ATHE Level 5 Diploma in Business and Administrative Management

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Contents

About ATHE

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

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

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

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

Our Qualifications

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

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

Support for Centres

We are committed to supporting our centres and offer a range of training, support and consultancy services including:
- qualification guidance, suggested resources and sample assignments
- an ATHE centre support officer who guides you through the centre recognition process, learner registration and learner results submission
- external verifier visits to highlight any areas for development
- an allocated ATHE associate for advice on delivery, assessment and verification

THE Level 5 Diploma in Business and Administrative Management

This document provides key information on ATHE's Level 5 Diploma in Business and Administrative Management, including the rules of combination and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook "Delivering ATHE Qualifications". Further guidance and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering ATHE Qualifications Guide and via the ATHE website.

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

The QN number for this qualification is as follows:

Recognition Dates

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

Availability

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

Entry Requirements

These qualifications are designed for learners who are typically aged 18 and above. ATHE's policy regarding access to our qualifications is that:

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

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at level 5. For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

For learners who have recently been in education or training the entry profile is likely to include:
- prior study in business, management or related subjects at level 4 or above a level 4 qualification for example an ATHE Level 4 Extended Diploma in Management or an ATHE Level 4 Diploma in Business and Administrative Management
- other equivalent international qualifications

Learners may also have relevant work experience.

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

Learners must also have an appropriate standard of English to enable them to access relevant resources and complete the unit assignments.
For those whom English is not their first language we recommend the following standards of proficiency in English language skills or an approved equivalent for this qualification:

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

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners who undertake these qualifications have the necessary background knowledge, understanding and skills to undertake the learning and assessment at level 5. ATHE will review centre recruitment policies as part of their monitoring processes.

Reasonable Adjustments and Special Considerations

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

Introduction to ATHE's Level 5 Diploma in Business and Administrative Management

The qualification in Business and Administrative management at Level 5 has been developed to conform to the requirements of the RQF, to meet the requirements of employers, the needs of learners and our centres. The qualification is not tied to any specific industry but delivers the skills, knowledge and understanding required for learners who aspire to roles in business and administrative management in different sectors on a domestic and international platform.

We provide a route for learners who have already achieved qualifications in Business and Administrative management at level 4 and for learners who do not have management qualifications, but have qualifications at the same level in other areas and/or prior experience in the work place.

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

Support and Recognition

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

National Occupational Standards

The ATHE Level 5 qualification in Business and Administrative Management provides some of the underpinning knowledge and understanding for the National Occupational Standards in Management and Administration.

Progression

On successful completion of a Level 5 qualification in Business and Administrative Management there are a number of progression opportunities.

Learners may progress to:

- a Level 6 Diploma or Extended Diploma in Business and Administrative Management or to other ATHE Certificates and Diplomas in Management at a higher level
- a degree programme in a higher education institution and claim exemptions for some of the units completed
- employment in the business or related sectors

Recognition of Prior Learning (RPL)

The RQF is based on the principle of credit accumulation and transfer. Within this suite of qualifications, learners have the opportunity to build their achievements from a single unit into a full Diploma.

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

Resources Required by Centres

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

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

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

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

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

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

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

Guided Learning Hours (GLH)

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

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

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

- Supervised induction sessions
- Learner feedback with a teacher in real time
- Supervised independent learning
- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment that take place under the immediate guidance or supervision of

a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

Total Qualification Time (TQT)

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

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

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

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

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

Credit

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

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

Learning time includes all the activities described under guided learning hours and additional learning. The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

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

Each qualification has agreed rules of combination which indicates the number of credits to be achieved, the units that are mandatory and the choice of optional units.

Support for ATHE Qualifications

ATHE provides a wide range of support. This includes:
- a comprehensive guide for centres on delivering ATHE qualifications

- materials on our website to support assessment and teaching and learning
- sample assignments which have been written and reviewed by experienced practitioners
- support and guidance with the development of internally devised assignments
- training events to support the delivery of the qualifications and assessment
- the services of a team of experienced advisors and external verifiers
- support for business development
- a Learner Handbook. The Handbook contains useful information and guidance on achieving ATHE qualifications

Qualification Structure ATHE Level 5 Diploma in Business and Administrative Management

The ATHE Level 5 Diploma in Business and Administrative Management is a 120-credit qualification.

Rules of combination

Learners must complete 120 credits. This includes all nine mandatory units, worth 100 credits, and two optional units with a minimum credit value of 20.

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

Unit Codes	Unit Title	Level	Credit	GLH
	Mandatory units			
J/505/9229	Operations Management	5	15	60
A/505/9230	Information for Strategic Decision Making	5	10	40
T/505/9257	Advanced Finance for Business Managers	5	10	40
J/505/9246	The Context of Corporate Governance	5	10	40
R/505/9248	Organisational Analysis and Change	5	15	60
F/505/9231	Human Resource Management	5	10	40
F/505/9245	Knowledge Management Strategy	5	5	20
L/505/9247	Leadership, Motivation and Group Dynamics	5	10	40
Y/505/9249	Business Research	5	15	60
	Optional Units			
H/505/9254	Economics for Business	5	15	60
A/505/9373	Organisational Facilities Management	5	10	40
K/505/9255	Islamic Finance	5	10	40
R/505/9251	Financial Systems and Auditing	5	15	60
T/505/9372	Small Business Enterprise	5	15	60
L/505/9250	European Business	5	15	60
D/505/9253	Business Ethics	5	15	60

Guidance on Assessment and Grading

Assessment

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

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

An assignment can relate to a single unit. Alternatively you may incorporate more than one unit in an integrated assignment provided the content of the assignment is clearly mapped to show which assessment criteria from which units are being covered.

Methods of Assessment

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

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

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

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

Recording Assessment Judgements

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

Putting an Assessment Strategy in Place

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

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

- that there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed
- sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification

Grading

Grading system

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

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

The ATHE grading system where a qualification result can be either Pass or Fail is as currently follows and we plan to maintain this system for the foreseeable future:
- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Fail for the unit
- Learner achieves a Pass for all the required units in the rules of combination > learner achieves a Pass for the qualification
- Learner does not achieve a Pass for all the required units in the rules of combination > learner achieves a Fail for the qualification but may receive unit credit certification for those units achieving a Pass.

Qualification Grading Structure

Determining the Overall Qualification Grade

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

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

Quality Assurance of Centres

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

ATHE's quality assurance processes will include:
- centre approval for those centres who are not already recognised to deliver ATHE qualifications
- approval to offer ATHE RQF qualifications and units in Business and Administrative Management at Level 5
- monitoring visits to ensure the centre is continuing to work to the required standards

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

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

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

Malpractice

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

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

Guidance for Teaching and Learning

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

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

Top Tips for Delivery

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

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

Work Placements

Work placements are a valuable aspect of learning although they are not a requirement of any of the mandatory units. They enable learners on full time learning programmes to gain a greater understanding of how an organisation operates in practice and they provide opportunities for learners to observe how individual roles function and how groups of people operate in the workplace. Furthermore placements enable learners to develop skills, gain confidence and apply theoretical learning from the classroom in a real environment. Centres wishing to include work placements in a programme of learning should request a copy of ATHE Guidance for centres on work placements for full time learners studying ATHE qualifications.

Resources

ATHE has provided a list of suggested resources for each unit. Please refer to the support materials for each unit on our website by logging into the ATHE portal with your given login details.

Unit Specifications

<u>Unit Format</u>
Each unit in ATHE's suite of level 5 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: <u>Unit Title</u>
The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

<u>Unit Aims</u>
The unit aims section summarises the content of the unit.

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

<u>RQF Level</u>
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.

<u>Credit Value</u>
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.

<u>Guided Learning Hours (GLH)</u>
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.

<u>Total Qualification Time (TQT)</u>
TQT represents the total time required for a learner to complete a qualification.

<u>Assessment Guidance</u>
This guidance provides specific and pertinent information about unit assessment to ensure that the tutor understands the learning and assessment requirements of each unit from the outset and before they begin an assignment.

<u>Learning Outcomes</u>
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.

<u>Assessment Criteria</u>
The assessment criteria describe the standards a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 5 you would see words such as analyse and evaluate

Operations Management	
Unit aims	This unit examines the strategic importance of operations management in its role of supporting activities in organisations. Learners will explore the contribution of the operations function to the success of organisations through the development of suitable strategies. This will include a consideration of setting and achieving operational performance targets and employing quality improvement techniques to help in delivering competitive advantage. Learners who aspire to positions in operations management will develop knowledge, understanding and analytical skills necessary for such job roles.
Unit level	5
Unit code	J/505/9229
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will need to demonstrate their understanding of a range of functions of operations management. They can approach their work theoretically although application of theory to practice is essential. This is a particular requirement for LO4 and AC 4.4. Therefore, it is essential that learners have appropriate access to information relating to the impact of different quality improvement techniques utilised by different organisations.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of operations management within organisations	1.1 Explain the role and characteristics of operations management within organisations 1.2 Analyse how operations management supports organisational success
2 Understand the role of operations management and the importance of meeting operational performance targets	2.1 Identify the links between strategy and operational performance targets 2.2 Explain why there may be conflict between different performance targets 2.3 Assess the role of strategic operations management
3 Understand how and why organisations use performance evaluation	3.1 Assess a range of techniques used by organisations to evaluate performance 3.2 Analyse the role of Key Performance Indicators (KPIs) in operations management
4 Understand the impact of a range of quality improvement techniques on competitive advantage	4.1 Explain the concept of the value chain as a means to identify competitive advantage 4.2 Explain how quality improvement techniques are applied in managing operations 4.3 Assess the role of standard setting bodies in quality improvement 4.4 Evaluate the impact of quality improvement techniques on the competitive advantage of specific organisations

Information for Strategic Decision Making	
Unit aims	This unit examines how information supports strategic decision making in organisations. This involves making use of the appropriate management tools and models, including quantitative techniques Learners who aspire to positions where they will make strategic decisions based on information will develop knowledge and understanding necessary for such job roles.
Unit level	5
Unit code	A/505/9230
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Theoretical work is required in this unit. However in order to demonstrate their understanding the learner must include current examples of information systems and their application in business. Quantitative approaches to decision making should be explained in detail and exemplified by the learners' own experiences in their place of work, or other organisations that have been researched or through case study material.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of information systems in strategic decision making	1.1 Explain the role of information systems for strategic decision making 1.2 Assess the need for integrated knowledge to support decision making 1.3 Explain the need to align information systems with business plans 1.4 Explain the need for corporate systems strategy
2 Understand how information systems support the business	2.1 Evaluate the information systems used in strategic planning 2.2 Analyse how information-based services contribute to business functions
3 Understand the rationale for quantitative approaches and techniques in decision-making	3.1 Evaluate quantitative approaches to decision making 3.2 Explain the need for monitoring external factors for example competitor performance, the impact of government policy 3.3 Explain the contribution of quantitative techniques to business functions 3.4 Evaluate the reliability of quantitative techniques in strategic decision making
4 Understand how the systems approach is used to solve problems and make decisions	4.1 Compare and contrast decision making theories 4.2 Evaluate decision making models 4.3 Assess the strategic models organisations may follow

Advanced Finance for Business Managers	
Unit aims	This unit explores the concepts of cash flow forecasting, marginal costing, capital investment appraisal and financial ratios. It investigates how business managers use financial information to plan, control and make effective decisions. Learners who aspire to managerial positions in business will develop the financial knowledge, skills and understanding necessary for such job roles.
Unit level	5
Unit code	T/505/9257
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will need to demonstrate that they understand and apply different aspects of financial information on businesses, using examples from their own experience or from research to illustrate their work. Learners will need to assess the financial performance and stability of a business by analysing the actual financial statements.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand how to assess the future cash flow position of a business	1.1 Examine the reasons for and problems with forecasting future cash requirements 1.2 Explain how to create and adjust cash budgets
2 Understand the impact of cash flow forecasts on decision making	2.1 Evaluate the impact of expected cash flow on management decision making
3 Understand how costing techniques contribute to decision making	3.1 Explain how suitable costing techniques can be used to assess the financial implications of short run decisions
4 Understand the financial implications of capital investment decisions	4.1 Analyse the financial consequences of capital investments decisions 4.2 Evaluate investment appraisal outcomes in relation to internally set criteria 4.3 Explain how quantitative findings and qualitative factors can be used to make recommendations to businesses
5 Be able to assess the financial performance and stability of a business	5.1 Analyse the recent financial performance and stability of a business by applying appropriate financial measures 5.2 Discuss the extent to which analysis of published accounts can help to anticipate the future performance of a business 5.3 Explain why businesses need to manage financial information and systems in order to gain strategic advantage

The Context of Corporate Governance	
Unit aims	This unit examines the principles and practice of corporate governance. It investigates the role governance plays in ensuring that a company's business operations are compliant with accepted governance principles and the relevant Codes of Practice. Learners who aspire to management positions in a corporate setting will develop the knowledge and understanding related to good governance.
	5
Unit code	J/505/9246
GLH	50
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Most learners will approach this assignment from a theoretical perspective as they may not have practical experience of the area of study. The role of governance is critical for organisations so learners will need to show full understanding of the learning outcomes, using examples as appropriate to demonstrate the application of the knowledge.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the context and theory of corporate governance	1.1 Outline the meaning and purpose of corporate governance 1.2 Examine the need for effective corporate governance 1.3 Evaluate the development of corporate governance and corporate governance theory 1.4 Analyse theories of corporate governance
2 Understand the UK model of corporate governance and the role of Codes of Practice	2.1 Analyse the key influences on the development and implementation of corporate governance in the UK 2.2 Evaluate corporate governance codes of practice 2.3 Evaluate the current Combined Code and assess its impact on good corporate governance 2.4 Explain how the current UK Combined Code might affect business practice
3 Understand the role of the board of directors and how it is structured	3.1 Analyse the key purpose and responsibilities of the board of directors 3.2 Evaluate the role of executive and non-executive directors and how they are remunerated 3.3 Assess the impact of good corporate governance on corporate performance 3.4 Examine different types of board structure Explain how the role of committees promote good corporate governance

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	3.5 Evaluate the role of executive and non-executive directors and how they are remunerated
	3.6 Assess the impact of good corporate governance on corporate performance
	3.7 Examine different types of board structure
	3.8 Explain how the role of committees promote good corporate governance
4 Understand the role of stakeholders, shareholders and institutional investors	4.1 Explain the differences between stakeholders and shareholders
	4.2 Explore different types of stakeholder groups and evaluate the influence they can have on the development of corporate governance
	4.3 Analyse the role of institutional investors and assess their influence on corporate governance
	4.4 Evaluate the relationship between institutional investors and investee companies

Organisational Analysis and Change	
Unit aims	This unit explores how organisation and management theories support the practical analysis and structure of organisations. The unit also investigates the strategic importance of organisational change. It examines the factors that promote and limit the achievement of change objectives for the dynamic environment within which organisations operate. Learners who aspire to positions involving change management, organisational analysis and design will develop knowledge and understanding a necessary for such job roles.
Unit level	5
Unit code	R/505/9248
GLH	60
Credit value	15
Unit grading structure	
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. To show achievement of the standards learners are required to provide examples from actual businesses. This will help to demonstrate understanding required by the LOs and link theory to practice. Learners can draw on their place of work, case studies or other organisations that have been researched to provide examples of organisational analysis and change practices.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the evolution of and changing perspectives on organisation and management theory	1.1 Explain the main theories of management and organisational behaviour 1.2 Examine the historical development of organisation theory in analysing organisations 1.3 Apply organisation theory to the analysis, design and management of organisations
2. Understand the impact of a dynamic external environment on organisational structures and processes	2.1 Explain the different types of organisation structure within the organisational life cycle 2.2 Describe the external environment in which organisations operate 2.3 Analyse the impact of the environment on the need for organisations to act in a socially and ethically responsible manner
3 Understand the relationship between structure, culture and the strategic objectives of organisations	3.1 Explain the nature and implications of organisational culture 3.2 Identify different types of organisational culture and their relation to organisational structure 3.3 Evaluate the importance of the informal organisation to the effectiveness of organisations and to their culture 3.4 Analyse the effect of organisational strategy on organisational culture

4 Understand models for planning and implementing organisational change	4.1 Compare types and models of organisational change
	4.2 Analyse variables and their interaction in the implementation of change

Human Resource Management	
Unit aims	This unit examines the concept and practice of human resource management (HRM). It explores how the HRM function supports the achievement of an organisation's objectives and strategies. The unit also aims to introduce learners to appropriate concepts and theories that encapsulate this important corporate function.
	Learners who aspire to positions in human resource management will develop knowledge and understanding necessary for such job roles.
Unit level	5
Unit code	F/505/9231
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will need to produce substantive pieces of work for this unit and pay attention to the range of command verbs which are stated in the assessment criteria. Learners will need to apply theory to practice and use examples from business to illustrate their work. They will need to apply their knowledge and understanding to a chosen organisation, when evaluating the difficulties of effective human resource planning implementation (AC3.4). Therefore, it is essential that learners have access to relevant HR information, policies, procedures and personnel when completing their research and assignments.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the context and role of human resource management (HRM)	1.1 Define human resource management 1.2 Analyse the context, role and objectives of HRM 1.3 Analyse the influences on the development of HRM as a theory and management function
2 Understand the nature of strategic HRM	2.1 Evaluate the interface between HRM and strategic management 2.2 Analyse models of strategic HRM 2.3 Evaluate the extent to which strategic HRM influences business performance
3 Understand the role of human resource planning (HRP) in organisations	3.1 Identify the role and objectives of human resource planning 3.2 Examine the process of HRP 3.3 Identify different types of HR plans 3.4 Evaluate the difficulties of effective HRP implementation in a specific organisation
4 Understand the process of recruitment and selection	4.1 Identify the objectives of recruitment and selection in organisations 4.2 Analyse the recruitment and selection processes as a system

5 Understand the context of human resource development (HRD)	5.1 Identify the context of HRD in organisations 5.2 Analyse models of HRD 5.3 Examine learning theories 5.4 Describe the role of continuing professional development (CPD) and lifelong learning
6 Understand the role of performance management and reward in organisations	6.1 Identify the ways in which performance of individuals can be managed 6.2 Evaluate the ways in which performance of individuals can be measured 6.3 Explain strategies for rewarding employees in organisations
7 Understand the context of the relationship between the employee and the organisation	7.1 Explain the different types of formal contractual arrangements which exist between individuals and organisations 7.2 Examine the role of the psychological contract in organisations 7.3 Identify the importance of equality of opportunity and managing diversity in the employment relationship 7.4 Explain how the organisation deals with conflict situations through complaints, discipline and grievance procedures

Knowledge Management Strategy	
Unit aims	This unit explores the context and concept of knowledge management and its importance to organisations operating in the 21st century knowledge economy. It investigates if knowledge can be managed and how it can be used by business organisations to gain and sustain competitive advantage. Learners who aspire to positions in knowledge management will develop knowledge and understanding necessary for such job roles.
Unit level	5
Unit code	F/505/9245
GLH	20
Credit value	5
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will approach the work for this unit from a theoretical perspective. However they should use examples from their own experience of business or from research, to link theory to practice and demonstrate achievement of the LOs.

Learning outcomes. The learner will:	Assessment criteria. The learner can:
1 Understand the concept of knowledge management in the organisation	1.1 Outline different views of the term knowledge management 1.2 Examine critically models of knowledge management 1.3 Explain the characteristics of the knowledge intensive firm 1.4 Explain how knowledge can be used as a source of competitive advantage by organisations
2 Understand the practice of knowledge management in an organisation	2.1 Explain the role of the knowledge worker in the organisation 2.2 Examine the role of the knowledge manager in the organisation 2.3 Examine the difficulties of managing knowledge successfully within different organisations
3 Understand the impact of knowledge management on business strategy	3.1 Examine the link between knowledge management and strategy formulation 3.2 Evaluate the ways in which knowledge management affects human resource strategy 3.3 Explain how knowledge management strategy can be implemented

Leadership, Motivation and Group Dynamics	
Unit aims	This unit examines the role of working groups and teams in organisations. It also investigates the role leadership plays in ensuring that the organisation is led, employees are engaged and motivated and groups and teams perform to their optimum capacity. Learners who aspire to work effectively in groups and teams or to lead teams will develop knowledge, understanding and skills to fulfil these aspirations.
Unit level	5
Unit code	L/505/9247
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will usually approach this unit from a theoretical perspective. However learners should draw on their own experiences from employment or other activities and/or from other organisations that have been researched. This should enable learners to apply approaches to groups, teams, motivation and leadership to enhance organisational performance.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of groups and teams in organisations	1.1 Differentiate between groups and teams 1.2 Differentiate between formal and informal groups and teams 1.3 Examine the stages in team formation and development 1.4 Examine the notion of team dynamics 1.5 Examine how team cohesiveness can be developed in organisations 1.6 Analyse the behaviour of individuals within groups and teams
2 Understand how groups and teams support organisational performance	2.1 Evaluate team roles and their effectiveness in maintaining balanced teams 2.2 Identify different types of teams 2.3 Analyse how the behaviour of individuals within groups and teams influences organisational performance 2.4 Evaluate how patterns of communication in groups and teams support organisational goals
3 Understand the role of motivation in organisations	3.1 Compare the content and process theories of motivation 3.2 Examine the link between the psychological contract and motivation

	3.3 Examine the role of job design in motivating employees
4 Understand the function of leadership in organisations	4.1 Differentiate between leadership and management 4.2 Examine the role of leadership in organisations 4.3 Compare theories of leadership 4.4 Assess the link between motivation and leadership
5 Understand the role of employee engagement in organisations	5.1 Examine the link between employee engagement and organisational performance 5.2 Evaluate strategies for measuring employee engagement

01/12/2019 v 2.0

Business Research	
Unit aims	Learners are required to write a business project report. This report will pull together information from several functional areas, thus supporting learners in developing a holistic approach to business. Learners will become familiar with the theory that underpins research, with the elements of formal research and with research methods and techniques. This unit will support learners to complete research and report writing assignments in their present or future job roles.
Unit level	5
Unit code	Y/505/9249
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. With tutor guidance the learner will need to carefully select an appropriate topic for research and carry out all the separate tasks needed to demonstrate achievement of the learning outcomes. The review of own learning and development needs to be completed in full and this will assist with research at higher levels of study.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to select a topic for research	1.1 Identify a suitable area for research 1.2 Justify your choice 1.3 Determine the aims and objectives of the research 1.4 Assess ethical considerations that apply to the chosen area of research
2 Understand how different research methods are used	2.1 Evaluate methods that can be used to collect data 2.2 Identify tools that can be used to analyse data 2.3 Explain the importance of validity and reliability of data within research
3 Be able to conduct research	3.1 Formulate a detailed plan, for conducting the research which develops research questions, identifies sources of information and support for conducting the research and provides timescales 3.2 Conduct research, using identified research methods 3.3 Record and collate data
4 Be able to analyse research findings	4.1 Use data analysis methods to analyse data 4.2 Draw conclusions from findings 4.3 Make recommendations related to area of research

5 Be able to present the research outcomes	5.1 Use an agreed format and appropriate media to present the outcomes of the research to an audience
6 Be able to evaluate the research outcomes	6.1 Evaluate the findings of the research and the process used 6.2 Review own learning and development from research

Economics for Business	
Unit aims	This unit provides an understanding of the relationship between economic principles and business operations in their domestic and international environment. As a starting point the unit examines the nature of economics as a discipline, its relationship to business and the market economy. The area of microeconomics is then developed to explore features of individual plants and firms, followed by a macroeconomic analysis of the operation of the economy as a whole. The unit also investigates the impact of economic policies on business, industry and trade within the context of the European Union and a framework of global actions, developments and institutions. Learners who wish to develop a deeper and wider understanding of the environment within which businesses operate will find this unit useful.
Unit level	5
Unit code	H/505/9254
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the principles of economics and how they relate to business	1.1 Explain the fundamental principles of economics. 1.2 Explain the relevance of these fundamental principles to different types of business
2 Understand how markets operate in a market economy	2.1 Compare different types of market based economies and their alternatives 2.2 Explain the concept of utility and its relation to demand 2.3 Discuss the relationship between demand, supply and price 2.4 Employ the concept of elasticity of demand to assess changes in price and income
3 Understand the relationship between costs, supply and production	3.1 Evaluate the impact of costs on production and supply 3.2 Use models of market competition to explain the behaviour of firms 3.3 Explain the relationship between wages and labour
4 Understand the nature and determinants of national income	4.1 Employ the model of circular flow to explain national income 4.2 Discuss the purpose of national income accounts 4.3 Evaluate the impact of multiplier effects on the economy

5 Understand the business objectives of economic policy	5.1 Evaluate the main objectives of government macroeconomic policy 5.2 Discuss trends and fluctuations in the economy of a named country 5.3 Explain the nature and purpose of demand and supply side policy
6 Understand the impact of global economics on business	6.1 Evaluate the impact of the international environment on businesses 6.2 Evaluate the impact of membership of a trading bloc on businesses within and outside the bloc 6.3 Discuss how exchange rates and the balance of payments affect businesses

Organisational Facilities Management	
Unit aims	This unit examines the scope and strategic importance of facilities management in organisations. It investigates how to provide the best services for the best value, while retaining the quality of service in organisations as required by their stakeholders. It also deals with the implications of health and safety legislation, environmental management and the role of corporate social responsibility in facilities management. Learners who aspire to positions in facilities management will develop knowledge, understanding and skills necessary for such job roles.
Unit level	5
Unit code	A/505/9373
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will need to demonstrate understanding of different aspects of facilities management including outsourcing of services and what this involves. In completing this work learners should provide examples from their place of work, other organisations they know or have researched. In LO2 learners are required to apply their knowledge and understanding and actually develop a facilities management strategy for an organisation. Ideally learners should choose an organisation they know well. Learners may require guidance with this choice so that they can achieve the LO and the standards required.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the scope of and rationale for the facilities management function in organisations	1.1 Review the scope and rationale of the facilities management function in organisations 1.2 Investigate approaches to facilities management 1.3 Examine the scope of the informed client function (ICF) 1.4 Examine how to achieve the best value for money when managing facilities in organisations 1.5 Analyse the risks organisations face when managing facilities
2 Be able to develop a facilities management strategy for an organisation	2.1 Develop strategic objectives for the facilities management function of an organisation 2.2 Develop a business plan for the facilities management function of an organisation
3 Understand the relationship between achieving best value and retaining or outsourcing services	3.1 Evaluate the attributes of the services organisations need in order to achieve best value

	3.2 Examine the direct and indirect costs of in-house and outsourced service provision 3.3 Assess the relationship between organisational control and outsourcing services
4 Understand how to manage the quality, performance and value of services provided to organisations	4.1 Assess the role and scope of service specifications as quality and performance management tools 4.2 Assess the role and scope of service level agreements as quality and performance management tools 4.3 Evaluate the role of quality systems in facilities management
5 Understand the management of service providers	5.1 Outline the various types of service provider arrangements 5.2 Assess the risks and costs of different service provision 5.3 Assess the advantages and disadvantages of the employment of total facilities management companies
6 Understand the implications of health and safety legislation, environmental management and the role of corporate social responsibility in facilities management	6.1 Analyse the implications of health and safety legislation for facilities management 6.2 Analyse the implications of sustainability and environmental management for facilities management 6.3 Analyse the role of corporate social responsibility in facilities management

Islamic Finance	
Unit aims	This unit examines the relationship between risk and liquidity management in Islamic financial institutions. It also investigates the issues faced by Islamic asset and fund management, the way Islamic insurance works and the government challenges of Islamic financial institutions. Learners who aspire to positions in Islamic financial institutions will develop knowledge, understanding and analytical skills necessary for such job roles.
Unit level	5
Unit code	K/505/9255
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand risk and liquidity management within Islamic finance	1.1 Analyse the nature of risk faced by Islamic banks 1.2 Evaluate the risk management challenges and processes in Islamic banks 1.3 Explain why liquidity management is an important pillar of risk management 1.4 Explain how to manage risks associated with Islamic funds
2 Understand Islamic asset management	2.1 Investigate the dynamics of Islamic fund management 2.2 Analyse different types of funds 2.3 Examine the investment strategy of Islamic equity funds
3 Understand the role of corporate governance in Islamic financial institutions	3.1 Explain why corporate governance is important for Islamic financial institutions 3.2 Analyse the corporate governance of Islamic banks 3.3 Analyse corporate governance challenges faced by Islamic financial institutions
4 Understand the principles and models of Islamic insurance	4.1 Investigate the notion and ethical foundations of Islamic insurance 4.2 Examine the prohibited elements in Islamic Insurance 4.3 Evaluate different types of Takaful models 4.4 Examine the key Takaful products 4.5 Analyse the objectives and processes of re-Takaful

Financial Systems and Auditing	
Unit aims	This unit deals with the evaluation of the accounting systems of a business using both computerised and manual records. Learners will apply fundamental accounting concepts, analyse the management control systems of a business and evaluate their effectiveness, particularly in terms of controls and safeguards against error and fraud. Learners will develop audit skills by contributing to the planning and performance of an audit, and the preparation of an audit report.
Unit level	5
Unit code	R/505/9251
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the importance of keeping effective accounting systems within a business	1.1 Explain the purpose and use of the different accounting records 1.2 Assess the importance and meaning of the fundamental accounting concepts 1.3 Evaluate the factors which influence the nature and structure of accounting systems
2 Be able to analyse the management control systems of a business	2.1 Identify the different components of business risk 2.2 Analyse the control systems in place in a business 2.3 Evaluate the risk of fraud within a business suggesting methods for detection
3 Be able to contribute to the planning and conduct of an audit assignment	3.1 Plan an audit with reference to scope, materiality and risk 3.2 Identify and use appropriate audit tests 3.3 Record the audit process in an appropriate manner
4 Be able to prepare audit reports	4.1 Prepare a draft audit report 4.2 Draft suitable management letters in relation to a statutory audit

01/12/2019 v 2.0

Small Business Enterprise	
Unit aims	The aim of this unit is to give learners the opportunity to focus on the processes involved, through change management, of reviewing and improving the performance of a small business enterprise. This unit is designed primarily for learners who are interested in small business enterprises and looks at the development and expansion of these businesses. The unit will be particularly appropriate for learners currently working in a small business enterprise. The unit is also appropriate for learners who have had work placements or work experience in small businesses and for learners who wish to pursue careers in the small business sector of the economy. The unit draws together many of the topics covered in other units and allows learners to practise the business skills needed in reviewing and managing the performance of a small enterprise.
Unit level	5
Unit code	T/505/9372
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to investigate the performance of a selected small business enterprise	1.1 Produce a profile of a selected small business identifying its strengths and weaknesses 1.2 Carry out an analysis of the business using comparative measures of performance
2 Be able to propose changes to improve management and business performance	2.1 Recommend with justification, appropriate actions to overcome the identified weaknesses in the business 2.2 Analyse ways in which existing performance could be maintained and strengthened 2.3 Recommend with justification, new areas in which the business could be expanded
3 Be able to revise business objectives and plans to incorporate proposed changes	3.1 Produce an assessment of existing business objectives and plans 3.2 Revise business plans to incorporate appropriate changes 3.3 Prepare an action plan to implement the changes
4 Be able to examine the impact of change management on the operations of the business.	4.1 Explain the impact of the proposed changes on the business and its personnel 4.2 Plan how the changes will be managed in the business 4.3 Monitor improvements in the performance of the business over a given timescale

European Business	
Unit aims	This unit provides learners with an understanding of the importance of international trade and in particular UK trade with the European Union (EU). As an open economy, the UK not only engages in international trade but is dependent upon that trade for its very survival. Despite having a sophisticated and highly productive agricultural sector, we can feed only approximately fifty per cent of our population. It is important, therefore, that learners seeking employment in the business world realise that if we do not export sufficient goods or services we cannot afford to import the food and raw materials we need to maintain our economic wellbeing. The first part of the unit focuses on international trade in general and the balance of payments as a monitoring device, whilst the second part concentrates on the EU and the economic theories that underpin its creation. The unit then examines the role and significance of the main EU institutions, particularly in relation to their policy-making and implementation functions. Finally, the unit requires learners to research a particular area of economic activity and then apply the discipline of action planning to a hypothetical UK company seeking to begin operating within the EU.
Unit level	5
Unit code	L/505/9250
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the significance of International Trade and the Balance of Payments to Open Economies such as the UK	1.1 Explain the importance of International Trade to an Open Economy such as the UK 1.2 Assess the significance of Comparative Advantage, Absolute Advantage, the Terms of Trade and Exchange Rates 1.3 Explain the structure of the Balance of Payments 1.4 Explain the terms Surplus and Deficit and the significance of long term deficits to Open Economies
2 Understand the economic rationale underpinning the European Union (EU)	2.1 Explain the role played by Exchange Rates in International Trade 2.2 Analyse the advantages attributed to the adoption of a single European currency 2.3 Explain the difference between Free Trade and Protectionism and the role played by tariffs, quotas and deregulation within the EU 2.4 Evaluate the importance of Geographic and Occupational Mobility in wealth creation
3 Understand the role of the major EU Institutions	3.1 Explain the role of the main EU Institutions in determining and legitimising policy

	3.2 Assess the role played by EU Directives
	3.3 Evaluate the structure and purpose of the main EU funding streams such as the ERDF and the ESF
4 Be able to develop an action plan for a specific UK company wishing to trade within the EU	4.1 Produce a profile of the EU as a trading bloc
	4.2 Evaluate the significance of linguistic, cultural, logistical and environmental barriers to EU operations
	4.3 Carry out an audit of possible EU funding streams that may be available and relevant Directives
	4.4 Produce an action plan which lists the actions necessary to begin such a venture

Business Ethics	
Unit aims	The aim of this unit is to introduce learners to the concept of business ethics and to examine its relevance when considering business objectives and responsibilities. Most businesses today are concerned about the impact of their activities on the business environment. Ethical concerns and greater consumer awareness have resulted in many businesses promoting their social values to ensure competitive advantage. Business ethics embraces corporate social responsibility and ethics relating to accounting practices, marketing, human resource management, and production.
Unit level	5
Unit code	D/505/9253
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The learner can approach their work for this unit from a theoretical perspective. However the theory must be related to actual examples from business, in order to demonstrate achievement of the standards. This is evident across the LOs and AC and is a particular requirement for LO4.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand different ethical perspectives in business	1.1 Explain the background and development of theoretical ethical approaches 1.2 Compare and contrast absolute and relative ethics 1.3 Explain the ethical issues which can affect the operational activities of a business
2 Understand business objectives from an ethical perspective	2.1 Explain how business objectives are affected by ethical considerations 2.2 Evaluate the implications for a business and its stakeholders of operating ethically
3 Understand ethics in workplace relationships	3.1 Assess the role of the company acting as moral agent 3.2 Analyse the development of mechanisms for achieving employee involvement and empowerment
4 Be able to assess a current ethical issue in a business	4.1 Research a current ethical issue affecting a selected business 4.2 Report on how the business could improve the ethics of their operations whilst meeting objectives and ensuring good employer/employee relationships 4.3 Design a suitable ethical code