# ATHE Level 7 Qualifications in Strategic Management

## (2016)

ATHE Level 7 Diploma in Strategic Management
ATHE Level 7 Diploma in Strategic Management (Finance)
ATHE Level 7 Diploma in Strategic Management (Marketing)
ATHE Level 7 Diploma in Strategic Management (Managing People)
ATHE Level 7 Diploma in Strategic Management (International)

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

**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 7 in this Specification**

This document provides key information on ATHE's Level 7 Qualifications in Strategic Management, including the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook "Delivering ATHE Qualifications". Further guidance and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering ATHE Qualifications Guide and via the ATHE website.

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

The QAN numbers for these qualifications are as follows:

| ATHE Level 7 Diploma in Strategic Management | 603/0629/4 |
| ATHE Level 7 Extended Diploma in Strategic Management | 603/0630/0 |

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

ATHE Level 7 Diploma in Strategic Management
ATHE Level 7 Diploma in Strategic Management (Finance)
ATHE Level 7 Diploma in Strategic Management (Marketing)
ATHE Level 7 Diploma in Strategic Management (Managing People)
ATHE Level 7 Diploma in Strategic Management (International)

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

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 7:
ATHE Level 7 Diploma in Strategic Management
ATHE Level 7 Certificate in Finance for Strategic Managers
ATHE Level 7 Certificate in Research for Senior Managers
ATHE Level 7 Certificate in Developing Organisational Vision and Strategic Direction
ATHE Level 7 Certificate in Manage Continuous Organisational Improvement
ATHE Level 7 Certificate in Strategic Management

ATHE Level 7 Award in Programme Leadership
ATHE Level 7 Award in Sustainable Business Strategy

These qualifications will be available for registrations up to 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 7. For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

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For learners who have recently been in education or training the entry profile is likely to include:
- a first degree in Business, Management or related subjects or a level 6 qualification for example an ATHE Diploma in Management
- other equivalent international qualifications.

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).

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

**Introduction to the ATHE Level 7 Qualifications in Strategic Management**

These qualifications in Strategic 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 7 qualifications in Strategic 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 7 Qualification in Strategic Management there are a number of progression opportunities.

Learners may progress to:

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

**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). For the purpose of this qualification TQT has been assigned to each unit.

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 7 Diploma in Strategic Management**
The ATHE Level 7 Diploma in Strategic Management is a 60 credit qualification. Learners must complete two of the five core units totalling 30 credits. Learner then select the unendorsed route or one of 4 pathways: Finance, Marketing and Communications, Managing People, International.

**ATHE Level 7 Diploma in Strategic Management**

**Unendorsed Route**

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

**Core Units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Strategic Planning | 7 | 60 | 15 |
| Finance for Strategic Managers | 7 | 60 | 15 |
| Research for Strategic Development | 7 | 60 | 15 |
| Organisational Behaviour | 7 | 60 | 15 |
| Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |

**Optional units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| International Business Environment | 7 | 60 | 15 |
| Developing Organisational Vision and Strategic Direction | 7 | 60 | 15 |
| International Finance | 7 | 60 | 15 |
| Quantitative Methods | 7 | 60 | 15 |
| Strategic Marketing | 7 | 60 | 15 |
| International Marketing | 7 | 60 | 15 |
| Corporate Communication Strategies | 7 | 60 | 15 |
| Strategic Human Resource Management | 7 | 60 | 15 |
| Managing Continuous Organisational Improvement | 7 | 60 | 15 |

**Level 7 Diploma in Strategic Management (Finance)**

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

**Core Units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Strategic Planning | 7 | 60 | 15 |
| Finance for Strategic Managers | 7 | 60 | 15 |
| Research for Strategic Development | 7 | 60 | 15 |
| Organisational Behaviour | 7 | 60 | 15 |
| Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |

**Finance pathway units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| International Business Environment | 7 | 60 | 15 |
| Developing Organisational Vision and Strategic Direction | 7 | 60 | 15 |
| Quantitative Methods | 7 | 60 | 15 |
| International Finance | 7 | 60 | 15 |

**Level 7 Diploma in Strategic Management (Marketing)**

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

**Core Units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Strategic Planning | 7 | 60 | 15 |
| Finance for Strategic Managers | 7 | 60 | 15 |
| Research for Strategic Development | 7 | 60 | 15 |
| Organisational Behaviour | 7 | 60 | 15 |
| Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |

**Marketing pathway units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Strategic Marketing | 7 | 60 | 15 |
| International Marketing | 7 | 60 | 15 |
| Corporate Communication Strategies | 7 | 60 | 15 |

**Level 7 Diploma in Strategic Management (Managing People)**

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

**Core Units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Strategic Planning | 7 | 60 | 15 |
| Finance for Strategic Managers | 7 | 60 | 15 |
| Research for Strategic Development | 7 | 60 | 15 |
| Organisational Behaviour | 7 | 60 | 15 |
| Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |

**Managing People pathway units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Strategic Human Resource Management | 7 | 60 | 15 |
| Managing Continuous Organisational Improvement | 7 | 60 | 15 |
| Developing Organisational Vision and Strategic Direction | 7 | 60 | 15 |

**Level 7 Diploma in Strategic Management (International)**

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

**Core Units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Strategic Planning | 7 | 60 | 15 |
| Finance for Strategic Managers | 7 | 60 | 15 |
| Research for Strategic Development | 7 | 60 | 15 |
| Organisational Behaviour | 7 | 60 | 15 |
| Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |

**International pathway units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| International Business Environment | 6 | 60 | 15 |
| International Marketing | 6 | 60 | 15 |
| International Finance | 6 | 60 | 15 |

**ATHE Level 7 Extended Diploma in Strategic Management**

The ATHE Level 7 Extended Diploma in Strategic Management is a 120 credit qualification. All learners must complete the five core units totalling 75 credits. Learners then select the unendorsed route or one of 4 pathways: Finance, Marketing, Managing People, International.

**ATHE Level 7 Extended Diploma in Strategic Management**
**Unendorsed Route**

Learners selecting the unendorsed route take the five core units and a further three units from the list below.

**Core Units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Strategic Planning | 7 | 60 | 15 |
| Finance for Strategic Managers | 7 | 60 | 15 |
| Research Project | 7 | 60 | 15 |
| Organisational Behaviour | 7 | 60 | 15 |
| Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |

**Optional units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| International Business Environment | 7 | 60 | 15 |
| Developing Organisational Vision and Strategic Direction | 7 | 60 | 15 |
| International Finance | 7 | 60 | 15 |
| Quantitative Methods | 7 | 60 | 15 |
| Strategic Marketing | 7 | 60 | 15 |
| International Marketing | 7 | 60 | 15 |
| Corporate Communications | 7 | 60 | 15 |
| Human Resource Management | 7 | 60 | 15 |
| Managing Continuous Organisational Improvement | 7 | 60 | 15 |

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

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

**Core Units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Strategic Planning | 7 | 60 | 15 |
| Finance for Strategic Managers | 7 | 60 | 15 |
| Research Project | 7 | 60 | 15 |
| Organisational Behaviour | 7 | 60 | 15 |
| Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |

**Finance pathway units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| International Business Environment | 7 | 60 | 15 |
| Developing Organisational Vision and Strategic Direction | 7 | 60 | 15 |
| Quantitative Methods | 7 | 60 | 15 |
| International Finance | 7 | 60 | 15 |

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

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

**Core Units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Strategic Planning | 7 | 60 | 15 |
| Finance for Strategic Managers | 7 | 60 | 15 |
| Research Project | 7 | 60 | 15 |
| Organisational Behaviour | 7 | 60 | 15 |
| Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |

**Marketing pathway units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Strategic Marketing | 7 | 60 | 15 |
| International Marketing | 7 | 60 | 15 |
| Corporate Communication Strategies | 7 | 60 | 15 |

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

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

**Core Units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Strategic Planning | 7 | 60 | 15 |
| Finance for Strategic Managers | 7 | 60 | 15 |
| Research Project | 7 | 60 | 15 |
| Organisational Behaviour | 7 | 60 | 15 |
| Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |

**Managing people pathway units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Human Resource Management | 7 | 60 | 15 |
| Managing Continuous Organisational Improvement | 7 | 60 | 15 |
| Developing Organisational Vision and Strategic Direction | 7 | 60 | 15 |

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

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

**Core Units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| Strategic Planning | 7 | 60 | 15 |
| Finance for Strategic Managers | 7 | 60 | 15 |
| Research Project | 7 | 60 | 15 |
| Organisational Behaviour | 7 | 60 | 15 |
| Personal Development for Leadership and Strategic Management | 7 | 60 | 15 |

**International pathway units**

| Unit Title | Level | GLH | Credit |
|---|---|---|---|
| International Business | 7 | 60 | 15 |
| International Marketing | 7 | 60 | 15 |
| International Finance | 7 | 60 | 15 |

## Qualification Grading Structure

Each unit is graded pass, merit or distinction. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. 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 7 Diploma in Strategic Management (60 credits)

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

Level 7 Extended Diploma in Strategic Management (120credits)

- 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 7 Extended Diploma in Management will be required to complete a research project. Learners taking the Diploma in Management may choose to take the research unit as one of their optional units if they opt for the unendorsed route.

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 Levels 6 and 7
- 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 your students. Get them to identify where the work they've done meets the assessment criteria
- Contextualise your activities, e.g. using real case studies as a theme through the sessions
- Take an integrated approach to teaching topics across units, where appropriate, rather than always taking a unit-by-unit approach. In this way, learners will be able to see the links between the content of the different units

There is further guidance on teaching and learning in the 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 7 Qualifications in Strategic 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.

| Strategic Planning | |
|---|---|
| Unit aims | The aim of this unit is to develop the knowledge, understanding and skills necessary to develop an organisational strategic plan |
| Unit level | 7 |
| Unit code | M/615/2675 |
| 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. This unit cannot be approached from a theoretical perspective with information gathered solely from public sources. In order to achieve the Learning Outcomes for the unit, the learner work must relate their work to a specific organisation. This must be an organisation the learner knows well and ideally it should be an SME. Learners will require guidance in selecting a suitable organisation. |

| Learning outcomes. The learner will: | Assessment criteria. The learner can: | | |
|---|---|---|---|
| | Pass | Merit | Distinction |
| 1. Understand the foundations for developing organisational strategy | 1.1 Explain the relationship between mission, vision, strategy and business plans <br> 1.2 Analyse named organisations' mission and vision statements | 1M1 Evaluate the impact of a named organisation's vision and mission on its strategy | |
| 2. Understand the external environment affecting organisations | 2.1 Explain how external factors affect organisations <br> 2.2 Evaluate how stakeholder expectations influence organisations <br> 2.3 Explain how changes in the external environment affect organisational strategy | | 2D1 Analyse how external influences affect organisational strategy in a named organisation |
| 3. Be able to review an organisation's strategy and business plans | 3.1 Explain the importance of review in the development of organisational strategy and business plans | 3M1 Review the position of an organisation in its current market using appropriate tools | 3D1 Analyse the competitive strengths and weaknesses of an organisation's current business strategy and business plans |

| | | | |
|---|---|---|---|
| | 3.2 Evaluate the tools which can be used to review organisational strategy and business plans | | |
| 4. Be able to develop strategy options for an organisation | 4.1 Use modelling tools to develop strategy options for an organisation<br>4.2 Develop criteria for reviewing the potential strategy options | 4M1 Apply the criteria and evaluate the options as the basis for delivering the strategic direction of the organisation | |
| 5. Understand how to create a strategic plan to meet business objectives | 5.1 Explain the structure of a plan needed to deliver a strategy<br>5.2 Explain how stakeholders are involved in the formulation of the plan<br>5.3 Produce a dissemination process to ensure stakeholders are informed and committed to the plan | 5M1 Create monitoring systems to ensure the successful implementation of a strategic plan | 5D1 Construct a strategic plan for a named organisation |

**Indicative Content**

1. **Understand the foundations for developing organisational strategy**

- Explanations of organisational vision, mission, strategy and business plans; the differences and the interface between them
- Core organisational values e.g. ethical, environmental, client centered; cultural diversity; drivers e.g. business growth; profit; market share; workforce expectation
- Objectives and measures: SMARTER (specific, measurable, achievable, realistic, time-based, evaluate, re-evaluate) objectives; stakeholder involvement

## 2. Understand the external environment affecting organisations

- External factors: needs and expectations of stakeholders e.g. customer groups, shareholders, suppliers and sub-contractors, the workforce and the community
- The success and direction of competitors and changes in the market sector as a whole in the short and long term e.g. product design; political changes and developments; legal changes; trends and expectations; exchange rates; trading agreements
- Use of external surveys and statistics; customer analysis and feedback; use of tools e.g. SWOT (strengths, weaknesses, opportunities, threats) analysis, STEEP (social, technological, economic, environmental and political) analysis; market research including primary and secondary information; feasibility

## 3. Be able to review an organisation's strategy and business plans

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

## 4. Be able to develop strategy options for an organization

Strategic planning options:

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

## 5. Understand how to create a strategic plan to meet business objectives

Structure:

- Mission statement /corporate vision, corporate values and principles, decisions from options; strategic goals / initiatives, strategy, roles, responsibilities, accountability; objectives and measures: SMARTER (specific, measurable, achievable, realistic, time-based, evaluate, re-evaluate) objectives; execution plan, balanced scorecard, targets / interim targets / success metrics

Resource issues:

- Resources e.g. financial, human; skills and competencies; needed v in place; availability.

Stakeholder involvement and buy-in:

- When and at what stage in the process; how will this take place; who will be involved; communications with stakeholders; gaining general organisational agreement to the process; feedback
- Tie departmental plans into strategic plan, align performance management and reward systems to strategy implementation.

Dissemination:

- Communications with stakeholders how and when; dissemination and cascading processes; guidelines; timetable for implementation; Business Process Re-Engineering (BPR); action planning at departmental and operational levels

Monitoring:

- Monitoring and evaluation control systems; responsibilities at strategic and operational levels; performance appraisal; focus and realignment; contingency planning; smart objectives and success criteria at all levels in the organisation; establish nature of monitoring e.g. tracking system and monitoring points; review meetings; role of celebration.

| Finance for Strategic Managers | |
|---|---|
| **Unit aims** | The learners will develop knowledge, understanding and skill that will enable them to analyse internal and publicly available financial information. This will help to inform strategic decision making. |
| **Unit level** | 7 |
| **Unit code** | A/615/2677 |
| **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 need to demonstrate their full understanding of the use of financial information in business decision making. Learners can use their own experience or provide examples of businesses from their research to exemplify the points which are made. Learners will need to access and interpret published business accounts. |

| Learning outcomes. The learner will: | Assessment criteria. The learner can: | | |
|---|---|---|---|
| | **Pass** | **Merit** | **Distinction** |
| 1. Understand the importance of financial data in formulating and delivering business strategy | 1.1 Evaluate the sources of financial data which can be used to inform business strategy<br>1.2 Assess the need for financial data and information in relation to business strategy<br>1.3 Analyse the risks related to financial business decisions | 1M1 Assess the impact of 'creative accounting' techniques when making strategic decisions | |
| 2. Be able to analyse financial data for an organisation in order to inform strategic decision making purposes | 2.1 Interpret financial statements to assess the viability of an organisation<br>2.2 Conduct comparative analysis of financial data using ratio analysis | 2M1 Make recommendations to an organisation based on the analysis and interpretation of the financial information<br>2M2 Assess the limitations of ratio analysis as a tool for strategic decision making | 2D1 Recommend, with justifications, methods and tools that allow businesses to analyse financial data for strategic decision making purposes. |
| 3. Be able to evaluate proposals for strategic decisions on capital expenditure in an organisation | 3.1 Review methods for appraising strategic capital expenditure projects and strategic direction | 3M1 Assess the importance of cash flow management when evaluating proposals for capital expenditure | 3D1 Assess the impact of a business proposal on the strategic direction of a business organisation |

| | 3.2 Evaluate business proposals for capital expenditure in an organisation using appropriate financial techniques. | | |
|---|---|---|---|

**Indicative Content**

1. **Understand the importance of financial data in formulating and delivering business strategy**

- Sources of financial information: Internal (internal accounting systems, payroll etc.), External (suppliers, Companies House, the Budget etc.)

- Financial information: Profitability, Cash flow, Business value, Financial stability, Cost projections.

- Need for financial information: Assessing finance requirements, obtaining finance, Reporting to owners, shareholders and stakeholders, Setting and meeting targets, Appraising new projects, Managing risk, Internal needs v External needs.

- Business risks: Strategic, Market, Compliance, Operational, Risk modelling.

2. **Be able to analyse financial data for an organisation in order to inform strategic decision making purposes**

- Published accounts: Purpose, Provide information to shareholders/stakeholders, Users – for example, shareholders, potential shareholders, managers, employees, lenders, creditors, suppliers, customers, community, competitors, Annual reports, including main financial statements (statements of financial position, income statements, sources and statements of cash flows), director's report, audit report, notes to accounts etc., Internal management accounts versus published financial accounts, Structure of financial statements – content and requirements, Limitations of published accounts.

- Comparative analysis: Comparison between years, Comparison between businesses, Industry comparisons, Benchmarking.

- Ratio analysis: Reasons for using ratios, Advantages and limitations, Ratio categories, including profitability, liquidity, efficiency, capital and investor.

3. **Be able to evaluate proposals for strategic decisions on capital expenditure in an organization**

- Types of expenditure, difference between capital and revenue expenditure (definitions, decision making, treatment in financial statements)

- Investment appraisal techniques: Payback, Accounting rate of return, Net present value, Internal rate of return, Discounted cash flow, Cost benefit analysis, Value for money.

- Long term and short term finance: Definitions of long term and short term, Importance of matching finance to project.

- Sources of finance: Range of sources, External and internal sources, Role of markets, Role of government, Long term and short term, Advantages and disadvantages of each source, Implications of each source, for example gearing.

- Cash flow management: Cash flow forecasts v Cash flow statements, Managing inventory, trade payables, trade receivables, etc., Budgetary control processes – budgets and variances.

| Research for Strategic Development | |
|---|---|
| **Unit aims** | The aim of this unit is to develop the knowledge, understanding and skills required to carry out research to meet the needs of strategic business management. |
| **Unit level** | 7 |
| **Unit code** | F/615/2678 |
| **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 relating to strategic business development. Learners must ensure that the research undertaken provides sufficient evidence to meet the Learning Outcomes and the standards required |

| Learning outcomes. The learner will: | Assessment criteria. The learner can: | | |
|---|---|---|---|
| | **Pass** | **Merit** | **Distinction** |
| 1. Be able to formulate a research proposal relating to strategic business development | 1.1 Identify a valid area for research to support the strategic development of a business area<br>1.2 Explain the aim, scope and objectives for a chosen area of research in strategic business development<br>1.3 Formulate a research proposal<br>1.4 Establish success criteria for the achievement of the research proposal<br>1.5 Prepare a project plan that identifies key milestones and critical pathways | 1M1 Justify the research area chosen in order to achieve strategic business development | |
| 2. Be able to use different research methodologies to gather sufficient and valid data | 2.1 Review different literature sources to find those most appropriate for the | 2M1 Justify the research methodologies chosen | |

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| | chosen area of research<br><br>2.2 Use appropriate research methodologies to gather sufficient information from primary and secondary sources to make valid conclusions | | |
| 3. Be able to present research findings in an appropriate format for a target audience | 3.1 Prepare a report that provides a comprehensive explanation of the purpose, methodologies, findings and recommendations<br><br>3.2 Reference all sources using a recognised system<br><br>3.3 Use the information collected to justify conclusions and recommendations | 3M1 Respond orally to questions on research findings | 3D1 Analyse how the findings of the research can be used in an actual strategic business context |
| 4. Be able to evaluate own skills while undertaking research | 4.1 Review own skills linked to own research using personal reflection and feedback<br><br>4.2 Make recommendations on ways to improve own skills while undertaking research | 4M1 Produce a plan to improve own research skills | 4D1 Implement the plan and assess the impact on own personal progress |

**Indicative Content**

### 1. Be able to formulate a research proposal relating to strategic business development

Research proposal:

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

Information for strategic development of business area:

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

Success criteria:

- Linked to purpose, objectives and outcome, SMART

Project planning:

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

  Link to Business Development:

- Rationale for chosen research linked to stated business development needs

### 2. Be able to use different research methodologies to gather sufficient and valid data

Research methodology:

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

## 3. Be able to present research findings in an appropriate format for a target audience

Research findings:

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

Analysis of data and application of statistical methods:

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

Presentation of findings:

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

## 4. Be able to evaluate own skills while undertaking research

Methods of self-evaluation:

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

Improving own research skills:

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

| Organisational Behaviour | | | |
|---|---|---|---|
| Unit aims | The aim of this unit is to help learners develop an understanding of how organisational behaviour, structure, culture, motivation, creativity and leadership impact on an organisation's effectiveness and efficiency. | | |
| Unit level | 7 | | |
| Unit code | A/615/2680 | | |
| 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. The learner will need to demonstrate their understanding of complex theories and concepts to meet the standards required for this unit. | | |
| Learning outcomes. The learner will: | Assessment criteria. The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand leadership behaviour theory and practice | 1.1 Evaluate different leadership behaviour theories <br> 1.2 Analyse theories relating to work relationships and interaction | 1M1 Analyse how different leadership behaviours impact on organisations | |
| 2. Understand how organisational structures and culture impact on the effectiveness of the organisation | 2.1 Analyse characteristics of different organisational structures <br> 2.2 Explain how the culture of an organisation can impact on the effectiveness of the organisation | 2M1 Evaluate the relevance of organisational culture theory in developing organisational effectiveness | |
| 3. Understand how organisations can improve employee effectiveness to respond to business opportunities | 3.1 Assess the impact of learning on the effectiveness of employees <br> 3.2 Evaluate how working in teams can improve employee effectiveness | | 3M1 Analyse the process and outcomes of change on the effectiveness of employees |

| 4. Understand how organisations can motivate employees in order to improve their efficiency and effectiveness | 4.1 Analyse the benefits and issues with involving employees in organisational decision making<br><br>4.2 Explain different ways to motivate employees | 4M1 Analyse how motivational theory can inform employee motivation | 4D1 Evaluate how a named organisation motivates its employees |
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**Indicative Content**

1. **Understand leadership behaviour theory and practice**

- Leadership versus management

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

- Working relationships and interaction e.g. power, behavioural theories, social constructivism

2. **Understand how organisational structures and culture impact on the effectiveness of the organisation**

- Organisational structure: Bureaucracies, Stakeholders, re-engineered corporation, modular, hierarchical, matrix, liquid devolved decision making powers, networked and atomised organisations, virtual organisations, line, staff & functional structures, formal and informal organisations, designing organisation structure, centralisation, decentralisation.

- Organisational culture: Harrison - power, role, person, task cultures, Likert – autocratic, benevolent autocratic, consultative participative, Mintzberg – simple, machine bureaucracy, divisional, adhocracy, Pedlar et al – the learning organisation.

- How structure and culture impact on effectiveness

- Leader as a change agent

3. **Understand how organisations can improve employee effectiveness to respond to business opportunities**

- Innovation and creativity

- Organisational culture: integration / interaction of disciplines and teams, attitude to risk, rewards.

- Organisational learning: The learning, learning culture, knowledge capture and management, technical knowledge versus experiential knowledge, technology.

- Measuring performance: Metrics, KPI, business scorecard, working in teams, group dynamics, teams versus groups, communications, collaboration and team decision making, motivation of groups.

- Change processes and outcomes: Changes (reorganisation, restructuring, merger and acquisition, downsizing), involving stakeholders, communicating and managing change.

4. **Understand how organisations can motivate employees in order to improve their efficiency and effectiveness**

- Motivational theory including: Taylorism, Mayo, Maslow, Herzberg, McGregor, Broad theories (e.g. temporal motivation theory), cognitive theory.

| Personal Development for Leadership and Strategic Management | |
|---|---|
| Unit aims | This unit aims to help learners develop their own personal leadership and management skills in the context of the creation and achievement of organisational vision and strategic direction. |
| Unit level | 7 |
| Unit code | J/615/2682 |
| GLH | 60 |
| Credit value | 15 |
| Unit grading structure | Pass |
| 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 understand the knowledge and skills needed by leaders and managers, create a plan to achieve these qualities and be able to know how progress with the plan can be reviewed. |

| Learning outcomes. The learner will: | Assessment criteria. The learner can: | | |
|---|---|---|---|
| | Pass | Merit | Distinction |
| 1. Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy | 1.1 Analyse the knowledge and skills in leadership and strategic management which are required to support the creation and achievement of organisational vision and strategy <br> 1.2 Assess the contribution that factors other than knowledge and skills in leadership and strategic management make to the achievement of organisational vision and strategy | 1M1 Justify a ranking order of the leadership and management knowledge and skills required to successfully create and achieve organisational strategy | 1D1 Evaluate the leadership and management knowledge and skills required for the successful achievement of organisational operations versus the creation and achievement of organisational strategy |
| 2. Understand how to develop and communicate organisational vision | 2.1 Analyse the factors which impact on the creation of organisational vision <br> 2.2 Assess the different approaches to developing vision <br> 2.3 Evaluate the key factors which impact on the communication of vision to external stakeholders | 2M1 Evaluate the key factors needed to gain the commitment of internal stakeholders when communicating the vision | |

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| 3. Be able to manage development of own personal knowledge and skills in leadership and strategic management to support achievement of personal and organisational vision and strategy | 3.1 Review theories of leadership and management and assess the implications for your personal development<br>3.2 Carry out an audit of own personal leadership and management knowledge and skills which facilitate the creation and achievement of organisational vision and strategy<br>3.3 Set objectives to meet personal development needs in the context of strategic organisational needs<br>3.4 Prepare a personal development plan to develop own leadership and management skills and to support the creation of organisational vision and strategy | 3M1 Justify how the objectives and the plan selected for personal development support achievement of organisational vision and strategy | 3D1 Carry out appropriate personal development activities to develop knowledge and skills identified in the audit |
| 4. Be able to reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy | 4.1 Assess the benefits of review and explain when this tool can be used in the achievement of personal and organisational strategy<br>4.2 Evaluate the sources of information needed to review progress with achieving personal development plans | | 4D1 Review progress and outcomes of the personal development plan against the objectives set |

**Indicative Content**

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

- Meaning of vision and strategy and their interrelationship
- Knowledge and skills required – visioning, describing possible futures with clarity, creating, giving direction, specificity, providing motivation, planning, communicating and listening at different levels, synthesizing, analysing, empathy, decision taker, link between vision and strategy, bringing about effective change, emotional intelligence, developing and leading high performance teams, consistency and reliability, delegation, dealing with conflict, gaining alignment.
- Contribution to organisational vision and strategy. Leadership and management knowledge and skills can be insufficient.  Other factors which come into play include – financial situation, political uncertainty, availability of human and physical resources, and instability in the market.
- Ranking order produced from criteria leading to determination of high, medium and lesser importance.
- Similarities, difference and importance of knowledge and skills needed by strategic managers compared to operational managers.

2. **Understand how to develop and communicate organisational vision**

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

3. **Be able to manage development of own personal knowledge and skills in leadership and strategic management to support achievement of personal and organisational vision and strategy**

- Theories of leadership and management and their application - Transformational Leadership, Transactional Leadership, tri-dimensional leadership theory, charismatic leadership, situational leadership
- Audit of personal skills and knowledge linked to creation and achievement of organisational vision and strategy
- Objectives and personal development plan- specific, clear, challenging, achievable objectives linked to audit, directly related to plan with stated outcomes, tasks, time frames, deadlines, monitoring points. Plan could include formal learning leading to qualifications, training courses, work shadowing, and job rotation or mentoring.  Plan could include informal

learning e.g. reading texts, learning from successes and mistakes, using diagnostic tools e.g. Myers Briggs; development of emotional intelligence, ability to learn, systems thinking

4. **Be able to reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy**

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

| International Business Environment | | | |
|---|---|---|---|
| **Unit aims** | The unit will enable learners to explore the changing international business environment and develop knowledge and understanding of how organisations respond. | | |
| **Unit level** | 7 | | |
| **Unit code** | R/615/2684 | | |
| **GLH** | 60 | | |
| **Credit value** | 15 | | |
| **Unit grading structure** | Pass/Merit/Distinction | | |
| **Assessment guidance** | To achieve this unit, learners must achieve the learning outcomes by meeting the standards specified by the assessment criteria for the unit.<br>Additional assessment guidance is provided on the ATHE sample assignment brief. The learner will need to demonstrate their understanding of globalisation and international operations and its effect on business organisations. Learners should use actual examples from their own experience and research to support their work. | | |
| **Learning outcomes.**<br>**The learner will:** | **Assessment criteria.**<br>**The learner can:** | | |
| | **Pass** | **Merit** | **Distinction** |
| 1. Be able to analyse the international business environment | 1.1 Evaluate business techniques used to analyse the international business environment<br>1.2 Analyse the micro and macro environment of a specific business organisation which operates on an international level | 1M1 Assess the extent to which working in the international environment impacts on the success of an individual business organisation. | 1D1 Evaluate the risks involved in operating in an international environment |
| 2. Understand the impact of globalisation and international trade | 2.1 Assess the impact of globalisation and international trade on national economies<br>2.2 Assess the benefits, opportunities and challenges of globalisation and international trade for a specific business organisation | 2M1 Explore the organisational structures of businesses operating in global and international markets | |
| 3. Understand the international markets in which businesses operate | 3.1 Analyse the implications for businesses of the cultural and regulatory diversity | | 3D1 Compare and contrast management approaches to sustainability in |

| | in international markets<br>3.2 Evaluate the potential conflicts between corporate strategy and ethical, social and sustainable responsibilities<br>3.3 Assess the importance of Corporate Social Responsibility and Sustainability in supporting business success | | business organisations |
|---|---|---|---|

**Indicative Content**

1. **Be able to analyse the international business environment**

- Analysis techniques: Environmental analysis and diagnostics, Environment audit, Porter's diamond (The Competitive Advantage of Nations - Porter), PESTLE, 'Five Forces' analysis.

- Micro-environment: Stakeholders, Suppliers, Customers, Competitors, Market intermediaries.

- Macro-environment: External climate, Economic conditions, Political opinion, Legal environment (national and international), Cultural environment, Resources, for example capital, people and natural, Technology.

- International business environment: Culture, Corporate Social Responsibility, Politics, Environmental Issues, Globalisation.

2. **Understand the impact of globalisation and international trade**

- History: Economic theory, Dependency theory, Non-western cultures, Maritime European empires, Industrialisation, Trade and empire, Bretton Wood, Development of communications, Information technology.

- Extent of globalisation – Trade, labour movement, cultural exchange, technical development and exchange and capital

- Effects of globalisation – Effects on markets, business change, capital, jobs and outsourcing, cultural dominance, natural resources, conflict; debates: benefits and challenges of globalisation, advocates and critics

- Operations: International business conduct, Competition in different markets, International brand development, Protection of IP, Trade partnerships, Politics and regulation, Security, Ethics.

3. **Understand the international markets in which businesses operate**

- Sustainability

- Moral and Ethical issues: Organisation purpose, Nature of business ethics, Corporate responsibility, Social responsibility, Corporate accountability, Corporate governance, Cultural conflict (For example: nature of bribes and rewards), Different economic models, Different ethical frameworks (theories: deontological and utilitarianism), Hofestede, Hall (monochronic and polychronic cultures).

- Conflicts:  Current conflicts and issues should be examined
  Examples include: climate change and environmentalism, anti-globalisation and social responsibility, 'Peak Oil', greater insecurity, relationships with government, technological change and privacy concerns, social media, intellectual property issues

- Legislation: UK, European, global and other national legislation and guidance; global agreements on carbon; legislation on pollution; agreements on issues affecting specific industries, for example fishing agreements; institutions; codes of practice and guidelines from international (e.g. OECD, ISGN), and industry (e.g. ISAR) bodies, reporting mechanisms (audit standards)

| Developing Organisational Vision and Strategic Direction | | | |
|---|---|---|---|
| Unit aims | To enable learners to improve their knowledge and understanding of how organisations develop vision and strategic direction. The unit may be of particular interest for learners aiming for leadership roles in either private or public sector organisations. | | |
| Unit level | 7 | | |
| Unit code | D/615/2686 | | |
| 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 show that they understand the importance of a vision for an organisation and how this impacts on the strategic direction. In their work learners should use their own experience in organisations and/or as consumers. | | |
| Learning outcomes. The learner will: | Assessment criteria. The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand how to develop an organisational vision and strategic direction | 1.1 Explain the processes involved in creating a shared vision for an organisation 1.2 Analyse factors that impact on organisations and their vision 1.3 Analyse the relationship between vision, strategic direction and strategic planning | 1M1 Create a vision for a named business organisation and explain the reasons behind your thinking | 1D1 Determine and explain the strategic direction for a named business organisation |
| 2. Understand how to communicate the vision and strategic direction to stakeholders | 2.1 Analyse methods of communicating a vision to engage and inspire others within an organisation corporate communications audit for a named organisation 2.2 Review ways of communicating an organisation's strategic direction to stakeholders | 2M1 Evaluate the importance of communicating organisational vision and strategic direction to stakeholders | 2D1 Assess the challenges and pressures faced by organisations when communicating vision and strategic direction to stakeholders |

| | | | |
|---|---|---|---|
| | 2.3 Assess how to build support for the organisation's vision and strategic direction | | |
| 3. Understand how to implement organisational vision and strategic direction | 3.1 Analyse how leadership behaviour promotes the achievement of organisational vision and strategic direction<br>3.2 Outline the process for implementing the vision and strategic direction for an organisation | 3M1 Evaluate the ways in which an organisation might respond to negative factors affecting the implementation of the vision and strategic direction | 3D1 Analyse how to embed organisational vision in an organisation |

**Indicative Content**

1. **Understand how to develop an organisational vision and strategic direction**

- Processes involved in creating a vision: Written vision and mission statements, Values and culture, Language, Purpose, Good practice.

- Factors that impact on organisations and their vision: PESTLE – Political, Economic, Social, Technological, Legal and Environmental, Government Policy, Legal Requirements, Regulatory and Accountability issues, Best practice and industry trends, Global factors, Data gathering.

- Relationships between vision, strategic direction and strategic planning: Strategic goals, Evaluation of key factors, Criteria for analysis, Knowledge to set strategic direction, Strategic planning techniques.

2. **Understand how to communicate the vision and strategic direction to stakeholders**

- Communication methods: Understanding audiences, Methods, for example, presentations, formats, media etc., Attitudes – enthusiasm, stressing importance, gaining agreement and acceptance, corporate style, etc. Communication systems, External support and expertise, Embedding vision,

- Stakeholders: Identification of different organisations and their structure, Identification of key stakeholders, for example, employees, managers service users, customers, funding bodies, local and national Government, Stakeholder groups needs and wants, Stakeholder roles in organisations, Stakeholder mapping and methods of engaging stakeholders.

- Communicating with external stakeholders: Promoting the vision, Benefits analysis and promotion, Format and language to promote, Feedback mechanisms, Cost / Benefit analysis.

- Building support: Communicating clearly and effectively, Equality issues, challenging behaviours, Language, Attitudes that do not support organisational vision, Negotiation skills, Changing systems, Procedures, Models of change.

## 3. Understand how to implement organisational vision and strategic direction

- Leadership behaviour; Leadership and management styles, Managing the change, acting as a role model to promote and embed the vision, Challenging behaviours, attitudes, values etc. that do not support the vision, Importance of personal credibility and belief.

- Embedding the vision; Models for approaching change in the organisation e.g. top down, bottom up, consultative styles etc. Identification of procedures, activities, values, language not consistent with vision and replacing them, Organisational culture.

- Setting strategic direction; Links between vision and objectives, Strategic objectives – format, content, writing objectives, etc., Role of stakeholders.

- Strategic planning process; Format and contents of strategic plan, Development of strategic plan, Resource allocations, Targets, Criteria for success.

| International Finance | | | |
|---|---|---|---|
| **Unit aims** | To enable learners to gain an understanding of the role of an international corporate financial manager. The unit will allow learners to consider the importance of International Accounting Standards and the international financial environment for decision making within businesses and organisations. Particular attention is paid to analysing the role of international financial markets in creating opportunities and risks for organisations, especially those operating in a multinational context. Learners will gain experience in assessing strategic options and making appropriate recommendations. | | |
| **Unit level** | 7 | | |
| **Unit code** | K/615/2688 | | |
| **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. <br> In this unit learners can approach all Learning Outcomes from a theoretical perspective, using appropriate examples to illustrate their work. | | |
| **Learning outcomes. The learner will:** | **Assessment criteria. The learner can:** | | |
| | **Pass** | **Merit** | **Distinction** |
| 1. Understand the causes and consequences of the evolution of international accounting standards | 1.1 Describe and assess the objectives of developing International Accounting Standards <br> 1.2 Identify the relevant International Accounting Standards to be applied to specified financial situations <br> 1.3 Discuss the effect on financial statements of the application of specified International Accounting Standards | 1M1 Evaluate the implications of the introduction of specified International Accounting Standards for a named organisation | |
| 2. Be able to analyse the potential impacts of the international financial | 2.1 Examine the key features of international finance and the major institutions involved in the international | 2M1 Evaluate foreign exchange management using forward contracts, currency futures, | 2D1 Evaluate interest rate management using swaps, forward rate agreement and guarantees and interest rate options |

| environment on decision making | financial environment<br>2.2 Assess the contribution of international financial markets and financial instruments as sources of finance<br>2.3 Analyse the exchange rate market and the importance of exchange rates to an organisation | currency options and money market hedge | |
|---|---|---|---|
| 3. Understand capital requirements and working capital management in an international context | 3.1 Determine capital requirements in the context of a multinational enterprise<br>3.2 Evaluate the contribution of financial theory in developing capital structures in the context of a multinational enterprise | 3M1 Assess the planning, monitoring and management of short term assets for a named multinational enterprise | 3D1 Evaluate working capital management strategies and their consequences for a named multinational enterprise |
| 4. Be able to assess the key issues and approaches to international financial management | 4.1 Analyse the micro-environmental and macro-environmental factors influencing international financial management decision making<br>4.2 Analyse international merger, acquisition and investment policies and their relevance for international financial management | 4M1 Assess the influence of foreign government fiscal and monetary policies for global financial flows | 4D1 Evaluate the benefits and risks of cross-border mergers and acquisitions for international financial management |

**Indicative Content**

1. **Understand the causes and consequences of the evolution of international accounting standards**

- Accounting Standards: Principles, concepts and conventions, going concern, matching, consistency, materiality, prudence, substance over form, aggregation and offsetting, Comparative information, Importance of true and fair view, Use of business entity, historical cost and revaluation as features of a recording system.

- International Accounting Standards (IAS): IAS 1 – Presentation of financial statements, IAS 2 – Inventories, IAS 7 – Statement of cash flows, IAS 8 – Accounting policies, IAS 10 – Events after the reporting period, IAS 16 – Property, plant and equipment, IAS 18 – Revenue, IAS 23 – Borrowing costs, IAS 33 – Earnings per share, IAS 36 – Impairment of assets, IAS 37 – Provisions, contingent liabilities and contingent assets, IAS 38 – Intangible assets.

- Impact on financial statements: Income statement, Statement of financial position, Cash flow statement, Statement of changes in equity.

2. Be able to analyse the potential impacts of the international financial environment on decision making

- Features of international finance: Currencies, Accounting rules, Stakeholders, Legal framework, Taxation, Regulatory framework, Political risk, Intellectual property rights.

- International monetary institutions: International Monetary Fund, World Bank, Bank for International Settlements, International stock exchanges, International credit-rating agencies.

- International sources of finance: Financial instruments and international trade – bills of exchange, forfaiting, letters of credit, factoring, invoice discounting, securitisation, options, futures and swaps (see below), Eurocurrency markets, Euro-paper and Euro-note markets, Eurobond markets, Sharia-bond markets, Futures and options markets, International equity markets.

- The foreign exchange market: The importance of exchange rates, Floating exchange rate systems, Fixed exchange rate systems, Adjustable-peg exchange rate systems, Common currencies, International clearing systems, Purchasing power parity, Foreign currency futures versus forward contracts, Forwards and futures in commodities, Speculative positions in forward contracts, Arbitrage and the determination of spot and future rates, Exchange rate forecasting, Foreign currency swaps, Foreign currency options.

- Techniques for dealing with global exchange rate and interest rate risks: Internal and external hedging techniques, Hedging *FOREX* transactions exposure, operating exposure and its management, Difficulties in choosing between fixed and floating rates of interest, Interest yield curve and its role in interest rate exposure management, Potential exchange rate risk – scenario analysis.

3. **Understand capital requirements and working capital management in an international context**

- Role of multinationals within the international business and financial environment; Types and objectives of multinationals, Constraints – environmental, regulatory and ethical, Benefits gained – economies of scale, sources of lower production costs, market share, diversification, new skills and experience, Risk exposures – operational restrictions, discriminatory practices, loss of assets, confiscation, expropriation, nationalisation, trade related disputes, corruption, labour problems.

- Investment Decisions; Investment appraisal processes, mutually exclusive projects and capital rationing, Real options including abandonment options, Management of risk, Decision processes – certainty equivalents and sensitivity analysis, Portfolio theory, Systematic v unsystematic risk.

- Working Capital Management; Importance of the working capital cycle, Use of cash, Cash budgeting and control, Treasury management practices, Stock, cash and credit controls, Short term investment opportunities, Working capital management strategies.

- Planning, monitoring and managing short term assets; Features of international trade financing – accounts receivable financing, cross border factoring, acceptances etc., International issues of cash management – reasons for holding cash, cash pooling, interest rate influences, managing blocked funds, Criteria for obtaining short term funds, Influences of foreign currency stability.

4. **Be able to assess the key issues and approaches to international financial management**

- International financial management; Cross-listing on foreign stock exchanges, International liquidity and market integration, Transfer pricing, International taxation, International dividend policies, Off-shore banking and financial centres.

- Government monetary and fiscal policies and international financial management; Monetary policies, Fiscal policies, Financial interdependence, Growth of global financial flows, Impacts of global financial flows, Control of global financial flows, Economic unions.

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

| Quantitative Methods | |
|---|---|
| **Unit aims** | This unit will enable learners to further develop understanding and skills in the application of quantitative methods appropriate to support decision-taking in organisations. |
| **Unit level** | 7 |
| **Unit code** | K/615/2691 |
| **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. The learner will need to demonstrate a full understanding of quantitative methods and they will need to be applied in context to business decision-taking |

| Learning outcomes. The learner will: | Assessment criteria. The learner can: | | |
|---|---|---|---|
| | **Pass** | **Merit** | **Distinction** |
| 1. Understand the types of quantitative data which can be used by organisations to monitor and improve their performance | 1.1 Evaluate the different types of data which can be gathered by organisations to monitor and improve their performance<br><br>1.2 Distinguish between alternative sampling methods and measurement scales | | |
| 2. Be able to analyse and evaluate raw business data to inform decision taking | 2.1 Analyse and evaluate quantitative raw business data from a range of examples using appropriate quantitative methods<br><br>2.2 Analyse and evaluate qualitative business data using a range of examples and appropriate | 2M1 Evaluate the differences in application between descriptive statistics, inferential statistics and measuring association | 2D1 Evaluate the differences in application between methods of descriptive, exploratory and confirmatory analysis of business data to support decision taking |

| | quantitative methods | | |
|---|---|---|---|
| 3. Be able to apply a range of quantitative methods to support effective business decision taking | 3.1 Apply a range of quantitative methods for business decision taking for quality, inventory and capacity management | 3M1 Justify and evaluate the application of appropriate quantitative methods used by specific organisations | 3D1 Make judgements and recommendations for business decisions based on the application of quantitative methods |
| 4. Be able to report on data and communicate findings to inform decision taking | 4.1 Explain different ways of summarising and presenting a set of business statistics<br><br>4.2 Construct appropriate tables and charts with a commentary, utilising summary data | 4M1 Justify the rationale for choosing the methods for communicating the data | 4D1 Evaluate the use of different types of charts and tables for communicating given variables in order to inform decision taking |

**Indicative Content**

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


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

2. **Be able to analyse and evaluate raw business data to inform decision taking**


- Quantitative methods that are used to analyse and evaluate data
- Descriptive statistics:
    - Measures of central tendency (e.g. mean, median)
    - Measures of variability (e.g. range, standard deviation)
    - Application to business data (e.g. finding average earnings, measuring)

       o   Variability in business processes such as queuing times and customer arrival rates

- Inferential statistics, the difference between sample and population and reliability of estimates from samples

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

3. **Be able to apply a range of quantitative methods to support effective business decision taking**

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

4. **Be able to report on data and communicate findings to support decision taking**

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

| Strategic Marketing | | | |
|---|---|---|---|
| **Unit aims** | This unit enables learners to develop knowledge and understanding of marketing at a strategic level and how this is applied in practice. Learners will be able to develop a marketing strategy and understand the notion of "strategic fit" | | |
| **Unit level** | 7 | | |
| **Unit code** | T/615/2693 | | |
| **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 | | |

| **Learning outcomes. The learner will:** | **Assessment criteria. The learner can:** | | |
|---|---|---|---|
| | **Pass** | **Merit** | **Distinction** |
| 1. Understand the principles of strategic marketing | 1.1 Analyse the relationship between corporate strategy and marketing strategy <br> 1.2 Analyse the development of marketing strategies <br> 1.3 Explain how different marketing strategies can contribute to competitive advantage | | 1D1 Evaluate the relationship between strategic intent, strategic assessment, strategic choice and their impact on the formulation of marketing strategy |
| 2. Understand how to carry out a strategic marketing analysis | 2.1 Evaluate approaches to conducting an internal environmental analysis <br> 2.2 Evaluate approaches to conducting an external environmental analysis <br> 2.3 Assess the integration of internal and external analyses | | |
| 3. Understand the role of customer | 3.1 Analyse the role of the marketing | 3M1 Analyse the influences | |

| | | | |
|---|---|---|---|
| behaviour in marketing strategies | research process and its relationship to consumer behaviour<br><br>3.2 Explain the different types of consumers and their behaviour in B2B and B2C markets and factors underpinning customer loyalty<br><br>3.3 Evaluate the role of relationship marketing in customer behaviour analysis | on and the psychology of consumer behaviour | |
| 4. Understand how to develop an implementable strategic marketing plan | 4.1 Analyse the factors to be taken into account in the development of a marketing plan<br><br>4.2 Develop an implementable plan for a given organisation<br><br>4.3 Design monitoring systems that are capable of identifying performance deviations from the plan's original objectives<br><br>4.4 Anticipate the need for contingency plans | 4M1 Develop alternative marketing mix related action plans that address the selected objectives and selected strategies | |
| 5. Understand how to create a marketing strategy to meet business objectives | 5.1 Evaluate the requirements of a marketing strategy<br><br>5.2 Explain the relationship between a marketing strategy and a corporate strategy | 5M1 Create monitoring systems to ensure the successful implementation of a marketing strategy | 5D1 Construct a marketing strategy for a named organisation |

| | 5.3 Explain how the marketing strategy should address competitive forces and their likely impact | | |
| --- | --- | --- | --- |
| | 5. 4 Design a dissemination process to ensure internal stakeholders are informed and committed to the marketing strategy | | |

**Indicative Content**

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

Role of strategic marketing

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

Corporate strategy and marketing strategy

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

Development of a marketing strategy

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

Way in which strategies can contribute to competitive advantage

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

**2. Understand how to carry out a strategic marketing analysis**

Internal environmental analysis

- Resource-based, performance, value chain, functional

External environmental analysis

- Macro environment; micro environment; competitor analysis; wider external factors including government

Integration

- Fit between internal and external environment

**3. Understand the role of customer behaviour in marketing strategies**

Marketing research

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

Customer/consumer behaviour

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

Customer behaviour analysis

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

Psychology of consumer behaviour

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

**4. Understand how to develop an implementable marketing plan**

Marketing audit

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

Strategy formulation

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

Implementation

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

Monitoring systems

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

Contingency planning

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

## 5. Understand how to create a marketing strategy to meet business objectives

Requirements

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

Alignment

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

Internal/external environment

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

Competitive forces

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

| International Marketing | | | |
|---|---|---|---|
| **Unit aims** | This unit enables learners to understand the requirements of international marketing, in particular, the financial considerations to be taken into account in entering and operating in international markets. Learners will also be able to develop an international marketing strategy and understand the implications and requirements of international marketing communications | | |
| **Unit level** | 7 | | |
| **Unit code** | J/615/2696 | | |
| **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. | | |
| **Learning outcomes The learner will:** | **Assessment criteria The learner can:** | | |
| | **Pass** | **Merit** | **Distinction** |
| 1. Understand the implications of international marketing for organisations | 1.1 Assess the market research requirements for international marketing <br> 1.2 Analyse how the business case for international marketing can be justified <br> 1.3 Assess the risks which must be considered for international marketing | 1M1 Evaluate different methods of international marketing | 1D1 Analyse the way in which financial and pricing issues may affect international operations |
| 2. Understand how to develop an international marketing strategy | 2.1 Analyse the features of international markets <br> 2.2 Evaluate the operational considerations that should be taken into account when developing an international marketing strategy. <br> 2.3 Analyse the characteristics of an international marketing strategy | 2M1 Evaluate the legal implications associated with developing and implementing an international marketing strategy. | 2D1 Evaluate an organisation's international marketing strategy |

| | | | |
|---|---|---|---|
| 3. Understand the requirements of international marketing communications | 3.1 Evaluate the way in which local customs, culture, language and ethical considerations may affect marketing communications<br><br>3.2 Assess the role of technology in international marketing communications<br><br>3.3 Assess the implications and requirements of different sales and marketing communications strategies | | 3D1 Analyse the concept of "glocalization" and review its impact on communications |

**Indicative Content**

### 1. Understand the implications of international marketing for organisations

International market research

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

Resource investment

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

Business case

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

of risk treatment options); local laws; foreign monetary policies and reducing exposure; risk sharing options; Suitability of different risk treatment options; role of foreign exchange markets; arbitrage; spot and forward exchange rates; hedging.

## 2. Understand how to develop an international marketing strategy

Nature of the market

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

International marketing methods

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

Local conditions

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

Operational considerations

- International market segmentation, targeting and positioning; international marketing mix; standardization v adaptation in the international marketing mix; organizational structures, locus of decision making powers and their potential impact; management control (centralized v decentralized)

Legal considerations

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

## 3. Understand the requirements of international marketing communications

Marketing communications

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

Role of technology

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

Implications and requirements

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

Glocalization

- Globalization and glocalization; advantages and disadvantages of glocalization; Brooks & Nomore; Govindarajan and McCreary

| Corporate Communication Strategies | |
|---|---|
| **Unit aims** | This unit will enable learners to develop knowledge and understanding of the importance of corporate communications and the link with corporate objectives.<br>Learners will have the opportunity to develop skills in auditing corporate communications and planning a corporate communication strategy. |
| **Unit level** | 7 |
| **Unit code** | L/615/2697 |
| **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. For Learning Outcome 1, learners will approach their work from a theoretical perspective and will need to use exemplar material to illustrate the points which are made. This may be taken from their own experience or from research.<br>For Learning Outcomes 2 and 3, learners will be required to plan corporate communication audits and an appropriate communication strategy. Learners should use an organisation that they know well personally, where they are employed, work in a voluntary capacity or where they are currently studying. |

| **Learning outcomes.**<br>**The learner will:** | **Assessment criteria.**<br>**The learner can:** | | |
|---|---|---|---|
| | **Pass** | **Merit** | **Distinction** |
| 1. Understand the importance of corporate communications | 1.1 Explain the purpose of corporate communications<br>1.2 Assess how corporate communications link to corporate objectives<br>1.3 Analyse the relationship between corporate communications and corporate branding | | 1D1 Review the importance of corporate communications to the success of a named organisation |
| 2. Be able to plan corporate communications audits | 2.1 Analyse the reasons why business organisations conduct internal and external corporate communication audits<br>2.2 Plan an internal corporate communications | 2M1 Conduct an internal corporate communications audit for a named organisation | 2D1 Conduct an external corporate communications audit for a named organisation |

| | | | |
|---|---|---|---|
| | audit for a named organisation<br>2.3 Plan an external corporate communications audit for a named organisation | | |
| 3. Understand the purpose and impact of a corporate communications strategy | 3.1 Explain the strategic objectives of a corporate communications strategy<br>3.2 Assess the desired impact of a corporate communications strategy on different audiences | 3M1 Develop appropriate measures to monitor the effects of a planned corporate communication strategy | 3D1 Evaluate the effectiveness of current levels of organisational corporate communications for a named organisation |

**Indicative Content**

**1. Understand the importance of corporate communications**

- Purposes of corporate communications: Providing information to stakeholders, communicating corporate vision and strategy, Reinforcement of public image – acts as an effective bridge between organisations and the general public, Allows effective and timely distribution of information, Links to Public Relations strategy, Emphasises the importance of two-way communication.

- Corporate communications and corporate branding: Promotes the organisational brand and brand image, Reinforces the stakeholders' view of organisational performance and value, emphasises confidence in organisational quality and performance, Demonstrates adherence to the organisational corporate brand guidelines, Clarifies: Brand Strategy, Brand Position, Brand Identity, Brand Message.

- Corporate communications and corporate objectives: Communication and reinforcement of organisational strategic objectives, Reinforcement of corporate culture, promotes accountability, Prioritisation of stakeholder communication and influence, Promotes transparency and accountability of communications

**2. Be able to plan corporate communications audits**

- Planning: Selection of appropriate research techniques, Identification of formal and informal internal and external information and communication flows, Identification of information and data management processes, Identification of knowledge management processes, Identification of information channels and barriers, Identification of communication risks,

- Conducting an audit – Internal: Informal versus formal, for example, water-cooler, email, video conferencing and meeting, Vertical versus horizontal, for example, management communications, corporate newsletters, departmental, interdepartmental and team meetings, Control of organisational information and data, Processing data.

- Conducting an audit – External: Supplier and customer communications, for example, networking, conferences, partnerships and JVs, Public communications, for example, marketing and advertising, news items and online, for example, web-pages, forums, social media such as Twitter, Facebook, Tumblr etc., Institutional relationships (including professional, government and industry bodies, universities and communities), Knowledge development and management, for example, supply chain integration and crowd sourcing.

- Evaluating Effectiveness: Benchmarking, Questionnaires, Focus groups, Participant observation / ethnography, Surveys, Interviews, Processing research.

3. **Understand the purpose and impact of a corporate communications strategy**

- Strategic Objectives: Strategy formulation, Strategy implementation, Strategy measurement, monitoring of strategic aims, Communications as infrastructure, Strategic drift, Monitoring versus evaluation, Feedback processes, Planned and emergent strategies.

- Audience Analysis: Stakeholder analysis, International and cultural issues, Evaluation of communication channels (relating to stakeholder groups).

- Planning Processes: Setting and measuring outcomes, Action plans, Timescales, Cost / Benefit analysis, Feedback systems, Control loop, Formal and informal knowledge channels, Quantitative and qualitative measures.

- Monitoring, Review and Feedback: Development of communication and stakeholder engagement plans, Surveys, Focus Groups, Interviews, measuring communication outcomes, Monitoring online customer interaction, Quantitative and qualitative measures, Measuring ROI.

| Strategic Human Resource Management | | | |
|---|---|---|---|
| **Unit aims** | The aim of this unit is to help learners acquire knowledge and understanding of human resource management strategy and its impact on the efficiency of an organisation. | | |
| **Unit level** | 7 | | |
| **Unit code** | F/615/2700 | | |
| **GLH** | 60 | | |
| **TQT** | 150 | | |
| **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 and practical perspective using examples to demonstrate their understanding. This is particularly the case for assessment criteria where learners will need to relate their work to a particular organisation | | |
| **Learning outcomes. The learner will:** | **Assessment criteria. The learner can:** | | |
| | **Pass** | **Merit** | **Distinction** |
| 1. Understand the factors affecting human resource management strategies in organisations | 1.1 Analyse the effect of organisational structure and culture on human resource management strategies in organisations<br>1.2 Assess the importance of financial resources in creating a human resource management strategy | 1M1 Analyse the impact of government legislation on human resource management strategies | 1D1 Evaluate the factors affecting human resource management in a named organisation |
| 2. Understand how strategic human resource management contributes to the achievement of the strategic plans of organisations | 2.1 Analyse different models of strategic human resource management<br>2.2 Explain how human resource management contributes to the achievement of strategic plans | 2M1 Evaluate different models of preparing strategic human resource management plans for an organisation | |
| 3. Understand how to prepare human resource management | 3.1 Assess factors to be considered when preparing human resource | 3M1 Discuss how internal and external factors impact on the elements of human | 3D1 Evaluate the model used by an organisation in the development of its |

| strategies for organisations | management strategies<br><br>3.2 Discuss key elements of a human resource management strategy | resource management strategies | human resource management strategy |
|---|---|---|---|
| 4. Be able to develop a strategic human resource management strategy for an organisation | 4.1 Develop a strategic human resource management strategy for an organization<br><br>4.2 Explain how the proposed human resource management implement strategy will support achievement of business objectives | | 4D1 Assess the potential barriers to the implementation of a human resource management strategy |

**Indicative Content**

1. **Understand the factors affecting human resource management strategies in organisations**

- Organisational structure and culture; flexible working practices, seasonality, mission, leadership styles, size of the organisation, national, international, nature of the business function, hierarchical, flat, functional, centralised and de-centralised, product based, project, matrix, liquid, theories Handy, Mintzberg, Weber

- Impact of financial resources; availability of labour, skills needs v shortages, cost of labour, productivity, minimum wage, nature of workforce, seasonality, nature of contracts, remuneration packages, reward systems

- Government legislation affecting human resource management strategies such as rights for disabled workers, equal opportunities legislation, data protection laws, health and safety laws, contracts of employment, breaks and holiday entitlement, redundancy and dismissal, maternity arrangements, race relations, sex discrimination

- Current organisational situation, competitive and financial environment, culture of the organisation, organisation strategy, need for human resources, human resource plans and policies e.g. recruitment and selection, learning and development, performance management, staffing adjustments, talent management

2. **Understand how strategic human resource management contributes to the achievement of the strategic plans of organisations**

- HRM models e.g. best practice, contingency, Harvard Framework; Guest, Patterson, HRM and personnel management, HRM activities

- Contribution to achievement of strategic plans- alignment of organisation and SHRM plans, human capital, SHRM and organisational performance e.g. growth of the business, reduction in business, change to business function, moving sites, impact of technology, labour market competition, increase in efficiency, reduction in overall budget

- Factors to consider - government policies e.g. employment, education, training, industrial, regional; personnel requirements e.g. numbers, skill sets, training, experience; internal and external factors e.g. workforce profiles, skills availability, labour market competition, Outsourcing, forecasting, gap analysis

- Planning: purpose of plan e.g. identifying need for new talent, re-skilling and up-skilling employees; resources required e.g. new equipment, software and associated training; criteria for success; financial implications; SMART targets; key milestones, contingency plans

- Planning models e.g. human capital strategy, People Maturity Model, top down bottom up, goal based, issue based, alignment, scenario, organic, 5-P model

3. **Understand how to prepare human resource management strategies for organisations**

- Factors to consider - government policies e.g. employment, education, training, industrial, regional; personnel requirements e.g. numbers, skill sets, training, experience; internal and external factors e.g. workforce profiles, skills availability, labour market competition, Outsourcing, forecasting, gap analysis

- Government legislation affecting human resource management strategies such as rights for disabled workers, equal opportunities legislation, data protection laws, health and safety laws, contracts of employment, breaks and holiday entitlement, redundancy and dismissal, maternity arrangements, race relations, sex discrimination

- Current organisational situation, competitive and financial environment, culture of the organisation, organisation strategy, need for human resources, human resource plans and policies e.g. recruitment and selection, learning and development, performance management, staffing adjustments, talent management

4. **Be able to develop a strategic human resource management strategy for an organisation**

- Decision on the model which will be used, business factors e.g. location of operations, technology, productivity, competition, employee development, business growth, contraction, financial implications and skills requirements. Alignment of SHRM to strategic plan and business objective. External factors, demand and supply of labour, Government policy. Monitoring, performance indicators, quantitative and qualitative measures

- Barriers to implementation e.g. finance, trade union influence, skill availability, resistance to change, lack of alignment, communications, consultation process, timescales, works councils

| Managing Continuous Organisational Improvement | | | |
|---|---|---|---|
| **Unit aims** | To enable learners to develop the knowledge, understanding and skills required to create a culture of continuous improvement in an organisation. The learners will have the opportunity to develop the skills required to plan organisational change. | | |
| **Unit level** | 7 | | |
| **Unit code** | L/615/2702 | | |
| **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.<br>In this unit learners can approach Learning Outcome 1 from a theoretical perspective, using examples to illustrate their work.<br>For the remainder of the unit learners will be required to actually consider and plan change within an 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 outcomes.**<br>**The learner will:** | **Assessment criteria.**<br>**The learner can:** | | |
| | **Pass** | **Merit** | **Distinction** |
| 1. Understand how organisations create a culture of continuous improvement and acceptance of change | 1.1 Describe the features of organisational culture that encourage and allow for continuous improvement<br>1.2 Analyse approaches that facilitate the introduction and acceptance of organisational change<br>1.3 Evaluate different approaches to continuous quality improvement | 1M1 Evaluate how leadership and management styles facilitate continuous improvement in organisations and the embedding of change | 1D1  Assess the importance of continuous improvement in supporting organisational success |
| 2. Be able to analyse opportunities for improvement to organisational activities | 2.1 Analyse sources of information used by organisations which help to identify the improvements needed<br>2.2 Explain Big Data and evaluate its contribution to organisational | 2M1 Review information to identify areas for improvement in a named organisation | 2D1 Evaluate the potential benefits of the proposed changes to organisation activities in a named organisation |

| | improvement strategies | | |
|---|---|---|---|
| 3. Be able to plan change for organisational improvement | 3.1 Evaluate the factors that create the need for change in a named organisation<br>3.2 Explain the changes required by a named organisation in order to achieve improvements<br>3.3 Prepare a plan for a named organisation to implement the proposed improvements | 3M1 Analyse the monitoring processes which need to be in place to ensure changes lead to planned improvements | |

**Indicative Content**

**1. Understand how organisations create a culture of continuous improvement and acceptance of change**

- Organisational Features; Business culture, Business Structure, Input from employees, Communication structures (one and two-way communication), Communication with stakeholders, Role of Governance, Legal requirements, Research and Development.

- Leadership and Management Styles; Consultative, democratic, autocratic, laissez faire, pioneer, driver, integrator, management styles, Supporting communication – team meetings, discussion groups, receiving suggestions etc., Acceptance of risk, Cross organisational and collaborative working, team working and learning, seeking feedback, Shared values, goals, beliefs, strategy, Learning incorporated into practice, encouragement of new ideas, information systems to support learning and knowledge management, investment in staff development.

- Continuous Quality Improvement; Top down/bottom up, Kotter and Schlesinger – education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and co-option, implicit and explicit coercion, incremental and transformational change, Use of external standards e.g. ISO 14000 and ISO 9001.

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

2. **Be able to analyse opportunities for improvement to organisational activities**

- Sources of Information; Environmental audits – political, legal, economic, social, technological, environmental (PESTLE analysis), Organisational analysis – strengths and weaknesses in organisation, Internal management accounts/standard costing, monitoring of organisational activities and suggestion schemes, Benchmarking, External audits, Feedback from stakeholders including appraisals/PDR, Complaints.

- Analysing Information; Reliability of the source of information, how widespread is a specific problem, Systemic errors versus one-off errors, Use of external consultants, Criteria to select areas for improvement.

- Impact; Strategic fit, what will need to change within the organisation, for example, systems, people, procedures, resources etc., Timescales of change, Resources required implementing change and investment analysis.

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

- Evaluation; Stakeholders - who will the improvement/change affect? Achievement of business objectives, How will it affect stakeholders?, Cost benefit analysis.

3. **Be able to plan change for organisational improvement**

- Organisational changes required: Resources, Leadership and management abilities, Job roles and responsibilities, Equipment, Procedures, Activities, Culture.

- Agree changes; Identifying stakeholders – those involved in change and those affected by change, Communication with stakeholders – appropriate format, feedback processes, negotiation, PR, Gaining agreement – negotiation skills, formal agreement requirements.

- Plan; Project planning, Project management techniques including PRINCE2, Documentation, Communication, setting criteria to monitor and measure improvement, Timescales.

- Systems design management; Resources, Documentation, Communication, Policies and procedures.

- Process Review; Importance of monitoring, Using feedback, Performance measurement.