diploma in Strategic Management (Marketing) is a 60-credit qualification.

Rules of combination

Learners taking the Marketing Pathway take two of the five core units and the two of the three units from the Marketing Pathway.

The Total Qualification Time is **600** Hours

The Total Guided Learning Hours is **240**

The Total Credit value is **60**

| Unit Code | Core Units | Level | GLH | Credit |
|----------------------|---|-------|-----|--------|
| T/650/5360 | Unit 1 Strategic Planning | 7 | 60 | 15 |
| Y/650/5361 | Unit 2 Finance for Strategic Managers | 7 | 60 | 15 |
| A/650/5362 | Unit 3 Research for Strategic Development | 7 | 60 | 15 |
| D/650/5363 | Unit 4 Organisational Behaviour | 7 | 60 | 15 |
| F/650/5364 | Unit 5 Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |
| Pathway Units | | | | |
| M/650/5369 | Unit 10 Strategic Marketing | 7 | 60 | 15 |
| Y/650/5370 | Unit 11 International Marketing | 7 | 60 | 15 |
| A/650/5371 | Unit 12 Corporate Communication Strategies | 7 | 60 | 15 |

Level 7 Diploma in Strategic Management (Managing People)

The ATHE Level 7 Diploma in Strategic Management (Managing People) is a 60-credit qualification.

Rules of combination

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

The Total Qualification Time is **600** Hours

The Total Guided Learning Hours is **240**

The Total Credit value is **60**

| Unit Code | Core Units | Level | GLH | Credit |
|------------|---|-------|-----|--------|
| T/650/5360 | Unit 1 Strategic Planning | 7 | 60 | 15 |
| Y/650/5361 | Unit 2 Finance for Strategic Managers | 7 | 60 | 15 |
| A/650/5362 | Unit 3 Research for Strategic Development | 7 | 60 | 15 |

| | | | | |
|----------------------|---|---|----|----|
| D/650/5363 | Unit 4 Organisational Behaviour | 7 | 60 | 15 |
| F/650/5364 | Unit 5 Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |
| Pathway Units | | | | |
| J/650/5366 | Unit 7 Developing Organisational Vision and Strategic Direction | 7 | 60 | 15 |
| D/650/5372 | Unit 13 Strategic Human Resource Management | 7 | 60 | 15 |
| F/650/5373 | Unit 14 Managing Continuous Organisational Improvement | 7 | 60 | 15 |

Level 7 Diploma in Strategic Management (International)

The ATHE Level 7 Diploma in Strategic Management (International) is a 60-credit qualification.

Rules of combination

Learners taking the International Pathway take two of the five core units and the two of the three units from the International Pathway.

The Total Qualification Time is **600** Hours

The Total Guided Learning Hours is **240**

The Total Credit value is **60**

| Unit Code | Core Units | Level | GLH | Credit |
|----------------------|---|-------|-----|--------|
| T/650/5360 | Unit 1 Strategic Planning | 7 | 60 | 15 |
| Y/650/5361 | Unit 2 Finance for Strategic Managers | 7 | 60 | 15 |
| A/650/5362 | Unit 3 Research for Strategic Development | 7 | 60 | 15 |
| D/650/5363 | Unit 4 Organisational Behaviour | 7 | 60 | 15 |
| F/650/5364 | Unit 5 Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |
| Pathway Units | | | | |
| H/650/5365 | Unit 6 International Business Environment | 7 | 60 | 15 |
| K/650/5367 | Unit 8 International Finance | 7 | 60 | 15 |
| Y/650/5370 | Unit 11 International Marketing | 7 | 60 | 15 |

ATHE Level 7 Extended Diploma in Strategic Management (Core qualification)

The ATHE Level 7 Extended Diploma in Strategic Management is a 120-credit qualification.

Rules of combination

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

The Total Qualification Time is **1200** Hours

The Total Guided Learning Hours is **480**

The Total Credit value is **120**

| Unit Code | Core Units | Level | GLH | Credit |
|-----------------------|---|-------|-----|--------|
| T/650/5360 | Unit 1 Strategic Planning | 7 | 60 | 15 |
| Y/650/5361 | Unit 2 Finance for Strategic Managers | 7 | 60 | 15 |
| A/650/5362 | Unit 3 Research for Strategic Development | 7 | 60 | 15 |
| D/650/5363 | Unit 4 Organisational Behaviour | 7 | 60 | 15 |
| F/650/5364 | Unit 5 Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |
| Optional Units | | | | |

| | | | | |
|------------|---|---|----|----|
| H/650/5365 | Unit 6 International Business Environment | 7 | 60 | 15 |
| J/650/5366 | Unit 7 Developing Organisational Vision and Strategic Direction | 7 | 60 | 15 |
| K/650/5367 | Unit 8 International Finance | 7 | 60 | 15 |
| L/650/5368 | Unit 9 Quantitative Methods | 7 | 60 | 15 |
| M/650/5369 | Unit 10 Strategic Marketing | 7 | 60 | 15 |
| Y/650/5370 | Unit 11 International Marketing | 7 | 60 | 15 |
| A/650/5371 | Unit 12 Corporate Communication Strategies | 7 | 60 | 15 |
| D/650/5372 | Unit 13 Strategic Human Resource Management | 7 | 60 | 15 |
| F/650/5373 | Unit 14 Managing Continuous Organisational Improvement | 7 | 60 | 15 |

ATHE Level 7 Extended Diploma in Strategic Management (Finance)

The ATHE Level 7 Extended Diploma in Strategic Management (Finance) is a 120-credit qualification.

Rules of combination

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

The Total Qualification Time is **1200** Hours

The Total Guided Learning Hours is **480**

The Total Credit value is **120**

| Unit Code | Core Units | Level | GLH | Credit |
|-----------------------|---|-------|-----|--------|
| T/650/5360 | Unit 1 Strategic Planning | 7 | 60 | 15 |
| Y/650/5361 | Unit 2 Finance for Strategic Managers | 7 | 60 | 15 |
| A/650/5362 | Unit 3 Research for Strategic Development | 7 | 60 | 15 |
| D/650/5363 | Unit 4 Organisational Behaviour | 7 | 60 | 15 |
| F/650/5364 | Unit 5 Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |
| Optional Units | | | | |
| H/650/5365 | Unit 6 International Business Environment | 7 | 60 | 15 |
| J/650/5366 | Unit 7 Developing Organisational Vision and Strategic Direction | 7 | 60 | 15 |
| K/650/5367 | Unit 8 International Finance | 7 | 60 | 15 |
| L/650/5368 | Unit 9 Quantitative Methods | 7 | 60 | 15 |

ATHE Level 7 Extended Diploma in Strategic Management (Marketing)

The ATHE Level 7 Extended Diploma in Strategic Management (Marketing) is a 120-credit qualification.

Rules of combination

Learners taking the Marketing Pathway take the five core units and the three units from the Marketing Pathway.

The Total Qualification Time is **1200** Hours

The Total Guided Learning Hours is **480**

The Total Credit value is **120**

| Unit Code | Core Units | Level | GLH | Credit |
|------------|---|-------|-----|--------|
| T/650/5360 | Unit 1 Strategic Planning | 7 | 60 | 15 |
| Y/650/5361 | Unit 2 Finance for Strategic Managers | 7 | 60 | 15 |
| A/650/5362 | Unit 3 Research for Strategic Development | 7 | 60 | 15 |

| | | | | |
|----------------------|---|---|----|----|
| D/650/5363 | Unit 4 Organisational Behaviour | 7 | 60 | 15 |
| F/650/5364 | Unit 5 Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |
| Pathway Units | | | | |
| M/650/5369 | Unit 10 Strategic Marketing | 7 | 60 | 15 |
| Y/650/5370 | Unit 11 International Marketing | 7 | 60 | 15 |
| A/650/5371 | Unit 12 Corporate Communication Strategies | 7 | 60 | 15 |

ATHE Level 7 Extended Diploma in Strategic Management (Managing People)

The ATHE Level 7 Extended Diploma in Strategic Management (Managing People) is a 120-credit qualification.

Rules of combination

Learners taking the Managing People Pathway take the five core units and the three units from the Managing People Pathway.

The Total Qualification Time is **1200** Hours

The Total Guided Learning Hours is **480**

The Total Credit value is **120**

| Unit Code | Core Units | Level | GLH | Credit |
|----------------------|---|-------|-----|--------|
| T/650/5360 | Unit 1 Strategic Planning | 7 | 60 | 15 |
| Y/650/5361 | Unit 2 Finance for Strategic Managers | 7 | 60 | 15 |
| A/650/5362 | Unit 3 Research for Strategic Development | 7 | 60 | 15 |
| D/650/5363 | Unit 4 Organisational Behaviour | 7 | 60 | 15 |
| F/650/5364 | Unit 5 Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |
| Pathway Units | | | | |
| J/650/5366 | Unit 7 Developing Organisational Vision and Strategic Direction | 7 | 60 | 15 |
| D/650/5372 | Unit 13 Strategic Human Resource Management | 7 | 60 | 15 |
| F/650/5373 | Unit 14 Managing Continuous Organisational Improvement | 7 | 60 | 15 |

ATHE Level 7 Extended Diploma in Strategic Management (International)

The ATHE Level 7 Extended Diploma in Strategic Management (International) is a 120-credit qualification.

Rules of combination

Learners taking the International Pathway take the five core units and the three units from the International Pathway.

The Total Qualification Time is **1200** Hours

The Total Guided Learning Hours is **480**

The Total Credit value is **120**

| Unit Code | Core Units | Level | GLH | Credit |
|------------|---|-------|-----|--------|
| T/650/5360 | Unit 1 Strategic Planning | 7 | 60 | 15 |
| Y/650/5361 | Unit 2 Finance for Strategic Managers | 7 | 60 | 15 |
| A/650/5362 | Unit 3 Research for Strategic Development | 7 | 60 | 15 |
| D/650/5363 | Unit 4 Organisational Behaviour | 7 | 60 | 15 |

| | | | | |
|----------------------|---|---|----|----|
| F/650/5364 | Unit 5 Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |
| Pathway Units | | | | |
| H/650/5365 | Unit 6 International Business Environment | 7 | 60 | 15 |
| K/650/5367 | Unit 8 International Finance | 7 | 60 | 15 |
| Y/650/5370 | Unit 11 International Marketing | 7 | 60 | 15 |

Guidance on Assessment and Grading

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

The assessment of each of the Level 7 qualifications in Strategic Management is completed through the submission of internally assessed learner work.

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

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

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

We would encourage our centres to develop their own assessment strategies, so you can put assignments in a context that is appropriate for your learners. Any assignments that you devise independently will need to be submitted to ATHE for approval before delivery of the programme. Centres can submit assignments for approval using the 'Centre-Devised Assignment' template documentation available on the ATHE centre portal.

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

Assignment Marking Guidance

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

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

Recording Assessment Judgements

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

Putting an Assessment Strategy in Place

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

- Learners are well-briefed on the requirements of the unit and what they must do to meet them.
- Assessors are well-trained and familiar with the content of the unit/s they are assessing.
- There is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification.
- Assessment decisions are clearly explained and justified through the provision of feedback to the learner.
Work submitted can be authenticated as the learner's own work and that there is clear guidance and implementation of the centres Malpractice Policy.
- There is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external quality assurance will be needed.
- Enough time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

Grading

Grading system

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

Given that these qualifications involve assessment using judgements against 'Pass', 'Merit' and 'Distinction' Assessment Criteria to make a decision about whether a learner has met the required

standard, our grading system is straightforward, and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment, and quality assurance arrangements.

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

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

Qualification Grading Structure

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

Points for each 15-credit unit allocated are:

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

Total points required for each qualification grade:

ATHE Level 7 Diploma in Strategic Management (**60 credits**)

| | |
|-------------|-----------|
| Pass | 180 - 215 |
| Merit | 216 - 269 |
| Distinction | 270 |

ATHE Level 7 Extended Diploma in Strategic Management (**120 credits**)

| | |
|-------|-----------|
| Pass | 360 - 431 |
| Merit | 432 - 539 |

Distinction 540

Example grading for Level 7 Diploma in Strategic Management

Example 1

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

| Unit no. | Unit result | Unit points |
|----------|--------------|-------------|
| 1 | Pass | 45 |
| 2 | Pass | 45 |
| 6 | Distinction | 75 |
| 7 | Pass | 45 |
| | <i>Total</i> | <i>210</i> |

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

Example 2

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

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

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

Quality Assurance of Centres

Centres delivering ATHE qualifications must be committed to ensuring the quality of teaching and learning so that the learner experience is assured. Quality assurance will include a range of processes as determined by the centre and this could include, gathering learner feedback, lesson observation, analysis of qualitative and quantitative data etc. There must also be effective standardisation of assessors and verification of assessor decisions. ATHE will rigorously monitor the application of quality assurance processes in centres.

ATHE's quality assurance processes will include:

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

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

Malpractice

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for quality assurance can be authenticated as the learner's own. Any instance of plagiarism detected by the External Quality Assurer during sampling, will be investigated and could lead to sanctions against the centre.

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

Guidance for Teaching and Learning

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

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

Top Tips for Delivery

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

Unit Specifications – key features

Unit Format

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

Each unit has the following sections:

Unit Title

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

Unit Aims

The unit aims section summarises the content of the unit.

Unit Code

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

RQF Level

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

Credit Value

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

Guided Learning Hours (GLH)

Guided learning hours are an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

Learning Outcomes

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

Assessment Criteria

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

Unit Indicative Content

The unit indicative content section provides details of the range of subject material for the programme of learning for the unit. Learners should ensure that they use this content when preparing their responses to assignment tasks.

Suggested Resources

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

Opportunities for Synoptic Teaching and Learning

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

Opportunities for Synoptic Assessment

This section identifies the way in which a unit's assessment links internally different parts of a unit or links more broadly to other parts of the overall qualification. In some units of this qualification, the ability to complete an AC is dependent on knowledge derived cumulatively from previous LOs. In

other units, there are shared Merit and Distinction AC which draw together different but related learning from different LOs. These are labelled throughout each unit:

Eg, Unit 4

LOs 1, 2 and 3

1D1 Assess the extent to which different features of a named organisation impact on its overall effectiveness

Opportunities for Skills Development

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

Unit specifications

| Unit 1 Strategic Planning | | | |
|--|---|--|--|
| Unit aims | The aim of this unit is to develop the knowledge, understanding and skills necessary to develop an organisational strategic plan. | | |
| Unit level | 7 | | |
| Unit code | T/650/5360 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must relate their work to the ATHE assignment scenario and use real life examples to illustrate their points. There is a requirement to use information from specific organisations to meet some of the stated standards. Learners will need to agree an appropriate organisation on which to base their study with their tutor. Tutors need to ensure that the organisation chosen is suitable. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand the foundations for developing organisational strategy | 1.1 Explain the relationship between mission, vision, strategy, and business plans 1.2 Analyse a named organisation's mission and vision statements 1.3 Explain how external factors and stakeholder expectations influence organisational strategy | 1M1 Evaluate the impact of a named organisation's vision and mission on its strategy | 1D1 Analyse how external influences affect organisational strategy in a named organisation |
| 2. Can review an organisation's strategy and business plans | 2.1 Explain the importance of review in the development of organisational strategy and business plans 2.2 Evaluate the tools which can be used to review organisational strategy and business plans | 2M1 Review the position of an organisation in its current market using appropriate tools | 2D1 Analyse the competitive strengths and weaknesses of an organisation's current business strategy and business plans |

| | | | |
|---|--|---|--|
| 3. Can develop strategy options for an organisation | 3.1 Use modelling tools to develop strategy options for an organisation 3.2 Develop criteria for reviewing the potential strategy options | 3M1 Evaluate the options as the basis for delivering the strategic direction of the organisation by applying the criteria developed | |
|---|--|---|--|

Indicative Content

LO1 Understand the foundations for developing organisational strategy

- Explanations of organisational vision, mission, strategy, and business plans; the differences and the interface between them
- Core organisational values e.g., ethical, environmental, client centred; cultural diversity; drivers e.g., business growth; profit; market share; workforce expectation
- Objectives and measures: SMARTER (specific, measurable, achievable, realistic, time-based, evaluate, re-evaluate) objectives; stakeholder involvement
- External factors: needs and expectations of stakeholders e.g., customer groups, shareholders, suppliers and sub-contractors, the workforce, and the community
- The success and direction of competitors and changes in the market sector in the short and long term e.g., product design; political changes and developments; legal changes; trends and expectations; exchange rates; trading agreements
- Use of external surveys and statistics; customer analysis and feedback; use of tools e.g., SWOT (strengths, weaknesses, opportunities, threats) analysis, STEEPLED (social, technological, economic, environmental, political, legal, ethical, demographic) analysis; market research including primary and secondary information; feasibility

LO2 Review an organisation's strategy and business plans

- The purpose of review and what this will entail; tools e.g., Value Chain analysis, SWOT, PESTLE analysis, Porter's Five Forces; internal surveys and statistics
- Market position; market share analysis; life cycle analysis; Boston growth share BCG Matrix
- SWOT analysis, resource analysis, competitive analysis, skills, and competencies audit, benchmarking sustainable competitive advantage; pricing strategies; resource analysis; economies of scale and scope for this; market equilibrium

LO3 Develop strategy options for an organisation

Strategic planning options:

- Ansoff Matrix Strategies; corporate expansion; integration i.e., vertical, backwards and forwards; horizontal; differentiation; Porter's generic strategies
- Diversification, control of resources, distribution channels; Mintzberg's strategies (deliberate, emergent)
- Strategic alliance; merger, acquisition; competitive strategies
- Value-based strategy; contingency strategy; maintaining/increasing market share, niche markets; market segmentation
- Adding value; workforce competence development; product portfolio; reconfiguration; gap analysis; profitability; portfolio analysis; benchmarking
- Portfolio analysis; benchmarking
- Criteria for judging options; feasibility studies; risk assessments

Suggested Resources

Bryson, J.M., Edwards, L.H. and Van Slyke, D.M. eds., 2022. Toward a More Strategic View of Strategic Planning Research, Taylor & Francis

Dobbs, J.H., Dobbs, J.F., 2016, Strategic Planning - A Pragmatic Guide. Independent Publisher

Hill, A., 2020, Manufacturing Operations Strategy: Texts and Cases, Bloomsbury Publishing

Johnson, G., Whittington, R., Regnér, P., Angwin, D. and Scholes, K., 2020, Exploring Strategy, Pearson UK.

Poore, C.A., 2021, Strategic Impact: A Leader's Three-Step Framework for the Customized Vital Strategic Plan, Greenleaf Book Group

Rumelt, R.P., 2017. Good Strategy/Bad Strategy: The Difference and Why It Matters, Strategic direction, 28(8)

Strategic Planning, Adobe, 2022, Retrieved from: shorturl.at/GIMXY

Websites

<https://asana.com/resources/strategic-planning> - resources for strategic planning

<https://balancedscorecard.org/strategic-planning-basics/> - The Balanced Scorecard Institute (BSI)

<https://online.hbs.edu/blog/post/why-is-strategic-planning-important> - Harvard Business School Online's Business Insights Blog

<https://www.bgateway.com/resources/strategic-planning-the-basics> - Business Gateway

<https://www.cascade.app/blog/how-to-write-a-strategic-plan> - Cascade

<https://www.local.gov.uk/pas/plan-making/strategic-plans/considerations-effective-strategic-planning> - Local Government Association

| Unit 1 Strategic Planning - Supporting information | |
|--|--|
| Opportunities for Synoptic Teaching and Learning | |
| Learners and tutors will have the opportunity to link the learning from this unit with the content of other units. | |
| Learning Outcome | Teaching and learning links to other unit LO/AC |
| LO1 Understand the foundations for developing organisational strategy | Unit 3 Research for Strategic Development, LO1 Produce a research proposal relating to strategic business development Unit 5 Personal Development for Leadership and Strategic Management, LO1 Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy Unit 7 Developing Organisational Vision and Strategic Direction, LO1 Understand how to develop an organisational vision and strategic direction |
| LO2 Review an organisation's strategy and business plans | Unit 2 Finance for Strategic Managers, LO1 Understand the importance of financial data in formulating and delivering business strategy Unit 14 Managing Continuous Organisational Improvement, LO3 Plan change for organisational improvement |
| LO3 Develop strategy options for an organisation | Unit 7 Developing Organisational Vision and Strategic Direction, LO3 Understand how to implement organisational vision and strategic direction Unit 10 Strategic Marketing, LO3 Develop a strategic marketing plan Unit 11 International Marketing, LO2 Understand how to develop an international marketing strategy |
| Opportunities for Synoptic Assessment | |
| Some of the AC require knowledge from one or more of the LOs. | |
| LO3 Develop strategy options for an organisation draws on and applies the knowledge and understanding developed via LO1 and LO2. | |

| Opportunities for Skills Development within this unit | |
|--|---|
| Employability Skills | Study Skills |
| Problem-solving – Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, e.g., listening to/reading all information, | Thinking skills - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and |

identifying others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news) drawing conclusions **(LO1, LO2, LO3)**

Communication skills – Written communication eg appropriate formats, style and tone, spelling, punctuation and grammar **(LO1, LO2, LO3)**

conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions **(LO1, LO2, LO3)**

Using sources of information – Accessing information ie choosing current, sufficient, relevant and reliant sources **(LO3)**

Writing skills – Understanding the purpose of writing. Understanding writing styles and forms eg narrative, explanatory, research, and business. **(LO3)**

| Unit 2 Finance for Strategic Managers | | | |
|--|---|---|--|
| Unit aims | The learners will develop knowledge, understanding and skills that will enable them to analyse internal and publicly available financial information. This will help to inform strategic decision-making. | | |
| Unit level | 7 | | |
| Unit code | Y/650/5361 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must relate their work to the ATHE assignment scenario and use real life examples to illustrate their points. Learners will need to demonstrate their full understanding of the use of financial information in business decision-making. Learners can use their own experience or provide examples of businesses from their research to exemplify the points which are made. Learners will need to access and interpret published business accounts. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand the importance of financial data in formulating and delivering business strategy | 1.1 Evaluate the sources of financial data which can be used to inform business strategy 1.2 Assess the importance of financial data and information in relation to business strategy 1.3 Analyse the risks related to financially based business decisions | | |
| 2. Can use financial analysis as a tool for strategic decision-making | 2.1 Interpret financial statements to assess the viability of an organisation | 2M1 Make recommendations to an organisation based on the analysis and | 2D1 Recommend methods and tools that allow businesses to analyse financial |

| | | | |
|--|---|---|---|
| | 2.2 Conduct a comparative analysis of financial data using ratio analysis | interpretation of the financial information 2M2 Assess the limitations of ratio analysis as a tool for strategic decision-making | data for strategic decision-making |
| 3. Can evaluate proposals for strategic capital expenditure in an organisation | 3.1 Review techniques for appraising strategic capital expenditure projects 3.2 Evaluate business proposals for capital expenditure in an organisation | 3M1 Assess the importance of cash flow management when evaluating proposals for capital expenditure | 3D1 Assess the impact of a capital expenditure proposal on the strategic direction of an organisation |

Indicative Content

LO1 Understand the importance of financial data in formulating and delivering business strategy

- Sources of financial information: internal (internal accounting systems, payroll etc.), external (suppliers, Companies House, the Budget etc.)
- Financial information: profitability, cash flow, business value, financial stability, cost projections
- Need for financial information: assessing finance requirements, obtaining finance, reporting to owners, shareholders, and stakeholders, setting, and meeting targets, appraising new projects, managing risk, internal needs v external needs
- Business risks: strategic, market, compliance, operational, risk modelling

LO2 Use financial analysis as a tool for strategic decision-making

- Published accounts: purpose, provide information to shareholders/stakeholders, users – for example, shareholders, potential shareholders, managers, employees, lenders, creditors, suppliers, customers, community, competitors, annual reports, including main financial statements (statements of financial position, income statements, sources and statements of cash flows), director’s report, audit report, notes to accounts etc., internal management accounts versus published financial accounts, structure of financial statements – content and requirements, limitations of published accounts.
- Comparative analysis: comparison between years, comparison between businesses, Industry comparisons, benchmarking.
- Ratio analysis: reasons for using ratios, advantages and limitations, ratio categories, including profitability, liquidity, efficiency, capital, and investor

LO3 Evaluate proposals for strategic capital expenditure in an organisation

- Types of expenditure, difference between capital and revenue expenditure (definitions, decision making, treatment in financial statements)
- Investment appraisal techniques: payback, accounting rate of return, net present value, internal rate of return, discounted cash flow, cost benefit analysis, value for money.
- Long term and short-term finance: definitions of long term and short term, importance of matching finance to project

- Sources of finance: range of sources, external and internal sources, role of markets, Role of government, long term and short term, advantages and disadvantages of each source, implications of each source, for example gearing
- Cash flow management: cash flow forecasts v cash flow statements, managing inventory, trade payables, trade receivables, etc., budgetary control processes – budgets and variances

Suggested Resources

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

Annand, D. and Dauderis, H., 2019, Introduction to Financial Accounting: International Financial Reporting Standards (Lyryx), Lyryx

Cox, D., 2017, Business Accounts (Fifth Edition), Osborne Books

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

Karadag, H., 2015, Strategic Financial Management for Small and Medium Sized Companies, Emerald Group Publishing

Kumar, R., 2017, Strategic Financial Management Casebook, Academic Press

Lunt, H., 2022, Fundamentals of Financial Accounting, Elsevier Ltd

Mowen, M. M., Hansen, D. R. and Heitger, D. L., 2022, Managerial Accounting: The Cornerstone of Business Decision-Making, Cengage learning

Thomas, A., and Ward, A., 2019, Introduction to Financial Accounting, 9th Edition. McGraw Hill

Websites

<https://www.accaglobal.com/gb/en.html> - ACCA Learner Accountant site with some relevant articles

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

www.iasplus.com - International accounting standards

| Unit 2 Finance for Strategic Managers - Supporting information | |
|--|--|
| Opportunities for Synoptic Teaching and Learning | |
| Learners and tutors will have the opportunity to link the learning from this unit with the content of other units. | |
| Learning Outcome | Teaching and learning links to other unit LO/AC |
| LO1 Understand the importance of financial data in formulating and delivering business strategy | Unit 1 Strategic Planning, LO2 Review an organisation's strategy and business plans |
| LO2 Use financial analysis as a tool for strategic decision-making | Unit 9 Quantitative Methods, LO2 Analyse and evaluate raw business data to inform decision-making |
| LO3 Evaluate proposals for strategic capital expenditure in an organisation | Unit 8 International Finance, LO3 Understand capital requirements and working capital management in an international context |
| Opportunities for Synoptic Assessment | |
| Some of the AC require knowledge from one or more of the LOs. | |
| The knowledge and understanding developed in LO1 Understand the importance of financial data in formulating and delivering business strategy, underpins the development of the skills required in LO2 and LO3. | |

| Opportunities for Skills Development within this unit | |
|--|--|
| Employability Skills | Study Skills |
| <p>Working Independently – Using your own initiative, time management, e.g., planning, setting targets, meeting deadlines, working under pressure and self-organisation (LO1, LO2, LO3)</p> <p>Communication skills – Taking the right action with the information gathered. Written communication eg appropriate formats, style and tone, spelling, punctuation and grammar (LO1, LO2, LO3)</p> <p>Problem-solving – Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, e.g., listening</p> | <p>Using sources of information – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO1, LO2, LO3)</p> <p>Thinking skills - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3)</p> |

to/reading all information, identifying others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news) drawing conclusions (**LO1, LO2, LO3**)

Digital Skills - Applying relevant numeracy skills to explore and organise data appropriately (**LO1, LO2, LO3**)

| Unit 3 Research for Strategic Development | | | |
|---|--|--|--------------------|
| Unit aims | The aim of this unit is to develop the knowledge, understanding and skills required to carry out research to meet the needs of strategic business management. | | |
| Unit level | 7 | | |
| Unit code | A/650/5362 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must relate their work to the ATHE assignment scenario and use real life examples to illustrate their points. Learners must carry out a comprehensive piece of research on a chosen area relating to strategic business development. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Can produce a research proposal relating to strategic business development | 1.1 Identify a valid area for research to support the strategic development of a business area 1.2 Explain the aim, scope and objectives for a chosen area of research in strategic business development 1.3 Produce a research proposal and project plan including relevant success criteria, milestones and critical pathways | 1M1 Justify the research area chosen to achieve strategic business development | |
| 2. Can apply different research methodologies to gather sufficient and valid data | 2.1 Review different literature sources to find those most appropriate for the chosen area of research 2.2 Apply appropriate research methodologies to | 2M1 Justify the research methodologies chosen | |

| | | | |
|---|--|---|--|
| | gather sufficient information from primary and secondary sources to make valid conclusions | | |
| 3. Can present research findings in an appropriate format for a target audience | 3.1 Explain the research purpose, methodologies and findings 3.2 Explain conclusions and recommendations using the information collected | | 3D1 Analyse how the findings of the research can be used in an actual strategic business context |
| 4. Can evaluate own skills while undertaking research | 4.1 Review own research skills using personal reflection and feedback 4.2 Recommend ways to improve own skills while undertaking research | 4M1 Produce a plan to improve own research skills | |

Indicative Content

LO1 Produce a research proposal relating to strategic business development

Research proposal:

- Possible questions or hypothesis; different formats for research proposals; aims of research; scoping research projects; SMART objectives; terms of reference; rationale for selection; ethical issues, potential costs, timescales.

Information for strategic development of business area:

- Examples may include analysis of organisation; structure, culture; planned growth strategy, marketing, operational issues; SWOT analysis, PEST analysis, analysis of customers and key stakeholders, competitor analysis

Success criteria:

- Linked to purpose, objectives, and outcome, SMART

Project planning:

- Key milestones, resources, risk assessment and management, critical pathways, contingency, accessing relevant information, project goals, schedule, communication systems, sensitivity of information gathered e.g., intellectual property, data protection

Link to Business Development:

- Rationale for chosen research linked to stated business development needs

LO2 Apply different research methodologies to gather sufficient and valid data

Research methodology:

- Research methods e.g., survey, questionnaire including manual and electronic, observations; ways to test sufficiency, reliability, and validity; definitions of data e.g., primary and secondary sources, qualitative and quantitative; literature search and review – its credibility, use and acceptance; ways to reference sources
- Size and sufficiency of data, reliability and validity of information gathered

LO3 Present research findings in an appropriate format for a target audience

Research findings:

- Report format e.g., title, acknowledgements, contents page, introduction, summary of literature review, research methods used, findings, recommendations, references, bibliography, appendices e.g., questionnaires, surveys
- Referencing e.g., Harvard system

Analysis of data and application of statistical methods:

- Qualitative interpretation of records, feedback, processes, categories, trends and relationships
- Quantitative e.g., mean, median, mode, variability e.g., range, standard deviation, application to business data, reliability of estimates from samples, trends and forecasting

Presentation of findings:

- Methods for statistical data e.g., graphs, charts, statistical tables; chosen audience e.g., colleagues, Board members, external stakeholders; use of language in report appropriate to the chosen audience; power point presentations

LO4 Evaluate own skills while undertaking research

Methods of self-evaluation:

- Personal reflection, constructive feedback from range of sources, evaluation forms, use of electronic equipment e.g., recording interviews, SWOT analysis. Balanced judgements

Improving own research skills:

- Examples may include courses or qualifications, mentoring, coaching, conferences, secondments, application in future research, discussion with more experienced colleagues
- Plan with specific actions, timescales, success criteria, resource implications, milestones. The plan is realistic but challenging and can be implemented. It addresses areas of weakness and builds on strengths

Suggested Resources

Bell, E., Bryman A. and Harley, B., 2018, Business Research Methods, 5th ed., Open University Press
Collis, J., and Hussey, R., 2021, Business Research: A Practical Guide for Students. Red Globe Press

Creswell, J. D., 2018, Research Design: Qualitative, Quantitative and Mixed Approaches, 5th ed., Sage Publications Inc

Denscombe, M., 2017, The Good Research Guide, 6th ed., Open University Press

Denzin, N. and Lincoln, Y., 2017, The SAGE Handbook of Qualitative Research, 5th ed., Sage Publications Ltd

James, E. A, Slater, T. H. and Bucknam, A. J., 2011, Action Research for Business, Nonprofit, and Public Administration: A Tool for Complex Times, Sage Publications Ltd

Polonsky, M. J., and Waller, D. S., 2019, Designing and Managing a Research Project: A Business Student's Guide, 4th ed., Sage Publications Inc

Saunders, M. N. K., Lewis, P. and Thornhill, A., 2015, Research Methods for Business Students, 7th ed., Pearson

Silverman D., 2017, Doing Qualitative Research, 5th ed., Sage Publications Ltd

Wilson, J., 2013, Essentials of Business Research: A Guide to Doing Your Research Project, 2nd ed., Sage Publications Ltd

Yin R., 2015, Qualitative Research from Start to Finish, 2nd ed., The Guildford Press

Websites

<https://research-methodology.net/research-methodology/> - Research methodology

<https://conjointly.com/kb/construct-validity/> - Research validity

https://www.surveymonkey.co.uk/mp/take-a-tour/?ut_source=megamenu - Designing questionnaires and surveys

www.blackwellpublishing.com/researchproject/experiments.asp - Statistical analysis

<https://study.sagepub.com/thomasrp3e> - How to do your research project: a guide for students

<https://www.mrs.org.uk/standards/code-of-conduct> - Research Code of Conduct

| Unit 3 Research for Strategic Development - Supporting information | |
|---|---|
| Opportunities for Synoptic Teaching and Learning | |
| Learners and tutors will have the opportunity to link the learning from this unit with the content of other units. | |
| Learning Outcome | Teaching and learning links to other unit LO/AC |
| LO1 Produce a research proposal relating to strategic business development | Unit 1 Strategic Planning, LO1 Understand the foundations for developing organisational strategy |
| LO2 Apply different research methodologies to gather sufficient and valid data | Unit 9 Quantitative Methods, LO3 Apply a range of quantitative methods to support effective decision-making |
| LO3 Present research findings in an appropriate format for a target audience | Unit 9 Quantitative Methods, LO4 Report on data and communicate findings to inform decision-making |
| LO4 Evaluate own skills while undertaking research | Unit 5 Personal Development for Leadership and Strategic Management, LO4 Reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy |
| Opportunities for Synoptic Assessment | |
| Some of the AC require knowledge from one or more of the LOs. | |
| LO4 Evaluate own skills while undertaking research draws on the knowledge and understanding developed via LO1, LO2 and LO3. | |

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

and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news) drawing conclusions **(LO1, LO2, LO4)**

fake ideas/news), drawing conclusions **(LO1, LO2, LO3, LO4)**

| Unit 4 Organisational Behaviour | | | |
|--|---|--|--|
| Unit aims | The aim of this unit is to help learners develop an understanding of how organisational behaviour, structure, culture, motivation, creativity and leadership impact on an organisation's effectiveness and efficiency. | | |
| Unit level | 7 | | |
| Unit code | D/650/5363 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must relate their work to the ATHE assignment scenario and use real life examples to illustrate their points. There is a requirement to use information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors an appropriate organisation on which to base their study. Tutors need to ensure that the organisation chosen is suitable. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand leadership behaviour theory and practice | 1.1 Evaluate different theories relating to leadership behaviour 1.2 Analyse factors influencing leadership behaviour in the workplace | 1M1 Analyse how different leadership behaviours impact on organisations | LOs 1, 2 and 3 1D1 Assess the extent to which different features of a named organisation impact on its overall effectiveness |
| 2. Understand how organisational structures and culture impact on the effectiveness of an organisation | 2.1 Analyse how different organisational structures impact on the effectiveness of an organisation 2.2 Explain how organisational culture can impact organisational effectiveness | 2M1 Evaluate the relevance of organisational culture theory in developing organisational effectiveness | |
| 3. Understand how organisations can improve employee | 3.1 Analyse how motivational theory | 3M1 Analyse how change processes and | |

| | | | |
|------------------------------|--|--|--|
| motivation and effectiveness | <p>can impact employee motivation</p> <p>3.2 Assess the impact of learning on the effectiveness of employees</p> <p>3.3 Analyse the benefits and challenges of involving employees in team decision-making</p> | outcomes can be used to improve the effectiveness of employees | |
|------------------------------|--|--|--|

Indicative Content

LO1 Understand leadership behaviour theory and practice

- Leadership versus management
- Leadership behaviour theory including personal leadership traits, trait theories (e.g., Allport, Eysenck, Cattell), 'great man' theory of leadership, contingency theories (e.g., Fiedler, cognitive resource theory), situational theories (e.g., Hersey and Blanchard, Vroom and Yetton), behavioural theories (e.g., role theory, managerial grid/leadership grid), participative theories (e.g., Lewin/Likert, transformational v transactional leadership, emotional intelligence)
- Working relationships and interaction e.g., power, behavioural theories, social constructivism

LO2 Understand how organisational structures and culture impact on the effectiveness of an organisation

- Organisational structure: Bureaucracies, Stakeholders, re-engineered corporation, modular, hierarchical, matrix, liquid devolved decision-making powers, networked and atomised organisations, virtual organisations, line, staff & functional structures, formal and informal organisations, designing organisation structure, centralisation, decentralisation
- Organisational culture: Harrison - power, role, person, task cultures, Likert – autocratic, benevolent autocratic, consultative participative, Mintzberg – simple, machine bureaucracy, divisional, adhocracy, Pedlar et al – the learning organisation.
- How structure and culture impact on effectiveness
- Leader as a change agent

LO3 Understand how organisations can improve employee motivation and effectiveness

- Motivational theory including Taylorism, Mayo, Maslow, Herzberg, McGregor, Broad theories (e.g., temporal motivation theory), cognitive theory
- Organisational learning: the learning culture, knowledge capture and management, technical knowledge versus experiential knowledge, technology
- Organisational culture: integration / interaction of disciplines and teams, attitude to risk, rewards

- Measuring performance: metrics, KPI, OKR, business scorecard, working in teams, group dynamics, teams versus groups, communications, collaboration and team decision making, motivation of groups
- Change processes and outcomes: changes (reorganisation, restructuring, merger and acquisition, downsizing), involving stakeholders, communicating and managing change

Suggested Resources

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

Arnold, J., Silvester, J., Cooper, C.L., Robertson, I.T. and Patterson, F.M., 2020, Work psychology: Understanding human behaviour in the workplace. Pearson Education

Brooks, I., 2018, Organisational behaviour: individuals, groups and organisation, Pearson Education

Buchanan, D.A. and Huczynski, A.A., 2019, Organizational Behaviour, Pearson UK

Cross, C. and Carbery, R., 2022, Organisational Behaviour, Bloomsbury Publishing

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

Mullins, L.J. and McLean, J.E., 2019, Organisational Behaviour in the Workplace, Harlow: Pearson

Northouse, P.G., 2021, Leadership: Theory and Practice, Sage Publications

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

Schein, E.H., 2016, The Jossey-Bass Business & Management Series, Organizational Culture and Leadership, Wiley

Wilson, F.M., 2018, Organizational Behaviour and Work: a Critical Introduction, Oxford University Press.

Websites

<https://aptitudemanagement.com.au/organisational-behaviour-theories-and-its-role-in-management/> - Aptitude Management Training Solutions

<https://onlinelibrary.wiley.com/journal/10991379> - Journal of Organisational Behaviour

<https://www.geektonight.com/organizational-behavior/> - Online learner support

<https://www.iedunote.com/organizational-behavior> - iEduNote online support

| Unit 4 Organisational Behaviour - Supporting information | |
|---|---|
| Opportunities for Synoptic Teaching and Learning | |
| Learners and tutors will have the opportunity to link the learning from this unit with the content of other units. | |
| Learning Outcome | Teaching and learning links to other unit LO/AC |
| LO1 Understand leadership behaviour theory and practice | Unit 5 Personal Development for Leadership and Strategic Management, LO1 Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy |
| LO2 Understand how organisational structures and culture impact on the effectiveness of an organisation | Unit 7 Developing Organisational Vision and Strategic Direction, LO3 Understand how to implement Organisational vision and strategic direction Unit 13 Strategic Human Resource Management, LO1 Understand the factors affecting human resource management strategies in organisations Unit 13 Strategic Human Resource Management, LO2 Understand how strategic human resource management contributes to the achievement of the strategic plans of organisations |
| LO3 Understand how organisations can improve employee motivation and effectiveness | Unit 14 Managing Continuous Organisational Improvement, LO1 Understand how organisations create a culture of continuous improvement and acceptance of change |
| Opportunities for Synoptic Assessment | |
| Some of the AC require knowledge from one or more of the LOs. | |
| LO1 Understand leadership behaviour theory and practice provides underpinning theory that is explored in context in LO2 and LO3. Also, AC 1D1 is synoptic in that it requires the learner to draw on their overall understanding across the unit. | |

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

listening to/reading all information, identifying others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news) drawing conclusions **(LO1, LO2, LO3)**

arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions **(LO1, LO2, LO3)**

Reading Skills – Identifying different reading materials. Reading with a purpose, e.g., to understand an idea/concept, to retain information for revision, to research. **(LO1, LO2, LO3)**

| Unit 5 Personal Development for Leadership and Strategic Management | | | |
|--|--|--|---|
| Unit aims | This unit aims to help learners develop their own personal leadership and management skills in the context of the creation and achievement of organisational vision and strategic direction. | | |
| Unit level | 7 | | |
| Unit code | F/650/5364 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must relate their work to the ATHE assignment scenario and use real life examples to illustrate their points. To achieve the standards for this unit, learners will be required to understand the knowledge and skills needed by leaders and managers, create a plan to achieve these qualities and know how progress with the plan can be reviewed. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy | 1.1 Analyse the knowledge and skills in leadership and strategic management which are required to support the creation and achievement of organisational vision and strategy | 1M1 Assess how knowledge and skills of strategic leadership supports the creation and achievement of organisational vision and strategy. | 1D1 Evaluate the leadership and management knowledge and skills required for the creation and achievement of organisational vision versus the creation and achievement of organisational strategy |
| 2. Understand how to develop and communicate organisational vision | 2.1 Analyse the factors which impact on the creation of organisational vision 2.2 Assess the different approaches to developing vision 2.3 Evaluate the key factors which impact | 2M1 Evaluate the key factors needed to gain the commitment of internal stakeholders when communicating the vision | |

| | | | |
|--|--|---|--|
| | on the communication of vision to internal and external stakeholders | | |
| 3. Can manage development of own knowledge and skills in leadership and strategic management to support achievement of personal and organisational vision and strategy | <p>3.1 Assess own leadership and management knowledge and skills for creating and achieving organisational vision and strategy</p> <p>3.2 Devise objectives to meet personal development needs to support the achievement of personal and organisational vision and strategy</p> <p>3.3 Prepare a personal development plan to develop own leadership and management skills to meet personal objectives aligned to organisational vision and strategy creation</p> | 3M1 Justify how the objectives and the plan prepared for personal development support achievement of organisational vision and strategy | 3D1 Implement appropriate personal development activities to develop knowledge and skills as identified in the personal development plan |
| 4. Can reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy | 4.1 Assess the benefits of different self-evaluation techniques that can be used in the achievement of personal and organisational strategy | | 4D1 Review progress and outcomes of the personal development plan objectives |

Indicative Content

LO1 Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy

- Meaning of vision and strategy and their interrelationship
- Knowledge and skills required – visioning, describing possible futures with clarity, creating, giving direction, specificity, providing motivation, planning, communicating and listening at different levels, synthesizing, analysing, empathy, decision taker, link between vision and strategy, bringing about effective change, emotional intelligence, developing and leading high-performing teams, consistency and reliability, delegation, dealing with conflict, gaining alignment
- Contribution to organisational vision and strategy. Leadership and management knowledge and

skills including consideration of financial situation, political uncertainty, availability of human and physical resources, and instability in the market

- Similarities, difference and importance of knowledge and skills needed by strategic managers

LO2 Understand how to develop and communicate organisational vision

- Factors impacting on organisational vision - history of the organisation, external and internal business environment, capacity of the organisation, anticipating potential barriers, skills and ambition of leadership team
- Approaches to developing vision - two-way, top down bottom up, timing, clarity, specificity, quality of information, presentation, dialogue, culture understanding and, feedback loops, involvement etc.
- Factors which impact on the communication of vision to internal and external stakeholders - size of organisation, organisational development, culture and diversity, size, complexity and boldness of vision, communication systems, dissemination and cascading processes

LO3 Manage development of own knowledge and skills in leadership and strategic management to support achievement of personal and organisational vision and strategy

- Theories of leadership and management and their application - transformational leadership, transactional Leadership, tri-dimensional leadership theory, charismatic leadership, situational leadership
- Audit of personal skills and knowledge linked to creation and achievement of organisational vision and strategy
- Objectives and personal development plan- specific, clear, challenging, achievable objectives linked to audit, directly related to plan with stated outcomes, tasks, time frames, deadlines, monitoring points. Plan could include formal learning leading to qualifications, training courses, work shadowing, and job rotation or mentoring
- Plan could include informal learning e.g., reading texts, learning from successes and mistakes, using diagnostic tools e.g., psychometric tests; development of emotional intelligence, ability to learn, systems thinking etc.

LO4 Reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy

- Benefits of review - reviewing performance, learning from experience, repeating what is good, dealing with weaknesses, acknowledging success. Review can be used frequently to improve e.g., at key milestones, at the outset and conclusion of tasks, at the end of a meeting, after a difficult problem
- Sources of information - appraisal outcomes, 360-degree feedback systems, client feedback, staff/colleague/superiors' feedback, personal observations, data, KPIs, business results

Suggested Resources

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

Cornelissen, J.P., 2020, *Corporate Communication: A Guide to Theory and Practice*, 6th Edition, Sage Publications Ltd

Dewhurst, S. and FitzPatrick, L., 2022, Successful Employee Communications: A Practitioner's Guide to Tools, Models and Best Practice for Internal Communication, Kogan Page Publishers

Field, J., 2021, Influential Internal Communication: Streamline Your Corporate Communication to Drive Efficiency and Engagement, Kogan Page Publishers

Gray, H., Gimson, A. and Cunningham, I. eds., 2022, Developing Leaders for Real: Proven Approaches that deliver Impact, Emerald Group Publishing

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

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

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

McLaughlin, M. and Cox, E., 2022, Braver Leaders in Action: Personal and Professional Development for Principled Leadership, Emerald Group Publishing

Poore, C.A., 2021, Strategic Impact: A Leader's Three-Step Framework for the Customized Vital Strategic Plan, Greenleaf Book Group

Websites

<https://engageforsuccess.org/engaging-managers/reflective-leadership/> - article on reflective leadership

<https://hrforecast.com/leadership-skills-assessment-tests-surveys-and-other-tools/#:~:text=A%20leadership%20skills%20assessment%20helps,creating%20a%20better%20work%20environment.> - leadership tests and assessments

<https://www.bgateway.com/resources/strategic-planning-the-basics> - Business Gateway

<https://www.cipd.co.uk/learn/cpd/cycle#gref> - Chartered Institute of Personnel and Development

<https://www.hrmagazine.co.uk/content/features/the-role-of-reflection-in-leadership-success> - HR Magazine

<https://www.institutelm.com/what-we-do/try-our-learning-resources.html> - Institute of Leadership and Management

<https://www.managers.org.uk/membership/resources/management-resource-portal/> - Chartered Management Institute

<https://www.mtdtraining.com/leaderdna> - Management Training Specialists self-assessment

| Unit 5 Personal Development for Leadership and Strategic Management - Supporting information | |
|--|---|
| Opportunities for Synoptic Teaching and Learning | |
| Learners and tutors will have the opportunity to link the learning from this unit with the content of other units. | |
| Learning Outcome | Teaching and learning links to other unit LO/AC |
| LO1 Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy | Unit 1 Strategic Planning, LO1 Understand the foundations for developing organisational strategy Unit 4 Organisational Behaviour, LO1 Understand leadership behaviour theory and practice |
| LO2 Understand how to develop and communicate organisational vision | Unit 7 Developing Organisational Vision and Strategic Direction, LO2 Understand how to communicate the vision and strategic direction to stakeholders Unit 12 Corporate Communications Strategy, LO1 Understand the importance of corporate communications |
| LO4 Reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy | Unit 3 Research for Strategic Development, LO4 Evaluate own skills while undertaking research |
| Opportunities for Synoptic Assessment | |
| Some of the AC criteria require knowledge from one or more of the LOs. | |
| LO4 Reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy draws on the knowledge, understanding and skills development as part of LO1, LO2 and LO3. | |

| Opportunities for Skills Development within this unit | |
|---|---|
| Employability Skills | Study Skills |
| Working Independently – Using your own initiative, time management (e.g., planning, setting targets, meeting deadlines, working under pressure) self-organisation, maintaining motivation/focus, prioritising, | Using sources of information – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO1, LO2, LO3, LO4) |

willingness to learn, self-reflection, review & self-improvement (**LO3, LO4**)

Problem-solving – Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, e.g., listening to/reading all information, identifying others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news) drawing conclusions (**LO1, LO2, LO3, LO4**)

Reading skills – Identifying different reading materials. Reading with a purpose, e.g., to understand an idea/concept, to retain information for revision, to research. (**LO1, LO2, LO3, LO4**)

Writing skills – Understand the purpose of writing. Understand writing styles (and formats) e.g., personal, explanatory, persuasive, research and business. (**LO3**)

Thinking skills - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (**LO1, LO2, LO3, LO4**)

| Unit 6 International Business Environment | | | |
|---|--|--|--|
| Unit aims | The unit will enable learners to explore the changing international business environment and to develop knowledge and understanding of its effect on organisations. | | |
| Unit level | 7 | | |
| Unit code | H/650/5365 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must relate their work to the ATHE assignment scenario and use real life examples to illustrate their points. The learner will need to demonstrate their understanding of globalisation and international operations and its effect on business organisations. There is a requirement to use information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors an appropriate organisation on which to base their study. Tutors need to ensure that the organisation chosen is suitable. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand the international environment for business | 1.1 Evaluate business techniques used to analyse the international business environment 1.2 Analyse the micro and macro environment of a specific business organisation which operates on an international level | 1M1 Assess the extent to which working in an international environment impacts on the success of an individual business organisation | LOs 1 and 2 1D1 Evaluate the risks involved in operating in an international environment |
| 2. Understand the impact of globalisation and international trade on business | 2.1 Assess the impact of globalisation and international trade on national economies | 2M1 Review the organisational structures of businesses operating | |

| | | | |
|---|--|-------------------------------------|---|
| | 2.2 Analyse the benefits, opportunities and challenges of globalisation and international trade for a specific business organisation | in global and international markets | |
| 3. Understand the international markets in which businesses operate | <p>3.1 Analyse the implications for businesses of the cultural and regulatory diversity in international markets</p> <p>3.2 Evaluate possible conflicts between corporate strategy and ethical, social and sustainable responsibilities in international markets</p> <p>3.3 Assess the importance of corporate social responsibility and sustainability for supporting business success in international markets</p> | | 3D1 Compare management approaches to sustainability in international business organisations |

Indicative Content

LO1 Understand the international environment for business

- Analysis techniques: environmental analysis and diagnostics, environment audit, Porter's diamond (The Competitive Advantage of Nations - Porter), PESTLE, 'Five Forces' analysis
- Micro-environment: stakeholders, suppliers, customers, competitors, market intermediaries
- Macro-environment: external climate, economic conditions, political opinion, legal environment (national and international), cultural environment, resources, for example capital, people and natural, technology
- International business environment: culture, Corporate Social Responsibility (CSR), politics, environmental issues, globalisation

LO2 Understand the impact of globalisation and international trade on business

- History: economic theory, dependency theory, non-western cultures, maritime European empires, industrialisation, trade and empire, Bretton Wood, development of communications, information technology
- Extent of globalisation (international trade) – trade, labour movement, cultural exchange, technical development and exchange and capital
- Effects of globalisation – effects on markets, business change, capital, jobs and outsourcing, cultural dominance, natural resources, conflict; debates: benefits and challenges of globalisation, advocates and critics
- Operations: international business conduct, competition in different markets, international brand development, protection of IP, trade partnerships, politics and regulation, security, ethics

LO3 Understand the international markets in which businesses operate

- Sustainability
- Moral and Ethical issues: organisation purpose, nature of business ethics, corporate responsibility, social responsibility, corporate accountability, corporate governance, cultural conflict (for example: nature of bribes and rewards), different economic models, Different ethical frameworks (theories: deontological and utilitarianism), Hofstede, Hall (monochronic and polychronic cultures)
- Conflicts: current conflicts and issues should be examined. Examples include: climate change and environmentalism, anti-globalisation and social responsibility, 'Peak Oil', greater insecurity, relationships with government, technological change and privacy concerns, social media, intellectual property issues
- Legislation: UK, European, global and other national legislation and guidance; global agreements on carbon; legislation on pollution; agreements on issues affecting specific industries, for example fishing agreements; institutions; codes of practice and guidelines from international (e.g., OECD, ISGN), and industry (e.g., ISAR) bodies, reporting mechanisms (audit standards)

Suggested Resources

Collinson, S., Narula, R., Qamar, A. and Rugman, A.M., 2020, International business, Pearson UK

Czinkota, M.R., Ronkainen, I.A. and Gupta, S., 2021, International Business, Cambridge University Press

Fatehi, K. and Choi, J., 2019, International Business Management, Springer

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

LeRoy, S.F. and Werner, J., 2014, Principles of Financial Economics, Cambridge University Press

Mellahi, K., Meyer, K., Narula, R., Surdu, I. and Verbeke, A. eds., 2021, The Oxford Handbook of International Business Strategy, Oxford University Press

Szkudlarek, B., Osland, J.S., Nardon, L. and Zander, L., 2020, Communication and Culture in International business—Moving the Field Forward, Journal of World Business, 55(6), p.101126

Verbeke, A., 2021, International Business Strategy: Rethinking the Foundations of Global Corporate Success, Cambridge University Press

Websites

www.barclays.co.uk - Barclays Bank

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

www.competition-commission.org.uk - Competition Commission

www.dbresearch.com - Deutsche Bank Research

www.sparknotes.com/economics - Economics Study Guides

www.statistics.gov.uk - National Statistics

www.oft.gov.uk - Office of Fair Trading

www.revision-notes.co.uk - Revision Notes

www.bankofengland.co.uk - The Bank of England

www.economist.co.uk - The Economist

www.ft.com - The Financial Times

www.guardian.co.uk - The Guardian

www.independent.co.uk - The Independent

www.ifs.org.uk - The Institute for Fiscal Studies

www.imf.org - The International Monetary Fund

www.londonstockexchange.com - The London Stock Exchange

www.telegraph.co.uk - The Telegraph

www.the-times.co.uk - The Times

www.un.org - The United Nations

www.wsj.com - The Wall Street Journal

www.worldbank.org - The World Bank

www.hm-treasury.gov.uk - UK Treasury

| Unit 6 International Business Environment – Supporting information | |
|---|--|
| Opportunities for Synoptic Teaching and Learning | |
| Learners and tutors will have the opportunity to link the learning from this unit with the content of other units. | |
| Learning Outcome | Teaching and learning links to other unit LO/AC |
| LO1 Understand the international environment for business | Unit 11 International Marketing, LO1 Understand the implications of international marketing for organisations |
| LO2 Understand the impact of globalisation and international trade on business | Unit 8 International Finance, LO4 Understand key issues and approaches to international financial management Unit 11 International Marketing, LO3 Understand the requirements of international marketing communications |
| LO3 Understand the international markets in which businesses operate | Unit 8 International Finance, LO4 Understand key issues and approaches to international financial management Unit 11 International Marketing, LO3 Understand the requirements of international marketing communications |
| Opportunities for Synoptic Assessment | |
| Some of the AC require knowledge from one or more of the LOs. | |
| LO1, LO2 and LO3 are all related as they explore different aspects of the international business environment with each aspect impacting on the way that businesses approach international opportunities, risks and sustainability. AC 1D1 is synoptic in that it requires a combined understanding of both LO1 and 2. | |

| Opportunities for Skills Development within this unit | |
|---|--|
| Employability Skills | Study Skills |
| <p>Problem-solving – Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, e.g., listening to/reading all information, identifying others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news) drawing conclusions (LO1, LO2, LO3)</p> | <p>Using sources of information – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO1, LO2, LO3)</p> <p>Reading skills – Identifying different reading materials. Reading with a purpose, e.g., to understand an idea/concept, to retain information for revision, to research (LO1, LO2, LO3)</p> <p>Thinking skills - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing</p> |

| | |
|--|---|
| | arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3) |
|--|---|

| Unit 7 Developing Organisational Vision and Strategic Direction | | | |
|---|--|--|---|
| Unit aims | To enable learners to improve their knowledge and understanding of how organisations develop vision and strategic direction. The unit may be of particular interest for learners aiming for leadership roles in either private or public sector organisations. | | |
| Unit level | 7 | | |
| Unit code | J/650/5366 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners need to show that they understand the importance of a vision for an organisation and how a vision relates to the strategic direction.</p> <p>Learners must relate their work to the ATHE assignment scenario and use real life examples to illustrate their points. There is a requirement to use information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors an appropriate organisation on which to base their study. Tutors need to ensure that the organisation chosen is suitable. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand how to develop an organisational vision and strategic direction | 1.1 Explain the processes involved in creating a shared vision for an organisation 1.2 Analyse factors that impact on an organisation's strategic direction and vision | 1M1 Create a vision for a named organisation that shows the relationship to strategic direction and strategic planning | 1D1 Analyse the strategic direction for a named organisation |
| 2. Understand how to communicate the vision and strategic direction to stakeholders | 2.1 Evaluate the effectiveness of methods used to communicate an organisation's vision and strategic direction to its stakeholders | | 2D1 Produce a plan that communicates the vision and strategic direction to internal and external stakeholders |

| | | | |
|---|---|--|--|
| | <p>2.2 Assess how to build support for an organisation's vision and strategic direction</p> <p>2.3 Assess the challenges and pressures faced by organisations when communicating the vision and strategic direction to stakeholders</p> | | |
| <p>3. Understand how to implement organisational vision and strategic direction</p> | <p>3.1 Analyse how leadership behaviour promotes the achievement of organisational vision and strategic direction</p> <p>3.2 Explain the process for implementing the vision and strategic direction for an organisation</p> | <p>3M1 Evaluate ways in which an organisation might respond to negative factors affecting the implementation of the vision and strategic direction</p> | |

Indicative Content

LO1 Understand how to develop an organisational vision and strategic direction

- Processes involved in creating a vision: written vision and mission statements, values and culture, language, purpose, good practice
- Factors that impact on organisations and their vision: PESTLE – political, economic, social, technological, legal and environmental, government policy, legal requirements, regulatory and accountability issues, best practice and industry trends, global factors, data gathering
- Relationships between vision, strategic direction and strategic planning: strategic goals, evaluation of key factors, criteria for analysis, knowledge to set strategic direction, strategic planning techniques

LO2 Understand how to communicate the vision and strategic direction to stakeholders

- Communication methods: understanding audiences, methods, for example, presentations, formats, formal media, social media etc., attitudes – enthusiasm, stressing importance, gaining agreement and acceptance, corporate style, etc. communication systems, external support and expertise, embedding vision
- Stakeholders: Identification of different organisations and their structure, identification of key stakeholders, for example, employees, managers service users, customers, funding bodies, community groups and charities, local and national government, stakeholder groups needs and

wants, stakeholder roles in organisations, stakeholder mapping and methods of engaging stakeholders

- Communicating with external stakeholders: promoting the vision, benefits analysis and promotion, format and language to promote, feedback mechanisms, cost /benefit analysis
- Building support: communicating clearly and effectively, equality issues, challenging behaviours, language, attitudes that do not support organisational vision, negotiation skills, changing systems, procedures, models of change

LO3 Understand how to implement organisational vision and strategic direction

- Leadership behaviour: leadership and management styles, managing the change, acting as a role model to promote and embed the vision, challenging behaviours, attitudes, values etc. that do not support the vision, importance of personal credibility and belief
- Embedding the vision; models for approaching change in the organisation e.g., top down, bottom up, consultative styles etc. identification of procedures, activities, values, language not consistent with vision and replacing them, organisational culture
- Setting strategic direction; links between vision and objectives, strategic objectives – format, content, writing objectives, etc., role of stakeholders
- Strategic planning process; format and contents of strategic plan, development of strategic plan, resource allocations, targets, criteria for success

Suggested Resources

Barnes, D., 2018, Operations Management: an International Perspective, Bloomsbury Publishing

Brown, B., 2018, Dare to Lead: Brave Work, Tough Conversations, Whole Hearts, Random House

Bryson, J.M., 2018, Strategic Planning for Public and Non-profit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement, John Wiley & Sons

Cornelissen, J.P., 2020, Corporate Communication: A Guide to Theory and Practice, Corporate Communication, pp.1-336

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

Kotter, J.P., 2012, Leading Change, Harvard Business Press

Kouzes, J.M. and Posner, B.Z., 2018, The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader, John Wiley & Sons

Mullins, L.J., 2016, Management and Organisational Behaviour, 11th Edition, Pearson

Websites

www.cipd.co.uk - Chartered Institute of Personnel and Development

<https://www.institutelm.com/> - Institute of Leadership and Management

www.leadershipnow.com - Leadership Now

www.managers.org.uk - Chartered Management Institute

<https://onlinelibrary.wiley.com/journal/10970266> - Strategic Management Journal

www.strategicmanagement.net - Strategic Management Society

Unit 7 Developing Organisational Vision and Strategic Direction – Supporting information

Opportunities for Synoptic Teaching and Learning

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

| Learning Outcome | Teaching and learning links to other unit LO/AC |
|--|--|
| LO1 Understand how to develop an organisational vision and strategic direction | Unit 1 Strategic Planning, LO1 Understand the foundations for developing organisational strategy Unit 10 Strategic Marketing, LO4 Understand how to create a marketing strategy to meet business objectives Unit 13 Strategic Human Resource Management, LO2 Understand how strategic human resource management contributes to the achievement of the strategic plans of organisations |
| LO2 Understand how to communicate the vision and strategic direction to stakeholders | Unit 5 Personal Development for Leadership and Strategic Management, LO2 Understand how to develop and communicate organisational vision Unit 12 Corporate Communication Strategy, LO1 Understand the importance of corporate communications |
| LO3 Understand how to implement organisational vision and strategic direction | Unit 1 Strategic Planning, LO3 Develop strategy options for an organisation Unit 13 Strategic Human Resource Management, LO2 Understand how strategic human resource management contributes to the achievement of the strategic plans of organisations |

Opportunities for Synoptic Assessment

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

LO3 Understand how to implement organisational vision and strategic direction builds on the knowledge and understanding developed in LO2 and LO3.

Opportunities for Skills Development within this unit

| Employability Skills | Study Skills |
|---|---|
| Problem-solving – Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, e.g., listening to/reading all information, identifying others’ positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake | Thinking skills - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others’ positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, |

ideas/news) drawing conclusions (**LO1, LO2, LO3**)

Communication skills – Taking the right action with the information gathered. Written communication eg appropriate formats, style and tone, spelling, punctuation and grammar (**LO2**)

spotting fake ideas/news), drawing conclusions (**LO1, LO2, LO3**)

Using sources of information – Accessing information ie choosing current, sufficient, relevant and reliable sources (**LO1, LO2, LO3**)

Writing skills – Understand the purpose of writing. Understand writing styles (and formats) e.g., personal, explanatory, persuasive, research and business. (**LO2**)

| Unit 8 International Finance | | | |
|--|---|--|--------------------|
| Unit aims | To enable learners to gain an understanding of the role of an international corporate financial manager. The unit will allow learners to consider the importance of International Accounting Standards and the international financial environment for decision-making within businesses and organisations. Particular attention is paid to analysing the role of international financial markets in creating opportunities and risks for organisations, especially those operating in a multinational context. Learners will gain experience in assessing strategic options and making appropriate recommendations. | | |
| Unit level | 7 | | |
| Unit code | K/650/5367 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>In this unit, learners can approach all learning outcomes from a theoretical perspective, using appropriate examples to illustrate their work. Learners will need to agree with tutors an appropriate organisation on which to base their study. Tutors need to ensure that the organisation chosen is suitable. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand the objectives of international accounting standards | 1.1 Assess the objectives of developing International Accounting Standards 1.2 Explain how International Accounting Standards are applied to specific financial situations 1.3 Analyse the effect of applying specified International Accounting Standards to financial statements | | |
| 2. Understand the potential impacts of the international | 2.1 Examine the key features of, and major institutions involved in, | 2M1 Evaluate foreign exchange management | |

| | | | |
|---|--|--|--|
| financial environment on decision-making | <p>the international financial environment</p> <p>2.2 Assess the role of international financial markets and financial instruments as sources of finance</p> <p>2.3 Analyse the exchange rate market and the importance of exchange rates to an organisation</p> | | |
| 3. Understand capital requirements and working capital management in an international context | <p>3.1 Analyse capital requirements in the context of a multinational enterprise</p> <p>3.2 Evaluate the contribution of financial theory in developing capital structures in a multinational enterprise</p> | | 3D1 Evaluate working capital management strategies and their consequences for a named multinational enterprise |
| 4. Understand key issues and approaches to international financial management | <p>4.1 Analyse the environmental factors influencing international financial management decision-making</p> <p>4.2 Analyse international merger, acquisition and investment policies and their relevance for international financial management</p> | 4M1 Assess the influence of foreign government fiscal and monetary policies for global financial flows | |

Indicative Content

LO1 Understand the objectives of international accounting standards

- Accounting Standards: principles, concepts and conventions, going concern, matching, consistency, materiality, prudence, substance over form, aggregation and offsetting, comparative information, importance of true and fair view, use of business entity, historical cost and revaluation as features of a recording system
- International Accounting Standards (IAS): IAS 1 – presentation of financial statements, IAS 2 – Inventories, IAS 7 – Statement of cash flows, IAS 8 – Accounting policies, Changes in Accounting Estimates and Errors , IAS 10 – Events after the reporting period, IAS 16 – Property, plant and equipment, IAS 18 – Revenue, IAS 23 – Borrowing costs, IAS 33 – Earnings per share, IAS 36 –

Impairment of assets, IAS 37 – Provisions, contingent liabilities and contingent assets, IAS 38 – Intangible assets

- Impact on financial statements: income statement, statement of financial position, cash flow statement, statement of changes in equity

LO2 Understand the potential impacts of the international financial environment on decision-making

- Features of international finance: currencies, accounting rules, stakeholders, legal framework, taxation, regulatory framework, political risk, intellectual property rights
- International monetary institutions: International Monetary Fund, World Bank, Bank for International Settlements, International stock exchanges, international credit-rating agencies
- International sources of finance: financial instruments and international trade – bills of exchange, forfaiting, letters of credit, factoring, invoice discounting, securitisation, options, futures and swaps (see below), Eurocurrency markets, Euro-paper and Euro-note markets, Eurobond markets, Sharia-bond markets, futures and options markets, international equity markets
- The foreign exchange market: the importance of exchange rates, floating exchange rate systems, fixed exchange rate systems, adjustable-peg exchange rate systems, common currencies, international clearing systems, purchasing power parity, foreign currency futures versus forward contracts, forwards and futures in commodities, speculative positions in forward contracts, arbitrage and the determination of spot and future rates, exchange rate forecasting, foreign currency swaps, foreign currency options

LO3 Understand capital requirements and working capital management in an international context

- Role of multinationals within the international business and financial environment; types and objectives of multinationals, constraints – environmental, regulatory and ethical, benefits gained – economies of scale, sources of lower production costs, market share, diversification, new skills and experience, risk exposures – operational restrictions, discriminatory practices, loss of assets, confiscation, expropriation, nationalisation, trade related disputes, corruption, labour problems
- Investment decisions; investment appraisal processes, mutually exclusive projects and capital rationing, real options including abandonment options, management of risk, decision processes – certainty equivalents and sensitivity analysis, portfolio theory, systematic v unsystematic risk
- Working capital management; importance of the working capital cycle, use of cash, cash budgeting and control, treasury management practices, stock, cash and credit controls, short term investment opportunities, working capital management strategies

LO4 Understand key issues and approaches to international financial management

- International financial management; cross-listing on foreign stock exchanges, international liquidity and market integration, transfer pricing, international taxation, international dividend policies, off-shore banking and financial centres
- Government monetary and fiscal policies and international financial management; monetary policies, fiscal policies, financial interdependence, growth of global financial flows, impacts of global financial flows, control of global financial flows, economic unions

- Methods of internationalisation and international financial management; export-based methods – direct and indirect exporting, non-export-based methods – licencing and franchising, Joint ventures and alliances, cross border mergers and acquisitions

Suggested Resources

Arnold, G. and Lewis, D.S., 2019, Corporate Financial Management Pearson UK

Cloyne, J., Ferreira, C., Froemel, M. and Surico, P., 2018, Monetary Policy, Corporate Finance and Investment (No. w25366), National Bureau of Economic Research

Collis, J., Holt, A. and Hussey, R., 2017, Business Accounting, Bloomsbury Publishing

Gillan, S.L., Koch, A. and Starks, L.T., 2021, Firms and Social Responsibility: A Review of ESG And CSR Research in Corporate Finance, Journal of Corporate Finance, 66, p.101889

Hillier, D., 2019, EBOOK: Corporate Finance: European Edition, McGraw Hill

Kimmel, P.D., Weygandt, J.J. and Kieso, D.E., 2020, Financial Accounting: Tools for Business Decision-making, John Wiley & Sons

Quiry, P., Le Fur, Y. and Vernimmen, P., 2022, Corporate Finance: Theory and Practice John Wiley & Sons

Sangster, A. and Wood, F., 2018, Frank Wood's Business Accounting Volume 1 (Vol. 1), Pearson UK

Stulz, R., 2022, Applied Corporate Finance, Journal of Applied Corporate Finance, 34(1)

Websites

<https://internationalfinance.com/> - International Finance

<https://onlinelibrary.wiley.com/journal/14682362> - International Finance articles

<https://www.accaglobal.com/gb/en.html> - Associations of Chartered Certified Accountants

<https://www.emerald.com/insight/publication/issn/1569-3767> - Emerald Publishing

<https://www.sciencedirect.com/journal/journal-of-international-money-and-finance> - Journal of International Money and Finance

| Unit 8 International Finance - Opportunities for Synoptic Teaching and Learning | |
|---|--|
| Learners and tutors will have the opportunity to link the learning from this unit with the content of other units. | |
| Learning Outcome | Teaching and learning links to other unit LO/AC |
| LO3 Understand capital requirements and working capital management in an international context | Unit 2 Finance for Strategic Managers, LO3 Evaluate proposals for strategic capital expenditure in an organisation |
| LO4 Understand key issues and approaches to international financial management | Unit 6 International Business Environment, LO2 Understand the impact of globalisation and international trade on business Unit 6 International Business Environment, LO3 Understand the international markets in which businesses operate |
| Opportunities for Synoptic Assessment | |
| Some of the AC require knowledge from one or more of the LOs. | |
| LO4 Understand key issues and approaches to international financial management builds on the international finance concepts explored in LO1, LO2 and LO3. | |

| Opportunities for Skills Development within this unit | |
|--|---|
| Employability Skills | Study Skills |
| <p>Problem-solving – Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, e.g., listening to/reading all information, identifying others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news) drawing conclusions (LO1, LO2, LO3, LO4)</p> <p>Digital skills - Applying relevant numeracy skills to explore and organise data appropriately (LO1, LO2, LO3, LO4)</p> | <p>Thinking skills - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3, LO4)</p> <p>Using sources of information – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO1, LO2, LO3, LO4)</p> <p>Reading skills – Identifying different reading materials. Reading with a purpose, e.g., to understand an idea/concept, to retain information for revision, to research (LO1, LO2, LO3, LO4)</p> |

| Unit 9 Quantitative Methods | | | |
|---|--|--------------|--------------------|
| Unit aims | This unit will enable learners to further develop understanding and skills in the application of quantitative methods appropriate to support decision-making in organisations. | | |
| Unit level | 7 | | |
| Unit code | L/650/5368 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must relate their work to the ATHE assignment scenario and use real life examples to illustrate their points. There is a requirement to use information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors appropriate organisations on which to base their study. Tutors need to ensure that the organisations chosen are suitable. The learner will need to demonstrate a full understanding of quantitative methods and they will need to be applied in context to business decision-making. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand the types of data which can be used by organisations to monitor and improve their performance | 1.1 Evaluate the different types of data which can be gathered by organisations to monitor and improve their performance 1.2 Distinguish between alternative sampling methods and measurement scales | | |

| | | | |
|--|--|--|--|
| 2. Can analyse and evaluate raw business data to inform decision-making | 2.1 Analyse raw business data from a range of examples using appropriate quantitative and qualitative methods | 2M1 Evaluate the differences in application between descriptive statistics, inferential statistics and measuring association | |
| 3. Can apply a range of quantitative methods to support effective business decision-making | 3.1 Apply a range of quantitative methods for business decision-making for quality, inventory and capacity management | 3M1 Justify the application of appropriate quantitative methods used by specific organisations | 3D1 Recommend business decisions based on the application of quantitative methods |
| 4. Can report on data and communicate findings to inform decision-making | 4.1 Explain different ways of summarising and presenting a set of business statistics 4.2 Construct tables and charts with a commentary, using summary data | 4M1 Justify the rationale for choosing the methods for communicating the data | 4D1 Evaluate the use of different types of charts and tables for communicating given variables to inform decision-making |

Indicative Content

LO1 Understand the types of quantitative data which can be used by organisations to monitor and improve their performance

- The nature of data and types of data such as qualitative and quantitative, and of information, how data can be turned into information and information used to inform decision making
- Interpreting data from a variety of sources using different methods of analysis with advantages, disadvantages and limitations of each
- Use and comparison of sampling techniques including random sampling with and without replacement; stratified sampling; cluster sampling; systematic sampling and other types of sampling techniques, i.e., postcode analysis, demographic analysis
- Scales of measurement: nominal, ordinal, interval and ratio

LO2 Analyse and evaluate raw business data to inform decision-making

- Quantitative methods that are used to analyse and evaluate data
- Descriptive statistics:
 - Measures of central tendency (e.g., mean, median)
 - Measures of variability (e.g., range, standard deviation)
 - Application to business data (e.g., finding average earnings, measuring)
 - Variability in business processes such as queuing times and customer arrival rates
- Inferential statistics, the difference between sample and population and reliability of estimates from samples

- Measuring association:
 - Use of scatter plots, correlation and regression analysis (linear), simple forecasting
 - Business applications such as the association between output and cost, advertising and sales
 - Evaluating use of software such as Excel and SPSS to perform raw data analysis

LO3 Apply a range of quantitative methods to support effective business decision-making

- Probability distributions and application to business decisions, normal distribution (e.g., weights and measures regulations and statistical process control), poisson distribution (e.g., customer arrival rates) and binomial distribution (e.g., inspection sampling), Inference (e.g., margins of error and confidence limits)
- Inventory management including optimum inventory and economic order quantities capacity management and factors effecting capacity and maximum output rates, forecast capacity and the use of decision trees
- The issue of variability in business processes (e.g., arrival rates of customers and time taken to deal with customers), and how this leads to a trade-off between waiting time and process utilisation
- Quantitative methods used to analyse trends over time such as time series analysis and index numbers and how they support planning and decision making

LO4 Report on data and communicate findings to inform decision-making

- Identifying data: numerical, both discrete and continuous; categorical data - nominal or ordinal
- Levels of measurement - nominal, ordinal, interval, ratio
- Centre, and spread of data, ordering, frequency and scatter plots, ranking.
- Levels of measurement - nominal, ordinal, interval, ratio
- Time series analysis, indices, histograms, charts, tables, bar and line graphs and their use in representing and interpreting data
- Choosing the most effective ways analysing data and of communicating the results of the analysis and information for decision taking using tables and charts with appropriate limitations conclusions and recommendations given
- Utilising Software for producing charts/tables

Suggested Resources

Anderson, D. et al., 2015, Statistics for Business and Economics. 12th Ed., Cengage

Bergin, T., 2018, An Introduction to Data Analysis: Quantitative, Qualitative and Mixed Methods, Sage

Fávero, L.P. and Belfiore, P., 2019, Data Science for Business and Decision Making, Academic Press

Morris, C., 2012, Quantitative Approaches in Business Studies, 8th Ed., Harlow: Pearson Prentice Hall

Davis, D. and Pecar, B., 2013, Business Statistics Using Excel, 2nd Ed., Oxford: Oxford University Press

Lee, N. and Peters, M., 2015, Business Statistics Using EXCEL and SPSS, Sage

Oakshott, L., 2020, Essential Quantitative Methods: For Business, Management and Finance, Bloomsbury Publishing

Wisniewsk, M., 2016, Quantitative Methods for Decision-Makers – Student Edition, Pearson

Websites

[quantitative - HBS Working Knowledge](#) - Harvard Business School knowledge website

[Research Methods \(research-methodology.net\)](#) - British Research Methodology

[Analyzing, Interpreting and Reporting Basic Research Results - Management Library](#) - The Management Library

| Unit 9 Quantitative Methods - Supporting information | |
|---|--|
| Opportunities for Synoptic Teaching and Learning | |
| Learners and tutors will have the opportunity to link the learning from this unit with the content of other units. | |
| Learning Outcome | Teaching and learning links to other unit LO/AC |
| LO1 Understand the types of data which can be used by organisations to monitor and improve their performance | Unit 12 Corporate Communication Strategies, LO2 Implement corporate communications audits Unit 14 Managing Continuous Organisation Improvement LO2 Analyse opportunities for improvement to organisational activities |
| LO2 Analyse and evaluate raw business data to inform decision-making | Unit 2 Finance for Strategic Managers, LO2 Use financial analysis as a tool for strategic decision-making Unit 10 Strategic Marketing, LO2 Understand the role of consumer behaviour in marketing strategies |
| LO3 Apply a range of quantitative methods to support effective business decision-making | Unit 3 Research for Strategic Development, LO2 Apply different research methodologies to gather sufficient and valid data |
| LO4 Report on data and communicate findings to inform decision-making | Unit 3 Research for Strategic Development, LO3 Present research findings in an appropriate format |
| Opportunities for Synoptic Assessment | |
| Some of the AC require knowledge from one or more of the LOs. | |
| In this unit, LO3 Apply a range of quantitative methods to support effective business decision-making draws on the knowledge and understanding developed via LO1 and LO2. | |

| Opportunities for Skills Development within this unit | |
|--|--|
| Employability Skills | Study Skills |
| Problem-solving – Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, e.g., listening to/reading all information, identifying others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news) drawing conclusions (LO2, LO3, LO4) | Using sources of information – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO2, LO3, LO4) Reading skills – Identifying different reading materials. Reading with a purpose, e.g., to understand an idea/concept, to retain information for revision, to research (LO1, LO2, LO3, LO4) Thinking skills - Using analytical skills, eg research skills, handling information, consulting multiple |

Communication skills – Taking the right action with the information gathered. Written communication eg appropriate formats, style and tone, spelling, punctuation and grammar **(LO4)**

Digital skills - Handling and judging the reliability of information. Conducting online transactions, Problem-solving (eg online research, presenting data), Applying relevant numeracy skills to explore, organise and share data appropriately, Keeping users safe and legal in the digital world **(LO4)**

sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions **(LO1, LO2, LO3, LO4)**

| Unit 10 Strategic Marketing | | | |
|--|--|--|--|
| Unit aims | This aim of this unit is to help learners develop knowledge and understanding of marketing at a strategic level and how this is applied in practice including developing a marketing strategy. | | |
| Unit level | 7 | | |
| Unit code | M/650/5369 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must relate their work to the ATHE assignment scenario and use real life examples to illustrate their points. There is a requirement to use information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors an appropriate organisation on which to base their study. Tutors need to ensure that the organisation chosen is suitable. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand the principles of strategic marketing | 1.1 Analyse the relationship between corporate and marketing strategies 1.2 Explain how marketing strategies can contribute to competitive advantage | | 1D1 Evaluate the relationship between strategic intent, strategic assessment, strategic choice and their impact on the formulation of marketing strategy |
| 2. Understand the role of consumer behaviour in marketing strategies | 2.1 Evaluate the role of marketing research and its relationship to consumer behaviour 2.2 Evaluate the role of relationship marketing in customer behaviour analysis | 2M1 Analyse the influences on, and the psychology of, consumer behaviour | |

| | | | |
|---|---|---|---|
| 3. Can develop a strategic marketing plan | 3.1 Develop a strategic marketing plan for a given organisation 3.2 Develop a risk register and associated contingency plans | LOs 3 and 4 4M1 Construct a marketing strategy for a named organisation | LOs 3 and 4 4D1 Create monitoring systems to ensure the successful implementation of a marketing strategy |
| 4. Understand how to develop a marketing strategy to meet business objectives | 4.1 Analyse the key considerations in creating a marketing strategy 4.2 Explain how the marketing strategy should address competitive forces | | |

Indicative Content

LO1 Understand the principles of strategic marketing

Role of strategic marketing

- Definitions of marketing strategy, its role in the organisation and how it underpins marketing planning and activities; concept of product and customer in different organisations; resources and implementation and monitoring, control

Corporate strategy and marketing strategy

- Corporate strategy; linking marketing strategy to corporate mission and vision; defining the business and conducting a situation audit meeting corporate objective with marketing strategy; corporate social responsibility; marketing

Development of a marketing strategy

- Analysis of the environment; setting objectives; dynamic strategy – flexibility for change

Way in which strategies can contribute to competitive advantage

- Segmentation; targeting and positioning; relationship strategies; product innovation and development; principles of branding; service marketing; pricing and distribution; E-marketing

LO2 Understand the role of consumer behaviour in marketing strategies

Marketing research

- Defining the need with respect to consumer behaviour; data collection, organisation and interpretation; primary and secondary research; methodologies

Customer/consumer behaviour

- Definitions of customers and consumers; concept of consumer behaviour; buyer behaviour and factors affecting it; B2B and B2C; concept of customer loyalty

Customer behaviour analysis

- Principles of relationship marketing and its use; concepts of customer retention and customer relationship management

Psychology of consumer behaviour

- Models: Pareto efficiency, Black Box model; stages of the buying process; purchasing decisions; demographics; culture; psychographics

LO3 Develop a strategic marketing plan

Marketing audit

- Identify current competitive position (leader, follower, challenger, nicher, defensive); coherence with existing business strategies and plans; their cost-effectiveness; marketing and communication methodologies, SWOT analysis

Strategy formulation

- Information requirements; setting SMART objectives, success and evaluation criteria; identify strategic alternatives and establish specific courses of action

Implementation

- Identify alternative marketing action plans relating to the marketing mix and communication plans.

Monitoring systems

- Key Performance Indicators (KPIs) and marketing metrics; milestones; response mechanisms; budget monitoring

Contingency planning

- Nature of possible events; risk identification and assessment; response strategies; impact of changes to plans

LO4 Understand how to develop a marketing strategy to meet business objectives

Requirements

- Strategic marketing planning process; planning models and stages; gap analysis techniques and uses; concepts of social responsibility, societal and ethical marketing and their strategic impact

Alignment

- Strategies for achieving coherence with corporate strategies and plans, who should be consulted

Internal/external environment

- Use of tools and techniques to achieve coherence with the environment; market entry strategies: reseller, distributor, sales outsourcing; market entry timing: wave, waterfall, sprinkler

Competitive forces

- Forces: threat of substitute products, power of customers, power of suppliers, potential for new competitors, current competitors; nature and scale of their likely impact

Suggested Resources

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

Kotler, P., Pfoertsch, W. and Sponholz, U., 2021, H2H Marketing: The Genesis of Human-to-Human Marketing, Cham: Springer

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

Scott, D.M., 2022, The New Rules of Marketing and PR: How to Use Content Marketing, Podcasting, Social Media, AI, Live Video, and Newsjacking to Reach Buyers Directly, John Wiley & Sons

Shaw E., 2012, Marketing Strategy: From the origin of the Concept to the Development of a Conceptual Framework, Journal of Historical Research in Marketing, 4(1)

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

Websites

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

<https://www.ama.org/publications/JournalOfMarketingResearch/Pages/current-issue.aspx> - Journal of Marketing Research:

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

| Unit 10 Strategic Marketing - Supporting information | |
|--|---|
| Opportunities for Synoptic Teaching and Learning | |
| Learners and tutors will have the opportunity to link the learning from this unit with the content of other units. | |
| Learning Outcome | Teaching and learning links to other unit LO/AC |
| LO1 Understand the principles of strategic marketing | Unit 11 International Marketing, LO2 Understand how to develop an international marketing strategy |
| LO2 Understand the role of consumer behaviour in marketing strategies | Unit 9 Quantitative Methods, LO2 Analyse and evaluate raw business data to inform decision-making |
| LO3 Develop a strategic marketing plan | Unit 1 Strategic Planning, LO3 Develop strategy options for an organisation |
| LO4 Understand how to develop a marketing strategy to meet business objectives | Unit 7 Developing Organisational Vision and Strategic Direction, LO1 Understand how to develop an organisational vision and strategic direction Unit 11 International Marketing, LO2 Understand how to develop an international marketing strategy |
| Opportunities for Synoptic Assessment | |
| Some of the AC require knowledge from one or more of the LOs. | |
| LO3 Develop a strategic marketing plan and LO4 Understand how to create a marketing strategy to meet business provide the opportunity to apply the knowledge and understanding gained in LO1 and LO2. AC 4M1 and 4D1 are synoptic. | |

| Opportunities for Skills Development within this unit | |
|--|---|
| Employability Skills | Study Skills |
| <p>Problem-solving – Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, e.g., listening to/reading all information, identifying others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news) drawing conclusions (LO1, LO2, LO3, LO4)</p> <p>Communication skills – Taking the right action with the information gathered. Written</p> | <p>Thinking skills - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3, LO4)</p> |

communication eg appropriate formats, style and tone, spelling, punctuation and grammar
(LO3, LO4)

Using sources of information – Accessing information ie choosing current, sufficient, relevant and reliant sources **(LO1, LO2)**

Writing skills – Understand the purpose of writing. Understand writing styles (and formats) e.g., personal, explanatory, persuasive, research and business **(LO3, LO4)**

| Unit 11 International Marketing | | | |
|---|--|--|---|
| Unit aims | This unit enables learners to understand the requirements of international marketing, in particular the financial considerations to be considered in entering and operating in international markets. Learners will be able to develop an international marketing strategy and understand the implications and requirements of international marketing communications. | | |
| Unit level | 7 | | |
| Unit code | Y/650/5370 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit, learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must relate their work to the ATHE assignment scenario and use real life examples to illustrate their points. There is a requirement to use information from specific organisations to meet some of the stated standards. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand the implications of international marketing for organisations | 1.1 Evaluate the different market research requirements for international marketing 1.2 Analyse how the business case for international marketing can be justified 1.3 Assess the risks which must be considered for international marketing | 1M1 Evaluate different methods of international marketing | 1D1 Analyse the way in which financial and pricing issues may affect international operations |
| 2. Understand how to develop an international marketing strategy | 2.1 Evaluate the features of international markets 2.2 Evaluate the operational considerations related to developing | 2M1 Evaluate the legal and financial implications associated with developing and implementing an | |

| | | | |
|--|--|----------------------------------|--|
| | <p>an international marketing strategy</p> <p>2.3 Analyse the characteristics of an international marketing strategy</p> | international marketing strategy | |
| 3. Understand the requirements of international marketing communications | <p>3.1 Evaluate the way in which local customs, culture, language and ethical considerations may affect marketing communications</p> <p>3.2 Assess the role of technology in international marketing communications</p> <p>3.3 Assess the implications and requirements of different sales and marketing communications strategies</p> | | 3D1 Analyse the concept of “globalisation” and review its impact on communications |

Indicative Content

LO1 Understand the implications of international marketing for organisations

International market research

- Validity of data produced in developing markets; international marketing information systems and their integration into organisation-wide systems; suitability of different marketing research methods in an international context; use of environmental scanning tools in an international context

Resource investment

- Advantages, disadvantages and requirements of different methods of market entry; international agencies; multinational trading groups; role of UKTI, and other government agencies and international development agencies in overseas trade; accommodation; trading tariffs, differences in international product standards, availability of local labour and skills; international logistics, distribution networks and environmental/political conditions affecting them

Business case

- Reasons for market entry; associated issues; nature, size and maturity of local markets; barriers to success, return on investment.
- Start-up and ongoing costs; methods of financing international marketing; sources of finance; availability of local incentives; international insurance; multinational financial systems.
- Design of pricing structures; exchange rates and options; international insurance; shipping and import costs; factors affecting financial risk and their strategic implications: e.g. market conditions, customers’ creditworthiness, local government involvement in the economy; identification of financial risk; risk maps; financial risk treatment options; risk management in an

international context (identifying issues, range of risk treatment options); local laws; foreign monetary policies and reducing exposure; risk sharing options

- Suitability of different risk treatment options; role of foreign exchange markets; arbitrage; spot and forward exchange rates; hedging

LO2 Understand how to develop an international marketing strategy

Nature of the market

- Local economic and political conditions; impact of foreign business cultures on local communities; ethical considerations; potential for friction between local marketing objectives and strategies and corporate objectives and strategies; history of the market

International marketing methods

- Strategic international marketing planning: factors affecting the selection of marketing methods in an international context e.g., need for local endorsement, availability of technology and distribution networks, relationship management considerations

Local conditions

- Size and nature of the local market; presence and reputation of local and international competitors and rival products/services; local sensitivities; suitability of management styles for locally recruited employees; delivery models e.g., joint ventures, franchising and licensing, agents

Operational considerations

- International market segmentation, targeting and positioning; international marketing mix; standardisation v adaptation in the international marketing mix; organisational structures, locus of decision-making powers and their potential impact; management control (centralised v decentralised)

Legal considerations

- Implications for marketing, product; materials, safety, branding. Promotions; cultural regulations, restrictions. Distribution; PDM, use of agents. Market research. Pricing; tariffs

LO3 Understand the requirements of international marketing communications

Marketing communications

- Culture, ethics, local beliefs and practices; language issues; need for acceptance by community leaders and influencers; cultural and advertising taboos

Role of technology

- Integration of country marketing information systems into an international marketing information system; availability, reliability and functionality of technology; alternative methods of marketing communications; application of social media

Implications and requirements

- Implications of cultural and language factors on operational management (e.g., recruitment and training of staff); availability and sophistication of local facilities to support sales and marketing communications strategies and activities

Globalisation

- Globalisation and globalisation; advantages and disadvantages of globalisation; Brooks & Nomore; Govindarajan and McCreary

Suggested Resources

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

Doole I. and Lowe R., 2022, International Marketing Strategy, Cengage Learning: Maidenhead

Ghuri N. and Cateora, P., 2021, International Marketing (5th Edition), McGraw Hill Education: Maidenhead

Kotler, P., Pfoertsch, W. and Sponholz, U., 2021, H2H Marketing: The Genesis of Human-to-Human Marketing, Cham: Springer

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

Palmatier, R.W. and Sridhar, S., 2021, Marketing Strategy: Based on First Principles and Data Analytics, Bloomsbury Publishing

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

Scott, D.M., 2022, The New Rules of Marketing And PR: How to Use Content Marketing, Podcasting, Social Media, AI, Live Video and Newsjacking to Reach Buyers Directly, John Wiley & Sons

Shaw E., 2012, Marketing Strategy: From the Origin of the Concept to the Development of a Conceptual Framework, Journal of Historical Research in Marketing, 4(1)

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

Websites

<https://www.ama.org/publications/JournalOfMarketingResearch/Pages/current-issue.aspx> - Journal of Marketing Research

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

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

| Unit 11 International Marketing - Supporting information | |
|--|---|
| Opportunities for Synoptic Teaching and Learning | |
| Learners and tutors will have the opportunity to link the learning from this unit with the content of other units. | |
| Learning Outcome | Teaching and learning links to other unit LO/AC |
| LO1 Understand the implications of international marketing for organisations | Unit 6 International Business Environment, LO1 Analyse the international environment for business |
| LO2 Understand how to develop an international marketing strategy | Unit 1 Strategic Planning, LO3 Develop Strategy Options for an organisation Unit 10 Strategic Marketing, LO1 Understand the principles of strategic marketing Unit 10 Strategic Marketing, LO3 Develop a strategic marketing plan |
| LO3 Understand the requirements of international marketing communications | Unit 6 International Business Environment, LO3 Understand the international markets in which businesses operate Unit 12 Corporate Communication Strategies, LO1 Understand the importance of corporate communications |
| Opportunities for Synoptic Assessment | |
| There are no clear synoptic assessment opportunities associated with this unit. Each of the LOs offers separate but related outcomes for learners navigating these topics. | |

| Opportunities for Skills Development within this unit | |
|---|---|
| Employability Skills | Study Skills |
| <p>Problem-solving – Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, e.g., listening to/reading all information, identifying others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news) drawing conclusions (LO1, LO2, LO3)</p> <p>Digital skills – Using appropriate digital devices and relevant applications, software, systems and getting online. Handling and judging the reliability of information. Problem-</p> | <p>Thinking skills - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3)</p> <p>Using sources of information – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO1, LO2, LO3)</p> <p>Reading skills – Identifying different reading materials. Reading with a purpose, e.g., to</p> |

solving (eg online research, presenting data)
(LO3)

understand an idea/concept, to retain information for
revision, to research **(LO1, LO2, LO3)**

| Unit 12 Corporate Communication Strategies | | | |
|--|---|--------------|--|
| Unit aims | <p>This unit will enable learners to develop knowledge and understanding of the importance of corporate communications and the link with corporate objectives.</p> <p>Learners will have the opportunity to develop skills in auditing corporate communications and planning a corporate communication strategy.</p> | | |
| Unit level | 7 | | |
| Unit code | A/650/5371 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must relate their work to the ATHE assignment scenario and use real life examples to illustrate their points. For Learning Outcome 1, 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. There is a requirement to use information from specific organisations to meet some of the stated standards. For Learning Outcomes 2 and 3, learners will be required to plan corporate communication audits and an appropriate communication strategy. Learners will need to agree with tutors an appropriate organisation on which to base their study. Tutors need to ensure that the organisation chosen is suitable. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand the importance of corporate communications | 1.1 Explain the purpose of corporate communications 1.2 Assess how corporate communications link to corporate objectives 1.3 Analyse the relationship between corporate communications | | 1D1 Review the importance of corporate communications to the success of a named organisation |

| | | | |
|---|--|---|---|
| | and corporate branding | | |
| 2. Can implement corporate communications audits | <p>2.1 Analyse the reasons for conducting internal and external corporate communications audits</p> <p>2.2 Plan a corporate communications audit for a named organisation</p> | 2M1 Conduct an internal corporate communications audit for a named organisation | <p>LOs 2 and 3</p> <p>3D1 Evaluate the effectiveness of current levels of organisational corporate communications for a named organisation</p> |
| 3. Understand the purpose and impact of a corporate communications strategy | <p>3.1 Explain the strategic objectives of a corporate communications strategy</p> <p>3.2 Assess the desired impact of a corporate communications strategy on different stakeholders</p> | 3M1 Recommend appropriate measures to monitor the effects of a planned corporate communication strategy | |

Indicative Content

LO1 Understand the importance of corporate communications

- Purposes of corporate communications: providing information to stakeholders, communicating corporate vision and strategy, reinforcement of public image – acts as an effective bridge between organisations and the general public, allows effective and timely distribution of information, links to public relations strategy, emphasises the importance of two-way communication.
- Corporate communications and corporate branding: promote the organisational brand and brand image, reinforces the stakeholders' view of organisational performance and value, emphasises confidence in organisational quality and performance, demonstrates adherence to the organisational corporate brand guidelines; clarifies: brand strategy, brand position, brand identity, brand message.
- Corporate communications and corporate objectives: communication and reinforcement of organisational strategic objectives, reinforcement of corporate culture, promotes accountability, prioritisation of stakeholder communication and influence, promotes transparency and accountability of communications

LO2 Implement corporate communications audits

- Planning: selection of appropriate research techniques, identification of formal and informal internal and external information and communication flows, identification of information and data management processes, identification of knowledge management processes, identification of information channels and barriers, assessment of the reliability and currency of gathered data, identification of communication risks
- Conducting an audit – internal: informal versus formal, for example, water-cooler, email, video conferencing and meeting, vertical versus horizontal, for example, management communications, corporate newsletters, use of social media and intranets, departmental, interdepartmental and team meetings, control of organisational information and data, processing data
- Conducting an audit – external: supplier and customer communications, e.g., networking, conferences, partnerships and IVS, public communications, e.g., marketing and advertising, news items and online, e.g., webpages, forums, social media such as twitter, Facebook, Tumblr etc., institutional relationships (including professional, government and industry bodies, universities and communities), knowledge development and management, for example, supply chain integration and crowd sourcing

LO3 Understand the purpose and impact of a corporate communications strategy

- Strategic objectives: strategy formulation, strategy implementation, strategy measurement, monitoring of strategic aims, communications as infrastructure, strategic drift, monitoring versus evaluation, feedback processes, planned and emergent strategies
- Audience analysis: stakeholder analysis, international and cultural issues, evaluation of communication channels (relating to stakeholder groups), including web based and social media
- Planning processes: setting and measuring outcomes, action plans, timescales, cost / benefit analysis, feedback systems, control loop, formal and informal knowledge channels, quantitative and qualitative measures, assessment of the validity and reliability of data gathered
- Monitoring, review and feedback: development of communication and stakeholder engagement plans, surveys, focus groups, interviews, measuring communication outcomes, monitoring online customer interaction, quantitative and qualitative measures, measuring Return on Investment (ROI)
- Evaluating effectiveness: benchmarking, questionnaires, focus groups, participant observation/ethnography, data gathered via social media/web hits, surveys, interviews, processing research

Suggested Resources

Argenti, P. A., 2015, Corporate Communication: International Edition 7th Edition, McGraw-Hill Higher Education

Camilleri, M.A. ed., 2021, Strategic Corporate Communication in the Digital Age, UK: Emerald Publishing Limited

Cornelissen, J.P., 2020, Corporate Communication: A Guide to Theory and Practice, 6th Edition, Sage Publications Ltd

Dewhurst, S. and FitzPatrick, L., 2022, Successful Employee Communications: A Practitioner's Guide to Tools, Models and Best Practice for Internal Communication, Kogan Page Publishers

Field, J., 2021, Influential Internal Communication: Streamline Your Corporate Communication to Drive Efficiency and Engagement, Kogan Page Publishers

Ragas, M., 2019, Defining 'Business Acumen': A Delphi Study of Corporate Communications Leaders, Public Relations Journal, 13(1), pp.1-19

Shalala, J., 2020, Corporate Communications. Purpose and Audit Plans

Seebacher, U., 2022, From Corporate Communication to Corporate Interaction, In Reengineering Corporate Communication (pp. 15-32). Springer, Cham

Websites

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

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

www.marketingdonut.co.uk - Marketing Donut (Helping Small Businesses Succeed)

[Sales & Marketing - Management Library](#) - Management Library

| Unit 12 Corporate Communication Strategies - Supporting information | |
|--|---|
| Opportunities for Synoptic Teaching and Learning | |
| Learners and tutors will have the opportunity to link the learning from this unit with the content of other units. | |
| Learning Outcome | Teaching and learning links to other unit LO/AC |
| LO1 Understand the importance of corporate communications | Unit 5 Personal Development for Leadership and Strategic Management, LO2 Understand how to develop and communicate organisational vision Unit 7 Developing Organisational Vision and Strategic Direction, LO2 Understand how to communicate the vision and strategic direction to stakeholders Unit 11 International Marketing, LO3 Understand the requirements of international marketing communications |
| LO2 Implement corporate communications audits | Unit 9 Quantitative Techniques, LO1 Understand the types of data which can be used by organisations to monitor and improve their performance Unit 14 Managing Continuous Organisational Improvement, LO2 Analyse opportunities for improvement to organisational activities |
| LO3 Understand the purpose and impact of a corporate communications strategy | Unit 7 Developing Organisational Vision and Strategic Direction, LO2 Understand how to communicate the vision and strategic direction to stakeholders |
| Opportunities for Synoptic Assessment | |
| Some of the AC require knowledge from one or more of the LOs. In this unit LOs 2 Implement corporate communications audits and 3 Understand the purpose and impact of a corporate communications strategy draw on the knowledge and understanding developed in LO1. AC 3D1 is synoptic. | |

| Opportunities for Skills Development within this unit | |
|--|---|
| Employability Skills | Study Skills |
| Problem-solving – Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, e.g., listening to/reading all information, identifying others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to | Thinking skills - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments |

conclusions, spotting fake ideas/news)
drawing conclusions **(LO2)**

Communication skills – Taking the right action with the information gathered. Written communication eg appropriate formats, style and tone, spelling, punctuation and grammar **(LO2)**

(avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions **(LO1, LO2, LO3)**

Using sources of information – Accessing information ie choosing current, sufficient, relevant and reliant sources **(LO1, LO2, LO3)**

Reading skills – Identifying different reading materials. Reading with a purpose, e.g., to understand an idea/concept, to retain information for revision, to research **(LO1, LO2, LO3)**

| Unit 13 Strategic Human Resource Management | | | |
|--|--|--|--------------------|
| Unit aims | The aim of this unit is to help learners acquire knowledge and understanding of human resource management strategy and its impact on the efficiency of an organisation. | | |
| Unit level | 7 | | |
| Unit code | D/650/5372 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must relate their work to the ATHE assignment scenario and use real life examples to illustrate their points. There is a requirement to use information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors appropriate organisations on which to base their study. Tutors need to ensure that the organisations chosen are suitable. Where appropriate, learners may use just a single organisation to satisfy assessment requirements. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand the factors affecting human resource management strategies in organisations | 1.1 Analyse the effect of organisational structure and culture on organisational human resource management strategies 1.2 Assess the importance of financial resources in creating a human resource management strategy | 1M1 Analyse the impact of legislation on human resource management strategies | |
| 2. Understand how strategic human resource management contributes to the achievement of the strategic plans of organisations | 2.1 Analyse different models of strategic human resource management 2.2 Explain how human resource management contributes to the | 2M1 Evaluate different models of preparing strategic human resource management plans for an organisation | |

| | achievement of strategic plans | | |
|---|--|--|--|
| 3. Understand how to prepare human resource management strategies for organisations | 3.1 Assess factors to be considered when preparing human resource management strategies 3.2 Evaluate key elements of a human resource management strategy | 3M1 Analyse how internal and external factors impact on the elements of human resource management strategies | 3D1 Evaluate the model used by a named organisation in the development of its human resource management strategy |
| 4. Can develop a human resource management strategy for an organisation | 4.1 Develop a human resource management strategy for a named organisation 4.2 Explain how the proposed human resource management strategy will support achievement of business objectives | | 4D1 Assess the potential barriers to the implementation of a human resource management strategy |

Indicative Content

LO1 Understand the factors affecting human resource management strategies in organisations

- Organisational structure and culture: flexible working practices, seasonality, mission, leadership styles, size of the organisation, national, international, nature of the business function, hierarchical, flat, functional, centralised, and de-centralised, product based, project, matrix, liquid
- Theories: Handy, Mintzberg, Weber
- Impact of financial resources: availability of labour, skills needs v shortages, cost of labour, productivity, minimum wage, nature of workforce, seasonality, nature of contracts, remuneration packages, reward systems
- Legislation affecting human resource management strategies: equalities legislation, data protection laws and regulations, health and safety laws, contracts of employment, breaks and holiday entitlement, redundancy and dismissal, maternity arrangements
- Current organisational situation: competitive and financial environment, culture of the organisation, organisation strategy, need for human resources
- Human resource plans and policies: e.g., recruitment and selection, learning and development, performance management, staffing adjustments, talent management

LO2 Understand how strategic human resource management contributes to the achievement of the strategic plans of organisations

- HRM models: e.g., best practice, contingency, Harvard Framework; Guest, Patterson, HRM and personnel management, HRM activities
- Contribution to achievement of strategic plans: alignment of organisation and SHRM plans, human capital, SHRM
- Contribution to organisational performance: e.g., growth of the business, reduction in business, change to business function, moving sites, impact of technology, labour market competition, increase in efficiency, reduction in overall budget
- Planning: purpose of plan e.g., identifying need for new talent, re-skilling and up-skilling employees; resources required e.g., new equipment, software and associated training; criteria for success; financial implications; SMART targets; key milestones, contingency plans
- Planning models: e.g., human capital strategy, People Maturity Model, top-down bottom up, goal based, issue based, alignment, scenario, organic, 5-P model

LO3 Understand how to prepare human resource management strategies for organisations

- Factors to consider: government policies (e.g., employment, education, training, industrial, regional); personnel requirements (e.g., numbers, skill sets, training, experience); internal and external factors (e.g., workforce profiles, skills availability, labour market competition, outsourcing, forecasting, gap analysis)
- Government legislation affecting human resource management strategies: e.g., rights for disabled workers, equal opportunities legislation, data protection laws, health and safety laws, contracts of employment, breaks and holiday entitlement, redundancy and dismissal, maternity arrangements etc.
- Current organisational situation: competitive and financial environment, culture of the organisation, organisation strategy, need for human resources, human resource plans and policies e.g., recruitment and selection, learning and development, performance management, staffing adjustments, talent management

LO4 Develop a human resource management strategy for an organisation

- Decision on the model which will be used: business factors e.g., location of operations, technology, productivity, competition, employee development, business growth, contraction, financial implications and skills requirements.
- Alignment of SHRM to strategic plan and business objective.
- External factors, demand and supply of labour, Government policy.
- Monitoring, performance indicators, quantitative and qualitative measures
- Barriers to implementation e.g., finance, trade union influence, skill availability, resistance to change, lack of alignment, communications, consultation process, timescales, works councils

Suggested Resources

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

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

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

Dhanpat, N., Buthelezi, Z.P., Joe, M.R., Maphela, T.V. and Shongwe, N., 2020, Industry 4.0: The role of Human Resource Professionals, SA Journal of Human Resource Management, 18(1), pp.1-11

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

Malik, A., 2018, Strategic Human Resource Management and Employment Relations. An International Perspective, Springer, 10, pp.978-981

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

Tataru, C., 2019, Human Resources in the Digital Age: A Manager's Realities and Perspectives, Revista de Management Comparat International, 20(4), pp.473-480

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

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

Websites

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

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

[CIPD The Professional Body for Human Resources and People Development](#) - Chartered Institute of Personnel and Development

| Unit 13 Strategic Human Resource Management - Supporting information | |
|---|---|
| Opportunities for Synoptic Teaching and Learning | |
| Learners and tutors will have the opportunity to link the learning from this unit with the content of other units. | |
| Learning Outcome | Teaching and learning links to other unit LO/AC |
| LO1 Understand the factors affecting human resource management strategies in organisations | Unit 7 Developing Organisational Vision and Strategic Direction, LO3 Understanding how to implement organisational vision and strategic direction Unit 4 Organisational Behaviour, LO2 Understand how organisational structures and culture impact on the effectiveness of an organisation |
| LO2 Understand how strategic human resource management contributes to the achievement of the strategic plans of organisations | Unit 4 Organisational Behaviour, LO2 Understand how organisational structures and culture impact on the effectiveness of an organisation Unit 7 Developing Organisational Vision and Strategic Direction, LO3 Understanding how to implement organisational vision and strategic direction Unit 14 Managing Continuous Organisational improvement, LO3 Plan change for organisational improvement |
| Opportunities for Synoptic Assessment | |
| Some of the AC require knowledge from one or more of the LOs. | |
| LO4 Develop a human resource management strategy for an organisation draws on the knowledge and understanding developed via LO1, LO2 and LO3. | |

| Opportunities for Skills Development within this unit | |
|--|--|
| Employability Skills | Study Skills |
| <p>Problem-solving – Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, e.g., listening to/reading all information, identifying others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news) drawing conclusions (LO1, LO2, LO3, LO4)</p> <p>Communication skills – Taking the right action with the information gathered. Written</p> | <p>Thinking skills - Using analytical skills, eg research skills, handling information, consulting multiple sources, categorising information. Using critical thinking skills, eg listening to/reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments (avoiding jumping to conclusions, spotting fake ideas/news), drawing conclusions (LO1, LO2, LO3, LO4)</p> <p>Using sources of information – Accessing information ie choosing current, sufficient, relevant and reliant sources (LO1, LO2, LO3, LO4)</p> |

communication eg appropriate formats, style and tone, spelling, punctuation and grammar
(LO4)

Reading skills – Identifying different reading materials. Reading with a purpose, e.g., to understand an idea/concept, to retain information for revision, to research **(LO1, LO2, LO3, LO4)**

Writing skills – Understand the purpose of writing. Understand writing styles (and formats) e.g., personal, explanatory, persuasive, research and business **(LO1, LO2, LO3, LO4)**

| Unit 14 Managing Continuous Organisational Improvement | | | |
|---|---|--|--|
| Unit aims | To enable learners to develop the knowledge, understanding and skills required to create a culture of continuous improvement in an organisation. The learners will have the opportunity to develop the skills required to plan organisational change. | | |
| Unit level | 7 | | |
| Unit code | F/650/5373 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | <p>To achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.</p> <p>Learners must relate their work to the ATHE assignment scenario and use real life examples to illustrate their points. In this unit, learners can approach Learning Outcome 1 from a theoretical perspective, using examples to illustrate their work. For the remainder of the unit there is a requirement to use information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors an appropriate organisation on which to base their study. Tutors need to ensure that the organisation chosen is suitable. Additional assessment guidance is provided in the ATHE assignment.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p> | | |
| Learning outcomes The learner will demonstrate that they: | Assessment criteria The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand how organisations create a culture of continuous improvement and acceptance of change | 1.1 Analyse the features of organisational culture that encourage and allow for continuous improvement 1.2 Assess approaches and methods that facilitate the introduction and acceptance of organisational change | 1M1 Evaluate how leadership and management styles facilitate continuous improvement in organisations and the embedding of change | 1D1 Assess the importance of continuous improvement in supporting organisational success |
| 2. Understand opportunities for | 2.1 Analyse sources of information used by | 2M1 Analyse information to identify areas for | 2D1 Evaluate the potential benefits of the proposed |

| | | | |
|---|--|---|--|
| improvement to organisational activities | organisations which help to identify the improvements needed 2.2 Evaluate Big Data's contribution to organisational improvement strategies | improvement in a named organisation | changes to organisation activities in a named organisation |
| 3. Can plan change for organisational improvement | 3.1 Evaluate the factors that create the need for change in a named organisation 3.2 Analyse the changes required by a named organisation to achieve improvements 3.3 Prepare a plan to implement the proposed improvements for a named organisation | 3M1 Analyse the monitoring processes which need to be in place to ensure changes lead to planned improvements | |

Indicative Content

LO1 Understand how organisations create a culture of continuous improvement and acceptance of change

- Organisational features: business culture, business structure, input from employees, communication structures (one and two-way communication), communication with stakeholders, role of governance, legal requirements, research and development
- Leadership and management styles: consultative, democratic, autocratic, laissez faire, pioneer, driver, integrator, management styles, transactional, transformational, supporting communication – team meetings, discussion groups, receiving suggestions etc., acceptance of risk, cross-organisational and collaborative working, team working and learning, seeking feedback, coaching and mentoring, shared values, goals, beliefs, strategy, learning incorporated into practice, encouragement of new ideas, information systems to support learning and knowledge management, investment in staff development
- Continuous Quality Improvement: top down/bottom up, Kotter and Schlesinger – education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and co-option, implicit and explicit coercion, incremental and transformational change, use of external standards e.g., ISO14000 and ISO9001

- Quality: Total Quality Management, Kaizen, PDCA, Continuous Quality Improvement, including six Sigma, Benchmarking, Quality Circles, 5Ss, SPC

LO2 Understand opportunities for improvement to organisational activities

- Sources of Information: environmental audits – political, legal, economic, social, technological, environmental (pestle analysis), organisational analysis – strengths and weaknesses in organisation, internal management accounts/standard costing, monitoring of organisational activities and suggestion schemes, benchmarking, external audits, feedback from stakeholders including appraisals/pdr, complaints
- Analysing Information: reliability of the source of information, how widespread is a specific problem, systemic errors versus one-off errors, use of external consultants, criteria to select areas for improvement
- Impact: strategic fit, what will need to change within the organisation, for example, systems, people, procedures, resources etc., timescales of change, resources required implementing change and investment analysis
- Big data: four dimensions – volume, variety, velocity and veracity, different types of data – text, machine generated, audio, twitter, video, internet, open source, sensory techniques, stages of analysis – checking, cleaning, sorting, modelling, mining, characteristics, analytics, technological challenges, for example memory storage space, physical location, scope of data
- Evaluation: stakeholders - who will the improvement/change affect? Achievement of business objectives, how will it affect stakeholders? Cost benefit analysis

LO3 Plan change for organisational improvement

- Organisational changes required: resources, leadership and management abilities, job roles and responsibilities, equipment, procedures, activities, culture
- Agree changes: identifying stakeholders – those involved in change and those affected by change, communication with stakeholders – appropriate format, feedback processes, negotiation, pr, gaining agreement – negotiation skills, formal agreement requirements
- Plan: project planning, project management techniques, project management models, e.g., Prince2, PMP, Agile, documentation, communication, setting criteria to monitor and measure improvement, timescales
- Systems design management: resources, documentation, communication, policies and procedures
- Process review: importance of monitoring, using feedback, performance measurement

Suggested Resources

Carnerud, D., Jaca, C. and Bäckström, I., 2018, Kaizen and Continuous Improvement—trends and Patterns Over 30 Years, *The TQM Journal*, 30(4), pp.371-390

Hines, P. and Butterworth, C., 2019, *The Essence of Excellence: Creating a Culture of Continuous Improvement*, SA Partners

Jurburg, D., Viles, E., Tanco, M. and Mateo, R., 2017, What Motivates Employees to Participate in Continuous Improvement Activities, *Total Quality Management & Business Excellence*, 28(13-14), pp.1469-1488

Rizzardo, D., 2020, *Lean—Let's Get It Right!: How to Build a Culture of Continuous Improvement*, CRC Press

Sarkar, D., 2021, *Little BIG Things in Operational Excellence*, SAGE Publishing

Sarkar, D., 2022. *Behavioural Science for Quality and Continuous Improvement: 25 Lessons from Psychology and Behavioural Economics*, Routledge

Websites

<https://hbr.org/2019/05/creating-a-culture-of-continuous-improvement> - Harvard Business Review

<https://scienceforwork.com/> - Science for Work

<https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/the-organization-blog/how-continuous-improvement-can-build-a-competitive-edge> - McKinsey and Company – People and Organisational Performance

<https://www.projectmanager.com/blog/continuous-improvement-business-strategy-quick-guide> - Project Manager

<https://www.tomorrowcompany.com/> - Tomorrow's Company

| Unit 14 Managing Continuous Organisational Improvement - Supporting information | |
|--|---|
| Opportunities for Synoptic Teaching and Learning | |
| Learners and tutors will have the opportunity to link the learning from this unit with the content of other units. | |
| Learning Outcome | Teaching and learning links to other unit LO/AC |
| LO1 Understand how organisations create a culture of continuous improvement and acceptance of change | Unit 4 Organisational Behaviour, LO3 Understand how organisations can improve employee motivation and effectiveness |
| LO2 Understand opportunities for improvement to organisational activities | Unit 9 Quantitative Methods, LO1 Understand the types of data which can be used by organisations to monitor and improve their performance Unit 12 Corporate Communication Strategies, LO2 Implement corporate communications audits |
| LO3 Plan change for organisational improvement | Unit 1 Strategic Planning, LO2 Review an organisation's strategy and business plans Unit 13 Strategic Human Resource Management, LO2 Understand how strategic human resource management contributes to the achievement of the strategic plans of organisations |
| Opportunities for Synoptic Assessment | |
| Some of the AC require knowledge from one or more of the LOs. | |
| LO3 Plan change for organisational improvement draws on the knowledge and understanding developed via LO1 and LO2. | |

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

communication eg appropriate formats, style and tone, spelling, punctuation and grammar **(LO2)**

Digital Skills - Applying relevant numeracy skills to explore and organise data appropriately **(LO2)**

Reading skills – Identifying different reading materials. Reading with a purpose, e.g., to understand an idea/concept, to retain information for revision, to research **(LO2)**

Writing skills – Understand the purpose of writing. Understand writing styles (and formats) e.g., personal, explanatory, persuasive, research and business **(LO3)**