ATHE Level 4 Diploma in Business and Management

603/3345/5

ATHE Level 4 Extended Diploma in Business and Management

603/3339/X

ATHE Level 4 Extended Diploma in Business and Management (Gen.Ed)

603/3339/X

Specification Version 4.0 Valid from 1 February 2022

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Introduction

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 centre's with a wide variety of qualifications including, but not limited to; business and management, accounting, law, computing, health and social care and religious studies.

For the full list please visit our website: www.athe.co.uk

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

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 have been created with the involvement of expert input from managers and staff in colleges, industry professionals and our qualification development team. We have also taken into account feedback from learners and consulted with higher education institutions to ensure the qualifications facilitate progression to higher levels. We have taken advantage of the flexibility of the RQF to develop a suite of awards, certificates and diplomas that offer progression across many of the RQF levels.

Key features of the qualifications include:
- regular reviews of the units and the associated support materials so they are current and meet the needs of learners
- alignment of the programmes of learning to degree and higher degree qualifications in HEIs in the UK and international institutions, so there is comparability and smooth progression for learners
- core units that are common to different sectors offering the opportunity for learners to move between sectors or delay decisions on particular specialisms
- optional units offering the opportunity for learners to choose specialist units which best match their job, interests and progression aspirations.
- 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
- challenging and relevant learning with flexible methods of assessment allowing tutors to select the most appropriate methods for their learners
- opportunities for learners to achieve higher grades by unit and overall qualification and reach their maximum potential
- learning that develops knowledge, understanding and skills e.g. problem solving and interpersonal skills needed by effective managers.

Support for Centres

We are committed to supporting our centres and offer a range of training, support and consultancy services including:
- a comprehensive guide for centres on delivering ATHE qualifications
- qualification guidance, assessor guidance, suggested resources and sample assignments for all units which have been written and verified by experienced practitioners
- verification and guidance with all internally devised assignments
- guidance on how to deliver, assess and quality assure the qualifications
- an ATHE centre support officer who guides centres through the recognition process, learner registration and learner results submission
- health check visits to highlight areas of good practice and any areas for development
- an allocated member of our team who can work with centres to support further improvements in the quality of teaching, learning and assessment
- the services of a team of experienced external verifiers
- opportunities for training and staff development
- access to free webinars to support delivery, assessment and QA processes
- support for business development.

ATHE Qualifications at Level 4 in this Specification

This document provides key information on ATHE's suite of Level 4 qualifications in Business and 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 are provided separately in the Delivering ATHE Qualifications Guide and via the ATHE website.

These qualifications are regulated by Ofqual and are 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 numbers for these qualifications are as follows**:**

ATHE Level 4 Extended Diploma in Business and Management	603/3339/X
ATHE Level 4 Extended Diploma in Business and Management (Gen Ed)	603/3339/X
ATHE Level 4 Diploma in Business and Management	603/3345/5

Recognition Dates

These qualifications are recognised from 1st July 2018 which is their operational start date in centres.

Availability

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

Introduction to ATHE's Level 4 Qualifications in Business and Management

The Aims of the Qualifications

The aims of these qualifications are to develop knowledge and understanding in a range of subject areas which are pertinent to the development of participants and to junior management roles in organisations. The qualifications also support progression for learners to higher qualification levels. The associated sample assignments also support the development of skills needed by individuals working with others and carrying levels of responsibility.

The Level 4 Business and Management qualifications have been developed to conform to the requirements of the RQF.

These qualifications are therefore designed to provide:
- maximum flexibility with different sized level 4 qualifications for those who only wish or have the time to initially take smaller qualifications and then build up larger extended qualifications over time
- opportunities for learners to develop a breadth of knowledge and understanding of subject matter related to business and management
- development of underpinning skills, personal qualities and attitudes essential for successful performance in working life
- optional units in particular specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- a base for continued learning and a desire to constantly develop as an individual, further improving knowledge, understanding and skills.

Entry Requirements for Level 4 Business and Management

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 other specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. If there are exceptional entrants, centres should contact ATHE.

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 such as ATHE level 3 Diplomas
- an Access to Higher Education Certificate delivered by an approved further education institute and validated by an Access Validating Agency
- other equivalent international qualifications

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 may also hold RQF qualifications which will enable them to claim an exemption from part of the qualification.

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 qualifications have the necessary background knowledge, understanding and skills to undertake the learning and assessment at level 4. 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.

ATHE will review centre recruitment policies as part of the 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. Centres are also required to have their own policies for reasonable adjustments and special considerations. 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 ATHE policy document, which can be found on our website. Please contact ATHE if you are uncertain about adjustments for certain learners.

Support and Recognition

These qualifications have been developed with the involvement of expert input from managers and staff in colleges currently delivering qualifications at this level or planning to do so, Higher Education Institutes, industry professionals and our qualification development team. We have also taken into account feedback from learners.

National Occupational Standards

The ATHE Level 4 qualifications in Business and Management provide much of the underpinning knowledge and understanding for the National Occupational Standards in Management and Leadership.

Progression from Level 4 Business and Management

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

Learners may progress to:
- employment or have increased opportunities for progression in their current role
- larger qualifications at the same level e.g. from a Diploma to the Extended Diploma in Business and Management or to the Extended Diploma in Management for Health and Social Care
- a level 5 ATHE qualification such as the ATHE Level 5 Extended Diploma in Business and Management or the ATHE Level 5 Extended Diploma in Management for Health and Social Care or the ATHE Level 5 Extended Diploma in Business Administration
- a level 5 (Gen Ed) route on successful completion of the required units at level 4 (see page 13). Completion of the Mandatory units listed, will ensure learners have acquired the first level of study for meeting the General Education (Gen Ed) Core requirements.
- the second year of degree programmes at some universities (see Progression Routes on the ATHE website).

ATHE 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. 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.

Modes of Delivery

Subject to checks by external verifiers centres are able to deliver this qualification using the following modes of delivery, in order to meet the needs of their learners. This can include:

- Full-time
- Part-time
- Blended learning
- Distance learning

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 in order to achieve the learning outcomes of a qualification at the standards provided.

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 lecturer, supervisor, tutor or other appropriate provider of education or training, **will immediately guide or supervise** 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 immediate guidance or supervision** of a lecturer, supervisor, tutor or other appropriate provider of education or training. 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 at the standards provided.

TQT includes all the activities described under guided learning hours (GLH) plus an estimate of the number of hours a learner will be likely to spend in completing other work, **which is directed by** the tutor. This could include preparation, study or any form of participation in education or training, including assessment, but unlike Guided Learning this is **not under the immediate guidance or supervision** of a lecturer, supervisor, tutor or other appropriate provider of education or training.

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

- Preparation

    - Preparation for classes
    - Preparation for assignments

- Study

    - Independent research/learning
    - Background reading
    - Compilation of a portfolio of work experience
    - E-learning
    - Drafting coursework or assignments
    - Working in student teams
    - Watching a pre-recorded podcast or webinar
    - Work-based learning

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. The rules of combination for the unendorsed qualifications and the pathway specific qualifications are given below.

Qualification Structures for ATHE Level 4 Business and Management qualifications

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

Rules of combination

To obtain the Extended Diploma in Business and Management learners must achieve the four Mandatory Units PLUS four Optional Units

The Total Qualification Time is 1200 **Hours**
The Total Guided Learning Hours is 480
The Total Credit value is 120

Unit Codes	Unit Title	Level	Credit	GLH
Mandatory Units				
M/617/1145	The Business Environment	4	15	60
L/617/1153	People in Organisations	4	15	60
H/617/1143	Financial and Management Accounting Techniques for Managers	4	15	60
J/617/1149	Communication Skills for Business	4	15	60
Optional Units				
J/617/1152	Resource Management	4	15	60
R/617/1249	The Marketing Mix	4	15	60
L/617/1248	Corporate Social Responsibility	4	15	60
D/617/1156	Managing a Work-Based Team Project	4	15	60
H/617/1157	Entrepreneurship	4	15	60
F/617/1151	Customer Relationship Management	4	15	60
A/617/1147	Administrative Services	4	15	60
A/617/1228	Managing Information and Knowledge	4	15	60
R/617/1218	Managing Operations	4	15	60
Y/617/1155	Managing Quality	4	15	60

ATHE Level 4 Extended Diploma in Business and Management (Gen Ed) is a 165-Credit Qualification

Rules of combination

Learners wishing to ultimately progress* to the final year of a degree programme from an American university must achieve the eleven Mandatory units listed below.

The Total Qualification Time is 1650 **Hours**
The Total Guided Learning Hours is 660
The Total Credit value is 165

Unit Codes	Unit Title	Level	Credit	GLH
	Mandatory Units			
M/617/1145	The Business Environment	4	15	60
L/617/1153	People in Organisations	4	15	60
H/617/1143	Financial and Management Accounting Techniques for Managers	4	15	60
J/617/1149	Communication Skills for Business	4	15	60
D/617/1156	Managing a Work-Based Team Project	4	15	60
J/617/1152	Resource Management	4	15	60
L/617/1248	Corporate Social Responsibility	4	15	60
R/617/1249	The Marketing Mix	4	15	60
D/617/1139	Digital Communications	4	15	60
K/617/1225	Cultural Perspectives	4	15	60
R/617/1140	Applied Statistics	4	15	60

General Education (Gen Ed) Core Requirements:

The Mandatory units listed above meet the General Education Core Requirements and fulfil the necessary credits at Level 4 to enable learners to progress to the next level and ultimately to the final year of a degree from an American university.

Level 4 (Gen Ed) Units	Gen Ed Core Requirement
Digital Communications	Technology (TN)
Cultural Perspectives	Human Civilization (HC)
Applied Statistics	Mathematics (MA)

In addition to achieving the above Gen Ed units, achievement of the Mandatory Unit 'Communication Skills for Business' will meet the General Education Core Requirement 'Basic Communication (BC). Communication is also embedded throughout the other Business and Management units and this further develops the knowledge and skill required for progression.

*For progression to the final major requirements of an American degree, learners should achieve the ATHE Level 4 Extended Diploma in Business and Management (Gen Ed) before progressing to the Level 5 Extended Diploma in Business and Management (Gen Ed) and thereafter the ATHE Level 6 Extended Diploma in Management (Gen Ed). This will ensure that all seven General Education Core Requirements are met and the total credits necessary across Levels 4-6 are fulfilled.

The breadth of study in this programme will enable learners to become more rounded individuals, and this will facilitate personal development and career progression to management roles. The programme will provide a base for continued learning and a desire to constantly develop as an individual, further improving knowledge, understanding and skills.

ATHE Level 4 Diploma in Business and Management

Rules of combination
Learners must achieve the two Mandatory Units PLUS two Optional Units

The Total Qualification Time is 600 **Hours**
The Total Guided Learning Hours is 240
The Total Credit value is 60

Unit Title	Level	Credit	GLH
Mandatory units			
The Business Environment	4	15	60
People in Organisations	4	15	60
Optional Units			
Communication Skills for Business	4	15	60
Resource Management	4	15	60
The Marketing Mix	4	15	60
Corporate Social Responsibility	4	15	60
Managing a Work Based Team Project	4	15	60
Entrepreneurship	4	15	60
Customer Relationship Management	4	15	60
Administrative Services	4	15	60
Financial and Management Accounting Techniques for Managers	4	15	60
Managing Information and Knowledge	4	15	60
Managing Operations	4	15	60
Managing Quality	4	15	60
Digital Communications	4	15	60

Guidance on Assessment and Grading

Assessment

The assessment of the Level 4 Business and Management qualifications 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 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 consider 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 independently 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

ATHE encourages centres to use 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. This should be part of the assessment strategy.

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.

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 that:

- centre devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet.
- the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate, synthesise.
- 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).
- students are well-briefed on the requirements of the unit and what they have to do to meet them.
- assessors are well trained and familiar with the content of the unit/s they are assessing.
- there is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification.
- assessment decisions are clearly explained and justified through the provision of feedback to the learner.
- work submitted can be authenticated as the learner's own work and that there is clear guidance and implementation of the centre's Malpractice Policy.
- 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.

Qualification 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', 'Merit' and 'Distinction' Assessment Criteria to make a decision 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, Merit, Distinction or Fail is as currently follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at the standard set in the Pass assessment criteria in a unit > Learner gains a Pass for the unit
- Learner meets all Learning Outcomes at Pass standards, and, where available, also meets all Merit assessment criteria in a unit > Learner gains a Merit for the unit
- Learner meets all Learning Outcomes at Pass standards, and, where available, also meets all Merit and Distinction assessment criteria in a unit > Learner gains a Distinction for the unit
- Learner does not meet all Learning Outcomes at the standard stated in the Pass assessment criteria in a unit > Learner gains a Fail for the unit
- Learner meets the rules of combination in a qualification and points for achieving units are added up > points are converted to an overall qualification grade > learner meets minimum number of points required > learner achieves a Pass, Merit or Distinction for the qualification
- Learner does not meet the rules of combination in a qualification and/or points for achieving units are added up > points are converted to an overall qualification grade > learner does not meet rules of combination or minimum number of points required > 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

Assessment is completed on the basis of achievement of the Learning Outcome at the standards set by the Assessment Criteria in each unit and the learner can achieve a pass, merit or distinction. The units are equally weighted. As well as receiving a grade for each individual unit, learners will receive an overall grade for the qualification. The calculation of the overall qualification grade is based on the student's performance in all units and the points gained from all credits required for the Diploma or Extended Diplomas. The learner must have attempted the valid combination of units. The formula for establishing the overall grade is as follows.

Points for each 15-credit unit achieved are:
Pass (achieves Learning Outcomes at the standards stated in pass assessment criteria) – **40 points**
Merit (achieves Learning Outcomes at the standards stated in pass and all merit assessment criteria) – **53 points**
Distinction (achieves Learning Outcomes at the standards stated in pass, all merit and all distinction Assessment Criteria) – **66 points**

Calculations for the overall qualification grade:

Level 4 Extended Diploma in Business and Management (With Gen Ed) (165 credits)
Pass 440 - 517
Merit 518 - 660
Distinction 661 +

Level 4 Extended Diploma in Business and Management (120 credits)
Pass 320 - 384
Merit 385 - 488
Distinction 489 +

Level 4 Diploma in Business and Management (60 credits)
Pass 160 - 198
Merit 199 - 250
Distinction 251+

Example grading for Level 4 Diploma in Business and Management
Example 1

Marina has achieved a total of 186 points for the qualification:

Unit no.	Unit result	Unit points
1	Pass	40
2	Pass	40
3	Distinction	66
4	Pass	40
	Total	*186*

Marina has achieved 186 points and will be awarded a Pass grade for the qualification as the requirement for a Pass is 160-198 points.

Example 2
Imran has achieved a total of 225 points for the qualification:

Unit no.	Unit result	Unit points
1	Pass	40
2	Merit	53
3	Distinction	66
4	Distinction	66
	Total	*225*

Imran has achieved 225 points and will be awarded an overall Merit grade for the qualification as the requirement for a Merit is 199-239 points

Quality Assurance of Centres

Centres delivering ATHE qualifications must be committed to ensuring the quality of teaching and learning so that the learner experience is assured. Quality assurance will include a range of processes as determined by the centre and this could include, gathering learner feedback, lesson observation, analysis of qualitative and quantitative date etc. There must also be 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 which are not already recognised to deliver ATHE RQF qualifications
- Monitoring visits to ensure the centre continues to work to the required standards
- External verification of learner work

Centres will be required to undertake training, internal verification 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, the ATHE Malpractice and Maladministration Policy and Guidance on Centre Malpractice Policies. These documents are available 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 studying. Learners should be encouraged to take responsibility for their learning and need to be able to demonstrate a high degree of independence in applying the skills of research, analysis 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 and build on the knowledge, understanding and skills already gained.

Top Tips for Delivery

- Adopt a range of teaching and learning methods, including active learning.
- Plan sessions well to ensure a logical sequence of knowledge, understanding and 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 and demonstrates achievement of the Learning Outcome.
- Contextualise your activities, e.g. using real case studies as a theme through the sessions.
- Use learner experience from the workplace or other personal learning
- Take an integrated approach to teaching topics across units, where appropriate, rather than always taking a unit-by-unit approach. In this way, learners will be able to see the links between the content of the different units.

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

Unit Specifications

Unit Format
Each unit in ATHE's suite of level 4 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.

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.

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

The Business Environment	
Unit Aims	This unit will develop learners' understanding of the national and global business environment and the internal and external circumstances in which different organisations operate.
Unit Level	4
Unit code	M/617/1145
GLH	60
Credit Value	15
Unit Grading Structure	Pass-Merit-Distinction
Assessor Guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners must use exemplars to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards.

Learning Outcomes. The Learner will:	Assessment Criteria The learner can:		
	P	**M**	**D**
1. Understand types of organisations and their purposes	1.1 Explain the different types of organisations 1.2 Discuss the purposes of different types of organisation 1.3 Analyse the responsibilities of organisations	1M1 Assess the extent to which a specific organisation meets its stated purposes	
2. Understand the structure of organisations	2.1 Evaluate the different types of structures found within organisations 2.2 Explain the functions of different departments in organisational structures and their inter relationships 2.3 Evaluate the influences of globalisation on organisational structures.		2D1 Critically assess the structure of a named organisation, identifying areas for development
3. Understand the impact of the market environment on organisations	3.1 Analyse the impact of supply and demand on the prices of goods and services in markets 3.2 Analyse possible planned interventions in the marketplace and their impact on organisations	3M1 Assess the response of a named organisation to changes in its market	

4. Understand the nature of the national environment in which organisations operate	4.1 Explain the importance of national entrepreneurship strategy 4.2 Explain the role of monetary and fiscal policy and the possible impact on organisations and their activities 4.3 Evaluate the impact of competition policy and other regulatory mechanisms on the activities of a selected organisation		4D1 Compare and contrast the benefits and challenges to a specific business operating in different economic environments

Indicative Content

1. Understand types of organisations and their purposes

Types of organisations

- Including private, public, government, voluntary, charitable

Purposes

- Including profit, growth, return on investment (ROI) sales, service customer satisfaction, corporate responsibility, ethical, environmental and social responsibilities, expressed though vision, mission, aims and objectives, long and short-term goals, values, culture

Responsibilities and strategies

- Responsibilities: meeting legal requirements of country or countries in which it is operating (e.g. consumer legislation, employee legislation, equal opportunities and anti-discriminatory legislation, environmental legislation, health and safety legislation) safety of products and services offered, ethical practices, meeting stakeholder interests, dealing with potential conflicts of interest
- Strategies to meet responsibilities: e.g. producing and implementing business policies and procedures, utilising quality assurance mechanisms, compliance, communication, timely response, satisfying stakeholder objectives, taking account of business and organisation rivals and competitors, dealing with conflicts of interest, recruitment of expertise

Meeting objectives of different stakeholders

- Stakeholders: including internal and external stakeholders, e.g. financial institutions, other lenders, debtors and creditors, owners/managers/employers, customers and clients, employees, government, trade unions, suppliers, community
- Objectives: including financial, corporate, social, ethical and environmental, achieve business plan e.g. meet customer demand through production/sales of products and services, ensure repeat business through standards of service, ensure commitment of suppliers through payment agreements, generate profit for owners, and meet environmental objectives.
- Potential conflict between objectives of differing stakeholders

2. Understand the structure of organisations

Organisational structures

- hierarchical structure (e.g. flat, matrix, functional, divisional), centralization vs. decentralization, specialization, departmentalization or other form of distribution of work, span of control, chain of command and level of formality in procedures
- functions of the departments: human resource management, physical resource management, finance, marketing and sales, communications, quality of service delivery, operations, logistics, decision-making, performance management, defining the expected type of communication and relationship between employees
- nature of inter relationship in order to deliver mission and meet business strategy and objectives, impact of culture

Impact of globalisation

- requirements for operating globally
- limitations of certain organisational structures in the global field with respect to intercultural relations, geographical distances and different time zones

3. Understand the impact of the market environment on organisations

Supply and demand

- concept of supply and demand and their relationship, time and supply, equilibrium and disequilibrium, excess demand
- examples of pricing strategies (e.g. skimming, premium, penetration, economy)

Interventions in the marketplace

- government initiatives: taxing and subsidies, setting maximum and minimum prices, tools of market regulation, state ownership and funding
- impact of the planned interventions: correcting market failures, re-distribution of income and wealth, managing monopolistic situations, improvement of market performance, mobility and social inclusion

4. Understand the nature of the national environment in which organisations operate

National entrepreneurship strategy

- definition, elements: country-specific market knowledge, identification of national strengths and priorities, market niches, coherence with related national strategies, improvement of policy framework to support entrepreneurial objectives
- indicators: starting and surviving start-up companies, job growth, share of start-ups in national income

Impact of national fiscal and monetary policy on business organisations and their activities

- Impact of fiscal and monetary policy: level of profit, size and nature of employment, redundancy, imports, exports, trading partners, business behaviour, consumer behaviour, propensity to save, propensity to spend, tastes and preferences, expansion, downsizing
- Government Policy and related agencies: including fiscal policy, monetary policy, PFI, central and local government spending, quantitative easing, interest rates, competition commission, sector regulators

Impact of competition policy on the chosen organisation:

- Main aims/impact of competition policy: including to promote competition in markets and price between suppliers, improve markets, contribution to efficiency and competitiveness, wider consumer choices for goods and services, technological innovation
- Other regulatory mechanisms: Will differ between country in which organisation located but UK examples include: 4 pillars of competition policy in the UK and European Union (antitrust and cartels, market liberalisation, state aid control, merger control), Competition Act 1998, Enterprise Act 2002, European Commission, Office of Fair Trading, Directorate General for Competition, Ofgem, Ofwat, Civil Aviation Authority, Companies Act, Enterprise, Training and Skills Policies, Public Sector Borrowing

Benefits and challenges of operating in different economic environments

- Benefits: may include the ability to
    - complete effective market analysis
    - adapt to cyclical changes
    - expand business operations
    - communicate effectively (within the domestic business environment)
    - access and purchase high quality materials and labour
    - benefit from economies of scale

- Challenges: may include
    - the inability to communicate effectively with the international business environment
    - diseconomies of scale
    - the increase in regulations and international legislations
    - difficulty in adapting and meeting the needs of different cultures
    - language barriers

People in Organisations	
Unit Aims	This unit aims to develop knowledge and understanding of those aspects of organisations that concern and support people. This includes communication practices, teamwork, remote working and other organisational structures. Using this knowledge and understanding, learners will be able to review the impact of workplace practices on people.
Unit Level	4
Unit code	L/617/1153
GLH	60
Credit Value	15
Unit Grading Structure	Pass-Merit-Distinction
Assessment Guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners should use exemplar material to illustrate their work and demonstrate the understanding required by the LOs.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		
	P	**M**	**D**
1. Understand communication practices within organisations	1.1 Analyse the benefits of effective communication to organisations 1.2 Analyse policies and procedures that are used to enhance communication within organisations 1.3 Explain legislation relevant to communication within organisations 1.4 Evaluate how the organisational structure impacts on the communication methods used	1M1 Analyse the impact of new technologies on organisations' communications systems and practices	
2. Understand effective teamwork	2.1 Assess the benefits of team working to individuals and organisations 2.2 Analyse why teams might fail to meet their objectives	2M1 Evaluate the impact of leadership styles on teamwork	2D1 Analyse the application and effectiveness of teamwork in a given organisation
3. Understand the issues associated with remote working	3.1 Explain the implications of the different ways in which people work remotely 3.2 Evaluate common working practices		

	used by those working remotely in different contexts 3.3 Analyse the leadership styles suitable for remote working		
4. Understand how organisations monitor and support people in the workplace	4.1 Explain how HR departments can provide support and monitor people within the workplace 4.2 Assess policies and procedures designed to support and monitor people in the workplace		4D1 Evaluate the impact of legislation on employee relations management in different organisational contexts

Indicative Content

1. Understand communication practices within organisations

Benefits

- Accurate and timely information
- Efficiency
- Good relationships/effective teams
- Morale
- Clear messages
- Customer and supplier relationships

Policies and procedures

- Protocols e.g. for email,
- Staff briefings
- Newsletters/posters/bulletins/email groups
- Briefings, regular meetings at different levels in the organisation
- Cascade
- Policies e.g. dealing with the media, confidentiality

Legislation

- Data Protection Act 1998, GDPR 2018
- Privacy and electronic communication
- Freedom of Information Act
- Equality Act 2010
- Confidentiality

Organisational structure

- Flat/tall
- Matrix
- Regional
- Remote offices

- Dotted line reporting

Impact of new technologies

- Remote working, isolation, maintaining consistency
- Speed of responses
- Need for damage limitation (e.g. due to social media)

2. Understand effective teamwork

Benefits

- Synergy
- Motivation
- Sense of belonging
- Efficiency
- Creativity
- Being able to utilise individual skills and experience, building on ideas and concepts
- Opportunity for personal development

Failure of teams

- Communication
- Absence of individuals
- Conflict or conversely desire not to upset other team colleagues
- Imbalanced team make-up
- Poor brief, lack of clarity about objectives, process
- Insufficient monitoring of progress against objectives and key milestones
- Leadership style

Leadership style

- McGregor theory x/theory y; Goleman; Adair
- Delegation
- Empowerment

Teamwork theories
- Herzberg – motivators and hygiene factors
- Belbin

3. Understand the issues associated with remote working

Remote working

- Working at home
- Working from home (home-based)
- Regional offices
- Virtual working
- Global working

Implications

- Investment in technology
- Feeling remote and lonely
- Challenges with communication

- Working in different time zones
- Different ways of behaving and doing things
- Time management and irregular hours

Working practices

- Teleconferencing
- Webinars
- Flexible hours (e.g. around personal commitments)
- Regular updates, meetings
- Skype
- Email
- Travel

Technological requirements for remote working

- Broadband access with good speeds
- Web based communications software eg skype, hangouts or similar

Leadership style

- McGregor Theory x/Theory y
- Empowerment
- Goleman
- Adair

4. Understand how organisations monitor and support people in the workplace

Human resources department

- Ensuring the correct policies and procedures are in place
- Assessing developmental needs
- Dealing with disciplinary issues
- Supporting in issues concerning conflict
- Advising managers
- Support for those leaving organisations e.g. retirement, redundancy
- Policies and procedures
- Recruitment and selection criteria
- Job descriptions and person specifications
- Contracts of employment
- Flexible working/family friendly
- Termination of employment
- Induction, appraisal, training
- Data protection
- Personal issues e.g. bereavement, pregnancy

Practices

- Coaching
- Mentoring
- Training
- Performance reviews
- Appraisals

Review and appraisal process

- Motivation
- Monitor outputs
- Manage poor performance
- Reward good performance

Impact of legislation on employee relations management

- Employment law relating to equality, data protection, health and safety, maternity, redundancy, contracts of employment, industrial tribunals, trade unions, collective agreements; ethical issues.
- Strategies and processes for building employee relations

Financial and Management Accounting Techniques for Managers			
Unit Aims	To develop a knowledge and understanding of fundamental financial and management accounting techniques that are used by managers in organisations and to develop skills enabling learners to apply these techniques.		
Unit Level	4		
Unit code	H/617/1143		
GLH	60		
Credit Value	15		
Unit Grading Structure	Pass-Merit-Distinction		
Assessment Guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria.		
Learning Outcomes. The Learner will:	**Assessment Criteria The learner can:**		
	P	**M**	**D**
1. Understand financial and management accounting systems	1.1 Compare management and financial accounting systems 1.2 Analyse financial and management techniques used for recording financial information	1M1 Evaluate the benefits of financial and management accounting systems for a specific business organisation	1D1 Evaluate how a specific business organisation integrates financial and management accounting systems into their organisational processes
2. Be able to assess business organisation performance	2.1 Analyse components of working capital explaining how business organisations can effectively manage working capital 2.2 Use ratios to measure the performance of a business organisation	2M1 Evaluate the usefulness of ratio analysis when assessing organisational performance	
3. Be able to apply management accounting techniques	3.1 Use budget and actual figures to calculate and interpret variances 3.2 Evaluate the use of different costing methods for pricing purposes 3.3 Use capital investment appraisal techniques to		3D1 Evaluate the benefits of management accounting techniques in supporting financial decision making to ensure long term financial stability

	evaluate a specific business decision		

Indicative Content

1. Understand financial and management accounting systems

Management and financial accounts

- Users
- Outputs – information required by managers
- Monthly/quarterly accounts
- Useful ratios

Purpose and requirement for financial records

- Legal requirements
- Tax requirements
- Internal control requirements

Financial Accounting Systems

- Double entry bookkeeping
- Day books and ledgers
- Trial Balance
- Annual financial statements (sole traders, partnerships, private limited companies (i.e. income statement, statement of financial position) and Public Limited Companies (annual reports, i.e. general corporate information, accounting policies, income statement, statement of financial position, statement of cash flows, notes to the financial statements, chairperson's and directors' reports, auditor's report).

Management Accounting Systems

- Cost-accounting systems
- Inventory (stock) management systems
- Cash flow forecasting
- Capital Investment Appraisal
- Budgeting and Budgetary Control
- Marginal and Absorption Costing
- Break-Even Analysis

Stakeholders

- Shareholders
- Potential investors
- Directors
- Managers
- Employees
- Suppliers
- Customers
- Lenders
- Government

- Analysts
- Local community

2. Be able to assess business organisation performance

Working capital components

- Bank and cash balances
- Trade receivables (debtors)
- Trade payables (creditors)
- Inventory (Stock)

Management of working capital

- Working capital ratios – calculation and evaluation
- Ways to manage working capital – payment and collection cycles, inventory control, overdrafts, introduction of Just In Time (JIT) system etc.

Ratio analysis

- Liquidity ratios (current ratio, acid test (quick) ratio)
- Profitability ratios (Mark-up, Gross Profit margin, Net profit margin, return on capital employed)
- Efficiency ratios (Inventory turnover, Trade receivables collection period, Trade payables payment days)

3. Be able to apply management accounting techniques

Budgetary control

- Purpose and content of budgets
- Cash flow forecasts
- Budgetary control process
- Importance of budgets for management
- Zero based budgeting, incremental budgeting
- Advantages and disadvantages of budgets
- Variances
- Flexing the budget
- Calculating variances
- Explaining variances – financial and non-financial factors
- Reconciliation of budgeted to actual profit
- Advantages and disadvantages of variance analysis

Costing and pricing

- Classifying costs – direct/indirect, fixed/variable
- Calculating unit cost
- Dealing with overheads – full absorption costing and overview of other costing methods
- Pricing – cost plus, marginal cost, price takers etc.
- Break-even analysis
- Marginal costing

Appraisal methods

- Accounting rate of return
- Payback

- Net present value
- Internal rate of return

Evaluation

- Strengths and weaknesses of each method
- Non-financial factors – organisational goals and vision, time factors etc.
- Organisational preference.

Communication Skills for Business	
Unit Aims	This unit aims to develop knowledge and understanding of the communication practices within organisations and learners are introduced to the different modes and channels of communication used in organisations. In addition, the unit aims to develop learners' oral and written communication skills, enabling them to apply these skills to typical organisational requirements.
Unit Level	4
Unit code	J/617/1149
GLH	60
Credit Value	15
Unit Grading Structure	Pass-Merit-Distinction
Assessment Guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Assessors should also note that LOs 4 and 5 require learners to demonstrate that they are able to do what is stated in the LO and this cannot be achieved by purely theoretical work.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		
	P	**M**	**D**
1. Understand how internal communication takes place within organisations	1.1 Explain the process of internal communication within organisations 1.2 Assess the appropriate use of different internal modes of communication for different purposes 1.3 Analyse barriers to effective communication within organisations	1M1 Analyse possible legal and ethical issues in relation to the communication of information within organisations	
2. Understand how organisations communicate with customers	2.1 Evaluate formal communication systems used by organisations to communicate with customers		
3. Understand the factors that impact on the effectiveness of communications in business	3.1 Analyse the impact of relationships found in organisations on effective communications 3.2 Assess the impact of non-	3M1 Evaluate the effectiveness of a range of communications (verbal and non-verbal) in contributing to the success of a	

	verbal communication on the effectiveness of oral communications	specified organisation	
	3.3 Assess the impact of technology on oral and written communication		
4. Be able to present effectively complex information using oral communication	4.1 Effectively design and present orally complex information using technology		4D1 Adapt and use own oral communication for different specified audiences and purposes
5. Be able to effectively communicate in writing complex information	5.1 Effectively communicate complex information in writing for specific purposes		5D1 Adapt and use own written communication for different audiences and purposes

Indicative Content

1. Understand how internal communication takes place within organisations

The process of communication

- A dynamic process
- Sender has an idea
- Idea/message sent
- Message transmitted to receiver
- Receiver gets message
- Receiver gives feedback (responds) to message

Modes of communication

- Written – letters, bulletins, noticeboards, updates, newsletter letters, bulletins, noticeboards, updates, newsletter
- Face to face /oral - briefings, appraisal, daily/weekly huddles meetings (departmental, weekly updates, team meetings; interviews, appraisals, disciplinary, sales, annual general meeting (AGM); extraordinary general meeting (EGM),
- Electronic – email, Facebook, twitter, blog, intranet, yammer, Skype
- Conferences/ whole staff meetings
- Training events; webinars

Purposes of communication
- To provide information, to gain information/understanding, to generate ideas, to generate team cohesion, to motivate
- To send information vertically (upward and downward) and horizontally

- To provide information formally and informally

Barriers

- Clarity of written/oral message – readability, language, tone
- Technology – poor connections, inappropriate use
- Interpersonal relationships – personal conflict
- Non-verbal communication

Possible legal and ethical issues

Legal:
- Freedom of Information Act
- General Data Protection Regulation (GDPR)
- Equality legislation

Ethical:
- Use of email
- Whistleblowing
- Organisational policies

2. Understand how organisations communicate with customers

Formal communications

- Websites, brochures, letters, newsletters, email, emails, telephone calls, face to face, social media

Purpose of communicating by social media

- Generate business, accessing market segments
- Network
- Image e.g., contemporary; traditional; energised; cutting edge
- Public relations (PR)
- Remain up to date

Images organisations portray through communications

- Reputation
- Identity
- Ethos
- Organisation vision
- Customer standards

3. Understand the factors that impact on the effectiveness of communications in business

Impact of relationships found in organisations

- Team cohesion
- Personal conflict
- Favouritism
- Hierarchical, line management, culture

Impact of non-verbal communication

- Tone of voice, body language

- Negative and positive, reinforcement of oral message/contradiction of oral message
- Active listening and focusing

Impact of technology

- Negative – reliance on technology at meetings/presentations; can create stress;
- Positive – enhance clarity of information, helps reinforce messages, can help those with different learning styles

Conventions in written communications

- Formal reports, informal reports, emails, letters, texts
- Greetings, sign off, tone, punctuation and grammar, use of first or third person

Effectiveness

- Clarity (e.g. of purpose, information, actions required); layout, length
- Message received is the same as the one that is sent
- The purpose is achieved (e.g. motivational speech, disciplinary letter, consultative email)

4. Be able to present oral information effectively

Oral presentation

- Formal presentation to a small group e.g. staff, colleagues, management

Complex information

- General - introductory
- Complex - facts, figures, data

Technology

- Presentation software
- ICT e.g. spread sheets, hand-outs

Effectiveness

- Were intended purposes met?
- Appropriateness of language used and body language
- Audience understanding and response
- Quality and appropriateness of information given

5. Be able to communicate effectively in writing

Communicate complex information

- In writing e.g. reports, briefing notes, press releases, social media (e.g. Facebook, twitter and blogs), meeting documentation
- Purpose e.g. to present results to the board, to launch a marketing campaign

Document a meeting

- Agenda, minutes, papers

Quantitative data

- E.g. financial results, sales figures, changes in product features, productivity, energy efficiency

- Review written communication
- For clarity, readability, appropriateness of media, use of visuals (e.g. charts, graphs, pictures); tone language

Review and adapt written communications

(e.g. website, social media posts, letters, emails),
- clarity
- selection of material
- choice of channel for purpose
- tone / style of presentation (formal, informal)
- suitability for intended audience

Resource Management	
Unit Aims	The aim of this unit is to provide an overview of the human and physical resources needed in a range of organisations, including those in the primary, service and manufacturing sectors. The unit develops an understanding of the impact of efficiency on organisations. Learners will use this knowledge and understanding to review the effective use of resources within an organisation.
Unit Level	4
Unit code	J/617/1152
GLH	60
Credit Value	15
Unit Grading Structure	Pass-Merit-Distinction
Assessment Guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners should use exemplar material to illustrate their work. This is particularly the case where AC refer to an organisation.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		
	P	**M**	**D**
1. Understand the key features of resource management	1.1 Analyse the differing resource requirements of organisations in different sectors of the economy 1.2 Explain the importance of resource management and how this is achieved		1D1 Evaluate internal and external factors which impact on resource management
2. Understand the importance of the effective use of physical resources	2.1 Evaluate how the use of physical resources is monitored and managed 2.2 Evaluate the measures to reduce the impact of resource wastage 2.3 Assess the costs of high-profile technological failures 2.4 Assess the business case for the use of ethical and sustainable resources	2M1 Evaluate recent cases of resource wastage and how waste could be used as a resource, using examples	

3. Understand how to use human resources effectively	3.1 Assess the need for human resource planning in the workplace 3.2 Evaluate the methods used to monitor employee performance 3.3 Assess the effectiveness of reward systems in different contexts		3D1 Evaluate the impact of employee engagement in an organisation
4. Understand how to review the effective use of resources	4.1 Explain the data needed to review and make judgements on employee performance 4.2 Explain the data needed to review and make judgements on the utilisation of physical resources	4M1 Evaluate how resource management practices have contributed to business success or failure, using examples.	

Indicative Content

1. Understand the key features of resource management

Organisations

- Primary e.g. mining,
- Secondary e.g. Manufacturing, electronics, engineering
- Tertiary e.g. service industries e.g. tourism, finance, catering

Resource requirements

- Raw materials
- equipment
- Human resources/know how
- Technology
- Facilities
- Time
- Transport

Requirements

- Compliance with legislation, codes of practice
- Health and Safety e.g. hazardous substances
- Environmental e.g. disposal, impact on environment,
- Employment e.g. diversity and inclusion, health and safety at work
- Storage facilities
- Waste/recycling systems
- Specialist training

- Management information systems

Importance of resource management

- Efficiency
- Reducing costs, prevent wastage, increasing profit

Resource management strategies

- Stock taking – manual; electronic
- Security systems
- Human resource management
- Reusing wastage

Internal and external factors impacting on resource management

External

- Regulations/legislation
- Economic conditions
- Technological advancements
- Competition

Internal

- Budget
- Existing staff skills level
- Productivity/level of growth

2. Understand the importance of the effective use of physical resources

Monitoring and management of physical resources

- Buying and ordering systems
- Schedules
- Preferred suppliers
- Just-in-time management
- Stock control systems

Impact of resource wastage

- Financial costs, reduced profits
- Need for disposal of excess/out of date stock
- Poor image e.g. public outcry at waste
- Goods not delivered/manufactured/supplied
- Loss of customer base
- Delays in production
- Environmental damage

Waste used as a resource

- Examples include, straw used as a fuel, biomass, concrete (building waste) used to create insulation materials (Rockwool)

Resource wastage

- Technological failures, for example NHS computer system, fire service control centre, system, MOD procurement system
- Human failures

The business case

- Business profile/image
- Marketing advantage, competitor advantage
- Ethical and sustainable reasons

3. Understand how to use human resources effectively

Human resource planning

- Respond to change – in the organisation, to external factors
- Staff turnover
- Forecasting HR requirements
- Responding to employment trends
- At micro level – to organise staff e.g. terms of employment, staff rotas, holidays

Monitoring and improving employee performance

- Key performance indicators (KPIs)
- Appraisals
- Statistics e.g. sales figures
- Targets
- Customer feedback
- Training – internal and external

Reward systems

- Performance related pay
- Bonuses
- Advancement/promotion
- Status
- Share options

Employee engagement

- Training; personal development
- Working environment
- Work/life balance
- Flexible working
- Social events; subscription to sports facilities

4. Understand how to review the effective use of resources

Data on employee performance

- Absenteeism; sickness
- Statistics e.g. sales figures
- Performance against targets
- Customer feedback, levels of positive and negative feedback/complaints, levels of returns
- Repeat sales

Data on utilisation of physical resources

- Budget restraints
- Statistics e.g. sales figures
- Performance against targets
- Customer feedback, levels of positive and negative feedback/complaints, levels of returns
- Repeat sales
- Targets
- Key performance indicators (KPIs)

Examples of organisations where resource management practices have contributed to business success or failure

- Amazon
- Sports direct
- Carillion
- Capita
- Ryanair

The Marketing Mix	
Unit Aims	To develop a comprehensive understanding of the marketing mix and the roles of the seven aspects of the marketing mix to businesses.
Unit Level	4
Unit code	R/617/1249
GLH	60
Credit Value	15
Unit Grading Structure	Pass-Merit-Distinction
Assessment Guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners will need to use exemplar material to demonstrate achievement of the standards.

Learning Outcomes The learner will:	**Assessment Criteria The learner can:**		
	P	**M**	**D**
1. Understand the role of the product or service in the marketing mix	1.1 Analyse how the features and benefits of a product or service are used in the marketing mix 1.2 Describe the use of the marketing mix at each stage of the Product Life Cycle	1M1 Analyse how a business can create lifetime value to a customer by using the Customer Life Cycle	1D1 Evaluate the role of the product or service in the marketing mix of a chosen organisation
2. Understand the role of price in the marketing mix	2.1 Analyse the use of pricing to reflect the perceived value of the benefits of a product to the buyer 2.2 Analyse the use of pricing to offset the costs of product manufacturing and/or service delivery	2M1 Analyse the effects of adjusting the price of a product or service	2D1 Evaluate the role of price in the marketing mix of a chosen organisation

3. Understand the role of place in the marketing mix	3.1 Analyse the role of direct and indirect distribution channels to move products and services from the provider to the buyer 3.2 Analyse the use of intensive distribution, selective distribution and exclusive distribution in the market coverage of products and services	3M1 Assess the advantages of using a direct marketing channel	3D1 Evaluate the role of place in the marketing mix of a chosen organisation
4. Understand the role of promotion in the marketing mix	4.1 Analyse the aims of promotion in the marketing mix 4.2 Explain how the success of a promotional campaign is measured	4M1 Explain how promotional activities are regulated	4D1 Evaluate the role of promotion in the marketing mix of a chosen organisation
5. Understand the role of process in the marketing mix	5.1 Explain the role of marketing processes which take place with the customer present 5.2 Explain the role of marketing processes which take place before and after the customer interface 5.3 Analyse how the role of process in the marketing mix leads to customer focus		5D1 Evaluate the role of process in the marketing mix of a chosen organisation

6. Understand the role of people in the marketing mix	6.1 Analyse the importance of recruiting the right people to become customer facing staff in businesses 6.2 Analyse the importance to businesses of training customer-facing and non-customer-facing staff	6M1 Evaluate the use of Customer Relationship Management in businesses	6D1 Evaluate the role of people in the marketing mix of a chosen organisation
7. Understand the role of physical evidence in the marketing mix	7.1 Analyse the role of physical evidence in the marketing mix		7D1 Evaluate the role of physical evidence in the marketing mix of a chosen organisation

Indicative Content

1. Role of the product or service in marketing mix

Features and benefits of products or services

- Product and service information and descriptions are provided to potential customers
- Features of products and services – what it does
- Benefits of products and services – how it benefits the customer
- Comparison against features and benefits of competitor products and services
- Importance of having the right product or service which is of interest to customers

Use of marketing mix at each stage of Product Life Cycle

- Development: piloting of prototypes with customers, customer involvement in development
- Introduction: sales strategies, create product or service awareness, trialling
- Growth: maximise market share, service and warranty, penetration strategy, intensive distribution, promotion
- Decline: reduce expenditure, phase out weak products and services, cut price, selective distribution

How a business can create lifetime value to a customer by using the Customer Life Cycle

- Consider the products and services that customers might need at different stages of their lives
- Target appropriate products and services at appropriate times

Evaluate the role of product or service in the marketing mix of a chosen organisation

- Content will vary according to product or service and organisation chosen
- Positive and negative use of product or service

2. Role of price in marketing mix

Use of pricing to reflect the perceived value of the benefits of a product to the buyer

- Use of pricing
- Perceived price paid
- Perception of benefits of a product to the buyer

Use of pricing to offset the costs of product manufacturing and/or service delivery

- Profit margin generation
- Penetration pricing to gain market share prior to price increase
- Economy pricing for no-frills products and services
- Price skimming: initial higher price while a business has competitive advantage
- Psychological pricing: consumer responds on emotional rather than rational basis
- Product line pricing: incremental pricing for basic, medium and high-level product or service
- Optional pricing: use of optional extras to increase overall price
- Captive product pricing: premium pricing when consumer has no choice
- Product bundle pricing: combining several products or services in one package
- Promotional pricing: BOGOF, money off vouchers, discounts
- Geographical pricing: variations in price according to location
- Premium pricing: high price for a unique brand where there is substantial competitive advantage

Effects of adjusting the price of a product or service
- Changes marketing strategy
- Affects demand
- Affects sales
- Can impact on cash flow
- Can impact perception of quality

Evaluate the role of price in the marketing mix of a chosen organisation
- Content will vary according to product or service and organisation chosen
- Positive and negative use of price

3. Role of place in marketing mix

Role of distribution channels
- chain of distribution channel: wholesalers, retailers, distributors, internet
- direct channel (end consumer buys straight from manufacturer)
- indirect channel (end consumer buys from wholesaler or retailer)

Use of types of distribution of products and services for market coverage
- Intensive distribution
- Selective distribution
- Exclusive distribution

Advantages of using a direct marketing channel

- Business obtains personal feel of market due to direct contact
- Easy to adapt to changes required thanks to immediate customer feedback
- Can control product pricing

Evaluate the role of place in the marketing mix of a chosen organisation
- Content will vary according to product or service and organisation chosen

- Positive and negative use of place

4. Role of promotion in marketing mix

Aims of promotion in the marketing mix

- Functions of promotion: persuade, remind, inform, sell, respond to competition, increase market share
- Promotion of corporate identity

How the success of a promotional campaign is measured

- Actual sales against sales targets
- Customer recall
- Press coverage
- Customer loyalty: repeat business

5. Role of process in marketing mix

Process activities

- Technological
- Manufacturing: adapting to needs of customers
- Electronic: Electronic Point-Of-Sale (EPOS); barcodes; checkouts; loyalty cards
- Direct: at customer interface
- Indirect: before, during and after customer interface
- Integration of telemarketing and internet marketing

How role of process in the marketing mix leads to customer focus

- Customer retention
- Marketing of other products and services to customers (cross-selling)
- Can tailor process to needs of different individuals

6. Role of people in marketing mix

Importance of recruiting the right people to become customer facing staff in businesses
- People underpin customer relationship between the business and the consumer. (People buy from people)
- Relationships can add value to transactions
- People provide expertise on business and its products and services and ask questions to ascertain customers' needs and wants

Importance to the business of training customer-facing and non-customer-facing staff
- Staff are knowledgeable and skilled
- Staff can add value by offering customers technical support, expertise and advice
- Staff can support sales, marketing and customer service processes from start to end
- Staff have appropriate attitude and appearance to represent the business and build its reputation
- Staff take responsibility for seamless transactions and customer service

7. Role of physical evidence in marketing mix

- Physical environment
- Ambience
- Spatial layout

- Corporate branding: signs, symbols, artefacts; packaging, webpages, brochures, uniforms, business cards.

Corporate Social Responsibility	
Unit Aims	To develop an understanding of Corporate Social Responsibility (CSR) issues and impacts of CSR policy. Learners will be able to use their knowledge and understanding to make recommendations for responsible business practice.
Unit Level	4
Unit code	L/617/1248
GLH	60
Credit Value	15
Unit Grading Structure	Pass-Merit-Distinction
Assessment Guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Some criteria require application of the knowledge and understanding to a specified organisation.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		
	P	**M**	**D**
1. Understand current corporate social responsibility issues facing business	1.1 Analyse the regulatory framework for CSR 1.2 Analyse environmental issues in CSR 1.3 Analyse social and community issues in CSR	1M1 Assess changing attitudes to CSR	1D1 Evaluate the success of a chosen organisation in managing CSR issues
2. Understand the impact of corporate social responsibility policy on different stakeholders.	2.1 Assess the benefits of CSR to employees 2.2 Analyse the impact of CSR on the supply chain 2.3 Explain how a CSR policy impacts on the Senior Management Team and business performance	2M1 Assess the potential conflicts which may arise between the needs and expectations of different stakeholders	

3. Be able to make recommendations for responsible business practice.	3.1 Review the CSR policy of a specific business 3.2 Recommend changes to CSR policy to benefit different stakeholders 3.3 Assess the potential impact of changes in CSR on business performance		3D1 Assess the extent of voluntarism in CSR policy

Indicative Content

1. Understand current corporate social responsibility issues facing business

Definitions of CSR

- Behaving responsibly
- Contributing to a better society
- Integrating social and environmental concerns in business
- The Triple Bottom Line – people, planet and profit
- Voluntary nature

Regulatory frameworks

- ISO 26000 Social responsibility – voluntary guidance
- Environmental protection
- Health and safety legislation
- Human rights legislation
- Compliance with employment legislation

Environmental issues

- Recycling policies
- Sustainability
- Use of packaging
- Logistics of delivery, congestion
- Use of scarce resources
- Pollution
- Carbon footprint

Economic and political issues

- Location of suppliers
- Supporting local business
- Supporting developing countries
- Fair trade
- Non-acceptance of global agreements

Social and community issues

- Employing socially disadvantaged and disabled people
- Sponsorship
- Encouraging education and training
- Volunteering
- Social enterprise

Changing attitudes

- Opportunity for growth
- Opportunity to engage with customers
- Committed leadership
- Opportunity for innovation

2. Understand the impact of corporate social responsibility policy on different stakeholders

Benefits to employees

- Improved working conditions
- Reduced discrimination
- Compliance with legislation
- Whistleblowing policy
- Feel-good factor

Impacts on supply chain

- Ethics in production
- Responsible sourcing
- Reduced transport costs
- Reduced carbon footprint
- Use of technology in supply chain management

Impacts on business performance

- Improved sales
- Improved profits
- Conflicts of interest between stakeholders
- Competitive edge

Impacts on marketing strategy

- Ethical policies
- Brand differentiation
- Recognition of different cultures
- Cause related marketing campaigns
- Customers willingness to pay more for ethical products
- Shareholders' return on investment
- Increased costs

Conflicts between stakeholders

- Using profit for shareholder dividends versus reinvestment
- Disagreement over CSR approach
- Disagreement over chosen environmental/social areas supported

3. Be able to make recommendations for responsible business practice

Examples of businesses

- Manufacturing
- Financial services
- Hospitality
- Retail
- Not for profit

Changes to CSR policy

- Adapting business practice
- Ethical leadership
- Ethics in production and sales
- Engaging in corporate philanthropy
- Codes of conduct
- Environmental reporting

Different stakeholders

- Customers
- Shareholders
- Owners
- Suppliers
- Local and non-local communities

Impact of changes on business performance

- Enhanced public image
- Increased sales/profits
- Risk management
- Competitive edge
- Improved recruitment and retention of staff
- Increased costs
- Increased prices

Voluntarism

- Response to pressure groups
- Effectiveness of voluntary practice.

Managing a Work-Based Team Project			
Unit Aims	This unit aims to develop project management skills for a work-based team project by implementing the different stages of project development, implementation and review.		
Unit Level	4		
Unit code	D/617/1156		
GLH	60		
Credit Value	15		
Unit Grading Structure	Pass – Merit - Distinction		
Assessment Guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners will be required to develop a proposal for a work-based team project, plan the project, implement the plan and evaluate the project. Assessors should note that all of the LOs in this unit require the learner to do what is stated, so this unit cannot be approached from a theoretical standpoint.		
Learning Outcomes The learner will:	**Assessment Criteria The learner can:**		
	P	**M**	**D**
1. Be able to develop a proposal for a work-based team project	1.1 Identify the objectives of the project 1.2 Identify the scope of the project 1.3 Propose ways of monitoring and evaluating the project		1D1 Evaluate the benefits of the project to the organisation
2. Be able to plan the work-based team project	2.1 Propose project management methodology 2.2 Plan the activities for the project and allocate roles and responsibilities to individual team members 2.3 Plan key milestones for the project 2.5 Analyse the resources required to undertake the project 2.6 Carry out a risk assessment for the project		2D1 Explain the quality assurance requirements of the project and justify the management control points needed
3. Be able to implement the plan for a work-based team project	3.1 Carry out the plan, logging activities 3.2 Manage risks and issues identified during the project, noting decisions taken	3M1 Manage the quality control requirements of the project and document the outcomes	

4. Be able to evaluate the process and outcomes of the project	4.1 Analyse feedback gathered from stakeholders about the project 4.2 Evaluate performance of the project against the objectives and quality requirements	4M1 Evaluate own and team members' performance within the project	

Indicative Content

1. Develop proposal for a work-based team project

Objectives

- Strategic
- Financial
- Organisational
- Personal development
- Team building

Scope

- Outputs
- Financial
- Time
- Quality
- Out of scope

Ways of monitoring the project

- Meetings
- Reporting
- Data analysis
- Risks and issues
- Managing quality

Ways of evaluating the project

- Success criteria
- Self-evaluation
- Peer evaluation
- Customer evaluation

Benefits to organisation

- Strategic
- Financial
- Competitive
- Innovative
- Kudos
- Benefits customers

2. Plan the work-based team project

Project management methodology

- Critical path analysis
- Gantt charts
- PERT analysis
- Project management methods e.g. Prince2, Agile

Activity planning

- Identification of activities
- Ordering of activities in a logical order
- Identification of interdependencies
- Critical path

Key milestones

- Milestones at which decision will be taken to continue or stop project

Physical/technology resources

- Workspace
- Documentation
- Other physical
- Technology

Financial resources

- Budget
- Sources of funding
- Contingency

Human resources

- Allocation of team members' roles
- Roles and responsibilities
- External expertise

Risk assessment

- Identification of risks
- Likelihood of risk
- Severity of risk
- Contingencies

Quality requirements

- Acceptance criteria
- Line manager/customer's quality expectations
- Quality log; review
- Quality plan
- Product description and quality criteria
- Stage quality plan

Management control points

- Project initiation decision

- End stage assessment
- Highlight reports
- Tolerance
- Exception reports
- Project closure

3. Implement the plan for a work-based team project

Carry out plan

- Track activities completed

Risk and issue management

- Identification and logging of risks and issues
- Contingency planning
- Mitigation
- Management of risks and issues
- Risk and issue log

Manage quality

- Quality check: fitness for use of the project outcome, and adherence to requirements

4. Evaluate the process and outcomes of the project

Collection of feedback

- Identification of stakeholders to provide feedback
- Verbal and written feedback
- Project review meetings and discussions
- Lessons learned meeting

Analysis of feedback

- Use of feedback to identify common patterns and themes
- Summary of patterns and themes

Evaluation of project

- Evaluation of project outcomes against project aims and objectives

Entrepreneurship			
Unit aims	To provide the learner with an understanding of entrepreneurship in business, the skills and qualities needed by a successful entrepreneur and the roles an entrepreneur plays in starting and developing businesses. The learner will develop skills in evaluating possible new business ventures and will be able to prepare for a new business venture.		
Unit level	4		
Unit code	H/617/1157		
GLH	15		
Credit value	60		
Unit grading structure	Pass - Merit - Distinction		
Assessment guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria, using relevant examples to illustrate their work. In order to achieve LO3 and LO4 learners are required to provide evidence to show that they are able to do what is stated in the learning outcomes.		
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**		
	P	**M**	**D**
1. Understand entrepreneurship in business	1.1 Analyse the entrepreneurial lifecycle 1.2 Evaluate how entrepreneurship is encouraged and supported in different countries	1M1Analyse the impact of entrepreneurship on the economy	
2. Understand the skills and qualities of a successful entrepreneur	2.1 Analyse the different types of entrepreneur 2.2 Analyse the combination of personal skills and qualities in entrepreneurs which distinguish them from other managers in organisations		
3. Be able to evaluate the viability of a new entrepreneurial idea.	3.1 Propose and justify a range of new entrepreneurial ideas for further development 3.2 Assess the application of a model/theory of innovation for new business opportunities		3D1 Justify the recommendation to develop a workable new business venture

4. Be able to prepare for a new business venture.	4.1 Analyse the component parts of an effective business start-up plan	4M1 Analyse brand development and promotion aspects of launching an effective new business venture	4D1 Develop a start-up plan for a chosen new business venture

Indicative Content

1. **Understand entrepreneurship in business**

   - What is entrepreneurship
   - Entrepreneurial lifecycle: new idea conception; creation of organisation to harvest opportunity; harvesting of opportunity
   - New business ventures, business start-ups
   - Opening new markets; fulfilling a new need; identifying a gap in the market; new products and services; new business models; disruptive business models
   - Entrepreneurship vs established business management
   - Can create employment and wealth
   - European Commission Entrepreneurship 2020 Action Plan; Entrepreneur First (EF)
   - World Economic Forum – Entrepreneurial Ecosystem
   - DIT Global Entrepreneur programme; entrepreneurship visa; TechStars London

2. **Understand the skills and qualities of a successful entrepreneur**

   - Types of entrepreneur; small business entrepreneur; lifestyle entrepreneur; high-growth potential entrepreneur; professional entrepreneur; serial entrepreneur, corporate entrepreneur, social entrepreneur
   - Skills and qualities: risk-taking; organising; motivating people; drawing together a team of people with relevant skills; creativity; opportunity analysis; speed of taking action to take advantage of opportunities; decision-making; innovative; hard-working; passionate; able to sell ideas and convince others; perseverant; resilient; imaginative; motivated; problem-solving; vision, teamwork, commitment

3. **Be able to evaluate the viability of a new entrepreneurial idea**

   - New business opportunities: services, products, new business models
   - Idea generation
   - Model/theory: Drucker's 7 sources of innovation
   - Making recommendations: selection of workable idea; justifying the business case; financial projections; customer base; gap in market; need for product/service

4. **Be able to prepare for a new business venture**

   - Component parts of an effective business plan; executive summary; business description; market analysis; organisation management; sales strategies; funding requirements; financial projections
   - Developing a brand: link with business strategy; identification of target customers; research of target customers; develop of brand positioning; developing of messaging strategy; development of name, logo and tagline; development of content marketing strategy; development of branded items (e.g. website, business cards)

- Business promotion; marketing plan; social networks; promotional products, adverts, samples
- Business start-up plan: strategy; team; financial objectives and projections; form of business organisation and legal set-up; product/service and their features and benefits; market; customer analysis; competitors; market positioning; sales and marketing strategy; operations; payback plan (is using loans and other people's investment)

Customer Relationship Management	
Unit Aims	Learners will be able to develop knowledge and understanding of the scope and importance of Customer Relationship Management (CRM) and to explore how effective CRM is achieved.
Unit Level	4
Unit code	F/617/1151
GLH	60
Credit Value	15
Unit Grading Structure	Pass-Merit-Distinction
Assessment Guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners will be required to carry out research into customer relationship management and for LO4, produce a plan for a specific organisation.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		
	P	M	D
1. Understand the importance of customer relationship management to business	1.1 Explain the key features of customer relationship management 1.2 Analyse the benefits of good customer relationship management to business 1.3 Analyse the impact of quality management systems on customer relationship management	1M1 Evaluate the methods used to measure customer satisfaction	
2. Understand how good customer relationship management is achieved	2.1 Evaluate the processes necessary for achieving effective customer relationship management 2.2 Assess the role of internal staff in achieving effective customer relations experiences 2.3 Assess the role of external stakeholders in achieving effective customer relations		2D1 Analyse the impact of employee engagement on customer relations experiences

3. Understand the use of loyalty schemes in customer relationship management	3.1 Analyse the use of loyalty schemes to gain information about customers 3.2 Explain how the information gained is used to inform business decision making		3D1 Evaluate methods used to segment customers as part of a customer relationship management process, in a specific organisation
4. Be able to plan improvements to customer relationship management in a chosen organisation	4.1 Review customer relationship management in an organisation 4.2 Propose improvements to processes for customer relationship management 4.3 Propose improvements to the role of staff in promoting good customer relationships 4.4 Produce a plan for the implementation of improvements	4M1 Gain feedback on your plan and make amendments	

Indicative Content

1. Understand the importance of customer relationship management to business

Key features

- Definition e.g. strategies to learn more about customers and improve relationships with them
- Collecting customer information
- Systems to store customer information
- Access to information for appropriate personnel
- Analysis of customer behaviour
- Use of data to inform marketing, customer service and quality systems

Benefits

- Increased profits
- Competitive advantage
- Increased sales due to better understanding of customer requirements
- Effective marketing targeted at known customer profiles
- Personalised approach to customers
- Increased customer satisfaction
- Increased customer retention

Quality Management

- Total quality management
- ISO standards
- Balanced Scorecard

Measuring customer satisfaction

- Formal/informal
- repeat business, customer loyalty
- Net Promoter Score (NPS)
- Customer feedback
- Complaints

2. Understand how good customer relationship management is achieved

Processes

- Creating a customer culture
- Collecting and processing customer information
- Making systems customer based
- Supporting with effective IT
- Complaints procedures

Internal staff

- Senior management
- IT managers
- Operational managers
- Front line
- Administration

Roles

- Determination of aims and objectives of CRM
- Choice of system
- Implementation and management of system
- Liaison with software suppliers
- Analysis and use of data
- Implementing customer service policies and processes
- Understanding of customer service as a key responsibility
- Role model
- Training

External stakeholders

- Shareholders
- Suppliers
- Community groups
- Customers

Roles

- Agreeing strategies
- Reporting
- Sharing information
- Complying with customer service policies

- Acting in partnership
- Giving feedback

Impact of employee engagement

- Increased job satisfaction
- Increased productivity/efficiency
- Better service
- Satisfied customers/repeat business

3. Understand the use of loyalty schemes in customer relationship management

Information from loyalty schemes

- Purchasing habits
- Opinions
- Preferences
- Profiles of customers

Use of information

- Targeting groups of customers
- Product development to meet customer needs
- Adapting marketing mix
- Personalising marketing
- Choice of media for promotion

Segmentation by

- Geography
- Products purchased
- Stage in family lifecycle
- Loyalty
- Consumer spends

4. Be able to plan improvements to customer relationship management in a chosen organisation

Review

- Systems in use
- Current role of staff
- Service policies in use
- Quality benchmarks used
- Quality of customer service
- Available data on customer satisfaction

Potential improvements to processes

- New software systems
- Customer service policies
- Working towards recognised quality standards
- Introduction of mystery shoppers
- Introduction of a CSR department

Potential improvements to the role of staff

- Recruitment of right staff
- Training
- Clear vision and mission
- Appropriate access to customer data

Gain feedback from

- colleagues
- customers
- managers

Administrative Services	
Unit Aims	Learners will be able to develop knowledge and understanding of the range of administrative services that might be offered to managers or departments within organisations. Learners with also be able to develop skills needed for effective administration in organisations.
Unit Level	4
Unit code	A/617/1147
GLH	60
Credit Value	15
Unit Grading Structure	Pass-Merit-Distinction
Assessment Guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners will research the range of administrative services and demonstrate administrative skills. Tutors should note that in order to achieve the LOs at the standards provided, learners will need to refer to a range of exemplar material, use organisational systems and support actual meetings and events. Aspects of this unit cannot be achieved from a theoretical perspective.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		
	P	**M**	**D**
1. Understand the range and diversity of administrative services and their context	1.1 Explain the different administrative services that may be offered in organisations 1.2 Analyse the skills required to deliver effective administrative services 1.3 Explain the legal requirements relevant to administrative services		1D1 Explain the challenges of providing administrative services in organisations and propose solutions to the challenges presented
2. Understand how to create and use organisational systems	2.1 Evaluate the different types of filing systems 2.2 Set up a filing system 2.3 Set up a stock control system 2.4 Analyse the importance of keeping	2M1 Review the operation of an organisational system and propose ideas for its improvement	

	accurate records		
3. Be able to support meetings and events	3.1 Produce documentation for meetings 3.2 Analyse policies and procedures for setting up meetings and events	3M1 Review and propose improvements to policies and procedures for meetings in a specific organisation	3D1 Produce a plan for a stated event to ensure its operational feasibility
4. Understand the importance of effective communications in providing administrative services in the workplace	4.1 Analyse the need for effective communication in the provision of administrative services to meet business objectives 4.2 Evaluate the suitability of different communication methods in the provision of effective administrative services in the workplace		

Indicative Content

1. Range and diversity of administrative services

Administrative services

- Clerical services
- Data management
- Supervising junior staff
- Record keeping
- Managing mail
- Diary management
- Supporting meetings and events
- Payroll
- Reception duties
- Customer service
- Technology management

Skills

- Communication; planning, prioritisation
- IT
- Organisation
- Time management

- Teamwork

Legal requirements

- Data Protection Act and GDPR
- Health and Safety at Work Act e.g. Display Screen Equipment Regulations
- Employment legislation
- Equality Act

Challenges

- Managing specific needs of different personnel
- Adapting to different management styles
- Planning and prioritising
- Utilising technology to streamline processes

Solutions

- Any suitable solutions, e.g. communication, planning, negotiation

2. Organisational systems

Filing systems

- Electronic /cloud
- Alphabetic
- Geographic
- Numeric
- Chronological
- Subject

Stock control

- Bar coding
- Radio frequency identification
- Just in time
- First in first out

Record keeping

- Sales ledger
- Purchase ledger
- Financial records
- Meeting notes
- Email records

Improvements to systems

- Technological, communication

3. Support meetings and events

Meeting and event planning

- Physical or virtual venue
- Bookings

- Catering
- Timings
- Planning to budget
- Promotion/invitation
- Attendees

Meeting documentation

- Agenda
- Minutes
- Distribution lists
- Papers for the meeting

Analysis of policies and procedures for meetings and events

- Type of system
- Ease of use
- Budget versus cost
- Accessibility
- Fitness for purpose
- Reporting lines

Improvements to policies and procedures

- Any e.g. use of systems, communication

4. Importance of effective communication in the workplace

Importance of effective communication
- Clarity
- Common understanding
- Two-way conversations
- Makes organisation effective

Different communication methods
- Face to face meetings
- Virtual meetings
- Telephone
- Electronic messaging systems
- Suitability of communication system for person or situation

Impact of poor communication
- Inefficiency
- Negativity
- Confusion

Effective communication
- Any suitable idea e.g. 10 minute daily stand-up meeting, face to face in private for difficult conversations

Managing Information and Knowledge	
Unit aims	To provide the learner with an understanding of the importance of information and knowledge to organisations and the key concepts of managing information and knowledge in a business setting.
Unit level	4
Unit code	A/617/1228
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners should provide examples to illustrate the points which are made and demonstrate the understanding required by the LOs.

Learning outcomes The learner will:	Assessment criteria The learner can:		
	P	**M**	**D**
1. Understand the meaning and sources of information and knowledge for the workplace.	1.1 Explain the meaning of information and knowledge and their interrelationship 1.2 Analyse the potential sources of information for the workplace 1.3 Analyse the potential sources of knowledge for the workplace	1M1 Evaluate the advantages and limitations of sources of information and knowledge for the workplace	
2. Understand how information and knowledge are shared and used in the workplace and why they are important.	2.1 Analyse how information and knowledge are shared in the workplace 2.2 Explain the importance of information and knowledge to organisations	2M1 Justify the importance of information and knowledge to the effective operation of quality systems in organisations	2D1 Assess the value of knowledge and information in terms of competitive advantage to an organisation.
3. Understand the importance of using current, valid and reliable information and knowledge in the workplace.	3.1 Explain the need for current, valid and reliable information and knowledge in the workplace 3.2 Examine how information and knowledge can be tested and validated in the workplace before use		3D1 Evaluate the advantages and limitations of a range of methods for testing and validating information and knowledge in the workplace

4. Understand policies, procedures, legislation and best practice for managing information.	4.1 Analyse policies, procedures and best practice for managing workplace information 4.2 Explain key legislation applicable to managing workplace information in a given country or state		

Indicative Content

1. Understand the sources of information and knowledge for the workplace

Definitions – information is data collected internally and externally; knowledge is gained from analysis/synthesis of data, opinions, facts and conclusions leading to an understanding of the information. Different categories of sources: primary and secondary, qualitative and quantitative, internal and external.

Sources of information (Internal and external)

- Past data
- Past records
- Performance records
- Financial records
- KPI's
- Performance reviews
- Internet
- Third party data houses etc.
- Regional and national statistics

Sources of knowledge (Internal and external)

- Meetings
- Forums
- Presentations
- Critical incidents
- Problem solving activities
- Kaizen and Quality Improvement Initiatives
- Improvement teams
- Staff undertaking specific roles
- Capacity, efficiency, productivity
- Financial analysis and standard costing etc.

Advantages and limitations of information and knowledge sources

- Cost
- Currency
- Validity
- Reliability/accuracy
- Bias
- Relevance

2. Understand how to share and manage information and knowledge in the workplace

- Sharing of information and knowledge: reports; documents; talking; socialising; collaboration; teamwork; encouragement of dialogues; asking for feedback and questions; asking for insight; meetings; training; coaching; mentoring; flow of information through chain of command; cross-functional communication; the use of ICT in managing and sharing information.
- Importance of information and knowledge: basis for good decision making; supports the improvement of performance; supports development of new products, processes and services; advises management on the progress of business activities; provides information for investors, suppliers and customers; supports financing applications.
- Quality systems and how they are dependent on accurate, timely, relevant information and knowledge.
- Value of knowledge: good quality information and knowledge supports effective decision making which leads to different aspects of competitive advantage.

3. Understand the importance of using current, valid, reliable information and knowledge in the workplace

- Importance of and need for current, valid and reliable information and knowledge in the workplace
- Impact on decision making at operational and strategic levels
- Impact on organisational performance and the meeting of strategic ambitions, aim and objectives
- Testing and validating information: run through business cases; usability testing, case models; check with experts; check with stakeholders; check authorisation of information; keep records; track outcomes of validated information, confirm information
- Tools, techniques and methods available to test the currency, validity and reliability of information and knowledge
- Simple probability
- Normal distribution curve
- Straight line
- Control Charts
- Trend analysis.

4. Understand policies, procedures, legislation and best practice for managing information in the workplace

- Data management, security and confidentiality policies and procedures
- Maintaining the integrity of data
- The roles of Data Processors and Data Controllers
- Best practice principles for information management
- Preventing, managing and reporting breaches of confidentiality and security breaches
- Legislation e.g. in UK: Data Protection Act 2018 and the Information Commissioner's Office (ICO)

Managing Operations	
Unit aims	Learners will have the opportunity to gain an understanding of the role and importance of operations management in organisations. They will assess the importance of an efficient and effective production process for goods and services.
Unit level	4
Unit code	R/617/1218
GLH	60
Credit value	15
Unit Grading Structure	Pass-Merit-Distinction
Assessment Guidance	The work must demonstrate that learners have achieved the learning outcomes at the standards stated by each of the assessment criteria. Learners must use exemplars to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards and learners may need guidance with the choices made.

Learning Outcomes. The Learner will:	Assessment Criteria The learner can:		
	P	**M**	**D**
1. Understand operations management	1.1 Analyse why effective operations management is important for organisations 1.2 Discuss techniques for planning business operations 1.3 Evaluate approaches to operations management and the role managers play		
2. Understand the relationship between operations and performance	2.1 Discuss the process model and performance objectives used in managing operations 2.2 Evaluate the issue of quality for business operations	2M1 Assess the significance of the performance objectives that underpin operations management	2D1 Evaluate, by using a process model, how a specific organisation manages its operations

| 3. Understand techniques to make operational management decisions | 3.1 Discuss techniques that a specific organisation uses when making operational management decisions
3.2 Discuss operational outcomes for a specific organisation to facilitate operational management decisions
3.3 Assess the usefulness of network plans for a specific organisation, when making operational management decisions | 3M1 Analyse how to review the implementation of operations management in a specific organisation | 3D1 Justify the use of critical path analysis for a specific organisation when making operational management decisions |

Indicative Content

1. Understand Operations Management

Operations Function

- Management of resources for production of goods
- Management of resources for the delivery of goods or services
- Impact of environmental and ethical issues
- Role of the supply chain

Operations Management Techniques

- Processes – input-transformation-output process
- Business process modelling
- Lean production techniques
- Integration of the supply chain
- Just in Time
- Use of Economic Order Quantities
- Ensuring strategy and vision drive operational processes required
- Project planning and control
- Risk management

Operations Processes – Four V's

- Volume
- Variety

- Variation
- Visibility

2. Understand the relationship between operations and performance

Operations Management Performance Objectives (5 key objectives)

- Cost
- Dependability
- Flexibility
- Quality
- Speed

Quality Control

- Importance of accurate data linked to reporting systems and processes
- Web analytics
- Qualitative and quantitative metrics
- Data on purchase orders
- Location of business
- Capacity
- Stock management
- Total Quality Management (TQM)

Process Models

- Waterfall Model
- Incremental Development Model
- Spiral Model
- V Model

3. Understand techniques to make operational management decisions

Techniques

- Implementation review; identifying when and how to review and the links to reporting processes and future actions
- Linear programming
- Critical Path Analysis
- Flow charts
- Network planning
- Six Sigma
- Lean Principles

Network Plans and Critical Path Analysis

- Prepare a net diagram from data given in a Gantt chart or table
- Complete EST and LFT entries for nodes
- Calculate float time for a given activity
- Determine the shortest time in which a project can be completed
- Identify a critical path

- Analyse a network diagram
- Evaluate the usefulness of critical path as a decision-making tool

Managing Quality	
Unit aims	Learners will gain an understanding of the concepts of quality, quality control, quality assurance and quality management. They will review this in the context of an organisation considering how to apply principles of quality management.
Unit level	4
Unit code	Y/617/1155
GLH	60
Credit value	15
Unit Grading Structure	Pass-Merit-Distinction
Assessment Guidance	The work must demonstrate that learners have achieved the learning outcomes at the standards stated by each of the assessment criteria. Learners must use exemplars to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards

Learning Outcomes. The Learner will:	Assessment Criteria The learner can:		
	P	**M**	**D**
1. Understand approaches to quality management in organisations	1.1 Evaluate theories of quality management used by organisations 1.2 Compare the effectiveness of approaches to quality management used by different organisations 1.3 Discuss the need for continuous improvement in organisations		1D1 Evaluate the impact of external factors on quality management in organisations
2. Investigate the importance of quality control and quality assurance systems to organisations	2.1 Differentiate between quality control and quality assurance 2.2 Discuss how a specific organisation uses quality control systems	2M1 Evaluate the impact on organisations of failing to maintain and improve quality	2D1 Review systems and suggest modifications that could improve quality in a given organisation

3. Understand the impact of organisational performance and culture on quality management	3.1 Assess the role of self-assessment in determining an organisation's current performance 3.2 Analyse the impact of organisational culture on quality management 3.3 Discuss how organisational culture may be changed to ensure effective quality management	3M1 Evaluate the need for staff consultation when implementing a quality management system and describe the consultation processes that could be used.	

Indicative Content

1. Understand approaches to quality management in organisations

Approaches / Theories

- Deming
- Juran
- Feigenbaum
- Crosby
- Ishikawa

Practical Applications in Organisations

- Quality planning
- Quality control
- Continuous quality improvement
- Self-assessment
- Communication channels
- Macro issues of theory and prescription

Continuous Improvement

- Ensuring customer needs, wants and aspirations are met
- Identification of quality gaps
- Contrasting needs of internal and external customers
- External inspections
- Organisational need e.g. business development, bottom line, updating

External Factors

- Policy - regulations
- Legal requirements
- Technology - cost/access to appropriate technology

2. Investigate the importance of quality control and quality assurance systems to organisations

Quality Systems

- Mass production and mass inspection
- Quality systems for goods v quality systems for services
- Quality accreditation, for example, BS 5750, ISO 9002, EN 29000, Chartermark, Citizen's Charter, Investors in People

Quality Assurance

- Pro-active managerial tool
- Responsibility of the whole workforce
- Process orientated
- Focuses on prevention
- Occurs before and during processes

Quality Control

- Reactive and corrective tool
- Product orientated
- Focuses on identification and correction of components or products that fall below standards
- Carried out to ensure products meet the specification, function correctly, are free of defects.

Quality Management Systems

- Six Sigma
- Zero Defects
- Total Quality Management (TQM)
- International Quality Standards
- Benchmarking.

Impacts on business organisations of failing to maintain and improve quality

- Loss of customers and clients
- Damage to business reputation
- Increased costs
- Legal implications
- Effect on staff morale

Modifications / Service Systems

- Service improvements
- Concepts applications
- Documentation
- Administrative processes
- Application of standards for monitoring, feedback and review
- Action on improvements
- Performance indicators
- Response times

3. Understand the impact of organisational performance and culture on quality management

Self-assessment

- Validity of process – subjective nature and bias
- One dimensional
- Comparison – with past performance / against competition / against benchmarks or industry standards

Culture

- Language
- Religion
- Values
- Attitudes
- Customs
- Education
- Infrastructure
- Work attitudes

Staff consultation

- Setting the scene
- Rationale for review
- Processes involved
- Needs, requirements and commitment from employee
- Communication and reporting mechanisms between management and employees
- Ensuring the team are updated and engaged
- Implementation, feedback and review

Digital Communications	
Unit aims	This unit aims to develop knowledge and understanding of digital communications technology. It examines a range of concepts that explore digital communications and the impact they have on organisations and society.
Unit level	4
Unit code	D/617/1139
GLH	60
Credit value	15
Unit grading structure	Pass, Merit and Distinction
Assessment guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners will be expected to research new and emerging trends in digital communications technologies providing examples to illustrate the points made. In addition, learners will explore the impact that digital technologies have on society and within the workplace. Issues such as accessibility, security and portability will also be addressed. Learners will be required to have a knowledge and understanding of blogging software, digital content and social networking.

Learning outcomes The learner will:	Assessment criteria The learner can:		
	Pass	**Merit**	**Distinction**
1. Understand a range of digital communications technologies	1.1 Explain the differences between analog and digital communications 1.2 Evaluate new and emerging trends in digital communications technologies	1M1 Evaluate the use of digital communications technologies in a named organisation	
2. Understand the impact of digital communications within different environments	2.1 Explain how digital communications have impacted on communications procedures within the workplace 2.2 Analyse the societal impact of digital communications tools 2.3 Discuss the impact of digital communications technology on oral and written communications		2D1 Analyse end user opinions on the impact of digital communications on their job roles and the working environment

3. Understand issues of accessibility, security and portability in digital communications	3.1 Assess the barriers that exist in terms of accessibility to digital communications 3.2 Discuss how individuals and organisations can protect themselves against digital communications security threats 3.3 Assess the importance of portability as a factor of digital communications growth		3D1 Analyse issues with a breach of digital security in a named organisation and the action taken
4. Understand blogging, digital content management and social networking platforms	4.1 Explain the use of blogging software 4.2 Discuss the features of content management 4.3 Outline the benefits and drawbacks of using social networking platforms	4M1 Evaluate the design of a blog and identify how it could be improved	

Indicative Content

1 Understand a range of digital communications technologies

- Analog and digital communications: How analog waves are recorded as opposed to being sampled and converted into a digital format. Advantages of sustainability and longevity of digital formats.
- Digital communications examples: Provide examples of different types of digital communications. Some examples include email, video conferencing, Skype, instant messaging, text messaging and mobile phones.
- New and emerging trends: Virtual environments for research, teaching and learning. Interactive workspaces and virtual offices. The growth in mobile workers and changes to traditional work environments. Examples include: Ambient Knowledge, Immersive Technology and Bürolandschaft (office landscaping to accommodate mobile workers).

2 Understand the impact of digital communications within different environments

- Digital communications in the workplace: How digital media has streamlined certain office procedures such as invoicing and payments, digital marketing tools, meetings and collaborative software and on-line trading via e-commerce facilities.
- Societal impact: Greater choice and flexibility in terms of consumer buying power and breaking down barriers associated with supply and demand of goods and services. Enhanced global communications, bringing people together through email, Skype, Facebook, Messenger, Twitter, Snap Chat and other digital media applications. Isolation of vulnerable groups such as children and teenagers as they become more dependent on digital communications in oppose to face-to-face interaction. Health and well-being issues of becoming more insular and less mobile.

- Written and oral communications: use of texting and emojis. Move away from formal English language and phrases to more informal styles of communication. Decline of more traditional written formats such as letter writing, with more modern methods such as emails.

3 Understand issues of accessibility, security and portability in digital communications

- Barriers: Cost - need to constantly upgrade to new faster machines and devices, operating systems and storage. Limited by geography and networks, access to wi-fi and the internet. Some sectors of society still lack technological skills and knowledge to understand how to use the required hardware, software and applications. Time zones still an issue for virtual meetings across different continents. Resistance to change within a workforce due to fear of being replaced by technology and making job roles redundant.
- Security threats: Protection of mobile devices with anti-virus software, passwords and log-in shields. Advancements in terms of voice recognition to access secure data and passkeys for banking. Use of payment systems such as PayPal in oppose to typing in bank details onto a mobile device. Network security, firewalls, administrators, IT policies, download and portable device restrictions in organisations to combat potential security threats
- Portability and growth: Assess the importance of having digital communications 'on the go'. The need to be available 24/7. The impact of accessibility and expectation of being available 24/7. No defined barriers between work-life and social-life with constant notifications, updates, emails and software accessibility on portable devices such as mobile phones.
- Portability: The ability to work from any location including home or whilst travelling thus saving time and transport costs. Being able to work easily and more flexibly with people in different time zones, creating a 24/7 productive environment.
- Breach of digital security: Unauthorised access to data, applications, services, networks and/or devices by bypassing underlying security mechanisms. Sensitive, protected or confidential data is copied, transmitted, viewed, stolen or used by an individual unauthorised to do so

4 Understand blogging, digital content management and social networking platforms

- Blogging software: Blogging tools such as: WordPress, Wix, Yola, Tumblr or Contentful etc.
- Blogging evaluation: Comment on the layout, content and design. Is the blog 'fit for purpose'? Is it appealing in terms of audience views, does it allow comments, is it updated regularly?
- Content management: Discuss the features in terms of what content management is and does. Understand the processing and technologies that supports the collection, managing, and publishing of information. Explanation of how it becomes 'digital content'.
- Social media platforms: Drawbacks to include issues of spam, privacy and cyber-bullying. In addition to security threats, viruses and hackers. Other issues related to costs and the global social divide between countries that do and do not have access.
- Benefits to include global communication networks, developments and advancements in teaching, learning and innovation.

Cultural Perspectives	
Unit aims	This unit provides learners with an introduction to the concepts of cultural intelligence and its impact on individuals and organisations. Learners will gain knowledge and understanding of culture, ethics and globalisation and how they impact on the business environment.
Unit level	4
Unit code	K/617/1225
GLH	60
Credit value	15
Unit grading structure	Pass-Merit-Distinction
Assessment guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners will need to research culture in specific organisations.

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Understand culture, cultural theories and global issues in an interconnected world	1.1 Compare cultural theories 1.2 Assess the impact of culture on individuals and organisations in a global context		1D1 Evaluate the impact of culture on leadership for a chosen organisation
2. Understand ethics, values, and decision-making criteria when promoting positive intercultural relations	2.1 Assess the importance of ethics for a chosen organisation 2.2 Analyse the impact of values on decisions to promote positive intercultural relations	2M1 Assess the range of policies and processes used by organisations to remove bias	2D1 Compare management styles in different cultures
3. Understand cultural frameworks, contemporary issues and globalisation in a business environment	3.1 Explain the concept of globalisation 3.2 Compare forms of global citizenship 3.3 Assess the impact of cultural frameworks on decision making	3M1 Analyse the impact of global expansion on the culture of an organisation	
4. Be able to identify own cultural assumptions	4.1 Assess own cultural assumptions and perspectives 4.2 Analyse the impact of own cultural		

and perspectives	assumptions and perspectives on personal behaviour		

Indicative content

1. Understand culture, cultural theories and global issues in an interconnected world
   - The definitions, concepts and application of the following: Introduction to Culture, Cultural Intelligence, Cultural theories (Hofstede's Cultural Dimensions Model), Leadership and Cultural Awareness, Engaging with Another Culture

   - Understand ethics, values, and decision-making criteria when promoting positive intercultural relations
   - The definitions, concepts and application of the following: The Personal Side of Culture: Rituals, Religion, and Family, Intercultural Communication: Words and Meaning, Applying Cultural Intelligence to Work and Life

   - Application of the following: Eastern and western approaches to business ethics, organisational approaches impacting ethical decision making, leadership characteristics impacting ethical decision making, the principles of corporate social responsibility, the triple bottom line

   - Understand cultural frameworks, contemporary issues and globalisation in a business environment
   - Application of appropriate cultural frameworks and interdisciplinary, global perspectives in addressing contemporary issues – Global Citizenship: Ethics and Values, Global Citizenship and Education, Global Health

   - Contemporary historical context: Global Society in a Post Cold-War World; Origins, concept and theory of globalisation; Factors driving globalisation, Strategic complexities of operating in a global environment

4. Be able to identify own cultural assumptions and perspectives
   - Continued review and reflection of one's own cultural assumptions and perspectives in relationship to others in order to build meaningful intercultural relations and become an effective global citizen.

   - Reflection on methods used, challenges faced, new learning, skills and knowledge used to enable progress, skills and knowledge gap, personal learning and development.

Applied Statistics	
Unit aims	The unit aims to provide learners with an introduction to applied statistics. The learners will learn numerical and algebraic methods before using these techniques to process data and design an investigation using inferential testing.
Unit level	4
Unit code	R/617/1140
GLH	60
Credit value	15
Unit Grading Structure	Pass-Merit-Distinction
Assessment Guidance	In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. This unit has a clear practical focus with all learning outcomes requiring learners to 'be able to' do what is stated.

Learning Outcomes. The Learner will:	Assessment Criteria The learner can:		
	P	**M**	**D**
1. Be able to use numerical and algebraic methods	1.1 Complete problem-solving tasks involving ratios and proportion 1.2 Demonstrate the use of algebraic expressions, formulae and equations 1.3 Prepare and interpret graphs of algebraic equations		1D1 Analyse the application of numerical and algebraic methods in a range of organisational functions
2. Be able to collect, process and interpret data	2.1 Describe sampling techniques 2.2 Select a sample using an appropriate technique to test a specified hypothesis 2.3 Process and interpret sample data using parametric and non-parametric hypothesis statistical techniques	2M1 Present orally results of statistical tests in non-technical language	

3. Be able to design an investigation with appropriate inferential testing	3.1 Develop a hypothesis and null hypothesis 3.2 Present sample-based results to meet reader requirements 3.3 Complete inferential testing of the given hypotheses	3M1 Make justified statistical conclusions from the completed investigation	3D1 Evaluate the success of the designed investigation in validating stated conclusions

Indicative Content

1. Be able to use numerical and algebraic methods

Problem-solving tasks involving ratios and proportion

- Four rules of number
- Negative numbers
- Hierarchy and order of operations
- Decimal places and significant numbers
- Fractions, Decimals and Percentages
- Factors, multiples, common factors
- Prime numbers and prime factor decomposition
- Reduce ratios to their simplest form
- Interpret scales

Algebraic expressions, formulae and equations

- Expand and factorise quadratic expressions
- Manipulate expressions and formulae (to include both linear and quadratic expressions)

Prepare and interpret graphs of algebraic equations

- Plot graphs of linear and quadratic equations
- Calculation of gradient
- Calculation of the intercept of a linear graph
- Solve simultaneous and quadratic equations from a graph

Uses of numerical and algebraic methods to a range of business organisations

- Costing
- Inventory Valuation
- Budgeting
- Incomplete accounting records
- Staffing requirements
- Payroll

2. Understand how to collect, process and interpret data

Sampling Techniques

- Simple Random Sampling (SRS)
- Stratified Sampling
- Cluster Sampling
- Systematic Sampling
- Multistage Sampling

Data Collection Methods

- Interviews
- Questionnaires and Surveys
- Observations
- Focus Groups
- Ethnographies, Oral History, and Case Studies
- Documents and Records

Statistical techniques

- Analysis of variance (ANOVA)
- Correlation
- Pearson product-moment correlation coefficient
- Factor analysis
- Regression analysis
- Non-parametric hypothesis tests, for example:
- The nature and use of Chi squared test
- The Mann-Whitney non-parametric tests
- Wilcoxon signed-rank tests
- Parametric hypothesis tests, for example:
- o The nature and use of Student t-Test
- o The nature and use of the z-Test
- Understanding of and ability to use statistical packages to aid computation

3. Be able to design an investigation with appropriate inferential testing

Hypothesis and null hypothesis

- Nature of a hypothesis test
- One-tail test
- Two-tail tests
- Application of a 'null hypothesis' and 'alternative hypothesis'
- Use of 'significance level', 'rejection region' (or 'critical region'), 'acceptance region' and 'test statistic' during the investigation.

Presentation of results

- Tables
- Graphs
- Charts
- Reports

Inferential testing

- Choice of sampling method to obtain a representative sample
- Research design
- Research aim
- Level of measurement – nominal, ordinal and interval levels
- Inferential Testing methods to meet the needs of task.