atthe | AWARDS FOR TRAINING AND HIGHER EDUCATION

ATHE Level 6 Qualifications in Management - 2011

Please note that these qualifications will only be available for registrations until 31st March 2017 and that 31st March 2019 will be the last date for certification. After this date the 2016 Qualifications should be used.

ATHE Level 6 Award in Financial Decision Making for Managers
ATHE Level 6 Award in Leading Organisational Equality and Diversity
ATHE Level 6 Award in Managing Finance in the Public Sector
ATHE Level 6 Award in Managing Stakeholder Engagement
ATHE Level 6 Award in Risk Management
ATHE Level 6 Certificate in Human Resource Management
ATHE Level 6 Certificate in Project Management
ATHE Level 6 Certificate in Management
ATHE Level 6 Diploma in Management

About ATHE

An Ofqual regulated awarding organisation, providing qualifications in management, health & social care management and travel & tourism management.

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

Our Qualifications

Our management qualifications are the culmination of expert input from colleges, sector skills councils, industry professionals and our qualification development team. We have taken advantage of the flexibility of the RQF to develop a suite of awards, certificates and diplomas that offer progression 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
  health check visits to highlight any areas for development
- an allocated ATHE associate for advice on delivery, assessment and verification

Contents

ATHE Qualifications at Level 6 in this Specification

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

These qualifications have been accredited to the Regulated Qualifications Framework (RQF). 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 numbers for these qualifications are as follows:

ATHE Level 6 Award in Financial Decision Making for Managers	600/3413/0
ATHE Level 6 Award in Leading Organisation Equality and Diversity	600/3403/8
ATHE Level 6 Award in Managing Finance in the Public Sector	600/3415/4
ATHE Level 6 Award in Managing Stakeholder Engagement	600/3416/6
ATHE Level 6 Award in Risk Management	600/3412/9
ATHE Level 6 Certificate in Human Resource Management	600/3404/X
ATHE Level 6 Certificate in Project Management	600/3417/8
ATHE Level 6 Certificate in Management	600/3408/7
ATHE Level 6 Diploma in Management	600/3402/6

Accreditation Dates

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

Entry Requirements

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

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

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at level 6. For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

> For learners who have recently been in education or training the entry profile is likely to include:
> - one or two years study of Business, Management or related qualifications at a Higher Education Institution
> - a level 5 qualification in Business, Management or related subjects for example an ATHE Level 5 Diploma in Management
> - 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 B2 for a RQF qualification at level 6 or above.

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners who undertake these qualifications have the necessary background knowledge, understanding and skills to undertake the learning and assessment at level 6. ATHE will review centre recruitment policies as part of their monitoring processes.

Introduction to ATHE's New Level 6 Qualifications in Management

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

These qualifications are not tied to any specific industry but deliver the skills and knowledge that meet the needs of managers in different sectors on a domestic and international platform.

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

Our suite of qualifications is designed to provide:
- maximum flexibility with a range of different sized level 6 awards and certificates for those who only wish or have the time to initially take smaller qualifications and then build up qualifications over time
- opportunities for learners to develop a range of knowledge and skills, personal qualities and attitudes essential for successful performance in working life
- awards and certificates in particular specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- opportunities for learners who wish to undertake a full time course of study leading to a Diploma

Awards

Our awards allow learners to focus on the development of skills in a particular area.

Certificates

Our Certificates allow learners to either focus on a particular skill area or develop broader skills in the areas of their choosing through a choice of options.

Diploma

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

Recognition

These qualifications have been developed with the support of the sector skills council. The Council for Administration.

National Occupational Standards

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

Progression

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

Learners may progress to:

- larger qualifications at the same level e.g. from an award to a certificate
- other qualifications at the next level for example to a Level 7 Certificate or Diploma in Strategic Management or Healthcare Management

Recognition of Prior Learning (RPL)

The Qualifications and Credit framework is based on the principle of credit accumulation and transfer. Within this suite of qualifications, 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. Centres should contact ATHE to discuss the requirements for RPL.

Support for ATHE Qualifications

ATHE provides a wide range of support. This includes:

- materials on our website to support assessment and teaching and learning
- training events to support the delivery of the qualifications and assessment
- the services of a team of experienced advisors and external verifiers
- support for business development

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. Guided learning hours 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 each qualification is given below.

ATHE Level 6 Award in Financial Decision Making for Managers

The ATHE Level 6 Award in Financial Decision Making for Managers is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Financial Decision Making for Managers	6	10	40

ATHE Level 6 Award in Leading Organisational Equality and Diversity

The ATHE Level 6 Award in Leading Organisational Equality and Diversity is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Leading Organisational Equality and Diversity	6	10	40

ATHE Level 6 Award in Managing Finance in the Public Sector

The ATHE Level 6 Award in Managing Finance in the Public Sector is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Managing Finance in the Public Sector	6	10	40

ATHE Level 6 Award in Managing Stakeholder Engagement

The ATHE Level 6 Award in Managing Stakeholder Engagement is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Managing Stakeholder Engagement	6	10	40

ATHE Level 6 Award in Risk Management

The ATHE Level 6 Award in Risk Management is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Risk Management	6	10	40

ATHE Level 6 Certificate in Human Resource Management

The ATHE Level 6 Certificate in Human Resource Management is a 15 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Human Resource Management	6	15	60

ATHE Level 6 Certificate in Project Management

The ATHE Level 6 Certificate in Project Management is a 15 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Project Management	6	15	60

ATHE Level 6 Certificate in Management

The ATHE Level 6 Certificate in Management is a 30 credit qualification. Learners must complete the mandatory unit plus one additional unit.

Unit Title	Level	Credit	GLH
Mandatory Unit			
Leadership and Management	6	15	60
Optional Units			
Human Resource Management	6	15	60
Strategic Marketing	6	15	60

ATHE Level 6 Diploma in Management

The ATHE Diploma in Management is a 120 credit qualification. Learners must complete the 6 mandatory units plus a further 3 or 4 optional units.

Unit Title	Level	Credit	GLH
Mandatory Units			
Leadership and Management	6	15	60
Research Project	6	10	40
Human Resource Management	6	15	60
Strategic Marketing	6	15	60
Personal Leadership and Management Development	6	10	40
Financial Decision Making for Managers	6	10	40
Optional Units			
Project Management	6	15	60
Programme Leadership	7	10	40
Economics for Business	6	15	60
Risk Management	6	10	40
Corporate Communication Strategies	7	10	30
Sustainable Business Strategy	7	10	40
Strategic Planning	7	15	45
Managing Quality and Service Delivery	6	10	40
Leading Organisational Equality and Diversity	6	10	40
Managing Stakeholder Engagement	6	10	40

Guidance on Assessment

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

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

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

Methods of Assessment

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

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

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

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

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

Quality Assurance of Centres

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

ATHE's quality assurance processes will 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 at Levels 6 and 7

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

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

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

Malpractice

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

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

Guidance for Teaching and Learning

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

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

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

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

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

Resources

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

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 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 6 qualifications in Business are accredited on the RQF for learners aged 19 and above.

Unit Specifications

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

Each unit has the following sections:

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

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

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

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

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

Guided Learning Hours
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.

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.

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

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

6.14 Leadership and Management	
Aims	The aim of this unit is to enable the learner to understand theories of leadership and management and how to use leadership and management skills to improve motivation and performance. The learner will also understand the development and effectiveness of teams.
Unit Level	6
Unit code	H/503/5200
Guided Learning ours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit the learner will need to demonstrate a full understanding of the concepts of leadership and management and the difference between them. Learners will need to evaluate the role and usefulness of teams within organisations. The work must be illustrated with exemplar material from research and from the learner's practical experience in employment, as a learner and from working in teams.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand theories of leadership and management	1.1 Analyse concepts of leadership and management 1.2 Evaluate key management and leadership theories 1.3 Assess the challenges of leadership and management practice
2. Understand how to improve motivation and performance through the application of relevant leadership skills	2.1 Analyse key motivational theories and how they influence organisational success 2.2 Evaluate the role of leadership and management in employee motivation 2.3 Analyse the contribution of performance management techniques as organisational processes
3. Understand the development and effectiveness of teams	3.1 Analyse the development of teams 3.2 Analyse roles and models of team leadership 3.3 Evaluate the role and usefulness of teams within the organisation

Indicative Content

1. Understand theories of leadership and management

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

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

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

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

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

Leadership and motivation
- How leaders motivate and practical aspects of motivation

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

3. Understand the development and effectiveness of teams and development of teams

Group dynamics, teams vs groups, motivation of teams and role within teams

Team leadership
- Roles and models of team leadership, effective team leadership, managing conflict, teams in the organisation, value of teams, how teams work and how teams don't work, communications, collaboration and team decision making, creativity of teams and measuring team success

6.9 Research Project	
Aims	This unit aims to develop the skills required to produce a research question and carry out independent research using appropriate research techniques. The unit also aims to enable the learner to analyse research findings, evaluate research methodology used and present findings.
Unit Level	6
Unit code	T/503/5119
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit learners must carry out a comprehensive piece of research on a chosen area. Learners will need to carefully select a topic for research and may require guidance from the tutor to ensure that it is appropriate and it will provide sufficient evidence to meet the Learning Outcomes and the standards required.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to recognise valid areas for research and develop research questions	1.1 Determine and validate appropriate areas for research 1.2 Determine a suitable research approach 1.3 Develop suitable research questions/ hypotheses for selected area of research
2. Be able to carry out research relevant to research questions	2.1 Develop a detailed research proposal for chosen area of research and agree with supervisor/manager 2.2 Apply relevant research methods for area and type of research 2.3 Analyse ethical issues relating to research 2.4 Analyse research findings and generate valid conclusions
3. Be able to evaluate research and present results and conclusions	3.1 Evaluate research methods, techniques and findings and comment on validity of research 3.2 Present results and conclusions in a suitable format for audience

Indicative Content

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

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

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

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

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

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

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

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

Analysis
- Aims of analysis, quantitative data techniques– calculating e.g. mean, median, mode; using graphs and charts, validation of data, qualitative techniques – approaches to analysis e.g. narrative, discourse analysis, content analysis, recording sources and findings, advantages and disadvantages of each method

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

Evaluation
- Evaluation against research question, using feedback

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

6.1 Human Resource Management	
Aims	To develop skills and knowledge in the field of human resource management strategy. To look at contemporary issues which affect human resource strategy within organisations.
Unit Level	6
Unit code	L/503/5093
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 this unit from a theoretical perspective but examples from organisations will be required to illustrate the work. This is particularly the case for LO3 where the learner will need to relate their work to a particular organisation.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role and importance of human resource management in achieving organisational effectiveness	1.1 Define strategic human resource management 1.2 Explain the importance of human resource management in organisations 1.3 Analyse the framework of strategic human resource management
2. Understand the formulation and implementation of human resource strategies	2.1 Analyse the strategic human resource process 2.2 Assess the roles in strategic human resource management 2.3 Analyse the development and implementation of human resource strategies
3. Be able to assess a range of HR strategies that may be implemented within an organisation	3.1 Identify a range of HR strategies for an organisation 3.2 Assess HR strategies and their application in an organisation
4. Understand contemporary issues affecting strategic human resource management	4.1 Identify contemporary issues affecting strategic human resource management 4.2 Analyse contemporary issues affecting strategic human resource management

Indicative Content

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

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

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

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

2. Understand the formulation and implementation of human resource strategies

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

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

Development and implementation
- Conducing a strategic review, setting out the strategic HR plan, Implementing HR strategies

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

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

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

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

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

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

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

4. Understand contemporary issues affecting strategic human resource management

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

Topics below are given as examples

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

6.5 Strategic Marketing	
Aims	This unit enables the learner to understand how corporate strategy informs marketing strategy. It also enables the learner to understand how to carry out strategic market analysis and how to implement a marketing strategy.
Unit Level	6
Unit code	D/503/5096
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. In this unit learners will generally use theoretical knowledge and understanding illustrating their work with examples from suitable organisations. LO4 requires learners to apply their knowledge to a specific organisation.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of strategic marketing	1.1 Assess the role of strategic marketing in an organisation 1.2 Analyse the relationship between corporate strategy and marketing strategy 1.3 Analyse how marketing strategy is developed
2. Understand how to carry out strategic marketing analysis	2.1 Evaluate approaches to internal environmental analysis 2.2 Evaluate approaches to external environmental analysis 2.3 Explain how internal and external analyses are integrated
3. Analyse strategic marketing decisions and choices	3.1 Analyse decisions and choices to be made at a corporate level 3.2 Assess how these decisions influence marketing at business unit and functional level 3.3 Analyse approaches to competitive positioning of organisations
4. Understand how a range of marketing strategies can be implemented to contribute to competitive advantage	4.1 Identify a range of strategies that can contribute to competitive advantage 4.2 Analyse marketing communications strategies 4.3 Analyse marketing strategies, their application and implementation for an organisation

Indicative Content

1. Understand the principles of strategic marketing

Role of marketing strategy
- 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, meeting corporate objectives with marketing strategy, corporate social responsibility, marketing

Developing a marketing strategy
- Analysis of the environment, setting objectives, dynamic strategy – flexibility for change

2. Understand how to carry out strategic marketing analysis

Internal analysis - approaches
- Resource-based, performance, value chain, functional

External analysis
- Macro environment, micro environment, competitor analysis. Wider external factors including Government

Integration
- Fit between external, external environment

3. Analyse strategic marketing decisions and choices

Corporate decisions
- Vision and mission of organisation, directional strategy for marketing
- Porter's generic strategies/Ansoff's Matrix, identifying generic strategies for organisation and business units. How the strategy informs corporate activities

Business unit and functional level
- How corporate strategies translate to unit and function level, decisions to be made at unit and function level, setting objectives for unit and functional level, marketing and other functions: finance, human resources, research

Competitive positioning
- Marketing objectives, risk, market leader, market challenger, market follower, market niche

4. Understand how a range of marketing strategies can be implemented to contribute to competitive advantage

Marketing strategies
- Segmentation, targeting and positioning, relationship strategies, product innovation and development, branding, service marketing, pricing and distribution, E-marketing

Communications
- MARCOMS strategic process, setting objectives, media choices, the role of Public Relations

Cost decisions, frequency, operations and measurement, international communications

Implementation, organisation and control, managing competitive advantage and monitoring, evaluation

Application
- Applicability for organisation and environment, resources, implementation, management, implications

6.7 Personal Leadership and Management Development	
Aims	This unit aims to enable the learner to develop own personal leadership and management skills to support the achievement of own and organisational objectives.
Unit Level	6
Unit Code	A/503/5350
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 achieve the standards for this unit, learners will be required to identify their own skills development needs for leadership and management based on real evidence. Learners must actually apply the plan which is produced so they may need an extended time to carry out this assignment.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to analyse personal leadership and management skills to support achievement of organisational objectives	1.1 Analyse the impact of organisational objectives, values and culture on the leadership and management role 1.2 Evaluate the leadership and management skills required to support achievement of organisational objectives 1.3 Assess personal leadership and management skills and identify personal development required to support achievement of organisational objectives
2. Be able to manage development of personal leadership and management skills to support achievement of organisational objectives	2.1 Assess opportunities for development of leadership and management skills 2.2 Construct a personal development plan to develop leadership and management skills 2.3 Manage personal development of leadership and management skills
3. Be able to evaluate the effectiveness of personal development plans to develop management and leadership skills	3.1 Review personal development plan against original objectives 3.2 Evaluate the effectiveness of personal development of leadership and management skills 3.3 Analyse areas for further development and update personal development plan

Indicative Content

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

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

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

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

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

Development opportunities
- Coaching, mentoring, networking, professional bodies and professional recognition, formal training, education opportunities, formal qualifications, reflective learning models and techniques, feedback – obtaining, evaluating, using feedback

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

Personal development
- Continual review and reflection, learning from activities, using feedback on activities, recording achievement

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

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

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

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

6.8 Financial Decision Making for Managers	
Aims	The aim of this unit is to develop the skills required for analysing financial information and making business decisions based on published financial information. Where appropriate, information about business structures and format of published financial statements can be taught in either a national or international context.
Unit Level	6
Unit code	A/503/5218
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit the learner will need to demonstrate an understanding of the importance of finance in business decision making. The learner will need access to the financial information of actual organisations and will develop skills in analysing and interpreting the data.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to analyse published financial statements for business decision-making purposes	1.1 Analyse different ownership structures and how they measure financial performance 1.2 Analyse published financial statements for decision making purposes 1.3 Calculate financial ratios from published accounts that can be used to support business decision-making
2. Be able to analyse sources of finance available for long and short term business needs	2.1 Differentiate between long and short-term business finance needs 2.2 Evaluate the sources of finance available to businesses 2.3 Assess the implications of different sources of finance for the organisation 2.4 Make recommendations for sourcing finance for business projects
3. Be able to analyse financial information for business decision making	3.1 Analyse budgets and cash flow for decision making purposes 3.2 Assess capital expenditure or investment projects using investment appraisal techniques 3.3 Make recommendations for managing business finance and expenditure

Indicative Content

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

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

Financial statements
- Structure of statements for each type of organisation, differences between organisations, reporting requirements (UK and/or international law and standards)

Structure, format and requirements of published accounts
- Role of auditors, published vs internal financial information, main published financial statements: statement of financial position, statement of financial performance (income statement), statement of cash flows, interpretation: comparisons between years and between companies, industry comparisons

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

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

Business finance needs
- Long term – non-current assets
- Short-term – working capital; importance of working capital for business continuity

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

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

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

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

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

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

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

6.2 Project Management	
Aims	To understand the process of identifying appropriate and feasible projects, and to be able to initiate and start a project. To be able to manage, monitor and control a project, including assessing, managing and controlling project risks and issues, project and team management and change management. To be able to evaluate the success or failure of a project.
Unit Level	6
Unit Code	J/503/5111
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Where centres choose to create their own assignment this must be sent to ATHE for approval in accordance with our standard practice. Learners should plan and manage a real business project where possible. Where they do not have access to an appropriate business environment, they may use a project in an alternative environment, for example a building project on their home or a voluntary project with a local community group. Learners may also use a relevant case study. Learners may require guidance on selecting a project which can be carried out within the timetabled time available for completing the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to analyse business objectives to identify feasible projects	1.1 Identify projects required from an appraisal of established business objectives 1.2 Produce project sub-divisions and high-level estimates of time, resources and costs 1.3 Evaluate a project methodology suitable for the specific project 1.4 Assess the feasibility of a proposed project
2. Be able to design systems and plans for initiating managing and controlling projects	2.1 Devise a structure for the management and administration of the project 2.2 Define the roles and responsibilities of the project manager 2.3 Prepare a detailed project plan
3. Be able to organise and manage a project	3.1 Assess alternative project team structures 3.2 Demonstrate the interpersonal skills required for effective project management 3.3 Design quality management processes to be used in a project

	3.4 Design procedures for managing project change proposals
4. Be able to monitor and control the progress of projects	4.1 Identify issues and risks that may impede a project 4.2 Design systems for monitoring and appraising the status of a project 4.3 Design control systems to detect and manage issues arising in the course of projects
5. Be able to review, evaluate and closeout a project	5.1 Identify issues and risks likely to be encountered in the final stages of a project. 5.2 Assess the necessary project tasks to be completed in the final stages of a project

Indicative Content

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

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

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

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

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

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

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

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

3. Be able to organise and manage a project

Team structures
- Hierarchical, virtual, networked, functional team, pure project teams, matrix management. Change control: formal change requests, review of critical path, impact on resources and timelines

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

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

4. Be able to monitor and control the progress of projects

Issues and risks
- Project creep, gaps in the scope or accountability of the project, changing dependencies (other projects, business conditions etc.), delays, planning errors, skills or other resource deficits

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

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

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

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

Project closeout
- Formal evaluation of project and team performance, document learning points for future, assess success factors, post-implementation report, sign off on deliverables, hand over/archive documentation, contract closures, closing out financial accounts, reassign team

7.6 Programme Leadership	
Aims	To develop the skills to be able to plan and lead a programme of related projects and critically evaluate the programme.
Unit Level	7
Unit code	Y/503/5226
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit learners should lead a programme of related projects in an organisation. The work may be undertaken through the learners' employment or through voluntary work.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to plan and agree a programme of related projects that support the strategic plans of an organisation	1.1 Analyse business strategy to identify programme objectives and benefits 1.2 Negotiate with identified stakeholders to establish a range of projects to deliver programme benefits 1.3 Plan and agree programme with programme management group 1.4 Plan and agree projects and activities with project managers
2. Be able to lead a programme of related projects	2.1 Lead the co-ordination of projects within a programme 2.2 Manage programme resources to achieve project and programme objectives 2.3 Review and monitor projects and address any issues that arise 2.4 Report programme progress and results to stakeholders 2.5 Close down projects and programme
3. Be able to evaluate a programme of related projects	3.1 Assess the success of projects with project managers 3.2 Review the success of the programme in delivering benefits and meeting objectives 3.3 Analyse areas for future improvement in programme management and leadership

Indicative Content

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

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

Programme objectives
- Benefits of programmes

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

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

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

2. Be able to lead a programme of related projects

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

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

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

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

3. Be able to evaluate a programme of related projects

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

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

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

6.3 Economics for Business	
Aims	To provide an economic context for business and business behaviour and develop the knowledge and understanding needed to analyse the macro and micro economic environments.
Unit Level	6
Unit code	M/503/5118
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 their work from a theoretical perspective and will need to use exemplar material to illustrate the points which are made. This may be taken from their own experience or from research.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the micro-economic business environment	1.1 Explain the importance of the micro-economic environment to business organisations 1.2 Analyse business objectives and business behaviour in the economic context 1.3 Analyse the impact of market structures on business organisations
2. Understand the macro-economic environment in the domestic context	2.1 Explain determinants of national income 2.2 Explain the impact of government policies on the economy 2.3 Analyse the impact of the macro-economic environment on business organisations
3. Understand the implications of operating in the international economic environment on business organisations	3.1 Analyse features of the international economic environment 3.2 Analyse the economic implications for business of operating in a global business environment

Indicative Content

1. Understand the micro-economic business environment

Importance of micro-economic environment
Definition of micro and macroeconomics, supply and demand – price elasticity, total, average and marginal revenue, factors of production, diminishing returns, limited resources, price determination, changes in market price, quantity

Business objectives and behaviour
Maximising objectives, non-maximising objectives, ethics and profit, purpose of organisations, corporate governance, business behaviour, product life cycle, size of organisations, structure of organisations – sole trader, partnership, company and mergers, public interest

Market structures
* Perfect competition, monopoly, monopolistic competition, oligopoly, labour and factor markets (UK/EU labour market regulation), market failure, market regulation, competition

2. National income

Definitions
* Measurement and issues, data sources and reliability, equilibrium and circular flow, multiplier, inflation, deflation

Government impact
* Fiscal policy, monetary policy, tax, expenditure, aggregate demand and supply, supply side policies, inflation, unemployment, balance of payments, economic growth

Environment
* SWOT and PESTLE analysis, political, technological, environmental, legal social/cultural

3. International environment

Multinational operations, international environment and exchange rates. Areas: EU, North America, East and South East Asia, free trade and protectionism, trade agreements

International organisations – World Trade Organisations, World Bank etc., global monetary systems

Implications
* Coping with local competition, operating in emerging economies, understanding different economic systems, global competition and strategic foreign exchange issues, global collaboration, issues sustaya

6.4 Risk Management	
Aims	To raise business risk awareness and develop knowledge and understanding in the assessment, monitoring and control of business risks. To enable the learner to develop an appreciation of the implications of business risks.
Unit Level	6
Unit code	H/503/5097
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will approach their work from a theoretical perspective and will need to use exemplar material to illustrate the points which are made. This may be taken from their own experience or from research.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the risk management function in business	1.1 Examine the role of the risk management function in business 1.2 Assess the role of business function sin the management of risk
2. Understand how business risk is assessed and managed	2.1 Analyse the risk assessment process 2.2 Evaluate approaches to managing risk 2.3 Examine the risk management process
3. Understand the effects of business risks and how they can be managed	3.1 Analyse the main drivers of business risk 3.2 Appraise the impact of different types of risk for a business organisation 3.3 Assess which business areas are high risk 3.4 Analyse risk management strategies
4. Understand approaches to crisis management and business continuity planning	4.1 Analyse the vulnerability of businesses to breaks in continuity 4.2 Critically evaluate approaches to crisis management and business continuity planning

Indicative Content

1. Understand the risk management function in business

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

Functions that have a role in managing risk
- Strategic planning, marketing, compliance operations, legal and accounting, insurance, treasury/accounting, management and quality assurance, internal audit, health and safety, environmental

2. Understand how business risk is assessed and managed

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

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

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

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

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

Operations: Identifying risks in business operations (as above)

High risk areas
- Data, systems integrity, reputation, financial theft

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

4. Understand approaches to crisis management and business continuity planning

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

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

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

7.10 Strategic Planning	
Aims	To develop the knowledge, understanding and skills necessary to develop an organisational strategic plan.
Unit Level	7
Unit code	H/602/2330
GLH	45
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. This unit cannot be approached from a theoretical perspective with information gathered solely from public sources. In order to achieve the Learning Outcomes for the unit, the learner work must be produced for a specific organisation. This must be an organisation the learner knows well and ideally it should be an SME. Learners will require guidance in selecting a suitable organisation.

Learning outcomes. The learner will:	Assessment criteria. The learner can:
1. Understand the external environment affecting an organisation	1.1 Explain the importance of external factors affecting an organisation 1.2 Analyse the needs and expectations of stakeholders of an organisation 1.3 Analyse the major changes taking place in the external environment that will affect strategy
2. Be able to review existing business plans and strategies of an organisation	2.1 Use appropriate tools to analyse the effects of current business plans 2.2 Review the position of an organisation in its current market 2.3 Evaluate the competitive strengths and weaknesses of an organisation's current business strategies
3. Be able to develop options for strategic planning for an organisation	3.1 Use modelling tools to develop strategic options for an organisation 3.2 Develop a comparative understanding of activity from organisations in the market 3.3 Create options to form the basis of future organisational strategy
4. Be able to construct a strategy plan for an organisation	4.1 Propose a suitable structure for a strategy plan that ensures appropriate participation from all stakeholders of an organisation 4.2 Develop criteria for reviewing potential options for a strategy plan 4.3 Construct an agreed strategy plan that includes resource implications

5. Be able to examine factors affecting an organisational strategy plan	5.1 Compare core organisational values (ethical, cultural, environmental, social and business) with the current business objectives of an organisation
	5.2 Develop appropriate vision and mission statements for an organisation
	5.3 Produce agreed future management objectives for an organisation
	5.4 Develop measures for evaluating a strategy plan
6. Be able to plan for the implementation of a strategy plan	6.1 Develop a schedule for implementing a strategy plan in an organisation
	6.2 Create appropriate dissemination processes to gain commitment from stakeholders in an organisation
	6.3 Design monitoring and evaluation systems for the implementation of a strategy plan in an organisation

Indicative Content

1. Understand the external environment affecting an organisation

External factors
- Stakeholders, competitive environment, PESTLE

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

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

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

Tools
- Value Chain analysis, SWOT analysis, Five Forces

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

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

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

Modelling tools
- Mintzberg, Ansoff, gap analysis, competitiveness strategies

Competitiveness analysis
- Benchmarking, portfolio analysis, market segmentation

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

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

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

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

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

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

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

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

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

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

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

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

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

Monitoring and evaluation
- Monthly strategy planning meetings, annual review meetings, role of celebration

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

7.9 Sustainable Business Strategy	
Aims	To raise awareness of sustainable development issues and how they impact on the strategic development of the business.
Unit Level	7
Unit code	F/503/5141
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 learner will need to demonstrate their understanding of sustainability and its effect on business organisations. To support their work learners should use actual examples from their own experience in employment or as consumers and from their research.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the global sustainability agenda	1.1 Analyse the global sustainability agenda and how it translates into national practice 1.2 Analyse the forces for change in the sustainable business environment 1.3 Evaluate the impact of current sustainability issues on business organisations
2. Understand the concept of the sustainable business organisation	2.1 Determine the extended boundaries of the sustainable business organisation 2.2 Evaluate impact on business structure and objectives of becoming a sustainable business organisation
3. Understand sustainable strategic planning	3.1 Determine change required within business organisations to meet sustainability agenda 3.2 Analyse the concept of the triple bottom line and how it is implemented in business organisations 3.3 Review the process of sustainable strategic business planning

Indicative Content

1. Understand the global sustainability agenda

Sustainability agenda
- Concept of sustainability and why it is important, current agenda e.g. Agenda 21, the earth summits on global sustainability issues, current issues e.g. climate change, social inequality, energy issues, ecological footprints, population growth, droughts, fair trade, national responses to sustainability issues – legal frameworks, guidance to business and target setting (national and corporate)

Forces for change
- Economic, social/cultural/religious, environmental/scientific, implications of change and analytical techniques to understand change

Impact of current sustainability issues
- Social attitudes to sustainability in business, consumer interests, legal and regulatory framework around sustainable business, impact on profitability and other business objectives

2. Understand the concept of the sustainable business organisation

Extended boundaries
- How sustainability issues extend the boundaries of the enterprise, consideration of those external to organisation e.g. suppliers, manufacturers, communities, government, international bodies etc., consideration of whole supply-chain and whole life-cycle for products, services and organisation

Impacts
- Changes in management and leadership, new techniques and considerations e.g. supply chain management, consumers, risks and impacts for shareholders and managers, monitoring and evaluation of performance in wider sustainable enterprise, conflicts between corporate and sustainability objectives

3. Understand sustainable strategic planning

Change
- Cultural change, role of Government – national and international, new management and leadership skills, new vision and strategic approach and managing changes required

Triple bottom line
- Concept of triple bottom line (people, planet and profit), stakeholders v shareholders, managing the triple bottom line, measurement of triple bottom line, conflict between sustainability and business objectives

Sustainable strategic planning
- Identifying sustainable strategic objectives and financial return, negotiating agreement to sustainable objectives, resolving conflicts between sustainability and corporate needs and management of sustainable strategic planning

6.6 Managing Quality and Service Delivery	
Aims	This unit aims to introduce the learner to the delivery of excellent customer service. The learner will also develop knowledge and understanding required for quality measurement and management of service delivery (for public service or healthcare management programmes the unit can be delivered in context).
Unit Level	6
Unit code	F/503/5351
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners can approach this unit theoretically across the sectors or in the specific content of public service or healthcare. Their work must be illustrated from the learner's own experience or research.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to identify and meet stakeholder needs in service delivery	1.1 Identify stakeholder groups and their expectations for service delivery 1.2 Assess the impact of poor service quality for the organisation and stakeholders 1.3 Analyse how stakeholder needs are met
2. Understand how to manage quality of service delivery	2.1 Analyse the concepts of quality and quality standards in relation to service delivery 2.2 Evaluate approaches to quality management in service delivery 2.3 Explain how quality standards are set and monitored
3. Understand how to promote continuous improvement of service delivery	3.1 Analyse the concept of continuous improvement in service delivery 3.2 Evaluate the need for continuous improvement in service delivery 3.3 Explain how continuous improvement can be implemented

Indicative Content

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

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

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

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

2. Understand how to manage quality of service delivery

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

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

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

3. Understand how to promote continuous improvement of service delivery

Concept of continuous improvement
- History in manufacturing and application to service delivery, theories and techniques (eg. Kaizen, total quality management, lean management, Deming cycle, benchmarking, Pareto analysis, force field analysis etc.). Need for continuous improvement, to meet stakeholder needs, perceptions, expectations, investment in staff and resources, value for money, best practice

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

6.10 Leading Organisational Equality and Diversity	
Aims	The aim of this unit is to enable the learner to develop an understanding of the importance of managing equality and diversity within the organisation and to understand how to lead the approach to equality and diversity within an organisation.
Unit Level	6
Unit code	K/503/5120
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit the learner will need to demonstrate a full understanding of the importance of managing equality and diversity in organisations. The learners will need to apply their knowledge and understanding to specific organisations and this may be in the UK or in a selected country.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of effectively managing equality and diversity	1.1 Analyse the legal requirements relating to equality within the organisation and in the organisations relationships with others 1.2 Evaluation the implications of guidance and codes of practice relating to equality and diversity in specific industry sectors 1.3 Analyse the implications of equality and diversity for the organisation 1.4 Analyse the needs and expectations of stakeholders in relation to an organisation's policy on equality and diversity
2. Understand the dynamics of leading and managing equality and diversity in an organisation	2.1 Determine how to gain commitment to equality and diversity within an organisation 2.2 Analyse policies and procedures that need to be in place to promote equality and diversity 2.3 Evaluate methods of communicating commitment, policies and procedures to relevant organisational stakeholders 2.4 Assess how to address equality and diversity issues 2.5 Analyse methods to review and monitor equality and diversity 2.6 Determine how to reach diverse stakeholder groups

Indicative Content

1. Understand the importance of effectively managing equality and diversity

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

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

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

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

Fairness and Justice
- Impact of prejudice and discrimination on groups and individuals

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

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

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

Communication
- Importance of communicating commitment, policies and procedures, training staff and raising awareness of staff and stakeholders

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

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

6.11 Managing Stakeholder Engagement	
Aims	The aim of the unit is to enable the learner to develop the knowledge and understanding required to engage with stakeholders and to learn how to manage stakeholders in projects and organisations.
Unit Level	6
Unit code	D/503/5213
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners must demonstrate an understanding of the critical role of stakeholders in projects and organisations. Learners will need to exemplify their work from research and from their own experience as a stakeholder in employment, as a learner and a consumer.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to analyse key stakeholders	1.1 Analyse stakeholders and their needs and expectations for either an organisation or project 1.2 Evaluate and map stakeholder relationships 1.3 Assess the importance of stakeholder engagement
2. Understand how to build an effective stakeholder engagement strategy to implement policy	2.1 Analyse methods to engage stakeholders to validate the implementation of policies 2.2 Develop a communications strategy to effectively engage with stakeholders
3. Understand how to build and maintain stakeholder relationships	3.1 Explain how to build and maintain relationships with stakeholders 3.2 Analyse issues that may affect stakeholder relationships 3.3 Analyse potential conflict situations and possible resolution 3.4 Assess the importance of monitoring and reviewing stakeholder engagement
4. Understand how to engage with the stakeholder groups	4.1 Analyse methods to elicit stakeholder views on policy and other issues 4.2 Analyse how to gain stakeholder validation and agreement for policies and plans

Indicative Content

1. Be able to analyse key stakeholders

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

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

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

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

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

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

3. Understand how to build and maintain stakeholder relationships

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

Monitoring and review
- Importance of monitoring and reviewing stakeholder engagement e.g. to ensure still engaged with process, to gain continued support, to engage with new stakeholders that emerge and how to obtain feedback e.g. interviews, questionnaires and focus

groups, reviews of policy, Importance of acting on feedback – re-engaging stakeholders where necessary and changing policies/strategies for engagement

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

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

4. Understand how to engage with the stakeholder groups

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

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

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

7.7 Corporate Communication Strategies	
Aims	To understand the importance of corporate communication and how it links to corporate objectives. To conduct an audit internal and external corporate communications, and to be able to develop an effective corporate communications strategy.
Unit Level	7
Unit Code	M/602/2086
GLH	30
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners can approach LO1 from a theoretical perspective, using examples to illustrate their work. For the remainder of the unit learners will be required to actually conduct internal and external corporate communications audits and plan an appropriate communications strategy for an organisation. Learners should use an organisation they know well; where they are employed, work in a voluntary capacity or where they are currently studying.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of corporate communication	1.1 Discuss the purpose of corporate communication strategies 1.2 Assess how corporate communications link to corporate objectives 1.3 Analyse the relationship between corporate communication and corporate branding
2. Be able to conduct an internal corporate communications audit	2.1 Plan an internal corporate communications audit 2.2 Conduct an internal corporate communications audit 2.3 Critically evaluate the effectiveness of current levels of practice
3. Be able to conduct an external corporate communications audit	3.1 Plan an external corporate communications audit 3.2 Conduct an external corporate communications audit 3.3 Critically evaluate the effectiveness of current levels of practice
4. Be able to plan the development of a corporate communication strategy	4.1 Plan the objectives of a corporate communication strategy 4.2 Select audiences to influence with a corporate communications strategy 4.3 Plan appropriate measures to monitor a planned corporate communications strategy

Indicative Content

1. Understand the importance of corporate communication

Aims of corporate communications
- Provides information to stakeholders, communicates corporate vision and strategy, reinforces public view of the organisation, links to PR strategy

Reinforcing corporate objectives
- Communicates and reinforces strategic objectives, reinforces corporate culture, promotes accountability, prioritises stakeholder communication and influence

Reinforcing corporate branding
- Promotes brand and reinforces stakeholders' view of company performance and value(s), prevents dilution / erosion of the corporate brand and identity / links to brand management strategy

2. Be able to conduct an internal corporate communications audit

Planning
- Selecting appropriate research techniques, identifying formal and informal internal information and communication flows, Identifying information and data management processes, identifying knowledge management processes

Conducting an internal audit
- Informal versus formal, e.g. water-cooler, email, conferencing and meeting; vertical versus horizontal, e.g. management communications, corporate newsletters, departmental, interdepartmental and team meetings; control of information and data, processing data

Evaluating effectiveness
- Benchmarking, questionnaires, focus groups, participant, observation/ethnography, surveys and interviews

3. Be able to conduct an external corporate communications audit

Planning
- Selecting appropriate research techniques, identifying external information and communication flows, identifying information channels and barriers, identifying communication risks

Conducting an external audit
- Supplier and customer communications, e.g. networking, conferences, partnerships and JVs; public communications, e.g. marketing and advertising, news items and online e.g. web-pages, forums, social media such as Twitter, Facebook, Tumblr etc., institutional relationships (including professional, government and industry bodies, universities and communities); knowledge development and management e.g. supply chain integration, crowd sourcing, collaboration

Evaluating effectiveness

Surveys and interviews, questionnaires, focus groups, participant observation/ ethnography, processing research

4. Be able to plan the development of a corporate communication strategy

Strategic objectives
- Strategy formulation, implementation, measurement and monitoring of strategic aims

Audience analysis
- Stakeholder analysis, international / cultural issues, evaluating communication channels (in respect of stakeholder groups)

Monitoring, review and feedback
- Developing communication and stakeholder engagement plan, surveys, focus groups and interviews, measuring communication outcomes, monitoring online customer interaction, quantitative and qualitative measures, measuring ROI