ATHE Level 4 Diploma in Business and Administrative Management

About ATHE

An Ofqual regulated awarding organisation, providing a core offer of RQF qualifications in administration and management, health & social care management and travel & tourism management together with bespoke qualifications for individual organisations.

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

Our Qualifications

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

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

Support for Centres

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

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

Contents

ATHE Level 4 Diploma in Business and Administrative Management

This document provides key information on ATHE's Level 4 Diploma in Business and Administrative Management, including the rules of combination 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.

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

The QAN number for this qualification is as follows:

ATHE Level 4 Diploma in Business and Administrative Management	601/2373/4

Accreditation Dates

This qualification is accredited from 1st January 2014 which is its operational start date in centres.

Entry Requirements

These qualifications are designed for learners who are typically aged 18 and above.

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

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at level 4. For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

For learners who have recently been in education or training the entry profile is likely to include one of following:
- a GCE Advanced level profile with achievement in 2 or more subjects supported by 5 or more GCSEs at grades C and above
- other related level 3 subjects
- an Access to Higher Education Certificate delivered by an approved further education institute and validated by an Access Validating Agency
- other equivalent international qualifications

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

Learners may also have relevant work experience.

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

Please note that UK Visas and Immigration Department (UKVI) requires adult students to have acceptable English language ability before they can apply to become an adult student under Tier 4 (General) of the points-based system. As an education provider you must ensure that the applicant is competent in the English language at a minimum of CEFR level B1 for a RQF qualification at levels 3-5.

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners who undertake these qualifications have the necessary background knowledge, understanding and skills to undertake the learning and assessment at level 4. ATHE will review centre recruitment policies as part of their monitoring processes.

Introduction to ATHE's Level 4 Diploma in Business and Administrative Management

The qualification in Business and Administrative Management at Level 4 has been developed to conform to the requirements of the RQF, to meet the requirements of employers, the needs of learners and our centres. This qualification is not tied to any specific industry, but delivers the knowledge, understanding and skills that meet the needs of learners aspiring to roles in Business and Administrative Management in different sectors on a domestic and international platform.

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

The Diploma allows learners to acquire a range of knowledge and understanding and to develop some of the key skills required to work as an administrative manager. This is done through learning in a number of mandatory units together with a choice of optional units. Learners can select optional units in particular specialisms that are directly related to their current responsibilities or that meet a particular interest and support career development.

Support and Recognition

This qualification has been developed with the support of centres who are currently delivering qualifications at this level in Business and Administrative Management, or who plan to do so in the future.

National Occupational Standards

The ATHE Level 4 qualification in Business and Administrative Management provides some of the underpinning knowledge and understanding for the National Occupational Standards in Management and Administration.

Progression

On successful completion of a Level 4 qualification in Business and Administrative Management there are a number of progression opportunities.

Learners may progress to:
- a Level 5 Diploma in Business and Administrative Management or to other ATHE Certificates and Diplomas in Management at a higher level with the opportunity to specialise in Healthcare or Travel and Tourism
- a degree programme in a higher education institution and claim exemptions for some of the units completed

Recognition of Prior Learning (RPL)

The RQF is based on the principle of credit accumulation and transfer. Learners have the opportunity to build their achievements from a single unit into a full Diploma.

There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and accredited. ATHE has provided detailed guidance on RPL which is

available for centres on the ATHE website and centres may also contact ATHE directly to obtain further clarification or discuss the requirements for RPL.

Support for ATHE Qualifications

ATHE provides a wide range of support. This includes:
- a comprehensive guide for centres on delivering ATHE qualifications
- materials on our website to support assessment and teaching and learning
- sample assignments which have been written and reviewed by experienced practitioners
- guidance with internally devised assignments
- training events to support the delivery of the qualifications and assessment
- the services of a team of experienced advisors and external verifiers
- support for business development
- a Learner Handbook. The Handbook contains useful information and guidance on achieving ATHE qualifications

Credit values and rules of combination

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

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

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

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

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

ATHE Level 4 Diploma in Business and Administrative Management

Learners must complete 120 credits. This includes all eight mandatory units, worth 100 credits. They must then select at least two optional units with a minimum credit value of 20.

Unit Title	Level	Credit	GLH
Mandatory units			
Fundamentals of Administrative Management	4	15	60
Administrative Systems	4	10	40
Managing Operations	4	15	60
Managing Quality	4	10	40
Personal Effectiveness	4	10	40
Managing People in Organisations	4	15	60
Managing Information and Knowledge	4	15	60
Finance for Administrative Managers	4	10	40
Optional Units			
Administration for Executive Assistants	4	10	40
Introduction to Islamic Finance	4	10	40
Managing Business Facilities	4	10	40
Management Accounting: Costing and Budgeting	4	15	60
Marketing Intelligence	4	15	60
The Internet and E-business	4	15	60
Business Events Management	4	15	60

Guidance on Assessment

For all ATHE qualifications assessment 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 standards set by the assessment criteria for that unit. There are no externally set written examinations attached to any unit.

ATHE will provide a sample assignment for each unit which can be used as the assessment for the unit. We allow you to develop your own assignments so you have the opportunity to put assignments in a context that is appropriate for your learners. Any assignments that you devise will need to be submitted to ATHE for approval before delivery of the programme.

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

Methods of Assessment

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

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

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

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

Putting an Assessment Strategy in Place

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

- devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet
- that the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, explain
- that the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete. (The RQF level descriptors will be helpful to you in determining the level of content of the assessment)

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

Quality Assurance of Centres

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

ATHE's quality assurance processes will involve:
- centre approval for those centres who are not already recognised to deliver ATHE qualifications
- approval to offer ATHE RQF qualifications and units in Business and Administrative Management at Level 4
- monitoring visits to ensure the centre is continuing to work to the required standards

Once a centre registers learners for a qualification, they will be allocated an External Verifier. Learners must be registered with ATHE in accordance with the policy stated in the Delivering ATHE Qualifications Handbook.

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

Malpractice

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

Centres should refer to the Delivering ATHE Qualifications Guide and the ATHE Malpractice 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 learning about. Learners should be encouraged to take responsibility for their learning and should be able to demonstrate a high degree of independence in applying the skills of research and evaluation. You can facilitate this by using engaging methods of delivery that involve active learning rather than relying on traditional methods of lecture delivery to impart knowledge.

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

Top Tips for Delivery

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

There is further guidance on teaching and learning in Delivering ATHE Qualifications.

Resources

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

Access and Recruitment

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

Centres are required to recruit learners to ATHE qualifications with integrity. This will include ensuring that all learners have appropriate information and advice about the qualifications. Centres should put in place appropriate systems to assess a learner's suitability for a programme, including their level of English, and make a professional judgement about their ability to successfully achieve the designated qualification. This assessment should take account of any support available to the learner within the centre during the programme of study and any

support that may be required to allow the learner to access the assessment for the units within the qualification.

Access Arrangements and Special Considerations

ATHE's policy on access arrangements and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2011) without compromising the assessment of skills, knowledge and understanding. Further details are given in the Reasonable Adjustments and Special Considerations Policy, which can be found on our website.

Restrictions on Learner Entry

The ATHE Level 4 qualification in Business and Administrative Management is accredited on the RQF for learners aged 18 and above.

Unit Specifications

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

Each unit has the following sections:

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

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

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

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

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

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

Assessment Guidance
This guidance is to provide specific and pertinent information about unit assessment to ensure that the tutor understands the learning and assessment requirements of each unit from the outset and before they begin an assignment.

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 standards a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 4 you would see words such as analyse, explain and evaluate

Fundamentals of Administrative Management	
Unit aims	This unit explores the role and function of administrative management in organisations and within the management profession. Learners will become familiar with the communication tools necessary for this business function and will examine the role of ICT in administrative management. Learners who aspire to managerial positions in business and administration will develop the fundamental knowledge and understanding, and the analytical and evaluative skills necessary for such job roles.
Unit level	4
Unit code	Y/505/9199
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will approach the sample assignment from a theoretical perspective. However actual examples taken from the learners' personal experience in employment or from research should be used to demonstrate understanding. This is especially true for LO3. Learners will need to apply their knowledge and understanding by analysing the strengths and weaknesses of a chosen organisation's communication system, recommending how this organisation's communication system can be improved. Learners will therefore need access to information relating to a suitable organisation's communication system.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of administrative management	1.1 Outline the role of administrative management 1.2 Explain how the role of the administrative manager relates to the functions of management 1.3 Evaluate the role of the administrative manager in the context of the administrative management function
2 Understand administrative systems	2.1 Describe the main features of administrative systems employed in different types of organisations 2.2 Explain how organisations manage information flows 2.3 Evaluate the role of information and communication technology (ICT) in supporting administration
3 Understand the role of communication in organisations	3.1 Evaluate the different models of communication in organisations 3.2 Analyse the strengths and weaknesses of an organisation's communication system

	3.3 Recommend how an organisation's communication system can be improved

Administrative Systems	
Unit aims	This unit explores how a framework of systems can be used to improve the administrative performance of organisations. It examines the impact administration has on the organisation and the need for sound administrative policies and procedures to manage organisational activities. Learners who aspire to design administrative systems, policies and procedures will develop the fundamental knowledge and understanding necessary for such job roles.
Unit level	4
Unit code	Y/505/9204
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The unit requires learners to apply their knowledge and understanding through an evaluation of an integrated framework of systems (AC1.3) and by judging whether a set of procedures meet customer requirements (AC2.4). Therefore, learners will need access to specific information for organisations they know well for example where they are currently employed or are on work placement.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand how a framework of integrated systems affects the administrative performance of organisations	1.1 Explain the contribution an integrated framework of systems makes to efficient and effective administrative performance 1.2 Evaluate the potential drawbacks to systems in an organisational context 1.3 Evaluate an integrated framework of systems in a specified organisation
2 Understand the role and function of policies and procedures in meeting customer requirements	2.1 Identify criteria for development of administrative procedures for a specified organisation 2.2 Analyse the purposes of administrative policies and procedures 2.3 Analyse the relationship between formulating policy and preparing procedures 2.4 Judge the extent to which a set of procedures meets customer requirements

Managing Operations	
Unit aims	The aim of this unit is to examine how operations support other service or manufacturing activities. Learners will explore how administration enables the effective management of operations across business functions, incorporating the management of the supply chain. Learners who aspire to positions in operations management will develop the fundamental knowledge and understanding necessary for such job roles.
Unit level	4
Unit code	J/505/9201
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. To demonstrate achievement of the standards learners are required to provide examples from businesses with different types of operational systems. Learners can draw on their place of work, case studies or other organisations that have been researched to provide examples of operations management practices within different businesses.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the activities that make up operations management	1.1 Outline the main types of operations found within businesses 1.2 Explain how all operational activities can be represented as systems 1.3 Evaluate the characteristics which differentiate operational systems
2 Understand the relationship between operations and performance	2.1 Explain how the operations function supports business performance 2.2 Identify the main internal measures of success used by businesses 2.3 Evaluate how internal measures of success link to business objectives
3 Understand the importance of administration in operations management	3.1 Examine the relationship between operations and administrative management 3.2 Compare the process and functional approaches to operations management
4 Understand the relationship between operations management and business functions	4.1 Examine the relationship between operations and the supply chain 4.2 Examine the links between operations and quality management

Managing Quality	
Unit aims	This unit examines the role quality management plays in enhancing quality across all functional areas of a business. It also covers how administration plays an integral part in activities which lead to continuous quality enhancement in business organisations. Learners who aspire to positions in quality management will develop the fundamental knowledge, understanding and analytical skills necessary for such job roles.
Unit level	4
Unit code	R/505/9203
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The unit can be approached from a theoretical perspective. However application of approaches to quality management in the learners' place of work, or other organisations that have been researched are important in demonstrating achievement of the standards.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the activities that make up quality management	1.1 Identify the main approaches organisations use to manage quality 1.2 Explain how organisations benefit from continuous improvement 1.3 Analyse the differences between compliance and ownership based approaches to achieving quality 1.4 Explain the benefits of adopting a holistic approach to quality management
2 Understand how quality management supports performance in organisations	2.1 Explain how quality management supports performance in organisations 2.2 Evaluate the main approaches to performance evaluation used within business organisations 2.3 Examine the role of quality management in meeting customer needs
3 Understand the role administration plays in managing quality	3.1 Explain the role of administrators in supporting the management of quality in organisations 3.2 Analyse the role of administrative systems in the effective management of quality

Personal Effectiveness	
Unit aims	This unit explores the skills required for the effective management of people and how personal motivation links to effectiveness. It focuses on the skills managers should develop to solve problems, including disagreements and conflicts that occur in organisations. The unit also examines the role of continuous professional development (CPD). Learners who aspire to manage individuals in organisations will develop the fundamental knowledge and understanding necessary for such job roles.
Unit level	4
Unit code	K505/9207
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The unit encourages the learner to be reflective. Learners are required to consider their own skills set, levels of motivation and CPD requirements and to make evidenced judgements. To demonstrate achievement of standards learners should also draw on their own experiences within the workplace, in respect to time management and the management of problems, disagreements and conflict.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the personal and interpersonal skills required to manage effectively	1.1 Identify the personal and interpersonal skills needed by effective managers 1.2 Compare these skills to own existing skills 1.3 Analyse the importance of time management for effective management performance in organisations 1.4 Propose solutions to problems caused by ineffective time management in organisations
2 Understand the importance of motivation for personal effectiveness	2.1 Explain the importance of motivation for personal effectiveness in organisations 2.2 Analyse own motivation and how it affects performance
3 Understand how to solve problems and manage disagreements and conflict in organisations	3.1 Analyse causes of problems, disagreements and conflict in organisations 3.2 Explain the methods that could be used to manage problems, disagreements and conflict 3.2 Analyse the skills required to resolve conflicts 3.3 Analyse the problem solving skills needed by managers
4 Understand the importance of CPD for managers and organisations	4.1 Examine the importance of CPD for managers and organisations

	4.2 Using the comparison completed in 1.2 suggest appropriate areas for your own CPD in relation to a specific job role

Managing People in Organisations	
Unit aims	This unit examines management of individuals and teams in organisations. This takes account of individuals' different approaches to work. It recognises that the greatest assets organisations possess are the people who work there, and that effective management of these people is the key to sustaining competitive advantage within a framework of organisational behaviour. It also explores the impact ethical practice and social responsibility have on organisations and the individuals within them. Learners who aspire to positions in human resource management or aim to manage and lead teams will develop the fundamental knowledge and understanding necessary for such job roles.
Unit level	4
Unit code	M/505/9208
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The unit can be approached from a theoretical perspective. However application of approaches to people management in the learners' place of work, or other organisations that have been researched are important in demonstrating achievement of the standards.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the different methods by which individuals learn and develop in the workplace	1.1 Identify different learning and development methods and the basis for their selection by individuals and organisations 1.2 Explain how the different learning and development methods are used in practice by organisations
2 Understand the management of people and how individual differences influence peoples' behaviour at work	2.1 Examine the approaches used in the management of people 2.2 Explain how abilities, aptitudes, personalities, attitudes and perceptions affect individual behaviour at work 2.3 Explain the importance of motivation and morale for individual performance
3 Understand the management and development of teams	3.1 Explain the nature and importance of teamwork for an organisation 3.2 Critically examine the approaches used in the management of teams 3.3 Identify the stages of group development and factors influencing effective team performance 3.4 Examine the relationship between different group roles and effective team performance

4 Understand how types of organisational structure and culture impact on individuals and organisations	4.1 Examine different types of organisational structure and culture
	4.2 Analyse the impact of structure and culture on organisations
	4.3 Explain how structure and culture influence the behaviour of individuals and teams at work

Managing Information and Knowledge	
Unit aims	This unit explores the relationship between data, information and knowledge, and the contribution information and knowledge management makes to the success of organisations. Learners who aspire to positions in information and knowledge management will develop the fundamental knowledge, understanding and skills necessary for such job roles.
Unit level	4
Unit code	F/505/9200
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners should relate theory with examples from organisations and their actual practice. Learners may wish to use their personal experience in their current or former employment or from research. The links between theory and practice will demonstrate achievement of the LOs.
Learning outcomes The learner will:	**Assessment criteria The learner can:**
1 Understand the need to manage information and knowledge within organisations	1.1 Outline the main features of information management 1.2 Explain the relationship between data, information and knowledge 1.3 Analyse the concept of knowledge management 1.4 Analyse the benefits information and knowledge management bring to organisations
2 Understand the role of ICT in managing information and knowledge	2.1 Outline the types and nature of organisational information systems 2.2 Explain how information and communication technology (ICT) affects organisational communication 2.3 Evaluate how ICT can be used to disseminate knowledge throughout the organisation
3 Understand the links between knowledge management strategy and competitive advantage	3.1 Explain the role and importance of knowledge for organisations 3.2 Justify the need for maintaining a learning culture in a changing environment 3.3 Explain how knowledge management strategies and processes support and facilitate organisational learning 3.4 Evaluate the relationship between organisational learning and competitive advantage

Finance for Administrative Managers	
Unit aims	This unit explores how financial information enables administrative managers to plan, control and make effective decisions. Learners who aspire to managerial positions in businesses will develop the fundamental financial and accounting knowledge, understanding and skills underpinning such job roles.
Unit level	4
Unit code	J/505/9375
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. This is an important unit for all learners who wish to become managers, as it provides knowledge of financial and accounting information which is directly relevant to this role. Learners will need to apply their knowledge and understanding by analysing the financial statements of an actual company. They will therefore need access to copies of annual reports and accounts for this analysis.
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1 Understand the relationship between cost accounting and management accounting	1.1 Explain the purpose and scope of cost and management accounting 1.2 Analyse the information provided by a cost accounting system which supports decision taking
2 Understand how budgets and budgetary techniques can be used to plan and control finance	2.1 Explain the use of and relationships between budgets 2.2 Explain how budgetary techniques can be used to plan and control finance
3 Understand the structure and purpose of company accounts	3.1 Explain the structure and purpose of the main financial statements 3.2 Analyse a set of company accounts

Administration for Executive Assistants	
Unit aims	This unit explores the contribution executive assistants make to organisational systems, processes and to the physical environment in their workplace. It investigates how they support their managers and the effectiveness of the management of the organisation. Learners who aspire to become executive assistant will develop the fundamental knowledge, skills and understanding to fulfil such job roles.
Unit level	4
Unit code	T/505/9212
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.
Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of executive assistants	1.1 Explain how executive assistants support effective management in organisations 1.2 Identify and explain the skills required by executive assistants 1.3 Analyse the challenges posed to executive assistants when working with multiple managers
2 Understand how executive assistants support organisational systems and processes	2.1 Describe the factors to be considered when setting up filing systems 2.2 Explain how stock control ordering and purchasing systems operate in organisations 2.3 Analyse how executive assistants support human resources processes
3 Be able to support the office environment	3.1 Outline the factors to consider when designing the layout of an office 3.2 Compare the benefits of different types of office working environments 3.3 Identify and examine the concerns that employees and managers may have over different working environments
4 Be able to support business meetings and events	4.1 Explain the differences between meetings and events 4.2 Demonstrate how executive assistants contribute to the organisation of meetings and events
5 Be able to communicate in the workplace	5.1 Evaluate different communication channels and tools within organisations 5.2 Demonstrate appropriate oral and written communication skills in different situations
6 Understand how to support projects	6.1 Explain the key stages of projects 6.2 Discuss the main reasons that cause projects to succeed or fail

7 Understand the importance of managing diaries effectively	7.1 Explain how good diary management supports effective time management 7.2 Analyse the relationship between project management and diary management

Introduction to Islamic Finance	
Unit aims	This unit sets out the fundamental principles of Islamic finance and banking, and highlights the differences between these and the traditional forms of finance and banking. Learners will learn about the Islamic law of contract and about Islamic financial instruments.
Unit level	4
Unit code	A/505/9213
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. To be successful in this unit learners will need to demonstrate full understanding of the principles and practices of Islamic banking, the law of contract and the application of financial instruments. Learners may use their own experience and/or research using examples where appropriate.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand Islamic finance and the fundamental principles of Islamic banking	1.1 Define the principles on which Islamic finance is based 1.2 Describe the notion of Islamic finance and its ethical foundations 1.3 Differentiate between the Islamic and conventional banking systems 1.4 Differentiate between the key Islamic regulatory bodies
2 Understand the Islamic law of contract	2.1 Identify and explain the major prohibitions in Islam (Riba and Gharar) 2.2 Describe the Islamic law of contract 2.3 Examine the classification of contracts 2.4 Explain what a valid sale is in Islamic finance by applying the rules of elements of contract
3 Understand how Islamic financial instruments are applied	3.1 Explain how Islamic banks operate and manage their funds 3.2 Analyse different Islamic instruments and their practical applications
4 Understand the function of Sukuk	4.1 Explain the basics of Sukuk (Islamic Bonds) 4.2 Explain how to structure Sukuk by using different financial instruments 4.3 Examine the Murabaha and Ijarah Sukuk models

Managing Business Facilities	
Unit aims	This unit examines the role of facilities management in businesses. It investigates the responsibilities and skill needs of facilities managers. The unit also discusses how facilities management can support businesses in maintaining their competitive advantage while taking into account considerations related to health, the environment and ethical business practice.
Unit level	4
Unit code	M/505/9211
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to demonstrate that LOs have been achieved learners must relate theory with examples from business. This is particularly the case with LO2 where learners need to demonstrate that they can plan and manage accommodation in organisations. Learners need to use a named organisation to explain actual identified improvements to space usage and then produce a plan for how to manage the changes needed. Learners should use an organisation they know well for this purpose and this should be agreed with the tutor.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of facilities management and managers in businesses	1.1 Explain the contribution facilities management makes to competitive advantage 1.2 Evaluate the relationship between the operations function and facilities management in businesses 1.3 Investigate the role and responsibilities of facilities managers 1.4 Outline the skills needed by effective facilities managers
2 Be able to plan and manage organisational accommodation	2.1 Analyse the relationship between business needs and space planning 2.2 Explain identified improvements to the usage of space in a named organisation 2.3 Plan how to manage changes to accommodation
3 Understand how considerations and legislation related to health and the environment influence facilities management	3.1 Identify the main aspects of environmental and health legislation regulating facilities management 3.2 Explain how businesses may minimize their impact on the environment

4 Understand the relationship between business ethics and facilities management	4.1 Examine the relationship between ethical business practice and facilities management

Management Accounting: Costing and Budgeting	
Unit aims	This unit provides learners with the knowledge, understanding and skills to use cost information for budgeting and forecasting purposes in the management of business. This unit deals with cost information, both current and future, of businesses. It investigates how cost data is collected, compiled and analysed, and processed into information that is useful for business managers. Learners will have the opportunity to apply these principles to practice. The unit also deals with budgetary planning and control. It examines how to prepare forecasts and budgets and to compare these to actual business results..
Unit level	4
Unit code	L/505/9216
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to analyse cost information within a business	1.1 Classify different types of business costs 1.2 Analyse cost data for a business using appropriate techniques
2 Be able to propose methods to reduce costs and enhance value within a business	2.1 Prepare and analyse routine cost reports 2.2 Using performance indicators suggest improvements to reduce costs, enhance value and quality
3 Be able to prepare budgets for a business	3.1 Explain the purpose and nature of the budgeting process 3.2 Explain appropriate budgeting methods for a business 3.3 Prepare budgets according to the chosen budgeting method 3.4 Prepare a cash budget
4 Be able to monitor performance against budgets within a business	4.1 Calculate variances, identify possible causes and recommend corrective action 4.2 Prepare an operating statement reconciling budgeted and actual results 4.3 Report findings to management for identified responsibility centres

Marketing Intelligence	
Unit aims	The aim of this unit is to enable learners to understand the purchase decision-making process and how market research techniques are used to contribute to the development of marketing plans. This unit explores buyer behaviour and how this is influenced by a range of factors and situations. Learners will explore the marketing research process and assess the importance of different types of information. The approach is practical and learners are required to prepare and present a research proposal, assess the reliability of market research findings, and use secondary sources of data. Learners will then develop the skills needed to assess trends and carry out competitor analysis. Finally, Learners will consider customer relationship management and how to assess levels of customer satisfaction. The unit seeks to combine a sound theoretical framework with the development of useful business skills.
Unit level	4
Unit code	F/505/9214
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand buyer behaviour and the purchase decision-making process	1.1 Describe the main stages of the purchase decision-making process 1.2 Explain theories of buyer behaviour in terms of individuals and markets 1.3 Explain the factors that affect buyer behaviour 1.4 Evaluate the relationship between brand loyalty, corporate image and repeat purchasing
2 Be able to use marketing research techniques	2.1 Evaluate different types of market research techniques 2.2 Use sources of secondary data to achieve marketing research objectives 2.3 Assess the validity and reliability of market research findings 2.4 Prepare a marketing research plan to obtain information in a given situation
3 Be able to assess market size and future demand	3.1 Assess market size trends within a given market 3.2 Plan and carry out a competitor analysis for a given organisation 3.3 Evaluate an organisation's opportunities and threats for a given product or service

4 Be able to measure customer satisfaction	4.1 Evaluate techniques of assessing customer response 4.2 Design and complete a customer satisfaction survey 4.3 Review the success of a completed survey

The Internet and E-business	
Unit aims	This unit gives learners an understanding of the internet and how e-business can be used in organisations. Learners are introduced to the scope of e-business and the benefits it offers to an organisation through the different business models. It develops sufficient understanding of internet technology for learners to appreciate the potential, and the limitations, of using the internet for business. The features of good website design are also covered.
Unit level	4
Unit code	F/505/9374
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The assessment for this unit is intended to demonstrate the learners' knowledge and understanding of e-business and the technologies that support it. Learners are not expected to have a high level of technical knowledge or expertise but they will need to be able to explain how technologies work and can be applied for the successful operation of e-business. In order to demonstrate understanding learners will need to refer to examples from their own experiences and/or from research into e-business.

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1 Understand the scope of e- business	1.1 Describe the environment in which e-business is conducted and business transaction types 1.2 Explain the benefits and barriers to businesses considering an online presence 1.3 Assess the security and legislative issues facing an online business organisation 1.4 Explain the modes of communication available to an e-business and their applications
2 Understand how the internet works	2.1 Explain the internet technologies and their importance in making an e-business successful. 2.2 Explain the main features of HTML 2.3 Analyse the functions of client servers and browsers, and the role of the search engine 2.4 Evaluate the use of intranets and extranets within business communication
3 Understand different e-business models	3.1 Illustrate the different e-business models that can be used to generate revenue for a business

	3.2 Evaluate each model in terms of its capacity to generate revenue 3.3 Assess the potential impact of e-commerce on organisations in the future
4 Understand good website design	4.1 Explain the key features of good website design. 4.2 Evaluate the impact of a well-designed website to an e-business

Business Events Management	
Unit aims	The aim of this unit is to provide learners with knowledge and understanding of different administrative functions and roles and to provide them with the skills to plan and administer events and activities and to coordinate a team when managing an event or activity. This is a practical unit which prepares learners for a management role in any organisation whether large, medium or small.
Unit level	4
Unit code	K/505/9210
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to plan an event or an activity	1.1 Establish the objectives of the event or activity 1.2 Create a plan for the event or activity which will deliver the objectives. Include the tasks, the timescales and the physical, financial and human resources needed 1.3 Identify and describe the roles and responsibilities for team members taking account of relevant knowledge and skills 1.4 Develop the methods to be used to monitor the event or activity
2 Be able to administer an event or activity	2.1 Carry out an identified event or activity to an agreed time scale 2.2 Use effective time management and delegation skills to coordinate activities of team 2.3 Support and monitor the event or project 2.4 Take corrective action if necessary to ensure the objectives are achieved
3 Be able to coordinate the team when managing an event or activity	3.1 Communicate the objectives of the event or activity to team members 3.2 Manage team members to carry out their roles 3.3 Explain how you managed difficulties and conflict within the team
4 Be able to use a range of business communication tools in managing the event or activity	4.1 Evaluate the range of business communication tools that can be used when managing an event or activity 4.2 Create clear records of communication both internal and external including team meetings, using information technology where applicable