



# **ATHE Level 4 Diploma in Business and Administrative Management**

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## About ATHE

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

For the full list please visit our website: [www.athe.co.uk](http://www.athe.co.uk)

ATHE has also developed a range of bespoke qualifications for clients.

## Our Qualifications

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

Key features of the qualifications include:

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

## Support for Centres

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

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

## ATHE Level 4 Diploma in Business and Administrative Management

This document provides key information on ATHE's Level 4 Diploma in Business and Administrative Management, including the rules of combination and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook "Delivering ATHE Qualifications". Further guidance and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering ATHE Qualifications Guide and via the ATHE website.

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

The QN number for this qualification is as follows:

## Recognition Dates

This qualification is recognised from 1<sup>st</sup> January 2014 which is its operational start date in centres.

## Availability

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

## Entry Requirements

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

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

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

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

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

- a GCE Advanced level profile with achievement in 2 or more subjects supported by 5 or more GCSEs at grades C and above
- other related level 3 subjects
- an Access to Higher Education Certificate delivered by an approved further education institute and validated by an Access Validating Agency
- other equivalent international qualifications

Learners may also have relevant work experience.

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

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

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

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

Centres are required to recruit learners to qualifications with integrity. Centres must carry out

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

### **Reasonable Adjustments and Special Considerations**

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

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

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

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

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

### **Support and Recognition**

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

### **National Occupational Standards**

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

### **Progression**

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

Learners may progress to:

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

the units completed

## **Recognition of Prior Learning (RPL)**

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

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

## **Resources Required by Centres**

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

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

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

## **ATHE Definition of Guided Learning Hours (GLH), Total Qualification Time (TQT) and Credit**

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a Learner would typically complete to demonstrate achievement of the learning outcomes of a qualification.

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

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

## **Guided Learning Hours (GLH)**

The term Guided Learning Hours (GLH) is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners. GLH are made up of activities completed by the learner under direct instruction or supervision of a tutor/teacher, lecturer, supervisor, trainer etc. whether through actual attendance or via electronic means, the activity must be in real time.

Some examples of activities that can contribute to Guided Learning Hours include:

- Supervised induction sessions
- Learner feedback with a teacher in real time
- Supervised independent learning
- Classroom-based learning supervised by a teacher

- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment that take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

### **Total Qualification Time (TQT)**

Total Qualification Time (TQT) is a guide to the amount of time a learner would take, on average, to complete the different activities to demonstrate achievement of the learning outcomes of a whole qualification.

TQT includes all the activities described under guided learning hours (GLH) plus all the additional learning.

Additional learning will take place away from the classroom and this will not be under direct supervision of a tutor/teacher, lecturer, supervisor, trainer etc. The activities will vary depending on the qualifications, their level and the nature of the learning.

Some examples of activities that can contribute to Total Qualification Time, include:

- Preparation for classes
- Independent and unsupervised research/learning
- Unsupervised work on assignments
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e- assessment
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- Any other form of learning, education or training, not under the direct supervision of a tutor/teacher, lecturer, supervisor, trainer.

### **Credit**

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

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 under guided learning hours and additional learning. 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 indicates the number of credits to be achieved, the units that are mandatory and the choice of optional units.

### **Qualification Structure ATHE Level 4 Diploma in Business and Administrative Management**

ATHE Level 4 Diploma in Business and Administrative Management is a 120 credit qualification

#### **Rules of combination**

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

**The Total Qualification Time is 1200 Hours**

**The Total Guided Learning Hours is 480**

**The Total Credit value is 120**

<b>Unit Codes</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
Y/505/9199	Fundamentals of Administrative Management	4	15	60
Y/505/9204	Administrative Systems	4	10	40
J/505/9201	Managing Operations	4	15	60
R/505/9203	Managing Quality	4	10	40
K/505/9207	Personal Effectiveness	4	10	40
M/505/9208	Managing People in Organisations	4	15	60
F/505/9200	Managing Information and Knowledge	4	15	60
J/505/9375	Finance for Administrative Managers	4	10	40
	<b>Optional Units</b>			
T/505/9212	Administration for Executive Assistants	4	10	40
A/505/9213	Introduction to Islamic Finance	4	10	40
M/505/9211	Managing Business Facilities	4	10	40
L/505/9216	Management Accounting: Costing and Budgeting	4	15	60
F/505/9214	Marketing Intelligence	4	15	60
F/505/9374	The Internet and E-business	4	15	60
K/505/9210	Business Events Management	4	15	60

#### **Guidance on Assessment**

For all ATHE qualifications assessment is completed through the submission of internally assessed learner work. To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes at the standards set by the assessment criteria for that unit. There are no externally set written examinations attached to any unit.

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

An assignment can relate to a single unit. Alternatively you may incorporate more than one unit in



an integrated assignment provided the content of the assignment is clearly mapped to show which assessment criteria from which units are being covered.

## **Methods of Assessment**

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

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

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

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

## **Recording Assessment Judgements**

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

## **Putting an Assessment Strategy in Place**

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

- devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet
- that the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, explain
- that the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete. (The RQF level descriptors will be helpful to you in determining the level of content of the assessment)
- learners are well-briefed on the requirements of the unit and what they have to do to meet them
- assessors are well trained and familiar with the content of the unit/s they are assessing
- there is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification
- assessment decisions are clearly explained and justified through the provision of feedback to the learner

- that work submitted can be authenticated as the learner's own work and that there is clear guidance on the centre's Malpractice Policy
- that there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed
- sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

## **Grading**

### **Grading system**

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

This qualification involves assessment using judgements against 'Pass' Assessment Criteria to decide about whether a learner has met the required standard. Our grading system is straightforward and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment and quality assurance arrangements.

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

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment in a unit > Learner gains a Fail for the unit
- Learner achieves a Pass for all the required units in the rules of combination > learner achieves a Pass for the qualification
- Learner does not achieve a Pass for all the required units in the rules of combination > learner achieves a Fail for the qualification but may receive unit credit certification for those units achieving a Pass.

## **Qualification Grading Structure**

### **Determining the Overall Qualification Grade**

Each unit is graded pass or fail. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. Each unit is equally weighted.

To achieve a Pass grade for the qualification the learner must achieve a Pass for all the required units in the rules of combination.

## **Quality Assurance of Centres**

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

ATHE's quality assurance processes will include:

- centre approval for those centres who are not already recognised to deliver ATHE qualifications
- approval to offer ATHE RQF qualifications and units in Business and

#### Administrative Management at Level 4

- monitoring visits to ensure the centre is continuing to work to the required standards

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

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

### **Malpractice**

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

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

### **Guidance for Teaching and Learning**

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

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

### **Top Tips for Delivery**

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

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

## **Unit Specifications**

### Unit Format

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

Each unit has the following

### sections: Unit Title

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

### Unit Aims

The unit aims section summarises the content of the unit.

### Unit Code

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

### RQF Level

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

### Credit Value

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

### Guided Learning Hours (GLH)

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

### Total Qualification Time (TQT)

TQT represents the total time required for a learner to complete a qualification.

### Assessment Guidance

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

### Learning Outcomes

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

### Assessment Criteria

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

<b>Fundamentals of Administrative Management</b>	
<b>Unit aims</b>	<p>This unit explores the role and function of administrative management in organisations and within the management profession. Learners will become familiar with the communication tools necessary for this business function and will examine the role of ICT in administrative management.</p> <p>Learners who aspire to managerial positions in business and administration will develop the fundamental knowledge and understanding, and the analytical and evaluative skills necessary for such job roles.</p>
<b>Unit level</b>	4
<b>Unit code</b>	Y/505/9199
<b>GLH</b>	60
<b>Credit value</b>	15
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	<p>To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will approach the sample assignment from a theoretical perspective. However actual examples taken from the learners' personal experience in employment or from research should be used to demonstrate understanding. This is especially true for LO3. Learners will need to apply their knowledge and understanding by analysing the strengths and weaknesses of a chosen organisation's communication system, recommending how this organisation's communication system can be improved. Learners will therefore need access to information relating to a suitable organisation's communication system.</p>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand the role of administrative management	1.1 Outline the role of administrative management 1.2 Explain how the role of the administrative manager relates to the functions of management 1.3 Evaluate the role of the administrative manager in the context of the administrative management function
2 Understand administrative systems	2.1 Describe the main features of administrative systems employed in different types of organisations 2.2 Explain how organisations manage information flows 2.3 Evaluate the role of information and communication technology (ICT) in supporting administration
3 Understand the role of communication in organisations	3.1 Evaluate the different models of communication in organisations 3.2 Analyse the strengths and weaknesses of an organisation's communication system 3.3 Recommend how an organisation's communication system can be improved

<b>Administrative Systems</b>	
<b>Unit aims</b>	<p>This unit explores how a framework of systems can be used to improve the administrative performance of organisations. It examines the impact administration has on the organisation and the need for sound administrative policies and procedures to manage organisational activities.</p> <p>Learners who aspire to design administrative systems, policies and procedures will develop the fundamental knowledge and understanding necessary for such job roles.</p>
<b>Unit level</b>	4
<b>Unit code</b>	Y/505/9204
<b>GLH</b>	40
<b>Credit value</b>	10
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	<p>To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The unit requires learners to apply their knowledge and understanding through an evaluation of an integrated framework of systems (AC1.3) and by judging whether a set of procedures meet customer requirements (AC2.4). Therefore, learners will need access to specific information for organisations they know well for example where they are currently employed or are on work placement.</p>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand how a framework of integrated systems affects the administrative performance of organisations	1.1 Explain the contribution an integrated framework of systems makes to efficient and effective administrative performance 1.2 Evaluate the potential drawbacks to systems in an organisational context 1.3 Evaluate an integrated framework of systems in a specified organisation
2 Understand the role and function of policies and procedures in meeting customer requirements	2.1 Identify criteria for development of administrative procedures for a specified organisation 2.2 Analyse the purposes of administrative policies and procedures 2.3 Analyse the relationship between formulating policy and preparing procedures 2.4 Judge the extent to which a set of procedures meets customer requirements

<b>Managing Operations</b>	
<b>Unit aims</b>	The aim of this unit is to examine how operations support other service or manufacturing activities. Learners will explore how administration enables the effective management of operations across business functions, incorporating the management of the supply chain. Learners who aspire to positions in operations management will develop the fundamental knowledge and understanding necessary for such job roles.
<b>Unit level</b>	4
<b>Unit code</b>	J/505/9201
<b>GLH</b>	60
<b>Credit value</b>	15
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. To demonstrate achievement of the standards learners are required to provide examples from businesses with different types of operational systems. Learners can draw on their place of work, case studies or other organisations that have been researched to provide examples of operations management practices within different businesses.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand the activities that make up operations management	1.1 Outline the main types of operations found within businesses 1.2 Explain how all operational activities can be represented as systems 1.3 Evaluate the characteristics which differentiate operational systems
2 Understand the relationship between operations and performance	2.1 Explain how the operations function supports business performance 2.2 Identify the main internal measures of success used by businesses 2.3 Evaluate how internal measures of success link to business objectives
3 Understand the importance of administration in operations management	3.1 Examine the relationship between operations and administrative management 3.2 Compare the process and functional approaches to operations management
4 Understand the relationship between operations management and business functions	4.1 Examine the relationship between operations and the supply chain 4.2 Examine the links between operations and quality management

<b>Managing Quality</b>	
<b>Unit aims</b>	This unit examines the role quality management plays in enhancing quality across all functional areas of a business. It also covers how administration plays an integral part in activities which lead to continuous quality enhancement in business organisations. Learners who aspire to positions in quality management will develop the fundamental knowledge, understanding and analytical skills necessary for such job roles.
<b>Unit level</b>	4
<b>Unit code</b>	R/505/9203
<b>GLH</b>	40
<b>Credit value</b>	10
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The unit can be approached from a theoretical perspective. However application of approaches to quality management in the learners' place of work, or other organisations that have been researched are important in demonstrating achievement of the standards.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand the activities that make up quality management	1.1 Identify the main approaches organisations use to manage quality 1.2 Explain how organisations benefit from continuous improvement 1.3 Analyse the differences between compliance and ownership based approaches to achieving quality 1.4 Explain the benefits of adopting a holistic approach to quality management
2 Understand how quality management supports performance in organisations	2.1 Explain how quality management supports performance in organisations 2.2 Evaluate the main approaches to performance evaluation used within business organisations 2.3 Examine the role of quality management in meeting customer needs
3 Understand the role administration plays in managing quality	3.1 Explain the role of administrators in supporting the management of quality in organisations 3.2 Analyse the role of administrative systems in the effective management of quality



<b>Personal Effectiveness</b>	
<b>Unit aims</b>	This unit explores the skills required for the effective management of people and how personal motivation links to effectiveness. It focuses on the skills managers should develop to solve problems, including disagreements and conflicts that occur in organisations. The unit also examines the role of continuous professional development (CPD). Learners who aspire to manage individuals in organisations will develop the fundamental knowledge and understanding necessary for such job roles.
<b>Unit level</b>	4
<b>Unit code</b>	K/505/9207
<b>GLH</b>	40
<b>Credit value</b>	10
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The unit encourages the learner to be reflective. Learners are required to consider their own skills set, levels of motivation and CPD requirements and to make evidenced judgements. To demonstrate achievement of standards learners should also draw on their own experiences within the workplace, in respect to time management and the management of problems, disagreements and conflict.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand the personal and interpersonal skills required to manage effectively	1.1 Identify the personal and interpersonal skills needed by effective managers 1.2 Compare these skills to own existing skills 1.3 Analyse the importance of time management for effective management performance in organisations 1.4 Propose solutions to problems caused by ineffective time management in organisations
2 Understand the importance of motivation for personal effectiveness	2.1 Explain the importance of motivation for personal effectiveness in organisations 2.2 Analyse own motivation and how it affects performance
3 Understand how to solve problems and manage disagreements and conflict in organisations	3.1 Analyse causes of problems, disagreements and conflict in organisations 3.2 Explain the methods that could be used to manage problems, disagreements and conflict 3.2 Analyse the skills required to resolve conflicts 3.3 Analyse the problem solving skills needed by managers
4 Understand the importance of CPD for managers and organisations	4.1 Examine the importance of CPD for managers and organisations 4.2 Using the comparison completed in 1.2 suggest appropriate areas for your own CPD in relation to a specific job role

<b>Managing People in Organisations</b>	
<b>Unit aims</b>	This unit examines management of individuals and teams in organisations. This takes account of individuals' different approaches to work. It recognises that the greatest assets organisations possess are the people who work there, and that effective management of these people is the key to sustaining competitive advantage within a framework of organisational behaviour. It also explores the impact ethical practice and social responsibility have on organisations and the individuals within them. Learners who aspire to positions in human resource management or aim to manage and lead teams will develop the fundamental knowledge and understanding necessary for such job roles.
<b>Unit level</b>	4
<b>Unit code</b>	M/505/9208
<b>GLH</b>	60
<b>Credit value</b>	15
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The unit can be approached from a theoretical perspective. However application of approaches to people management in the learners' place of work, or other organisations that have been researched are important in demonstrating achievement of the standards.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand the different methods by which individuals learn and develop in the workplace	1.1 Identify different learning and development methods and the basis for their selection by individuals and organisations 1.2 Explain how the different learning and development methods are used in practice by organisations
2 Understand the management of people and how individual differences influence peoples' behaviour at work	2.1 Examine the approaches used in the management of people 2.2 Explain how abilities, aptitudes, personalities, attitudes and perceptions affect individual behaviour at work 2.3 Explain the importance of motivation and morale for individual performance
3 Understand the management and development of teams	3.1 Explain the nature and importance of teamwork for an organisation 3.2 Critically examine the approaches used in the management of teams 3.3 Identify the stages of group development and factors influencing effective team performance 3.4 Examine the relationship between different group roles and effective team performance

4 Understand how types of organisational structure and culture impact on individuals and organisations

4.1 Examine different types of organisational structure and culture

4.2 Analyse the impact of structure and culture on organisations

4.3 Explain how structure and culture influence the behaviour of individuals and teams at work

## Managing Information and Knowledge

<b>Unit aims</b>	This unit explores the relationship between data, information and knowledge, and the contribution information and knowledge management makes to the success of organisations. Learners who aspire to positions in information and knowledge management will develop the fundamental knowledge, understanding and skills necessary for such job roles.	
<b>Unit level</b>	4	
<b>Unit code</b>	F/505/9200	
<b>GLH</b>	60	
<b>Credit value</b>	15	
<b>Unit grading structure</b>	Pass	
<b>Assessment guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners should relate theory with examples from organisations and their actual practice. Learners may wish to use their personal experience in their current or former employment or from research. The links between theory and practice will demonstrate achievement of the LOs.	
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>	
1 Understand the need to manage information and knowledge within organisations	<ul style="list-style-type: none"> <li>1.1 Outline the main features of information management</li> <li>1.2 Explain the relationship between data, information and knowledge</li> <li>1.3 Analyse the concept of knowledge management</li> <li>1.4 Analyse the benefits information and knowledge management bring to organisations</li> </ul>	
2 Understand the role of ICT in managing information and knowledge	<ul style="list-style-type: none"> <li>2.1 Outline the types and nature of organisational information systems</li> <li>2.2 Explain how information and communication technology (ICT) affects organisational communication</li> <li>2.3 Evaluate how ICT can be used to disseminate knowledge throughout the organisation</li> </ul>	
3 Understand the links between knowledge management strategy and competitive advantage	<ul style="list-style-type: none"> <li>3.1 Explain the role and importance of knowledge for organisations</li> <li>3.2 Justify the need for maintaining a learning culture in a changing environment</li> <li>3.3 Explain how knowledge management strategies and processes support and facilitate organisational learning</li> <li>3.4 Evaluate the relationship between organisational learning and competitive advantage</li> </ul>	

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

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

7 Understand the importance of managing diaries effectively

7.1 Explain how good diary management supports effective time management

7.2 Analyse the relationship between project management and diary management

<b>Introduction to Islamic Finance</b>	
<b>Unit aims</b>	This unit sets out the fundamental principles of Islamic finance and banking, and highlights the differences between these and the traditional forms of finance and banking. Learners will learn about the Islamic law of contract and about Islamic financial instruments.
<b>Unit level</b>	4
<b>Unit code</b>	A/505/9213
<b>GLH</b>	40
<b>Credit value</b>	10
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. To be successful in this unit learners will need to demonstrate full understanding of the principles and practices of Islamic banking, the law of contract and the application of financial instruments. Learners may use their own experience and/or research using examples where appropriate.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand Islamic finance and the fundamental principles of Islamic banking	1.1 Define the principles on which Islamic finance is based 1.2 Describe the notion of Islamic finance and its ethical foundations 1.3 Differentiate between the Islamic and conventional banking systems 1.4 Differentiate between the key Islamic regulatory bodies
2 Understand the Islamic law of contract	2.1 Identify and explain the major prohibitions in Islam (Riba and Gharar) 2.2 Describe the Islamic law of contract 2.3 Examine the classification of contracts 2.4 Explain what a valid sale is in Islamic finance by applying the rules of elements of contract
3 Understand how Islamic financial instruments are applied	3.1 Explain how Islamic banks operate and manage their funds 3.2 Analyse different Islamic instruments and their practical applications
4 Understand the function of Sukuk	4.1 Explain the basics of Sukuk (Islamic Bonds) 4.2 Explain how to structure Sukuk by using different financial instruments 4.3 Examine the Murabaha and Ijarah Sukuk models



<b>Managing Business Facilities</b>	
<b>Unit aims</b>	This unit examines the role of facilities management in businesses. It investigates the responsibilities and skill needs of facilities managers. The unit also discusses how facilities management can support businesses in maintaining their competitive advantage while taking into account considerations related to health, the environment and ethical business practice.
<b>Unit level</b>	4
<b>Unit code</b>	M/505/9211
<b>GLH</b>	40
<b>Credit value</b>	10
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to demonstrate that LOs have been achieved learners must relate theory with examples from business. This is particularly the case with LO2 where learners need to demonstrate that they can plan and manage accommodation in organisations. Learners need to use a named organisation to explain actual identified improvements to space usage and then produce a plan for how to manage the changes needed. Learners should use an organisation they know well for this purpose and this should be agreed with the tutor.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand the role of facilities management and managers in businesses	1.1 Explain the contribution facilities management makes to competitive advantage 1.2 Evaluate the relationship between the operations function and facilities management in businesses 1.3 Investigate the role and responsibilities of facilities managers 1.4 Outline the skills needed by effective facilities managers
2 Be able to plan and manage organisational accommodation	2.1 Analyse the relationship between business needs and space planning 2.2 Explain identified improvements to the usage of space in a named organisation 2.3 Plan how to manage changes to accommodation
3 Understand how considerations and legislation related to health and the environment influence facilities management	3.1 Identify the main aspects of environmental and health legislation regulating facilities management 3.2 Explain how businesses may minimize their impact on the environment

4 Understand the relationship between business ethics and facilities management

4.1 Examine the relationship between ethical business practice and facilities management

## Management Accounting: Costing and Budgeting

<b>Unit aims</b>	<p>This unit provides learners with the knowledge, understanding and skills to use cost information for budgeting and forecasting purposes in the management of business.</p> <p>This unit deals with cost information, both current and future, of businesses. It investigates how cost data is collected, compiled and analysed, and processed into information that is useful for business managers. Learners will have the opportunity to apply these principles to practice.</p> <p>The unit also deals with budgetary planning and control. It examines how to prepare forecasts and budgets and to compare these to actual business results.</p>	
<b>Unit level</b>	4	
<b>Unit code</b>	L/505/9216	
<b>GLH</b>	60	
<b>Credit value</b>	15	
<b>Unit grading structure</b>	Pass	
<b>Assessment guidance</b>	Assessment guidance for this unit will be updated shortly.	
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>	
1 Be able to analyse cost information within a business	1.1 Classify different types of business costs 1.2 Analyse cost data for a business using appropriate techniques	
2 Be able to propose methods to reduce costs and enhance value within a business	2.1 Prepare and analyse routine cost reports 2.2 Using performance indicators suggest improvements to reduce costs, enhance value and quality	
3 Be able to prepare budgets for a business	3.1 Explain the purpose and nature of the budgeting process 3.2 Explain appropriate budgeting methods for a business 3.3 Prepare budgets according to the chosen budgeting method 3.4 Prepare a cash budget	
4 Be able to monitor performance against budgets within a business	4.1 Calculate variances, identify possible causes and recommend corrective action 4.2 Prepare an operating statement reconciling budgeted and actual results 4.3 Report findings to management for identified responsibility centres	

<b>Marketing Intelligence</b>	
<b>Unit aims</b>	<p>The aim of this unit is to enable learners to understand the purchase decision-making process and how market research techniques are used to contribute to the development of marketing plans.</p> <p>This unit explores buyer behaviour and how this is influenced by a range of factors and situations. Learners will explore the marketing research process and assess the importance of different types of information. The approach is practical and learners are required to prepare and present a research proposal, assess the reliability of market research findings, and use secondary sources of data.</p> <p>Learners will then develop the skills needed to assess trends and carry out competitor analysis.</p> <p>Finally, Learners will consider customer relationship management and how to assess levels of customer satisfaction.</p> <p>The unit seeks to combine a sound theoretical framework with the development of useful business skills.</p>
<b>Unit level</b>	4
<b>Unit code</b>	F/505/9214
<b>GLH</b>	60
<b>Credit value</b>	15
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	Assessment guidance for this unit will be updated shortly.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand buyer behaviour and the purchase decision-making process	1.1 Describe the main stages of the purchase decision-making process 1.2 Explain theories of buyer behaviour in terms of individuals and markets 1.3 Explain the factors that affect buyer behaviour 1.4 Evaluate the relationship between brand loyalty, corporate image and repeat purchasing
2 Be able to use marketing research techniques	2.1 Evaluate different types of market research techniques 2.2 Use sources of secondary data to achieve marketing research objectives 2.3 Assess the validity and reliability of market research findings 2.4 Prepare a marketing research plan to obtain information in a given situation
3 Be able to assess market size and future demand	3.1 Assess market size trends within a given market 3.2 Plan and carry out a competitor analysis for a given organisation 3.3 Evaluate an organisation's opportunities and threats for a given product or service

4 Be able to measure customer satisfaction	4.1 Evaluate techniques of assessing customer response 4.2 Design and complete a customer satisfaction survey 4.3 Review the success of a completed survey
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<b>The Internet and E-business</b>	
<b>Unit aims</b>	This unit gives learners an understanding of the internet and how e-business can be used in organisations. Learners are introduced to the scope of e-business and the benefits it offers to an organisation through the different business models. It develops sufficient understanding of internet technology for learners to appreciate the potential, and the limitations, of using the internet for business. The features of good website design are also covered.
<b>Unit level</b>	4
<b>Unit code</b>	F/505/9374
<b>GLH</b>	60
<b>Credit value</b>	15
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The assessment for this unit is intended to demonstrate the learners' knowledge and understanding of e-business and the technologies that support it. Learners are not expected to have a high level of technical knowledge or expertise but they will need to be able to explain how technologies work and can be applied for the successful operation of e-business. In order to demonstrate understanding learners will need to refer to examples from their own experiences and/or from research into e-business.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand the scope of e-business	1.1 Describe the environment in which e-business is conducted and business transaction types 1.2 Explain the benefits and barriers to businesses considering an online presence 1.3 Assess the security and legislative issues facing an online business organisation 1.4 Explain the modes of communication available to an e-business and their applications
2 Understand how the internet works	2.1 Explain the internet technologies and their importance in making an e-business successful. 2.2 Explain the main features of HTML 2.3 Analyse the functions of client servers and browsers, and the role of the search engine 2.4 Evaluate the use of intranets and extranets within business communication

3 Understand different e-business models	<p>3.1 Illustrate the different e-business models that can be used to generate revenue for a Business</p> <p>3.2 Evaluate each model in terms of its capacity to generate revenue</p> <p>3.3 Assess the potential impact of e-commerce on organisations in the future</p>
4 Understand good website design	<p>4.1 Explain the key features of good website design.</p> <p>4.2 Evaluate the impact of a well-designed website to an e-business</p>

<b>Business Events Management</b>	
<b>Unit aims</b>	The aim of this unit is to provide learners with knowledge and understanding of different administrative functions and roles and to provide them with the skills to plan and administer events and activities and to coordinate a team when managing an event or activity. This is a practical unit which prepares learners for a management role in any organisation whether large, medium or small.
<b>Unit level</b>	4
<b>Unit code</b>	K/505/9210
<b>GLH</b>	60
<b>Credit value</b>	15
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	Assessment guidance for this unit will be updated shortly.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Be able to plan an event or an activity	1.1 Establish the objectives of the event or activity 1.2 Create a plan for the event or activity which will deliver the objectives. Include the tasks, the timescales and the physical, financial and human resources needed 1.3 Identify and describe the roles and responsibilities for team members taking account of relevant knowledge and skills 1.4 Develop the methods to be used to monitor the event or activity
2 Be able to administer an event or activity	2.1 Carry out an identified event or activity to an agreed time scale 2.2 Use effective time management and delegation skills to coordinate activities of team 2.3 Support and monitor the event or project 2.4 Take corrective action if necessary to ensure the objectives are achieved
3 Be able to coordinate the team when managing an event or activity	3.1 Communicate the objectives of the event or activity to team members 3.2 Manage team members to carry out their roles 3.3 Explain how you managed difficulties and conflict within the team
4 Be able to use a range of business communication tools in managing the event or activity	4.1 Evaluate the range of business communication tools that can be used when managing an event or activity 4.2 Create clear records of communication both internal and external including team meetings, using information technology where applicable