ATHE Level 6 Qualifications in Management

(2016)

ATHE Level 6 Diploma in Management
ATHE Level 6 Diploma in Management (Finance)
ATHE Level 6 Diploma in Management (Managing People)
ATHE Level 6 Diploma in Management (Operations Management)
ATHE Level 6 Diploma in Management (Sales and Marketing)

ATHE Level 6 Extended Diploma in Management
ATHE Level 6 Extended Diploma in Management (Finance)
ATHE Level 6 Extended Diploma in Management (Managing People)
ATHE Level 6 Extended Diploma in Management (Operations Management)
ATHE Level 6 Extended Diploma in Management (Sales and Marketing)

About ATHE

We are an Ofqual regulated awarding organisation providing RQF qualifications in management, law, health & social care management, computing and travel and tourism management.

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

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

Our Qualifications

Our qualifications are the culmination of expert input from colleges, industry professionals, higher education providers and our qualification development team. We have developed a flexible suite of qualifications that offer progression from level 3 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 and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering ATHE Qualifications Guide and via the ATHE website.

There are two sizes of qualification: a Diploma and an Extended Diploma.

The Diploma is a 240 guided learning hours, 60 credit qualification with a total qualification time of 600 hours.

The Extended Diploma is a 480 guided learning hours, 120 credit qualification with a total qualification time of 1200 hours.

These qualifications are on the Register of Regulated Qualifications. They have a Qualification Accreditation Number (QAN). This number will appear on the learner's final certification documentation. Each unit within a qualification also has a code.

The QAN numbers for these qualifications are as follows:

ATHE Level 6 Diploma in Management	603/0627/0
ATHE Level 6 Extended Diploma in Management	603/0628/2

Each qualification has a number of pathways. Where learners select a particular pathway the qualification certificate will indicate this as follows:

ATHE Level 6 Diploma in Management (Finance)
ATHE Level 6 Diploma in Management (Managing People)
ATHE Level 6 Diploma in Management (0perations Management)
ATHE Level 6 Diploma in Management (Sales and Marketing)

ATHE Level 6 Extended Diploma in Management (Finance)
ATHE Level 6 Extended Diploma in Management (Managing People)
ATHE Level 6 Extended Diploma in Management (0perations Management)
ATHE Level 6 Extended Diploma in Management (Sales and Marketing)

Accreditation Dates

These qualifications are accredited from 1st October 2016, which is their operational start date in centres.

They replace the following qualifications in Management at level 6:
ATHE Level 6 Diploma in 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 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
These qualifications will be available for registrations up until 31 March 2017 with final certification on 31 March 2019.

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 into account 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 Extended 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 extensive relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of a range of relevant professional qualifications.
This may be used for recognition of prior learning (RPL).

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 qualification at level 6 or above on the RQF.

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 the ATHE Level 6 Qualifications in Management

These qualifications in Management have been developed to conform to the requirements of the RQF, to meet the requirements of higher education and employers, to meet the needs of learners and to respond to the needs of our centres.

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.

These qualifications are designed to provide:

- opportunities for learners to acquire knowledge and understanding and develop a range of skills, personal qualities and attitudes essential for successful performance in working life
- 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 an Extended Diploma
- learners with the opportunity to acquire a broader range of knowledge and understanding and to develop the skills they require to work in the field of management,

Apprenticeship Standards

The ATHE Level 6 Qualifications in Management provide some of the underpinning knowledge and understanding contained in the new standards for the leadership and management sector.

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 a diploma to an extended diploma
- other qualifications at the next level for example to a Level 7 Diploma or Extended Diploma in Strategic Management or Healthcare Management.
- an MBA programme.

Recognition of Prior Learning (RPL)

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

Support for ATHE Qualifications

ATHE provides a wide range of support. This includes:

- a comprehensive guide for centres on delivering ATHE qualifications
- materials on our website to support assessment and teaching and learning
- sample assignments which have been written and verified by experienced practitioners
- verification and guidance with internally devised assignments
- training events to support the delivery of the qualifications and assessment
- the services of a team of experienced advisors and external verifiers
- support for business development.

Guided Learning Hours (GLH), Total Qualification Time (TQT) and Credit values

Each unit within a qualification has guided learning hours, a credit value and a level. Each qualification also has a total qualification time (TQT).

GLH are intended to provide guidance for centres on the amount of resource needed to deliver the programme and support learners. GLH are made up of activities completed by the learner under the direct instruction or supervision of a tutor/teacher, lecturer, supervisor, trainer etc. whether through actual attendance or via electronic means. This can include induction sessions, classes delivered by a teacher or the time when the learner is receiving feedback on their work or supervised independent learning or real time tutorials delivered by webinars or other electronic delivery methods.

Learning will also take place away from the classroom and the teacher, which is unsupervised and this is classified as additional hours. The activities will vary depending on the qualifications, their level and the nature of the learning. The additional hours could include preparation for classes, work on assignments and the portfolio of evidence, viewing a pre-recorded podcast or webinar or any other form of learning, education or training, not under the direct supervision of tutor/teacher, lecturer, supervisor, trainer

The TQT is the GLH plus all the additional learning.

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

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

The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

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

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

ATHE Level 6 Diploma in Management

The ATHE Level 6 Diploma in Management is a 60 credit qualification. To achieve this qualification all learners must complete two of the four core units totalling 30 credits. Learners then select the unendorsed route or one of four pathways; Finance, Managing People, Operations Management or Sales and Marketing.

ATHE Level 6 Diploma in Management

Unendorsed route

Learners selecting the unendorsed route take two of the four core units and two further units from the list below or from the remaining core units.

Core Units

Unit Title	Level	GLH	Credit
Leadership and Management	6	60	15
Research Project	6	60	15
Managing Quality and Service Delivery	6	60	15
Personal Leadership and Management Development	6	60	15

Optional units

Unit Title	Level	GLH	Credit
Financial Decision Making for Managers	6	60	15
Accounting	6	60	15
Managing Finance in the Public Sector	6	60	15
Economics for Business	6	60	15
Factors Determining Marketing Strategies	6	60	15
Marketing Communications	6	60	15
Sales	6	60	15
Branding	6	60	15
Management Information Systems	6	60	15
Logistics and Supply Chain Management	6	60	15
Managing Change	6	60	15
Risk Management	6	60	15
Project Management	6	60	15
Human Resource Management	6	60	15

Level 6 Diploma in Management (Finance)

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

Core Units

Unit Title	Level	GLH	Credit
Leadership and Management	6	60	15
Research Project	6	60	15
Managing Quality and Service Delivery	6	60	15
Personal Leadership and Management Development	6	60	15

Finance pathway units

Unit Title	Level	GLH	Credit
Financial Decision Making for Managers	6	60	15
Accounting	6	60	15
Managing Finance in the Public Sector	6	60	15
Economics for Business	6	60	15

Level 6 Diploma in Management (Managing People)

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

Core Units

Unit Title	Level	GLH	Credit
Leadership and Management	6	60	15
Research Project	6	60	15
Managing Quality and Service Delivery	6	60	15
Personal Leadership and Management Development	6	60	15

Managing People pathway units

Unit Title	Level	GLH	Credit
Human Resource Management	6	60	15
Managing Change	6	60	15
Project Management	6	60	15

Level 6 Diploma in Management (Operations Management)

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

Core Units

Unit Title	Level	GLH	Credit
Leadership and Management	6	60	15
Research Project	6	60	15
Managing Quality and Service Delivery	6	60	15
Personal Leadership and Management Development	6	60	15

Operations Management pathway units

Unit Title	Level	GLH	Credit
Information Systems	6	60	15
Logistics and Supply Chain Management	6	60	15
Managing Change	6	60	15
Risk Management	6	60	15
Project Management	6	60	15

Level 6 Diploma in Management (Sales and Marketing)

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

Core Units

Unit Title	Level	GLH	Credit
Leadership and Management	6	60	15
Research Project	6	60	15
Managing Quality and Service Delivery	6	60	15
Personal Leadership and Management Development	6	60	15

Sales and Marketing pathway units

Unit Title	Level	GLH	Credit
Factors Determining Marketing Strategies	6	60	15
Marketing Communications	6	60	15
Sales	6	60	15
Branding	6	60	15

ATHE Level 6 Extended Diploma in Management

The ATHE Level 6 Extended Diploma in Management is a 120 credit qualification. To achieve this all learners must complete the four core units totalling 60 credits. Learners then select the unendorsed route or one of four pathways; Finance, Operations Management, Managing People or Sales and Marketing.

ATHE Level 6 Extended Diploma in Management

Unendorsed route

Learners selecting the unendorsed route take the four core units and four further units from the list of optional units

Core Units

Unit Title	Level	GLH	Credit
Leadership and Management	6	60	15
Research Project	6	60	15
Managing Quality and Service Delivery	6	60	15
Personal Leadership and Management Development	6	60	15

Optional units

Unit Title	Level	GLH	Credit
Financial Decision Making for Managers	6	60	15
Accounting	6	60	15
Managing Finance in the Public Sector	6	60	15
Economics for Business	6	60	15
Factors determining Marketing Strategies	6	60	15
Marketing Communications	6	60	15
Sales	6	60	15
Branding	6	60	15
Information Systems	6	60	15
Logistics and Supply Chain Management	6	60	15
Managing Change	6	60	15
Risk Management	6	60	15
Project Management	6	60	15
Human Resource Management	6	60	15

ATHE Level 6 Extended Diploma in Management (Finance)

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

Core Units

Unit Title	Level	GLH	Credit
Leadership and Management	6	60	15
Research Project	6	60	15
Managing Quality and Service Delivery	6	60	15
Personal Leadership and Management Development	6	60	15

Finance pathway units

Unit Title	Level	GLH	Credit
Financial Decision Making for Managers	6	60	15
Accounting	6	60	15
Managing Finance in the Public Sector	6	60	15
Economics for Business	6	60	15

ATHE Level 6 Extended Diploma in Management (Managing People)

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

Core Units

Unit Title	Level	GLH	Credit
Leadership and Management	6	60	15
Research Project	6	60	15
Managing Quality and Service Delivery	6	60	15
Personal Leadership and Management Development	6	60	15

Managing People pathway units

Unit Title	Level	GLH	Credit
Human Resource Management	6	60	15
Managing Change	6	60	15
Project Management	6	60	15

Optional units

Learners take one unit from the list below

Unit Title	Level	GLH	Credit
Financial Decision Making for Managers	6	60	15
Accounting	6	60	15
Managing Finance in the Public Sector	6	60	15
Economics for Business	6	60	15
Factors Determining Marketing Strategies	6	60	15
Marketing Communications	6	60	15
Sales	6	60	15
Branding	6	60	15
Information Systems	6	60	15
Logistics and Supply Chain Management	6	60	15
Risk Management	6	60	15

ATHE Level 6 Extended Diploma in Management (Operations Management)

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

Core Units

Unit Title	Level	GLH	Credit
Leadership and Management	6	60	15
Research Project	6	60	15
Managing Quality and Service Delivery	6	60	15
Personal Leadership and Management Development	6	60	15

Operations Management pathway units

Unit Title	Level	GLH	Credit
Information Systems	6	60	15
Logistics and Supply Chain Management	6	60	15
Managing Change	6	60	15
Risk Management	6	60	15
Project Management	6	60	15

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

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

Core Units

Unit Title	Level	GLH	Credit
Leadership and Management	6	60	15
Research Project	6	60	15
Managing Quality and Service Delivery	6	60	15
Personal Leadership and Management Development	6	60	15

Sales and Marketing pathway units

Unit Title	Level	GLH	Credit
Factors Determining Marketing Strategies	6	60	15
Marketing Communications	6	60	15
Sales	6	60	15
Branding	6	60	15

Qualification Grading Structure

Each unit is graded pass, merit, distinction. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. Each unit is equally weighted. The formula for establishing the overall grade is as follows.

Points for each 15 credit unit are allocated as follows:

- Pass – 45 points
- Merit – 60 points
- Distinction – 75 points

Total points required for each grade

Level 6 Diploma in Management (60 credits)

- Pass – 180-224
- Merit – 225-284
- Distinction – 285-300

Level 6 Extended Diploma in Management (120 credits)

- Pass – 360-434
- Merit – 435-554
- Distinction – 555-600

Guidance on Assessment

There is no external assessment (i.e. external written examination) attached to any unit; nor is there any dissertation requirement. However, learners taking the Level 6 Extended Diploma in Management will be required to complete a research project.

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

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

to produce the additional work required for the higher grades and the tutor may advise the learner to work to the pass standard, where this is appropriate.

The assessor should record their judgements on the ATHE template, stating what grade the learner has achieved and providing evidence for the judgements. The internal verifier can also use the ATHE IV template but the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work, including any extension activities which have been completed.   Assessment judgements always require care to ensure that they are reliable and that there is sufficient and specific feedback to the learner to show whether he or she has demonstrated achievement of the LO at the specified standard. The additional grades mean that assessors must take even greater care to assure the validity of their judgements. They must provide specific feedback to learners, on whether the additional evidence provided has or has not met the standard for merit and distinction grades. Assessment is therefore more complex.

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. An integrated assignment must show which learning outcomes and assessment criteria from which units are being covered.

Methods of Assessment

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

We would recommend avoiding 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.

Please note all centre devised assessments must be sent to ATHE for approval prior to being issued to learners.

Putting an Assessment Strategy in Place

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

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

Quality Assurance of Centres

Centres delivering ATHE 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 Management at Level 6
- monitoring visits to ensure the centre is continuing to work to the required standards.

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 be investigated and could lead to sanctions against the centre.

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

Guidance for Teaching and Learning

Learners normally improve their understanding 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 ensure learners are engaged in the learning, as this facilitates understanding and progress. 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 learners. Get them to identify where the work they've done meets the assessment criteria.
- Contextualise your activities, e.g. using real case studies as a theme through the sessions.
- Take an integrated approach to teaching topics across units, where appropriate, rather than always taking a unit-by-unit approach. In this way, learners will be able to see the links between the content of the different units.

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

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

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 Management are accredited on the RQF for learners aged 19 and above.

Unit Specifications

Unit Format
Each unit 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 unit code that will appear on the qualification certificate

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

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

Total Qualification Time (TQT)
TQT represents the total time required for a learner to complete a qualification. There is guidance on each unit as to the total time for each unit.

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.

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

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

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

Leadership and Management	
Unit aims	The aim of this unit is to enable the learner to understand the role of leadership and management in organisations; and the use of leadership and management skills to improve organisational performance.
Unit level	6
Unit code	H/615/2706
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
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, the difference between them and how they are used in organisations. The work must be illustrated with exemplar material from research and where possible from the learner's practical experience in employment, as a learner and from working in teams.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Understand strategic leadership and management in organisations	1.1 Analyse strategic leadership and its links to management in organisations 1.2 Evaluate key leadership and management theories 1.3 Explain how leadership and management styles should change to meet the needs of different situations found in organisations	1M1 Assess the impact that theories of leadership and management may have on strategic decision making	
2. Understand how to improve organisational performance	2.1 Analyse the skills which are needed by strategic leaders and	2M1 Assess the qualities and skills of a named leader in achieving	2D1 Evaluate how specific organisations use motivation in improving organisational performance

	managers to improve organisational performance 2.2 Analyse key motivational theories and how they may influence organisational success 2.3 Analyse the contribution of performance management techniques in organisational processes	organisational success	
through the application of relevant leadership and management skills			
3. Understand how leaders and managers utilise teams in improving organisational performance	3.1 Explain the development of teams 3.2 Analyse the characteristics of high performance teams 3.3 Evaluate the role of the team leader in creating high performance teams 3.4 Assess the impact of teams on organisational performance	3M1 Analyse the challenges of developing effective virtual teams	3D1 Evaluate the importance of using different types of teams to achieve the required outcomes of a project

Indicative Content

1. Understand strategic leadership and management in organisations

Concepts of leadership and management

- Definitions of leadership and the role of leaders, classification of leadership (e.g. dimensions, processes, personality), leadership as a process, power and influence, strategic and operational, the importance of common goals, leaders and followers/ leadership of groups, leadership skills, Mintzberg's 10 managerial roles.

Leadership and management theories

- Trait theories, process theories, functional leadership, transactional e.g. Bennis and Bass, leadership/management styles, situational theories e.g. Hersey and Blanchard, contingency theory e.g. Fiedler, path-goal theory, Transformational Leadership, psychodynamic theory

Styles

- Autocratic, bureaucratic, laissez-faire, persuasive, participative, charismatic ; adapting styles to different situations.

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

Skill sets

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

Motivation

- Taylorism, Mayo, Maslow, Herzberg and Broad theories (e.g. temporal motivation theory), cognitive theory, power, behavioural theories; social constructivism
- How leaders motivate and practical aspects of motivation

Performance management

- Clarity of end results and goal setting, agreement with staff, reward, performance monitoring and measurement, gathering feedback, use of data and outputs, job design and characteristics and employee needs

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

Development of teams

- Stages of team development e.g. Tuckman, Honey, Leigh and Maynard.
- High performance teams; shared purpose and established goals; clear roles; strong interdependencies; agreed decision making process; use of review and feedback; stable team membership; strong learning environment; team based rewards system

Team leadership

- Roles and models of team leadership, establishing the culture of team performance, giving direction, establishing reporting lines, celebrating success, managing conflict, communications,

collaboration and team decision making, creativity of teams; monitoring performance and measuring team success

Impact on organisational performance

- Teams - utilising skills of individual members; shared goals and ambitions; working with and supporting colleagues; wanting success for the team, common understanding of the plan and its impact on the organisation; individual performance of a team member and impact on the work of others
- Underperforming teams and negative impact on organisational performance, goals not achieved, blame culture; conflict; staff absence, retention

Virtual teams

- Working with real time; common message and communication; lack of clarity and direction and second guessing; lack of empathy and personal connection; different work ethic and culture in team members; hidden incompetence; diminished productivity; availability.

Research Project	
Unit aims	The aim of this unit is to develop the knowledge, understanding and skills required to produce a research question and carry out independent research using appropriate research techniques. The learner will analyse and present their research findings, evaluate the research methodology and their personal learning.
Unit level	6
Unit code	M/615/2708
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
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. Learners must provide sufficient evidence to meet all the learning outcomes at the required standards.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Be able to consider appropriate research methodologies in preparation for conducting research	1.1 Explain the scope and objectives for a valid research question or hypothesis 1.2 Present a proposal that clearly demonstrates a grasp of the question or hypothesis 1.3 Explain the research methods and techniques that will be used		1D1 Evaluate the chosen research methods and techniques, showing how they support achievement of the stated objectives
2. Be able to conduct research based on the research question or hypothesis and analyse the findings	2.1 Use different research methods to gather relevant primary and secondary data to address the research question and hypothesis 2.2 Analyse the information gathered from the data collected	2M1 Evaluate the strengths and limitations of the data collection and analysis	

3. Be able to present findings from research investigations	3.1 Present research findings to a given audience using appropriate formats 3.2 Appraise the relevance and value of information gathered 3.3 Review the validity of the research outcomes against the stated objectives	3M1 Respond orally to questions on research findings	
4. Be able to review own personal learning	4.1 Reflect on own learning in carrying out research investigations	4M1 Identify and analyse actions for improvement in future research projects 4M2 Recommend future opportunities for own professional learning based on outcomes from research investigation and the reflection on own learning	4D1 Create a plan to improve own skills for future research

Indicative Content

1. **Be able to consider appropriate research methodologies in preparation for conducting research**

   Research proposal

   - Possible questions or hypothesis; proposal identifies the purpose of the research and the objectives; the desired outcomes and scope.
   - Research methods e.g. survey, questionnaire, observations; literature review. Application of Saunders' Research Onion; ways to test reliability and validity; definitions of data e.g. primary and secondary sources, qualitative and quantitative; ways to reference sources. Research methods chosen are appropriate. They will enable purpose, objectives and outcomes of the research to be met.

2. **Be able to conduct research based on the research question or hypothesis and analyse the findings**

   - Conduct research, for example; primary sources, secondary sources, sampling.
   - Methods of collating information including electronic and paper-based for example; note taking, photographs, video recordings, mind mapping.

- Legal aspects of data collection including confidentiality, data protection, ethics.
- Analysis of data including trend analysis, coding or grouping of types.

3. Be able to present findings from research investigations

Presentation of research findings

- Appropriate report format so research findings are presented logically to aid understanding, for example; title, acknowledgements, contents page, introduction, summary of literature review, research methods used, findings, recommendations, references, bibliography, appendices including questionnaires, surveys, etc.
- Methods for statistical data for example graphs and charts.
- Research leads to realistic recommendations and evaluative conclusions linked to stated objectives of the research.
- Potential audience for example colleagues, external stakeholders and tutors.
- Oral responses need to be detailed, clear, logical and show understanding.

4. Be able to review own personal learning

Own performance

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

Managing Quality and Service Delivery	
Unit aims	To enable learners to develop the knowledge and understanding required to manage and deliver excellent customer service.
Unit level	6
Unit code	T/615/2712
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standard 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 although the assignment work must be in context and include examples and illustrations from the learner's own experience or research. The work can be applied across the business sectors or in a specific context, for example, public service or healthcare.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand how to identify and meet stakeholder needs when managing quality and service delivery	1.1 Identify the different stakeholder groups in organisations and describe their expectations for quality and service delivery 1.2 Evaluate the processes used in organisations to identify stakeholder needs	1M1 Evaluate the importance of identifying stakeholder needs when managing quality and service delivery	1D1 Assess the impact of poor quality and service delivery for the stakeholders of a named organisation
2. Understand how to manage quality and service delivery	2.1 Analyse the concept of quality when delivering a service 2.2 Review quality standards which can be used for measuring quality and service delivery 2.3 Explain how quality standards are set, monitored and maintained	2M1 Assess approaches to quality management and service delivery	2D1 Analyse the potential issues associated with embedding a chosen approach for achieving quality and service delivery
3. Understand how to embed quality improvement and service delivery	3.1 Analyse the role of leaders and managers in embedding quality improvement and service delivery 3.2 Explain the issues related to	3M1 Evaluate the importance of continuous quality improvement in ensuring organisational success	3D1 Review the implementation of continuous quality improvement and service delivery in a named organisation

	embedding continuous improvement and service delivery and propose possible solutions		

Indicative Content

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

- Identification of different stakeholder groups and their needs; External customers, Internal customers, Other business stakeholder groups, for example, employees, Perceptions, Expectations, Individual needs.

- Impact of poor quality service; Organisational reputation, Brand loyalty, Organisational position in the market, Meeting of organisational strategic aims, Accountabilities, for example, public sector –stakeholders, Government; private sectors – shareholders, lenders, Meeting required standards, for example, healthcare impacts of failure in delivering healthcare services, impact on financial figures.

- Meeting the needs of stakeholder groups: 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 and service delivery**

- Quality and Quality Standards: Quality definition, Dimensions of quality for service delivery, Quality systems, ISO9000/9001, Other quality systems, for example, 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, Job roles in quality management, Staff involvement in organisational quality management.

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

3. Understand how to embed quality improvement and service delivery

- Concept of continuous quality improvement:
    - History in manufacturing and application to service delivery, theories and techniques, for example, Kaizen, Total Quality Management, Lean Production and Lean Management, Deming Cycle, Benchmarking, Pareto analysis, Force Field Analysis, etc.

- Embedding continuous quality improvement and service delivery is required to meet stakeholder: Needs, Perceptions, Expectations.

- Investment in staff and resources

- Value for money and best practice

Embedding and implementation: Encouraging staff involvement and rewarding it, Competence standards, implementing change in the business organisation, Managing and monitoring continuous quality improvement, Performance management.

Personal Leadership and Management Development	
Unit aims	This unit aims to help learners develop their own personal leadership and management skills to support the achievement of organisational objectives and personal progression.
Unit level	6
Unit code	A/615/2713
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	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:		
	Pass	Merit	Distinction
1. Understand how personal leadership and management skills support the achievement of organisational objectives	1.1 Evaluate the terms leadership and management and their application in organisations 1.2 Evaluate the personal leadership and management skills required to support achievement of organisational objectives	1M1 Analyse the impact of organisational objectives, values and cultures on the leadership and management role	1D1 Analyse the leadership and management skills of a leader in a named organisation
2. Be able to manage development of own personal leadership and management skills to support achievement of personal and organisational objectives	2.1 Carry out an audit of own personal leadership and management skills 2.2 Set objectives to meet personal development and organisational needs 2.3 Identify and explain opportunities to meet objectives set 2.4 Prepare a personal development plan to develop own leadership and management skills and to support	2M1 Justify how opportunities selected for the personal development plan support achievement of organisational objectives	.

	organisational objectives 2.5 Carry out appropriate personal development activities in accordance with the plan to develop skills identified in the audit		
3. Be able to reflect on the effectiveness of personal development plans in developing management and leadership skills	3.1 Review progress and outcomes of the personal development plan against the objectives set	3M1 Compare current personal leadership and management skills with the outcomes of original audit	3D1 Analyse areas for further development and update personal development plan

Indicative Content

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

   Organisational objectives:

   - Different organisational visions and aims, for example; financial, customer focused, product focused etc.: stakeholder requirements, for example; 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.

   Personal leadership and management skills:

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

2. **Be able to manage development of own personal leadership and management skills to support achievement of personal and 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, carrying out different tasks in an organisation, taking on different roles.

Personal development plans:

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

Personal development:

- Continual review and reflection, different opportunities for learning including formal (organised training activities) and informal (on-the-job experience, personal reading, learning from colleagues), learning from activities, using feedback on activities, recording achievement

3. **Be able to reflect on the effectiveness of personal development plans in developing 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, addressing areas of weakness, updating plans, the importance of continuous development and reflection.

Financial Decision Making for Managers	
Unit aims	The learners will develop knowledge, understanding and skills required to make financial decisions to meet business needs.
Unit level	6
Unit code	F/615/2714
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes at the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. This unit has LOs which all commence with 'Be able to' so the learners must do what is required by each of the LOs. The learner work needs to be related to actual business organisations and this will help to demonstrate achievement of the LOs

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Be able to analyse published financial statements to facilitate business decision-making	1.1 Explain how financial performance is measured in different types of business ownership structures 1.2 Analyse published financial statements to facilitate business decision-making. 1.3 Complete ratio analysis from published financial statements to facilitate business decision-making	1M1 Assess the effectiveness of ratio analysis as a decision-making tool	1D1 Critically assess the usefulness of published financial statements when seeking potential investors.
2. Be able to analyse sources of finance to meet business needs	2.1 Differentiate between long-term and short-term business finance needs 2.2 Review the sources of finance available to business organisations 2.3 Assess the implications of the use of different sources of finance for a specific business organisation	2M1 Assess the potential risks to a business of using different sources of finance	2D1 Evaluate the effect of using different sources of finance on the capital structure of a business 2D2 Make and justify recommendations for appropriate sources of finance for a specific business project

3. Be able to analyse financial information to inform decision making	3.1 Analyse budgeting and cash flow data to inform business decision making 3.2 Complete a capital investment appraisal for a specific business project 3.3 Interpret capital investment appraisal results	3M1 Assess the importance of 'discounted cash flow' techniques when analysing financial information to inform decision making 3M2 Interpret capital investment appraisal results and make a justified recommendation	3D1 Recommend and justify actions a business might take to improve its cash flow position

Indicative Content

1. **Be able to analyse published financial statements to facilitate business decision-making**

- Different forms of business ownership: Sole traders, Partnerships, Private limited companies, Public limited companies, Public sector organisations, Third sector organisations – clubs and societies / charities, Co-operatives, International and multinational businesses.

- Financial statements: Structure of financial statements for different forms of business ownership, Reporting requirements (UK and/or international law/standards).

- Structure, format and requirement of publicly available accounts: Role of auditors, Publicly available accounts vs internal financial records.

- Elements of Public Limited Companies' annual report: Corporate information, Accounting policies, Income Statement, Statement of Financial Position, Statement of Cash Flows, Notes to the financial statements, Chairperson's report, Director's report, Auditor's report.

- Ratio analysis: Profitability, Liquidity, Efficiency, Investor, Gearing.

- Limitations of ratio analysis

- Interpretation: Comparison over time, Comparison with other similar businesses, Comparison against industry benchmarks.

2. Be able to analyse sources of finance to meet business needs

- Business organisations finance needs: Long term requirements – capital investment – purchase of non-current assets, Short term requirements – working capital; revenue income and expenditure; importance of working capital for business organisations.

- Implications: Cost of finance, Effect on financial statements – substance over form, Risk.

- Appropriate sources of finance (External, internal, long-term and short-term): Savings, Reserves, Overdraft, Loan, Leasing, Mortgage, Credit card, Debentures, Hire purchase, Trade credit, Venture capitalist, Share issue, Crowd funding, Advantages and disadvantages of each source of finance.

- Recommendations: Matching appropriate source of finance to business project, Justified recommendations.

3. Be able to analyse financial information to inform decision making

- Cash flow forecasts

- Budgeting: Cash budgets, Budgetary control systems, Budget formation, Cash flow management.

- Capital investment appraisals including discounted cash flows: Payback, Accounting rate of return (ARR), Net present value (NPV), Internal rate of return (IRR).

- Advantages and disadvantages of capital investment appraisal techniques.

- Justified recommendations: Assessment of external factors (e.g. inflation, interest rates, exchange rates, etc.), Assessment of qualitative factors (e.g. legislation, industry standards, staff motivation, stakeholder relationships, etc.), Interpretation of capital investment appraisal results.

Accounting	
Unit aims	The unit will enable learners to develop knowledge, understanding and skills in financial and management accounting
Unit level	60
Unit code	J/615/2715
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	To achieve this unit, learners must meet the learning outcomes at 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 and practical perspective making use of exemplar material to illustrate the points which are made. This may be taken from their own experience or from research.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Understand the principles of financial accounting and reporting	1.1 Explain the role of accounting concepts and standards in financial accounting 1.2 Explain the characteristics of a Public Limited Company's Income Statement, Statement of Financial Position and Cash Flow Statement 1.3 Evaluate the usefulness of a Public Limited Company's annual report. 1.4 Assess the roles and responsibilities of Directors and Auditors with regard to published company accounts 1.5 Analyse the usefulness of the elements of a Public Limited Company's annual report to company stakeholders	1M1 Assess how legislation affects business organisations accounting processes	1D1 Critically review the impact on limited companies of the International Accounting Standards

2. Be able to apply the principles of financial accounting	2.1 Complete records for a set of financial transactions using books of original entry, double entry accounts and extract a trial balance 2.2 Prepare financial statements for a range of business organisations 2.3 Evaluate the importance of consolidated financial statements used by groups of companies	2M1 Assess the importance of accuracy in the double entry accounting process for accurate financial control	2D1 Critically evaluate the usefulness of financial statements to stakeholders of business organisations
3. Be able to apply management accounting principles and procedures	3.1 Explain types of costs incurred and pricing methods used by different business organisations 3.2 Prepare and analyse break-even data from business costing information 3.3 Prepare a cash budget from given information	3M1 Assess the implications of changes in costs and revenue on break-even and budget preparation	3D1 Critically review the usefulness of management accounting principles and procedures to ensure corporate success

Indicative Content

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

- Accounting Concepts and Standards
    - o Fundamental Accounting Concepts (accruals, consistency, going concern and prudence)
    - o Generally Accepted Accounting Principles (GAAP's) (e.g. money measurement, historical cost, materiality etc.)

- International Accounting Standards (IAS)

- Elements of Public Limited Companies' annual report: Corporate information, Accounting policies, Income Statement, Statement of Financial Position, Statement of Cash Flows, Notes to the financial statements, Chairperson's report, Director's report, Auditor's report.

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

2. Be able to apply the principles of financial accounting

- Business Costs: Fixed costs, Indirect costs, Direct costs, Semi-variable costs, Stepped costs, Total costs, Unit costs, Marginal costs.

- Pricing Methods: Cost-plus pricing, Discounting, Competitive pricing.

- Break-even analysis including: Break-even formulae, Contribution per unit, Total contribution, Margin of safety, Contribution to sales ratio, Profit / loss, Break-even charts, Contribution / Sales (profit/volume) charts.

- Budgeting: Types of budgets, Purposes of budgeting, Preparation and revision of budgets, Calculation of variances, Analysis and evaluation of variance results.

3. Be able to apply management accounting principles and procedures

- Business Costs; Fixed costs, Indirect costs, Direct costs, Semi-variable costs, Stepped costs, Total costs, Unit costs, Marginal costs.

- Pricing Methods; Cost-plus pricing, Discounting, Competitive pricing.

- Break-even analysis including; Break-even formulae, Contribution per unit, Total contribution, Margin of safety, Contribution to sales ratio, Profit / loss, Break-even charts, Contribution / Sales (profit/volume) charts.

- Budgeting; Types of budgets, Purposes of budgeting, Preparation and revision of budgets, Calculation of variances, Analysis and evaluation of variance results.

Managing Finance in the Public Sector	
Unit aims	The learners will develop knowledge and understanding of finance and accountability in the public sector.
Unit level	6
Unit code	L/615/2716
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	To achieve this unit, learners must meet the learning outcomes at the standard 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 including appropriate financial information to illustrate the points which are made for their chosen national context. This may be taken from their own experience or from research.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand the importance of accountability in public sector finance in a national context	1.1 Explain the financial regulatory requirements in the public sector 1.2 Assess the accountability of public sector staff when managing finance 1.3 Review publicly available financial information for different public sector organisations 1.4 Analyse the role of audit in the public sector to monitor and control	1M1 Assess the relationship between central government and public sector organisations	1D1 Assess the extent to which the methods of controlling public sector finance are sufficient
2. Understand how to manage financial resources in a public sector organisation	2.1 Review the information needed to manage financial resources in a public sector organisation 2.2 Evaluate how decisions about expenditure are made in a public sector organisation 2.3 Explain how any shortfalls in finance can be managed	2M1 Assess the extent to which the statutory framework for governing audit in the public sector is effective	2D1 Evaluate the risks that must be considered when using financial information for decision-making

	2.4 Analyse the systems needed to manage finances in a public sector organisation 2.5 Assess the usefulness of ratio analysis and capital investment appraisal for public sector decision-making and control		
3. Understand how to manage a public sector tender process	3.1 Review the stages of the public sector tender process 3.2 Explore how public sector tenders are evaluated, negotiated and awarded		3D1 Develop an invitation to tender document for the procurement of public sector services

Indicative Content

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

- The Public Sector: Definition of the Public Sector, Differences between Private and Public Sectors, Public Sector organisations and their structure in the UK, for example: Local Councils, Police Authorities, QUANGOS, Government agencies, NHS Trusts. International public sector organisations.

- Accountability: Stakeholders including electorate and users. Role of electorate in accountability, Effective use of taxes paid, Value for money, Measures and indicators used to assess the effective use of public finance, how is accountability achieved? Audit, Financial reporting, Legislation, Equality issues.

- Information reported: Reported financial and non-financial performance indicators, Published reports for different organisations, External reports: Care Quality Commission, Audit Commission, Reports from the Houses of Parliament. Sources of public sector income, for example: Taxes, Grants.

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

- Public sector management accounting information: Costing and budgeting information, Management accounts, Information on proposed expenditure, Capital expenditure projects, including PFI, Problems of an annual financial cycle.

- Financial monitoring and control: Budgetary process, Variance analysis, Capital and revenue expenditure, Capital and revenue income, Audit process, Review by local and national politicians.

- Financial decision making: Role of Central Government and funding, Information available and required for decision making, Indicators to meet organisational aims or given targets, Non-financial factors in public sector decision making, Capital projects and investment appraisal techniques, Ratio analysis, Cost benefit analysis.

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

- Public Sector Tenders: Tender process, Political issues, Parameters for putting projects out to tender (including government and international / EU requirements), Use of previously approved suppliers, Process for the approval of suppliers, Importance of a fair process (including equality issues), Case studies, for example Thames Link Railway contract.

- Tender evaluation: Criteria to evaluate tenders, Guidelines and parameters to be applied, for example value for money guidelines, Requirements in terms of contractor suitability, for example financial stability, Monitoring and recording of evaluation process, Feedback to unsuccessful suppliers, Case studies, for example MoD contracts.

Economics for Business			
Unit aims	To provide learners with the knowledge and understanding of the economic environment and its impact on how businesses operate.		
Unit level	6		
Unit code	R/615/2717		
GLH	60		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	To achieve this unit, learners must meet the learning outcomes at the standard 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:		
	Pass	**Merit**	**Distinction**
1. Understand the micro-economic business environment	1.1 Explain the importance of the micro-economic environment to business organisations 1.2 Analyse business objectives and behaviour in an economic context 1.3 Assess the impact of market structures on business organisations	1M1 Evaluate the effect of changes in the micro-economic business environment on a specific business organisation	
2. Understand the macro-economic environment in which businesses operate	2.1 Explain determinants of national income 2.2 Explain the impact of government policies on an economy 2.3 Assess the impact of the macro-economic environment on business organisations	2M1 Evaluate the effect of changes in the macro-economic business environment on a specific business organisation	2D1 Evaluate the impact of government policies on a named economy in a specified period of time
3. Understand the implications for business organisations of operating in the international	3.1 Analyse features of the international economic environment as they relate to business 3.2 Assess the implications for	3M1 Assess the risks involved in operating in the international economic environment	3D1 Recommend, with justifications, actions a business organisation can take to minimise the risks of operating in an international

economic environment	business organisations of operating in the international economic environment		economic environment

Indicative Content

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

- The definitions, concepts and application of the following: Micro economics, Supply and demand, Price determination, Changes in market price, Elasticity of supply and demand, Total, average and marginal revenue, Factors of production, Diminishing returns, Limited resources, Changes in quantity.

- Importance of micro-economic environment

- Business objectives and behaviour: Maximising objectives, Non-maximising objectives, Ethics and profit, Purpose of organisations, Corporate governance, Business behaviour, Product life cycle, Organisational size, Organisational structure – sole trader, partnership, companies, mergers, third sector organisation.

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

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

- The definitions, concepts and application of the following: Macro-economics, Measurement and issues, Data sources and reliability, Equilibrium and circular flow, Multiplier, Inflation, Deflation.

- Government policies and their impact: Fiscal policy, Monetary policy, Taxation, Expenditure, Interest rates, Aggregate demand and supply, Supply side policies, Inflation, Unemployment, Balance of payments, Economic growth.

- External Environment: SWOT analysis (Strengths, Weaknesses, Opportunity, Threats), Market research, for example customer opinion surveys, Observation of market activities, for example; competitor actions, current social concerns, proposed government legislation, Business and trade publications, for example keynote reports, Central Government publications, for example Social and regional Trends.

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

- International Environment: Multinational operations, International trade, Exchange rates, Free trade and protectionism, Trade agreements, Emerging markets e.g. BRIC, Trading blocs e.g. EU, Geographical Areas, for example: European Union, North America, East and South East Asia.

- International Organisations, for example: World Trade Organisation, World Bank, International Monetary Fund.

- Global Monetary Systems.

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

Factors Determining Marketing Strategies			
Unit aims	This unit enables learners to understand the influences on marketing strategy and the characteristics and use of marketing intelligence. It also involves the underpinning principles of strategic marketing analysis, strategic choice and stakeholder engagement.		
Unit level	6		
Unit code	Y/615/2718		
GLH	60		
Credit value	15		
Unit grading structure	Pass, Merit, Distinction		
Assessment guidance	To achieve this unit, learners must meet the learning outcomes at the standard specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief.		
Learning outcomes. The learner will:	**Assessment criteria. The learner can:**		
	Pass	**Merit**	**Distinction**
1. Understand the influences on determining a marketing strategy	1.1 Analyse the features of the marketing environment 1.2 Evaluate the role of market segmentation, targeting and positioning in marketing strategy 1.3 Evaluate the role and significance of macro and micro forces in determining a marketing strategy	1M1 Evaluate environmental scanning tools and techniques in determining a marketing strategy	
2. Understand marketing intelligence	2.1 Appraise the nature, uses and value of market intelligence 2.2 Analyse the characteristics of an effective marketing information system 2.3 Evaluate different methods of forecasting sales		
3. Understand stakeholder engagement in organisations	3.1 Assess the principles of stakeholder engagement 3.2 Evaluate the importance of stakeholder support to organisations 3.3 Assess the relationship between stakeholders and corporate social responsibility 3.4 Analyse the impact of conflicting demands on an	1M1 Evaluate the use of stakeholder mapping	1D1 Evaluate the processes used by an organisation to ensure stakeholder engagement

4. Understand the nature of strategic marketing analysis and strategic choice	4.1 Assess the concept of cost leadership strategies as a means of maintaining competitive advantage 4.2 Justify the aims and uses of pricing strategies in different stages of the product life cycle and their relationship with marketing policy 4.3 Evaluate the concepts and attributes of differentiation (supply side and demand side) and its implications for marketing strategy development 4.4 Analyse approaches to competitive positioning of organisations		1D1 Evaluate the implications, benefits and risks to businesses of strategic competition and cooperation

Indicative Content

1. Understand the influences on determining marketing

Features of the environment

- Competition; local/national/international influences; market maturity; political, economic, legal and social trends; barriers to market entry; concept of marketing orientation and measurement scales (MARKOR and MKTOR)

Market segmentation, targeting and positioning

- Psychographic factors; segmentation types, techniques, algorithms and approaches; processes for targeting and product positioning; concept of differentiation with an emphasis on perceptual mapping; multi-dimensional scaling in product and service positioning

Macro and micro forces

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

Scanning tools and techniques

- SWOT; PESTEL; environmental scanning; Porter's Five Force Analysis; competitor analysis; industry analysis; QUEST

2. Understand marketing intelligence

Value and uses

- Characteristics and uses; planning, management and control; sources and validity of information

Marketing information system

- Marketing information systems; collection and analytical methods; simulation, modelling, linear programming, game theory, correlation and cluster analysis

Sales forecasting

- Moving averages; regression; exponential smoothing; sales force composite; jury of executive option; Delphi technique; customer projections

3. Understand stakeholder engagement in organisations

Stakeholder mapping

- Mapping techniques: Influence-Interest Grid; Power-Impact Grid; Mendelow's Power-Interest Grid; Three-Dimensional Grouping of Power, Interest and Attitude (Murray-Webster and Simon); The Stakeholder Circle; Quadrant tactics

Principles of stakeholder engagement

- Stakeholder engagement strategies; identifying, analysing, mapping, prioritizing; expertise, willingness, value; nature of interest; conflicting agendas

Stakeholder support

- Role and importance of stakeholders in achievement of marketing objectives; corporate social responsibility (CSR)

Impact of conflicting requirements

- Identifying conflict; impact on the achievement of strategic direction/need for strategic change; perceptions and reputational risk; strategies to mitigate/resolve conflict

4. Understand the nature of strategic marketing analysis and strategic choice

Strategic intent and choice

- Concept of strategic fit; strategic intent, assessment and choice; strategic and tactical marketing; achieving coherence with corporate strategy

Competition and cooperation

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

Cost leadership

- Purpose, characteristics and use; factors affecting it; distinction between cost and price leadership; role of cost leadership within market leadership

Pricing strategies

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

Differentiation

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

Marketing Communications			
Unit aims	This unit enables learners to understand the principles, practice and components of integrated marketing communications and how they are used to optimize marketing messages, including the use of digital media. Learners will be able to develop an integrated marketing communications plan.		
Unit level	6		
Unit code	D/615/2719		
GLH	60		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes at the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners should provide exemplar material to demonstrate the understanding required by the LOs. For LO4 learners will be required to develop an actual integrated marketing communications plan. This may be created from a case study or for an actual organisation that the learners knows well and where detailed information can be obtained.		
Learning outcomes The learner will:	**Assessment criteria The learner can:**		
	Pass	**Merit**	**Distinction**
1. Understand the principles of marketing communications	1.1 Explain the theory and concepts of marketing communications 1.2 Analyse the requirements of a marketing communications strategy	1M1 Analyse the nature of and need for marketing communication related research	
2. Understand integrated marketing communications (IMC)	2.1 Analyse the advantages of integrated marketing communications 2.2 Assess the role and characteristics of paid advertising 2.3 Analyse the role and place of public relations in marketing 2.4 Assess the role and requirements of direct marketing		2D1 Evaluate the use of IMC by a named organisation
3. Understand the use of digital media for	3.1 Analyse the way in which developments in digital technology affect	3M1 Analyse the factors which must be considered in	

marketing purposes	marketing and communications 3.2 Appraise the scope, benefits and drawbacks of digital media for marketing purposes 3.3 Analyse the factors to be taken into account in planning a digital marketing campaign	the evaluation of digital marketing campaigns	
4. Be able to develop an integrated marketing communications plan	4.1 Develop a communications plan that directly relates to the marketing strategies of a given organisation. 4.2 Ensure the plan coordinates the use of promotional tools 4.3 Establish procedures to monitor progress with achievement of the plan (identifying deviations from the plan)		4D1 Explain how the communications plan contributes to the positioning strategy of the organisation

Indicative Content

1. **Understand the principles of marketing communications**

Communications process

- Communications theories and characteristics; communications process model; scope of and platforms for marketing communications

Marketing communications information

- Strengths and weaknesses of marketing communications information (quantitative and qualitative data) that derives from different sources: interviews, surveys, observations, experimentation, internet; uses of marketing information; role in the setting of communications objectives; improving effectiveness of each part of the communications mix

Marketing communications strategy

- Long and short term goals; fit with corporate strategy and business plans; use of balanced score cards; viability of implementation; marketing strategy controls

Marketing mix

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

2. Understand integrated marketing communications

Integrated marketing communications advantages

- Distinction between marketing communications and integrated marketing communications (IMC); advantages, challenges, uses and benefits of integrated marketing communications (IMC); tactical and strategic uses; evaluation problems: multiple causation, time lags

Paid advertising

- Role of paid advertising within an IMC campaign; considerations: budget; location; publication; reach/circulation/readership; cost-effectiveness; copy writing techniques; response mechanisms (e.g. coupons)

Public relations

- Concepts and characteristics of lobbying, influencing and campaigning; role of PR in promoting products and services; role of PR in crisis management; integration of PR into an integrated marketing plan; PR KPIs

Direct marketing

- Definition, characteristics, benefits, challenges and uses; use of technology and media; response mechanisms; measurement of response rates and evaluation criteria;

3. Understand the use of digital media for marketing purposes

Developments

- Technology as a means of creating new ways of marketing and conducting market research: exploitation of new markets through internet-related services, e-marketing, new media, JIT, mobile technology, interactive television, databases; e-commerce, online surveys and social networks as sources of marketing information; technologies enhancing customer focus and targeting

Scope, benefits and drawbacks

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

Factors in a digital marketing campaign

- Skills requirements; writing marketing messages for use by digital media; connectivity and hardware requirements; etiquette for engaging consumers via digital media; development and use of customer profiles; Search Engine Optimization (SEO); use of CRM

Evaluation

- Budgets; targeting; cost per unit and value of digital marketing; evaluating the effectiveness and cost-effectiveness of campaigns

4. Be able to develop an integrated marketing communications plan

Objectives, targets etc.

- DAGMAR framework; Target Group Index, socio-demographic tools; setting evaluation criteria; pre- and post-testing e.g. portfolio tests, aided recall tests; contingency planning techniques

Marketing mix and intelligence

- Application of the marketing mix to integrated marketing strategy; use of sales promotions, critical success factors and integration into marketing communications plans

Alignment

- Factors in the alignment of marketing communications plans and strategies; responses to misalignment

Monitoring mechanisms

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

Sales			
Unit aims	To provide learners with knowledge and understanding of sales and the principles and practices of professional selling in the business environment.		
Unit level	6		
Unit code	R/615/2720		
GLH	60		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes at the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief.		
Learning outcomes. The learner will:	**Assessment criteria. The learner can:**		
	Pass	**Merit**	**Distinction**
1. Understand the principles of selling and different selling methods	1.1 Define the term 'sales' and the importance of a sales policy in an organisation 1.2 Analyse the sales function and the role of selling within the marketing mix 1.3 Explain the differences between marketing, negotiating and selling 1.4 Explain the characteristics of different methods of selling	1M1 Evaluate the impact of a chosen selling method on the performance of a specific organisation	1D1 Make recommendations for improving the sales performance of a specific organisation or product
2. Understand the principles of the sales process	2.1 Define the characteristics of the sales process 2.2 Analyse the steps in the customer-buying process 2.3 Compare differences and similarities between sales in a business-to-business and business-to-consumer context	2M1 Create a sales analysis for an organisation	2D1 Design a strategic sales plan to improve the sales of a specific product
3. Understand the importance of sales technologies for organisations	3.1 Identify and explain the advances in sales technologies which are available to organisations 3.2 Analyse the benefits and drawbacks of different sales technologies	.	3D1 Make recommendations for a specific organisation for improving sales effectiveness through the application of technology

	3.3 Evaluate the differences between online and offline selling		
4. Understand the financial dimension of sales	4.1 Explain the financial dimension of sales including the role of portfolio management 4.2 Explain the purpose of the sales budget and differences between top-down and bottom-up forecasting approaches 4.3 Analyse the role of sales variance in performance management	4M1 Evaluate how financial principles and portfolio management can increase organisational profitability and competitiveness	
5. Understand sales structures in organisations	5.1 Analyse the different sales structures in organisations 5.2 Evaluate the benefits of account management within sales structures 5.3 Explain the elements of sales force deployment 5.4 Analyse the different ways of managing an organisation's sales force		

Indicative Content

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

- Definition of the term 'sales' and the importance of a sales policy in an organisation;
- Definition of the term 'sales', purpose and objectives of sales, sale transaction, sales pipeline, sales cycle, the role of sales in marketing;
- Definition of a sales policy, purpose of a sales policy.

Sales function and the role of selling within the marketing mix:

- Elements of sales function: order-takers, order-creators and order-getters; sales strategy framework.
- 7 'P's of marketing (product, price, place, promotion, people, process, physical evidence), push and pull sales strategies, channels of distribution.

Differences between marketing, negotiating and selling:

- Negotiation strategy, tactics and behaviour; levels of power and authority, and the impact on negotiation; integrated marketing communications (IMC), value-added selling.

Characteristics of different methods of selling:

- Professional selling, personal selling, transaction vs relationship selling, stimulus response approach to selling, mental states selling, need satisfaction selling, problem-solving selling, consultative selling, adaptive selling

2. Understand the principles of the sales process.

Characteristics of the sales process:

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

The steps in customer-buying process:

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

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

- Types of customers, market structure and demand, business-to-business (organisational) buying process, business-to-consumer buying process.

3. Understand the importance of sales technologies for organisations.

Utilisation of new technologies and their impact on the performance of organisations:

- Sales channel strategy; organisational influences on technology acceptance and usage; Davis's Technology Acceptance Model (TAM); impact of new technologies on productivity and performance effectives.

Benefits and downfalls of different sales technologies to drive sales:

- Sales force automation, Internet selling, social media, networking

Differences between online and offline selling:

- E-commerce vs. retail, Customer Experience Management (CEM), Customer Relationship Management (CRM), benefits and downfalls.

4. Understand the financial dimension of sales

Financial principles and the role of portfolio management:

- Increasing, diminishing and negative marginal returns; product portfolio management.

Purpose of the sales budget and differences between top-down and bottom-up forecasting approaches:

- Elements of sales budget and role in performance effectiveness of the salesforce; planning, co-ordination and control.
- Types of sales forecast, sales forecasting methods, top-down forecasting approach, bottom-up forecasting approach.

Role of sales variance in performance management:

- Sales performance measurements, sales margin price variance and sales margin volume variance.

5. Understand sales structures in organisations

Different concepts of sales organisation structures:

- Objectives of sales organisation structure, sales organisation structures; geographic, product, market, functional, salesforce deployment; allocating selling effort, determining salesforce size, designing territories; sales organisation audit.

Benefits of account management within sales structures:

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

Elements of sales force deployment:

- Alignment of sales force deployment and sales strategy, sales force specialisation, sales territories.

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

- Sales force motivation objectives, motivational factors, Maslow hierarchy of needs, McClelland's Theory of Needs, Equity Theory, Expectancy Theory, demotivators.
- Sales manager responsibilities inside and outside the company, levels of authority, people's skills, performance review and feedback.

Branding			
Unit aims	To enable learners to develop knowledge and understanding of branding and its impact on the success of organisations.		
Unit level	6		
Unit code	Y/615/2721		
GLH	60		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes at the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief.		
Learning outcomes. The learner will:	**Assessment criteria. The learner can:**		
	Pass	**Merit**	**Distinction**
1. Understand the importance of branding and brand awareness for organisations	1.1 Explain the importance of branding to organisations 1.2 Analyse how different types of branding can appeal to different types of consumer 1.3 Analyse how different types/styles of branding can be used for different products 1.4 Explain why organisations might choose between a 'house of brands' and a 'branded house' 1.5 Explain the importance to organisations of assessing brand awareness	1M1 Analyse the characteristics of a strong brand for a named organisation	1D1 Evaluate brand awareness for a specific organisation or product and make recommendations for improvement
2. Understand the principles of brand equity	2.1 Explain the customer-based brand equity model 2.2 Explain the main principles of reinforcement and revitalisation strategies 2.3 Assess the impact of brand extensions on brand equity	2M1 Evaluate the impact of a brand extension on brand loyalty	
3. Understand the role of 'secondary' brand associations in building brand equity	3.1 Describe secondary brand associations and evaluate their importance for organisations 3.2 Analyse the benefits and downfalls of individual types of secondary brand associations in the process of building brand equity 3.3 Explain potential problems linked to secondary brand associations	3M1 Evaluate the impact of a chosen secondary brand association on the brand equity of an organisation	3D1 Make recommendations to an organisation for improvement through secondary brand associations

Indicative Content

1. **Understand the importance of branding and brand awareness for organisations**

   - Evolution of branding, brand elements, branding as a strategy, branding vs. marketing.

   Consumer Behaviour:

   - Consumer purchase motivation and ability, brands as symbols, consumer decision-making, brand preference, marketing mix elements, psychological needs.

   Branding for products:

   - Brand knowledge, product positioning, corporate branding, personal branding, global branding.

   Brand architecture:

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

   Brand awareness:

   - Depth and breadth, competitiveness of an organisation, brand recall and recognition, salience.

2. **Understand the principles of brand equity**

   Customer-based brand equity model:

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

   Reinforcement and revitalisation strategies:

   - brand equity management, brand position, fortifying vs. leveraging, brand essence, Ansoff's growth strategy.

   Brand extensions

   - framework for evaluating extensions, brand proliferation, impact of brand extensions on parent brand equity, consumers' responses to extensions, the effect of culture, synergy, risks to an organisation.

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

Secondary brand associations:

- Effects on existing brand knowledge; guidelines: commonality and complementary; awareness, meaningfulness and transferability; response-type and meaning-type responses.

Different types of secondary brand associations:

- Co-branding, celebrity-led endorsement, sponsorship, channels of distribution, licensing, countries or origin or geographical areas, ingredient-branding, third-party sources.

Potential problems:

- Negative impact on existing brand knowledge, financial implications on the brand value, corporate social responsibility, short-term and long-term impact on the brand equity.

Management Information Systems			
Unit Aims	To enable learners to examine the use of information systems within organisations. The learners will develop knowledge and understanding of the contribution information systems make to the development and management of organisations.		
Unit Level	6		
United Code	D/615/2722		
GLH	60		
Credit Value	15		
Unit Grading Structure	Pass / Merit / Distinction		
Assessment Guidance	To achieve this unit, learners must meet the learning outcomes at 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 can approach learning outcomes 1, 2 and 3 from a theoretical perspective, using examples to illustrate their work. For Learning Outcome 4, learners will be required to relate their work to a named organisation. In order to meet the standards learners should use an organisation they know well; where they are employed, work in a voluntary capacity or where they are currently studying.		
Learning Outcome The learner will:	Assessment Criteria The learner can:		
	Pass	Merit	Distinction
1. Understand the role of information systems in organisations	1.1 Analyse how information systems are used in different organisations 1.2 Evaluate the role of information systems and technologies in transforming organisations 1.3 Evaluate the role of information systems in global e-business	1M1 Assess the challenges to developing global information systems	
2. Understand the relationships between information systems, organisational strategy and e-strategy	2.1 Examine the role of information systems in developing organisational strategy 2.2 Assess how information systems	2M1 Review the relationship between information systems, organisation strategy and e-strategy	2D1 Assess the impact of internet technology and social media on traditional business models

	contribute to achieving competitive advantage 2.3 Explain the benefits to organisations of having an e-strategy 2.4 Analyse the use of applications and social media in organisational information systems		
3. Understand how information systems and information technology improve organisational performance	3.1 Analyse the relationship between information systems and decision making 3.2 Assess how key information systems can improve organisational performance 3.3 Analyse the issues of using Big Data collected through the use of information technology	3M1 Evaluate the importance of having a balanced portfolio of information systems that support organisational performance	3D1 Evaluate the impact of key emerging information technologies on business performance
4. Understand how to manage effective, secure information systems	4.1 Determine the information system requirements for a named organisation 4.2 Assess the security risks faced by a named business organisation when using information systems 4.3 Prepare a plan to manage an	4M1 Review the implications of ethical and social issues for managing information systems in a named business organisation	4D1 Evaluate the tools and technologies a named business organisation uses to protect information systems security

	information system for a named organisation		

Indicative Content

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

- Purposes of information: Operational Support, Monitoring and controlling activity, Analysis of patterns or trends, Decision making – operational, tactical, strategic, Gaining commercial advantage.

- Sources of information: Internal information, for example; financial, personnel, marketing, purchasing, sales, manufacturing data, administration information, External information, for example; government information, trade data, commercially provided databases, research, Reliability of data sources.

- Reliable information: Valid, Timely, Fit for purpose, Accessible, Cost-effective, Accurate, Relevant, Appropriate level of detail, Understandable.

2. **Understand the relationships between information systems, organisational strategy and e-strategy**

- Types of information system: Management Information Systems (MIS), Marketing (Sales Performance, Competitors, etc.), Financial (Financial Costs, Investment Returns, etc.), Human Resources (Staffing, Continuing Professional Development, etc.).

- Information flows: Internal information flows, Information flows to external bodies, Information flow diagrams.

- Legal requirements, for example: Data Protection Act, Freedom of Information Act, Computer Misuse Act.

- Ethical issues, for example: Codes of practice, Use of email / internet, Whistleblowing, Organisational policies, Information ownership.

- Operational issues, for example: Security of information, Backups, Health and safety.

- Costs, for example: Additional resources required, cost of development, Increasing cost of training personnel.

- More complex software

- Big Data: Four dimensions – volume, variety, velocity and veracity; Different types of data – text, machine generated, audio, twitter, video, internet, sensory techniques; Stages of analysis – checking, cleaning, sorting, modelling, mining, characteristics, analytics; Technological challenges, for example memory storage space, physical location, scope of data.

3. **Understand how information systems and information technology improve organisational performance**

- Key information systems features: Data, People, Hardware, Software, Telecommunications.

- Key information systems functions: Input, Storage, Processing, Output, Control, Feedback loops.

- Distinction between data and information: Collection, Storage, Processing, Manipulation, Retrieval, Presentation.

- Management Information Systems: Features, Benefits, Costs.

- Effectiveness criteria and analysis: Accuracy, Sustainability, Confidence, Response times.

4. **Understand how to manage effective, secure information systems**

- Tools: Software, Databases, Artificial intelligence, Predictive modelling, Internet, Data mining systems.

- Information gathering: Requirements, Establishment of sources of information, Constraints, Selection of appropriate information.

- Information analysis: Quality, Validity, Accuracy, Currency, Relevance, Alternatives.

- Management information, for example, sales reports, college enrolment data, marketing analysis reports.

Logistics and Supply Chain Management	
Unit aims	This unit will allow learners to gain knowledge and understanding of why supply chains are important to business organisations. The unit will allow learners to gain an understanding of how to resolve strategic supply chain management issues and to consider the impact of technology on supply chains.
Unit Code	H/615/2723
Unit Level	6
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	To achieve this unit, learners must meet the learning outcomes at the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners need to use exemplar material to show that they understand the theories and application of supply change management and the role of logistics.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	Merit	Distinction
1. Understand theories of supply chain management and their contribution to achieving business objectives	1.1 Review theories of supply chain management 1.2 Assess the importance of the strategic wheel in developing supply chain strategies 1.3 Explain how supply chain management supports achievement of business objectives	1M1 Evaluate how organisations manage barriers to achieving an integrated supply chain strategy 1M2 Compare the characteristics of relationships with suppliers that relate to different supply chain strategies	1D1 Assess how organisations can secure competitive advantage through implementing an appropriate supply chain management strategy
2. Understand the role of logistics in supply chain management	2.1 Explain the role of logistics in supply chain management 2.2 Assess factors that need to be considered when improving logistics' practices in organisations		2D1 Analyse the logistics practices used in a named organisation
3. Understand the role information technology plays in supply chain management	3.1 Analyse how information technology is used to integrate different parts of the supply chain in organisations 3.2 Explain the issues which may arise in the use of information technology in supply chain management	3M1 Evaluate the strategies organisations use to mitigate the risks associated with information technology in supply chain management	3D1 Evaluate how information technology has contributed to the supply chain management of a named organisation

	3.3 Assess how information technology is used to develop an organisation's relationship with suppliers		

Indicative Content

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

- Theories: Porter's Five Forces, intensity of rivalry, power of customers, power of suppliers, threat of market entry and threat of substitutes, Kraljic's product and service positioning, Impacts on business organisations, Supply structure and design, Supplier selection, Supply and Demand Economic theory, Lean Production, for example Just in Time, EOQ, etc.

- Strategic business objectives:

    The strategic wheel, 1 - Creation of list of offered products, 2 - Identification of customer needs and market requirements. 3 - Estimation of the degree of meeting market expectations by the existing offer, 4 - Definition of existing knowledge, competences, experience and infrastructure, 5 - Determine the limit for supply chain upstream flows, 6 - Determine the ability of the company to carry out tasks that occur after delivery, 7 - Define the limit for downstream flows, 8 - Selection of an optimal range of products to be offered, 9 - Establishment of goals for development of the necessary skills, experience and infrastructure. Basic approaches to strategic supply, Interrelationships between each of the strategic elements of an organisation, Financial impacts and financial objectives, HR / Personnel considerations.

- Supply and corporate strategies, for example supply chain strategy supports and facilitates: Corporate strategy, Information sharing, Translation of competitive priorities into supply function objectives, Translation of supply function objectives into supply chain practices.

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

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

- Performance Measurement: Measurement of costs, Cost benefit analysis, Price versus cost, purchasing activities contributing to total cost of ownership, Management of purchasing function, Delivery Administration,

    o Point of origin to consumption – managing movement of goods, time and storage of inventory, customer needs and consumer satisfaction.

- Cost Measurement: Service costs, Communication costs, Price negotiations, Quality costs.

- Inter-business relationships Management: Development of supply chain and relationship management, Strategic Relationship Positioning Model (SRPM).

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

- Information technology and communication: Electronic Data Interchange (EDI), Development of Open Systems Integration (OSI), Internet technologies.

- Electronic exchanges: Marketplace in which goods and services are traded – global, connecting buyers and sellers, auctions, VPNs, one to many, many to many, web marketplace, vortices, butterfly hubs, Inventory tracking, Economic Order Quantities, Automated inventory ordering.

- Environmental issues: Suppliers and new product development (NPD), Current issues, Competitive advantage, Increasing product complexity, Reduced product life cycles, Managing technological change, Resources and knowledge required to innovate, Benefits of involvement.

- Industry framework, four main drivers: Demand variation or demand profile, Market mediation costs, Product lifecycle, Relevance of the cost of assets to the total cost.

Managing Change	
Unit aims	The aim of this unit is to develop the knowledge, understanding and skills required to manage change within an organisation. Learners will develop an understanding of the need for managing change and the different models that can be used to support this process.
Unit level	6
Unit code	K/615/2724
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
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 LO1 and LO2 learners can approach their work from a theoretical perspective, using examples to illustrate the points which are made. For LO3 learners must apply their learning in a real context or base their evidence on a case study.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Understand how models or frameworks of strategic change can support the change process in organisations	1.1 Analyse factors that may bring about the need for strategic change in an organisation 1.2 Evaluate different models of strategic change 1.3 Assess benefits of using models or frameworks to support organisations through change		1D1 Analyse the models or frameworks used by a named organisation to facilitate strategic change
2. Understand strategies to encourage the involvement of stakeholders in the management of change	2.1 Assess the different approaches to involving stakeholders in the change process 2.2 Evaluate causes of resistance to change 2.3 Assess the impact on the change process of the different demands made by internal and external stakeholders	2M1 Analyse management techniques that can be used to manage resistance to change	
3. Be able to develop a change strategy against business aims and objectives	3.1 Justify the need for change within an organisation 3.2 Use appropriate organisational change models or frameworks to develop a change strategy	3M1 Evaluate the role of the leader in creating and implementing the change strategy	3D1 Create a plan for implementation of the change strategy

	3.3 Evaluate different measures and systems to monitor the progress and effectiveness of the change strategy		

Indicative Content

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

Factors that may influence need for change:

- Examples may include political, environmental, financial pressures, economics, emerging markets, mergers and acquisitions, technology, internal organisational changes.

Implications of not embracing change:

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

Change management models and frameworks:

- Examples may include; John P Kotter's eight steps to successful change; Prosci's five building blocks ADKAR; action research, gap analysis; Kurt Lewin's change management model; McKinsey's 7S; Burke-Litwin's causal change model.
- EFQM model, the balance score-card, Kailzen Blitz, Six Sigma, The Change Curve.

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

Change management strategies:

- Identify and prioritise stakeholders, develop engagement strategy, maximise support, involve stakeholders using different methods e.g. forums, presentations, group facilitation, sharing information.

- Examples may include conducting a stakeholder analysis, use of multiple-cause diagrams, effective use of motivational and influencing skills, systems modelling, team development to enhance commitment, divergence and convergence.

Resistance to change:

- Types of resistance may include resistance to the process of change, resistance from individual colleagues, resistance from groups, passive versus active resistance, significant resistance versus minor.

Managing resistance to change:

- Effective communication strategy, training and information programmes, staff forums, empowering colleagues, giving ownership, gaining support from key players.

3. Be able to develop a change strategy against business aims and objectives

The need for change:

- Analysis of business aims and objectives and feasibility of achieving them in context of economic downturn, changes in global markets, budget pressures, internal resources, changes to legislation, new technologies, changing markets, change in direction, new CEO.

Strategies:

- Business Process Re-engineering (BPR), organisational development, introducing new structures e.g. matrix or network organisations, virtual organisations, right sizing, push and pull strategies.

Measures and systems to monitor progress:

- Examples may include; reporting, project management systems, goal-based evaluations, process based evaluation, progress reviews against milestones and deadlines, quality circles, data analysis.

Role of Leader:

- Vision, planning, leading stakeholders, appointing change agents, communication at different stages e.g. need for change, progress with change, motivation, taking account of outcomes from monitoring processes, making adjustments, celebrating success.

Implementation plan:

- Plan is able to deliver identified outcomes, within resource constraints, structured, staged, clarity of task, responsibilities and accountabilities, milestones and review points, deadlines, communication flows, contingency planning.

Risk Management			
Unit Aims	The aim of this unit is to help learners develop knowledge and understanding of the importance of managing risks in business organisations and enable them to develop an effective risk management plan.		
Unit Level	6		
Unit Code	M/615/2725		
GLH	60		
Credit Value	15		
Unit Grading Structure	Pass / Merit / Distinction		
Assessment Guidance	To pass 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 that are made. This may be taken from their own experience or from research. In LO4 there is also a requirement for learners to apply the learning and produce a risk management plan.		
Learning Outcome The learner will:	**Assessment Criteria The learner can:**		
	Pass	**Merit**	**Distinction**
1. Understand the effects of risks on business organisations	1.1 Assess the impact of different types of risk on organisations 1.2 Evaluate the activities which are high risk of different sectors in the economy		
2. Understand the risk management function in organisations	2.1 Explain what is meant by a business risk 2.2 Explain the role of the risk management function in organisations 2.3 Assess the role of business functions in the management of risk		2D1 Evaluate different approaches associated with risk assessment and management in organisations
3. Understand approaches to crisis management and business continuity planning	3.1 Evaluate the vulnerability of organisations to breaks in continuity 3.2 Assess approaches to crisis management and business continuity planning	3M1 Assess how an actual organisation has managed crises	
4. Be able to prepare an effective risk management plan	4.1 Assess activities for an organisation to identify the probability of risks	4M1 Justify strategies used in the risk management plan	4D1 Evaluate the strategic benefits to an organisation of

	4.2 Evaluate the potential impact of identified risks to the business 4.3 Prepare a risk management plan to help mitigate potential risks		an effective risk management plan

Indicative Content

1. Understand the effects of risks on business organisations

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

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, health and safety. Risks vary between organisations in different sectors e.g. primary – importance of mitigating risks associated with health and safety

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

2. Understand the risk management function in organisations

Business risk

- Internal and external risks i.e. events taking place within the organisation; risks outside the control of the organisation

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

Risk management process

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

3. 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

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. Be able to prepare an effective risk management plan

Potential risks

- Uncertainty in profits e.g. legal issues, market trends, stock market fluctuations, increase in production costs, changing trends and fashions, inadequate forecasting
- Danger of loss e.g. natural disasters such as floods and earthquakes, technology failures, physical factors such as machine failure, fire, theft; personnel issues such as strikes, talent management
- Events e.g. political factors such as change of government, compliance and regulations, global incidences, security breaches

Business impact analysis

- Analysing level of risk (consequence x likelihood), rating risks e.g. severe, high, moderate, low
Risk management plan

- Prevention, preparedness, response, recovery

Project Management	
Unit aims	The aim of this unit is to enable learners to understand the process of identifying appropriate and feasible projects. Learner will also understand how the projects can be planned and monitored in order to achieve business objectives.
Unit level	6
Unit code	T/615/2726
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	Learners should refer to actual business objectives and produce relevant plans in order to achieve LOs 1 and 2 at the standard required. The other LOs can be approached from a theoretical perspective but learners must use actual examples from organisations to support the points which are made.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Be able to analyse business objectives to identify potential projects, their feasibility and the methodology which may be used	1.1 Analyse business objectives 1.2 Identify potential projects required from an appraisal of established business objectives 1.3 Review project methodologies suitable for the chosen project 1.4 Assess the feasibility of a proposed project	1M1 Justify the project methodology chosen for the given project	1D1 Analyse the contribution the chosen project will make in achieving the business objectives
2. Be able to design systems and plans for initiating and managing projects	2.1 Devise a structure for the management of a project 2.2 Explain the role and responsibilities of the project manager 2.3 Prepare a detailed project plan with high level estimates of time, resources and costs that meet agreed milestones	2M1 Evaluate the skills and experience needed to fulfil the role of a project manager	2D1 Justify the chosen management structure for a project and explain the contribution made by other team members
3. Understand how to monitor and control the progress of projects	3.1 Identify potential issues and risks associated with projects 3.2 Design systems and measures to monitor and appraise the status and progress of projects 3.3 Design contingency plans to help mitigate potential delays in the progress of projects		

| 4. Understand how to close and review the success of a project | 4.1 Assess tasks needed to close a project
4.2 Devise ways to review the success of a project | 4M1 Assess the importance of reviewing projects after their completion | |

Indicative Content

1. **Be able to analyse business objectives to identify potential projects, their feasibility and the methodology which may be used**

   Analysis of business needs

   - Reviewing operations and procedures, business data, business performance, bench marking, market analysis, strategic and operational plans, vision and mission, strategic direction.

   Project identification and feasibility:

   - Criteria to steer selection of projects, alternative project cost-benefit analyses.

   Project methodology:

   - Traditional approach, critical change approach, event change approach or proprietary/ formalised approaches, for example PRINCE, AGILE.

   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 and managing projects**

   Team structures:

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

   Roles and responsibilities of project manager:

   - Managing team and stakeholders, change management, project environment, understanding life cycle of projects, setting schedule, budget and timing, developing the project plan, managing project risks, interfaces with other projects, conflict resolution including role of project manager and sponsor, constructive vs. destructive conflicts, compromise, skill complementarities, goal congruence.

Project plan:

- Value proposition, sponsorship, accountability, deliverables, responsibilities, resource allocations, timeline, milestones, critical path project sub-division: work breakdown, identifying time scales, identifying resources, project budgeting, reporting and accountability.

Interpersonal and Communication Skills:

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

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

Issues and risks:

- Project creep, gaps in the scope or accountability of the project, changing dependencies (other projects, business conditions etc.), delays, planning errors, skills or other resource deficits.
- Financial constraints, lack of decision making, lack of ownership for the project, communication failures, 'meaningless' plan without buy-in, changes to project team, priority changes within the organisation.

Project monitoring:

- Status and plan documentation and regular monitoring meetings, performance management against targets, defining responsibilities and accountability, communications, traceability, audit trails, formalised frameworks and stages, contingency planning.

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

Project closeout:

- Formal evaluation of project and team performance, application of PERT, review of project process and outcomes, feedback from stakeholders, document learning points for future, assess success factors, post-implementation report, sign off on deliverables, hand over/archive documentation, contract closures, closing out financial accounts, reassign team.

Human Resource Management	
Unit aims	The aim of this unit is to develop knowledge understanding and skills in human resource management and consider contemporary issues that affect human resource management within organisations.
Unit level	6
Unit code	A/615/2727
GLH	60
Credit value	15
Unit grading structure	Pass/Merit/Distinction
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.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Understand how human resource management contributes to organisational effectiveness	1.1 Compare different definitions of strategic human resource management 1.2 Analyse the contribution human resource management makes to organisational effectiveness 1.3 Evaluate the different approaches organisations take to staff recruitment and selection	1M1 Analyse the human resource needs of organisations in different sectors of the economy	1D1 Evaluate the effect of different human resource management practices on organisational productivity and profit
2. Understand the formulation and implementation of human resource management plans	2.1 Analyse the human resource management process 2.2 Assess roles in the human resource management function in organisations 2.3 Analyse the development and implementation of human resource management plans	2M1 Explain how human resource management policies and procedures are monitored in organisations in order to support current and future plans	2D1 Compare approaches to human resource management planning in organisations using current and valid examples to support the comparisons made
3. Understand contemporary issues affecting human resource management in organisations	3.1 Analyse the impact of culture and structure on human resource management in organisations 3.2 Explain the effect of current legislation on human resource	3M1 Analyse employee relations management processes used by organisations	

	management in organisations 3.3 Assess the impact of globalisation on human resource management in organisations		

Indicative Content

1. Understand how human resource management contributes to organisational effectiveness

- Definitions of strategic HR management.
- Contribution human resource management makes to organisational effectiveness, for example: supporting achievement of organisational strategy, direction and achievement of organisational vision; appropriate human resources in place with the knowledge, experience and skills required, productivity, achievement of KPIs, competitiveness, meeting legal requirements.
- Staff recruitment and selection internal v external recruitment, use of agencies, use of technology, social media, press advertising, skills audit, job analysis, job description, personal specification, competency frameworks. Selection procedures, shortlisting against criteria, interview process and techniques, references.

Monitoring processes:

- KPIs, quantitative data and qualitative feedback and data, attendance monitoring, productivity, achievement of stated outcomes in HRM plans and strategic plans, appraisal systems, compliance with changes in legislation, fit with future plans.

Approaches to planning:

- Alignment with strategic direction, soft planning, forecasting, employee data e.g. turnover, forecasting future needs, gap analysis, outsourcing strategies, restructuring, collaboration, training and development of staff, monitoring and evaluation.

2. Understand the formulation and implementation of human resource management plans

Process:

- Setting 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:

- Roles strategic HR role, member of senior management group, operational and front-line management, administrators, HR specialists/consultants, outsourcing.

Development and implementation:

- Conducting a strategic review of business objectives and current plan, agreeing HR requirements, taking account of external developments with e.g. legislation, competitors, economic situation, education, setting out the HR plan, short, medium, long term, SMART targets, Implementing HR strategies.
- Monitoring processes, criteria for success, cost/benefit analysis, milestones and review, monitoring against targets, making adjustments to suit changed circumstances.

3. Understand contemporary issues affecting human resource management

- Internationalism and challenges for strategic human resource management, diversity management and equal opportunities, downsizing and its strategic implications, legal, globalisation, ethics, culture/equality and diversity, work life balance, communication/IT, multigeneration, retention, skills shortages, political changes, implications of developments for example Brexit.
- Employee relations management; contracts of employment, workers' councils.