

**ATHE qualification specification for:**

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

610/2057/6

**ATHE Level 4 Extended Diploma in Business and  
Management**

610/2058/8

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

610/2058/8

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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 centres with a wide variety of qualifications including, but not limited to, business and management, administrative management, law, computing, health and social care and religious studies.

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

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

**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 offer a suite of awards, certificates and diplomas across many 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, 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 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 quality assurers
- 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 the following ATHE Level 4 Business and Management qualifications:

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

including the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook “Delivering ATHE Qualifications”. Further guidance and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering ATHE Qualifications Guide and via the ATHE website.

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 Diploma in Business and Management	610/2057/6
ATHE Level 4 Extended Diploma in Business and Management	610/2058/8
ATHE Level 4 Extended Diploma in Business and Management (Gen. Ed.)	610/2058/8

## **Regulation Dates**

These qualifications are regulated from February 2023 and their operational start dates in centres are 13<sup>th</sup> February 2023.

## **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.

## **ATHE's Level 4 Qualifications in Business and Management**

These qualifications have been developed to conform to the requirements of the Ofqual Regulated Qualifications Framework (RQF), to meet the requirements of higher education and employers and to meet the needs of learners.

Learners looking to achieve a Level 4 qualification should be advised of all the opportunities available at this level (eg Higher Apprenticeships, Higher Technical Qualifications, Undergraduate Degree programmes) and the possible funding (ie loan opportunities) available for these.

The aims of these qualifications are to develop knowledge, skills and understanding in a range of subject areas which are pertinent to the development of learners both working towards junior management roles (eg office manager, business support manager, accounts manager, sales manager, marketing associate, business sales executive) and progressing in higher education. The qualifications also focus on the development of those study and transferable skills necessary for learners to develop and grow both personally and in the working environment.

These qualifications are, therefore, designed to provide:

- maximum flexibility with differently sized Level 4 qualifications that reflect the variety of learner's needs
- opportunities for learners to develop a breadth of knowledge, skills and understanding of subject matter related to business and management topics and issues, but also
- optional units in particular specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- development of underpinning skills, personal qualities and behaviours/attitudes essential for successful performance in study and working life
- a strong base for continued learning and a desire to constantly develop as an individual, further improving knowledge, understanding and skills.

This suite of Level 4 Business Diplomas is designed to enable learners to deepen and develop their knowledge, skills and understanding of Business and Management. Building on Level 3 learning, a mandatory core set of units underpins each qualification outcome meaning that learners have a firm foundation to their study but can also move forward to study optional areas of business and management most directly relevant to their needs.

The qualifications are suitable for learners to study both in college/classroom settings and as distance-learning programmes. Each unit is supported by an ATHE assignment which, requires the learner to complete a small number of focussed tasks designed to demonstrate relevant business knowledge and skill.

The qualifications have been designed to maximise and facilitate learner engagement. Each unit has signposting to synoptic learning and assessment opportunities across the entire suite of units, ensuring that learning and assessment is connected and holistic. Learners and tutors can see and understand the relationship between aspects of unit content clearly and easily. Also, each unit is also signposted to Study Skills and Employability Skills opportunities derived from ATHE's standards. This ensures that learners and tutors have the opportunity to relate aspects of learning to broader study and work-related skills.

More details on each specific qualification can be found below.

## **Introduction to the ATHE Level 4 Diploma in Business and Management**

### **Aims of the Qualification**

The Level 4 Diploma in Business and Management (60 credits) offers learners a short but flexible entry point to Level 4 business and management learning. A large range of optional units can either be used to broaden interest or further focus in on the topics and issues identified in the 2 core units, which address both the external culture confronting the business and the internal world of making a business work.

## **Introduction to the ATHE Level 4 Extended Diploma in Business and Management**

### **Aims of the Qualification**

The Level 4 Extended Diploma in Business and Management (120-credit) is designed to offer learners a broader and more comprehensive experience of business. For those learners interested in fully realising their own academic interest and potential for the subject, this qualification offers the opportunity to engage with a wide range of Level 4 business/management-related topics.

## **Introduction to the ATHE Level 4 Extended Diploma in Business and Management (Gen. Ed.)**

### **Aims of the Qualification**

Developed specifically for ultimate progression to the final year of a degree programme from an American university, learners must achieve a mandatory number of units that correspond with American university entry requirements. More details on this qualification outcome can be found below.

### **Entry Requirements**

These qualifications are designed for learners who are typically aged 18+.

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. If there are exceptional entrants, centres are advised to contact ATHE. 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.

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 4/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

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 these qualifications:

- 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

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.

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 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 Quality Assurers will take account of this information at the external quality assurance 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.

### **Progression**

On successful completion of these qualifications, learners will have a number of progression options. Learners may progress to:



- business management 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
- the Level 5 Gen. Ed. route on successful completion of the required units at Level 4 (see below). Completion of the mandatory units listed at Level 4, 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 universities supporting the ATHE progression route (see HE Progression Routes on the ATHE website)
- Higher Technical Qualifications (HTQs) and Higher Level Apprenticeships at Level 5 in business management-related areas

### **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 quality assurers on their visits to centres.

### **Modes of Delivery**

Subject to checks by external quality assurers' centres can deliver these qualifications 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

### **Qualification size**

The size of a qualification is expressed in **Total Qualification Time (TQT)**.

## **Total Qualification Time – TQT**

TQT is the total amount of time, in hours, expected to be spent by a student to achieve a qualification .

**TQT is comprised of:**

- 1. Guided Learning Hours (GLH)**
- 2. Additional non-supervised learning**

## **Guided Learning Hours – GLH**

This is the amount of time the average student is expected to spend in lectures and other tutor-supervised learning and activities, including induction, face to face training, e-learning with the co-presence of learner and tutor, invigilated exams.

Guided Learning Hours (GLH) are 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.

## **Additional non-supervised learning**

This is an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

These activities may include webinars, podcasts, research, work-based learning, private and online study, compilation of a portfolio of evidence and non-invigilated assessment.

## **How TQT is calculated**

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.

## **Credit**

Each ATHE qualification has a Credit value. Credit is calculated by dividing the TQT by ten. For example, a qualification with TQT of 120 hrs would have a credit value of 12.

## **Level**

The level is an indication of relative demand, complexity and depth of achievement and autonomy. These qualifications have been designed to suit learners working towards Level 4 qualifications. Level descriptors are divided into two categories:

- I. Knowledge and understanding
- II. Skills

There is a knowledge descriptor and a skills descriptor for each Level within the framework. The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that Level. The knowledge and skills for Level 4 are:

**Knowledge descriptor (the holder....)**

- Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.
- Can analyse, interpret and evaluate relevant information and ideas.
- Is aware of the nature of approximate scope of the area of study or work.
- Has an informed awareness of different perspectives or approaches within the area of study or work

**Skills descriptor (the holder can....)**

- Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.
- Review the effectiveness and appropriateness of methods, actions and results.

**Rules of Combination**

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 these qualifications are given below.

**Qualification Structure**

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

ATHE Level 4 Diploma in Business and Management is a 60-credit qualification.

**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 code	Unit Title	Level	Credit	GLH
<b>Mandatory units</b>				
Y/650/5055	Unit 1 The Business Environment	4	15	60
A/650/5056	Unit 2 People in Organisations	4	15	60
<b>Optional units</b>				
D/650/5057	Unit 3 Financial and Management Accounting Techniques for Managers	4	15	60
F/650/5058	Unit 4 Communication Skills for Business	4	15	60
H/650/5059	Unit 5 Resource Management	4	15	60
L/650/5060	Unit 6 The Marketing Mix	4	15	60
M/650/5061	Unit 7 Corporate Social Responsibility	4	15	60
R/650/5062	Unit 8 Managing a Work-based Team Project	4	15	60

T/650/5063	Unit 9 Entrepreneurship	4	15	60
Y/650/5064	Unit 10 Customer Relationship Management	4	15	60
A/650/5065	Unit 11 Administrative Services	4	15	60
D/650/5066	Unit 12 Managing Information and Knowledge	4	15	60
F/650/5067	Unit 13 Managing Operations	4	15	60
H/650/5068	Unit 14 Managing Quality	4	15	60
J/650/5069	Unit 15 Digital Communications	4	15	60

### ATHE Level 4 Extended Diploma in Business and Management

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

#### Rules of combination

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
<b>Mandatory units</b>				
Y/650/5055	Unit 1 The Business Environment	4	15	60
A/650/5056	Unit 2 People in Organisations	4	15	60
D/650/5057	Unit 3 Financial and Management Accounting Techniques for Managers	4	15	60
F/650/5058	Unit 4 Communication Skills for Business	4	15	60
<b>Optional units</b>				
H/650/5059	Unit 5 Resource Management	4	15	60
L/650/5060	Unit 6 The Marketing Mix	4	15	60
M/650/5061	Unit 7 Corporate Social Responsibility	4	15	60
R/650/5062	Unit 8 Managing a Work-based Team Project	4	15	60
T/650/5063	Unit 9 Entrepreneurship	4	15	60
Y/650/5064	Unit 10 Customer Relationship Management	4	15	60
A/650/5065	Unit 11 Administrative Services	4	15	60
D/650/5066	Unit 12 Managing Information and Knowledge	4	15	60
F/650/5067	Unit 13 Managing Operations	4	15	60
H/650/5068	Unit 14 Managing Quality	4	15	60
J/650/5069	Unit 15 Digital Communications	4	15	60

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

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
<b>Mandatory units</b>				
Y/650/5055	Unit 1 The Business Environment	4	15	60
A/650/5056	Unit 2 People in Organisations	4	15	60
D/650/5057	Unit 3 Financial and Management Accounting Techniques for Managers	4	15	60
F/650/5058	Unit 4 Communication Skills for Business	4	15	60
H/650/5059	Unit 5 Resource Management	4	15	60
L/650/5060	Unit 6 The Marketing Mix	4	15	60
M/650/5061	Unit 7 Corporate Social Responsibility	4	15	60
R/650/5062	Unit 8 Managing a Work-based Team Project	4	15	60
J/650/5069	Unit 15 Digital Communications	4	15	60
M/650/5070	Unit 16 Cultural Perspectives	4	15	60
R/650/5071	Unit 17 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.

## **Guidance on Assessment and Grading**

Assessment for each unit is completed based on achievement of the Learning Outcome at the standards set by the Assessment Criteria for that unit. The learner can therefore achieve a Pass, Merit, Distinction or Fail for each unit based on the quality of the work submitted and the assessor's judgements made against the criteria provided.

The assessment of each of the Level 4 qualifications in Business and Management is completed through the submission of internally assessed learner work.

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

ATHE will provide an 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 met the standard for merit and distinction grades. 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.

We would encourage our centres to develop their own assessment strategies, so you can 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 centre portal.

An assignment can relate to a single unit, or an integrated assignment can incorporate more than one unit. Any assignment must show which learning outcomes and assessment criteria from which unit(s) are being covered.

## **Assignment Marking Guidance**

Each ATHE assignment has marking guidance produced with it so that assessors can better understand the requirements for the satisfaction of assessment criteria/learning outcomes. For tutors, it is worthwhile reading and understanding this marking guidance before learners are asked to commence

an assignment. It is also worthwhile tutors bringing this marking guidance to the attention of learners before they embark on an assignment. As the marking guidance often captures the expected level of detail of a learner response, it contains additional information that can help learners and tutors better understand the kind of response to a task that best meets the requirements.

Key command verbs from the assessment criteria have also been emboldened in the marking guidance so that tutors and learners can clearly understand the level of response that is expected.

## **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 quality assurance 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 Quality Assurer that you have a clear assessment strategy supported by robust quality assurance to meet the ATHE requirements for registering learners for a qualification. In devising your assessment strategy, you will need to ensure that:

- Learners are well-briefed on the requirements of the unit and what they must 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 centres Malpractice Policy.
- There is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external quality assurance will be needed.
- Enough 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.

Given that these qualifications involve 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 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 Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit standards stated in the assessment criteria in a unit > Learner gains a Merit for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit and Distinction standards stated in the assessment criteria in a unit > Learner gains a Distinction 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 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 certification for those units achieving a Pass.

### Qualification Grading Structure

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

#### Points for each 15-credit unit allocated are:

Pass (achieves Learning Outcomes at the standards stated in pass assessment criteria) – **45 points**  
Merit (achieves Learning Outcomes at the standards stated in pass and all merit assessment criteria) – **54 points**

Distinction (achieves Learning Outcomes at the standards stated in pass, all merit and all distinction Assessment Criteria) – **67.5 points**

Total points required for each qualification grade:

#### ATHE Level 4 Diploma in Business and Management (**60 credits**)

Pass	180 - 215
Merit	216 - 269
Distinction	270

#### ATHE Level 4 Extended Diploma in Business and Management (**120 credits**)

Pass	360 - 431
Merit	432 - 539
Distinction	540

#### ATHE Level 4 Extended Diploma in Business and Management (Gen. Ed.) (**165 credits**)



Pass	495 - 593
Merit	594 - 741
Distinction	742

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

### Example 1

Marina has achieved a total of 202.5 points for the qualification:

Unit no.	Unit result	Unit points
1	Pass	45
2	Pass	45
3	Distinction	67.5
4	Pass	45
<i>Total</i>		<i>202.5</i>

Marina has achieved 202 points and will be awarded a Pass grade for the qualification as the requirement for a Pass is 180 - 215 points.

### Example 2

Imran has achieved a total of 234 points for the qualification:

Unit no.	Unit result	Unit points
1	Pass	45
2	Merit	54
3	Distinction	67.5
4	Distinction	67.5
<i>Total</i>		<i>234</i>

Imran has achieved 234 points and will be awarded an overall Merit grade for the qualification as the requirement for a Merit is 216 - 269 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 data 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 quality assurance 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 quality assurance can be authenticated as the learner's own. Any instance of plagiarism detected by the External Quality Assurer during sampling, will be investigated and could lead to sanctions against the centre.

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

## Guidance for Teaching and Learning

Learners 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 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 enough 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 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., 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.

## Unit Specifications – key features

### Unit Format

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

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 an 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 are 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 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

### Unit Indicative Content

The unit indicative content section provides details of the range of subject material for the programme of learning for the unit. Learners should ensure that they use this content when preparing their responses to assignment tasks.

### Suggested Resources

This comprises a list of relevant and current textual/online sources of information that will underpin learning for the unit. It is not an exhaustive list and learners/tutors might find other resources that equally serve their purposes.

### Opportunities for Synoptic Teaching and Learning

This section identifies the links between the unit's learning outcomes and other unit learning outcomes and assessment criteria within the qualification that are thematically related. This enables learners and tutors the opportunity to connect learning across the qualification to ensure that learners have a joined-up experience of each unit.

### Opportunities for Synoptic Assessment

This section identifies the way in which a unit's assessment links internally different parts of a unit or links more broadly to other parts of the overall qualification. In each unit, there are shared Merit and

Distinction AC which draw together different but related learning from different LOs. These are labelled throughout each unit:

Eg, Unit 1  
**LO3 + LO4**

4D1 Assess the challenges of operating in both an economic and market environment for a named organisation

For certain units, eg Unit 8 Managing a Work-based Team Project, these represent larger opportunities for assessment to be informed by knowledge and understanding developed in previous units.

### Opportunities for Skills Development

This section contains two important elements of signposting: signposting to ATHE Study Skills and signposting to ATHE Employability Skills. These enable learners and tutors the opportunity to see where each unit's LO/AC link into underpinning Study Skills and Employability Skills categories, eg Digital Skills, Thinking Skills etc, and to promote possible programme/curriculum opportunities for the development of these skills. The ATHE Study Skills and Employability Skills are drawn from the standards documents for each skill. These standards documents are on the ATHE Centre Portal.

## Unit specifications

<b>Unit 1 The Business Environment</b>			
<b>Unit Aims</b>	This unit will develop learners' understanding of the business environment and the internal and external circumstances in which different organisations operate. Learners will also gain understanding of organisational responsibilities and structures.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	Y/650/5055		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessor Guidance</b>	<p>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.</p> <p>Learners must use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors an appropriate organisation and country on which to base their study. Tutors need to ensure that the organisation chosen is suitable. SMEs are recommended as larger organisations are often too complex and accessing the information required can be challenging.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand types of organisation, their purposes and responsibilities	1.1 Explain the different types of organisations 1.2 Analyse the purposes and responsibilities of organisations 1.3 Analyse how organisations fulfil their responsibilities to stakeholders	1M1 Assess the extent to which a named organisation meets its stated purposes	

2. Understand the structure of organisations	2.1 Explain the different structures found within organisations 2.2 Analyse the functions of different departments and their inter-relationships in organisational structures		2D1 Propose improvements to the structure of a named organisation
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	<b>LO3 and LO4</b>  4D1 Assess the challenges of operating in both an economic and market environment for a named organisation
4. Understand the nature of the national environment in which organisations operate	4.1 Analyse the role of monetary and fiscal policy and the possible impact on organisations and their activities 4.2 Evaluate the impact of competition policy and other regulatory mechanisms on the activities of a named organisation		

## Indicative Content

### 1. Understand types of organisations, their purposes and responsibilities

#### Types of organisations

- Including private: sole trader, partnership, limited, public limited), public, government, voluntary, charitable

#### Purposes

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

#### 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) quality and safety of products and

services offered, ethical practices, meeting stakeholder interests, dealing with potential conflicts of interest, producing and implementing policies, 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. decentralisation, specialisation, departmentalisation 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
- The 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**

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, private finance initiatives (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 (antitrust and cartels, market liberalisation, state aid control, merger control), Competition Act 1998, Enterprise Act 2002, 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

### **Suggested Resources**

Burns J. & Needle D., 2019, Business in Context: An Introduction to Business and its Environment. 7th Ed. Cengage Learning

Hamilton L. & Webster P., 2019, International Business Environment, OUP

Morrison J., 2020, The Global Business Environment: Towards Sustainability? Bloomsbury Academic

Wetherly P. and Otter D., 2018, The Business Environment: Themes and Issues in a Globalizing World, Oxford University Press

Worthington I., Britton C., Thompson E., 2018, The Business Environment, Pearson

### **Websites**

[www.businessballs.com](http://www.businessballs.com)

[www.forbes.com](http://www.forbes.com)

[www.businesscasestudies.co.uk](http://www.businesscasestudies.co.uk)



[The Economist | World News, Economics, Politics, Business & Finance](#)

[Economics Study Guides - SparkNotes](#)

[IFS | Institute for Fiscal Studies](#)

**Unit 1 The Business Environment - Supporting information**

**Opportunities for Synoptic Teaching and Learning**

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

Learning Outcome	Teaching and learning links to other unit LO/AC
LO1 Understand types of organisations, their purposes and responsibilities	Unit 7 Corporate Social Responsibility LO1 Understand current corporate social responsibility issues facing business, AC 1.1 Explain the regulatory framework for CSR in a named country, AC 1.2 Analyse environmental issues in CSR, AC 1.3 Analyse social and community issues in CSR, LO2 Understand the impact of corporate social responsibility policy on different stakeholders, AC 2.1 Assess the benefits of CSR to employees and senior managers, AC 2.2 Analyse the impact of CSR on the supply chain, AC 2.3 Explain how a CSR policy impacts external stakeholders  Unit 14 Managing Quality LO2 Understand the importance of quality control and quality assurance systems to organisations
LO2 Understand the structure of organisations	Unit 2 People in Organisations LO1 Understand communication within organisations, LO3 Understand the issues associated with remote working, AC 3.1 Analyse the implications of remote working for individuals
LO3 Understand the impact of the market environment on organisations	Unit 6 The Marketing Mix LO1 Understand the elements of the marketing mix, LO2 Understand the application of the marketing mix, AC 2.1 Analyse the application of a co-ordinated marketing mix in a chosen context
LO4 Understand the nature of the national environment in which organisations operate	Unit 15 Digital Communications LO1 Understand a range of digital communications technologies, AC 1.2 Trends in digital communications  Unit 16 Cultural Perspectives LO1 Understand culture and cultural theories in an interconnected world

**Opportunities for Synoptic Assessment**

Some of the Merit and Distinction criteria require knowledge from one or more of the LOs. In this unit AC 4D1 includes assessment across LO3 and LO4.

**Opportunities for Skills Development within this unit**

Employability Skills	Study Skills
<b>Working Independently</b> - Using own initiative, self-organisation, maintaining	<b>Using sources of information</b> - Accessing information, e.g. choosing current, sufficient,

<p>motivation/focus, managing tasks <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Problem-solving</b> - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information <b>(LO1, LO2, LO3, LO4)</b></p>	<p>relevant and reliable sources <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Reading Skills</b> – Identifying different reading materials, reading with a purpose, understanding reading styles <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking Skills</b> - Using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Writing Skills</b> – Understanding the purpose of writing; understanding writing styles and forms <b>(LO1, LO2, LO3, LO4)</b></p>
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<b>Unit 2 People in Organisations</b>			
<b>Unit Aims</b>	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.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	A/650/5056		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>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.</p> <p>Learners must use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors appropriate organisations on which to base their study. Tutors need to ensure that the organisations chosen are suitable. SMEs are recommended as larger organisations are often too complex and accessing the information required can be challenging.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand communication within organisations	1.1 Analyse the benefits of effective communication to organisations 1.2 Explain the implications of legislation, policies and procedures relevant to communication within organisations 1.3 Assess how the organisational structure impacts on communication	1M1 Assess the impact of new technologies on organisations' communications	

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 Assess the potential impact of different leadership styles on teamwork	2D1 Evaluate the use and effectiveness of teamwork in a chosen organisation
3. Understand the issues associated with remote working	3.1 Analyse the implications of remote working for individuals 3.2 Assess the effectiveness of different leadership styles for remote working		<b>LO2, LO3 and LO4</b> 4D1 Evaluate the impact of legislation on employee relations management in different organisational contexts
4. Understand how organisations monitor and support people in the workplace	4.1 Explain how HR departments provide support and monitor people within the workplace 4.2 Assess policies and procedures designed to support and monitor people in the workplace		

## 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, procedures and legislation

#### Policies and procedures to cover:

- 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 to cover:

- Data Protection Act 1998, GDPR 2018
- Freedom of Information Act
- Equality Act 2010
- Confidentiality

Implications of policies, procedures and legislation for communication within organisations e.g. improving communication, standardising communication, protecting confidentiality, security of personal information.

Organisational structure

- Flat/tall
- Matrix
- Regional
- Remote offices
- Dotted line reporting

Implications for effectiveness of communication e.g. flat organisational structures - fewer gatekeepers, internal and external communication flows more freely but can be uncontrolled; functional structure no ambiguity, strict reporting lines, good in times of crisis but can slow and stifle communication; hierarchical structure - clear reporting lines but can be frustrating, decision-making can be more efficient, power concentrated and teamwork can be limited; impact on methods used e.g. more hierarchical organisations may use more formal, impersonal methods of communication; flatter organisations may use more face-to-face and informal communication.

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
- Tuckman team development theory e.g. stuck in early development stage

Impact of leadership styles on teamwork:

- Autocratic e.g. can be too controlling and demotivate, lead to poor morale, impede collaboration.
- Coaching e.g. can be positive but tends towards micromanaging and coaching individuals.
- Participative e.g. can be natural fit for team work, joint decision making, share ideas, information etc.
- Affiliative e.g. specifically aimed at developing work teams, risks are that team harmony placed above performance, little individual accountability and performance may suffer.
- Laissez faire – e.g. manager is hands off so will depend on strength of team
- Other management styles may be included as appropriate

### **3. Understand the issues associated with remote working**

Remote working includes:

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

Implications

- Investment in technology
- Feeling remote, isolated and lonely
- Challenges with communication
- Working in different time zones
- Different ways of behaving and doing things
- Time management and irregular hours
- Different 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

Impact of leadership styles on remote working:

- Autocratic e.g. can be too controlling and demotivate, lead to poor morale, may monitor remote employees too closely through excessive meetings for example.
- Coaching e.g. can be positive but tends towards micromanaging and coaching individuals which may be supportive to remote workers or intrusive.
- Democratic/Participative e.g. will communicate with employees frequently using messages, emails, video conferencing – may interrupt work too much

- Laissez faire – e.g. manager is hands off, employees will be given freedom to make own decisions but may need more guidance – no opportunity to discuss with others when remote working
- Other management styles may be included as appropriate

#### **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



## **Suggested Resources**

- Adair J., 2019, *Develop Your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow*, Kogan Page
- Bowes E., 2021, *Leadership in Diversity and Inclusion: Ultimate Management Guide to Challenging Bias, Creating Organizational Change and Building an Effective Diversity & Inclusion Strategy*
- Buchanan D. & Huczynski A., 2019, *Organisational Behaviour*, Pearson
- Gold J. and Anderson L., 2017, *Developing Leadership and Management Skills*, Kogan Page Publishers
- Gold J., Thorpe R., Mumford A, 2010, *Leadership and Management Development*, CIPD - Kogan Page
- Mullins L.J., 2013, *Management and Organisational Behaviour*, FT Publishing International
- Sale J., 2017, *Mapping motivation: Unlocking the key to employee energy and engagement*, Routledge
- Vibrant, 2019, *Organizational Behavior Essentials You Always Wanted To Know (Self-Learning Management Series)*, Vibrant Publishers

## **Websites**

[www.managementtoday.com](http://www.managementtoday.com)

[www.managementstudyguide.com](http://www.managementstudyguide.com)

[www.businessballs.com](http://www.businessballs.com)

[Management Library \(managementhelp.org\)](http://Management Library (managementhelp.org))

[HR Resources | CIPD – the Chartered Institute of Personnel and Development](http://HR Resources | CIPD – the Chartered Institute of Personnel and Development)

[Knowledge and Insights | Management Research - CMI \(managers.org.uk\) – the Chartered Management Institute](http://Knowledge and Insights | Management Research - CMI (managers.org.uk) – the Chartered Management Institute)

[HBS Working Knowledge – Harvard Business School Faculty Research](http://HBS Working Knowledge – Harvard Business School Faculty Research)

<b>Unit 2 People in Organisations - Supporting information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand communication within organisations	Unit 1 The Business Environment LO2 Understand the structure of organisations  Unit 4 Communication Skills for Business LO1 Understand how internal communication takes place within organisations
LO2 Understand effective teamwork	Unit 8 Managing a Work-based Team Project, all LOs
LO3 Understand the issues associated with remote working	Unit 1 The Business Environment LO2 Understand the structure of organisations
LO4 Understand how organisations monitor and support people in the workplace	Unit 5 Resource Management LO3 Understand how to use human resources effectively
<b>Opportunities for Synoptic Assessment</b>	
Some of the Merit and Distinction criteria require knowledge from one or more of the LOs. In this unit, 4D1 'different organisational contexts' includes team working and remote working as explored in LO2 and LO3.	
<b>Opportunities for Skills Development within this unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Working Independently</b> - Using own initiative, self-organisation, maintaining motivation/focus, managing tasks <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Problem-solving</b> - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Communication Skills</b> - Written communication, e.g. appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using sources of information</b> - Accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Reading Skills</b> – Identifying different reading materials, reading with a purpose, understanding reading styles <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking Skills</b> - Using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3, LO4)</b></p>

<b>Unit 3 Financial and Management Accounting Techniques for Managers</b>			
<b>Unit Aims</b>	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.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	D/650/5057		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>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.</p> <p>Learners must use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors appropriate organisations on which to base their study. Tutors need to ensure that the organisations chosen are suitable. SMEs are recommended as larger organisations are often too complex and accessing the information required can be challenging. Learners may need support in finding suitable published accounts on which to base their ratio analysis.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p>		
<b>Learning outcomes</b>	<b>Assessment Criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
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 Assess the needs of stakeholders in relation to management and financial accounting information in a specific organisation	1D1 Evaluate the benefits of integrating financial and management accounting for a specific business organisation system
2. Can assess business organisation performance	2.1 Analyse components of working capital explaining how business organisations can	2M1 Evaluate the usefulness of ratio analysis when assessing	

	effectively manage working capital 2.2 Use ratios to assess the performance of a specific organisation	organisational performance	
3. Can apply management accounting techniques for decision-making	3.1 Use budgetary techniques for decision-making 3.2 Use costing techniques for pricing purposes 3.3 Use capital investment appraisal techniques to evaluate a specific business decision		<b>LO1 and LO3</b>  3D1 Evaluate the benefits of management accounting techniques in supporting financial decision making to ensure long term financial stability

## 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 and techniques

- 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 and techniques

- 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
- Information needs of different stakeholders
- Benefits of integrated accounting systems

## **2. 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)
- The interpretation of ratios including comparison with historical data, industry averages, other organisations etc. and use for assessment and decision-making
- The benefits and limitations of ratio analysis

## **3. Apply management accounting techniques for decision-making**

#### 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 in manufacturing and service industries – full absorption costing and overview of other costing methods including Activity Based Costing, job costing
- Pricing – cost plus, marginal cost, price takers etc.
- Break-even analysis and 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

### **Suggested Resources**

Atrill P., 2017, Financial Management for Decision Makers, Harlow: Pearson

Davies T. & Crawford I., 2011, Business Accounting and Finance, Pearson

Drury C, 2018, Management accounting for business, Cengage Learning EMEA

Edmonds T., Edmonds C., Edmonds M. A. and Olds P., 2019 Fundamental Managerial Accounting Concepts, McGraw Hill

Elliot B. and Elliot J., 2019, Financial Accounting and Reporting, Harlow: Pearson

Mowen M.M., Hansen D.R. and Heitger D.L., 2022, Managerial accounting: The cornerstone of business decision-making, Cengage Learning

Seal W.B., Rohde C., Garrison R. H. and Noreen E. W., 2018, Management Accounting, McGraw Hill

Thomas A. & Ward AM., 2019, Introduction to Financial Accounting, McGraw Hill

### **Websites**

[www.accountingcoach.com](http://www.accountingcoach.com)

[www.ifa.org.uk](http://www.ifa.org.uk) - Institute of Financial Accountants

[www.corporatefinanceinstitute.com](http://www.corporatefinanceinstitute.com)

<https://www.fasb.org/> - Financial Accounting Standards Board

[Resources \(iasplus.com\)](http://Resources.iasplus.com) - International accounting standards

**Unit 3 Financial and Management Accounting Techniques for Managers - Supporting information**

**Opportunities for Synoptic Teaching and Learning**

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

Learning Outcome	Teaching and learning links to other unit LO/AC
<p>LO1 Understand financial and management accounting systems</p>	<p>Unit 4 Communication Skills for Business LO5 Communicate effectively in writing, AC 5.1 Communicate complex information in writing for specific purposes includes communicating financial information</p> <p>Unit 11 Administrative Services LO2 Understand how to create and use organisational systems, AC2.3 Analyse the importance of keeping accurate records links to purchase and sales ledger and generally to financial record keeping</p>
<p>LO2 Assess business organisation performance</p>	<p>Unit 9 Entrepreneurship LO3 Prepare for a new business venture, AC 3.2 Prepare a start-up plan for a chosen new business venture - financial aspects of business plans</p> <p>Unit 13 Managing Operations LO2 Understand the relationship between operations and performance, AC 2.1 Describe the process models used in managing operations – links between process and operations specifically lean management techniques</p> <p>Unit 17 Applied statistics LO1 Collect, present and interpret data - use of numerical and algebraic methods, especially ratios/percentages</p>
<p>LO3 Apply management accounting techniques for decision-making</p>	<p>Unit 6 The Marketing Mix LO2 Understand the application of the marketing mix - role of price in the marketing mix links with pricing in AC 3.2</p> <p>Unit 9 Entrepreneurship LO3 Prepare for a new business venture, AC 3.2 Prepare a start-up plan for a chosen new business venture - financial aspects of business plans</p> <p>Unit 17 Applied Statistics LO1 Collect, present and interpret data – the use of numerical and algebraic methods, especially for costing and pricing methods</p>

**Opportunities for Synoptic Assessment**

Some of the Merit and Distinction criteria require knowledge from one or more of the LOs. In this unit, 3D1 is synoptic across LO1 and LO3



Opportunities for Skills Development within this unit	
Employability Skills	Study Skills
<p><b>Communication skills</b> – Written communication, appropriate formats (<b>LO1, LO2, LO3</b>)</p> <p><b>Problem-solving</b> – Using analytical skills and critical thinking skills (<b>LO2, LO3</b>)</p>	<p><b>Using sources of information</b> – Identifying sources of information and accessing information (<b>LO1, LO2</b>)</p> <p><b>Thinking Skills</b> – Using analytical skills, handling information; using critical thinking skills, drawing conclusions (<b>LO2, LO3</b>)</p> <p><b>Digital Skills</b> - Applying relevant numeracy skills to explore and organise data appropriately (<b>LO1, LO2</b>)</p>

<b>Unit 4 Communication Skills for Business</b>			
<b>Unit Aims</b>	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, learners will be able to develop their communication skills. Learners will also apply their own communication skills to typical organisational requirements.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	F/650/5058		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>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.</p> <p>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.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
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 the legal and ethical issues in relation to the communication of information within organisations	
2. Understand how organisations communicate with customers	2.1 Evaluate 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 organisational relationships on effective communications 3.2 Assess the impact of non-verbal communication on the effectiveness of oral communications	<b>LO3, LO4 and LO5</b>  5M1 Assess the effectiveness of technology in oral and written communication	
4. Can present oral information effectively	4.1 Present complex information using technology		4D1 Adapt own oral communication for different audiences and purposes
5. Can communicate effectively in writing	5.1 Communicate complex information in writing for specific purposes		5D1 Adapt own written communication for different audiences and purposes

## Indicative Content

### 1. Understand how internal communication takes place within organisations

The process 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
- 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, newsletters, bulletins, noticeboards and updates
- Face to face/oral - briefings, appraisals, daily/weekly huddles meetings (departmental, weekly updates, team meetings); interviews, 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

#### Barriers

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

#### 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, emails, telephone calls, face to face, public relations

#### Informal communications

- social media
- Blogging
- Influencers

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

#### Impact of organisational relationships

- 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 – enhanced clarity of information, helps reinforce messages, can help those with different communication styles and needs

## 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. 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. 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
- Conventions in written communications
- Formal reports, informal reports, emails, letters, texts
- Greetings, sign off, tone, punctuation and grammar, use of first or third person

### Documents required for meetings

- 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

### **Suggested Resources**

Bouvee C., 2020, Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace, Pearson

Bouvee C. et al., 2020, Business Communication Today, Pearson

Kaczmarek S., Locker K., 2013, Business Communication: Building Critical Skills, McGraw-Hill

Roche M., 2022, Business Communication in Plain English: How to Use Grammar, Punctuation & Style to Communicate Effectively in Business and Professional Settings: Business English Originals, IDM Business English

### **Websites**

[www.skillsyouneed.com](http://www.skillsyouneed.com)

[www.coursera.org](http://www.coursera.org)

[www.themuse.com](http://www.themuse.com)

[www.linkedin.com](http://www.linkedin.com)

<b>Unit 4 Communication Skills in Business - Supporting information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand how internal communication takes place within organisations	Unit 2 People in Organisations LO1 Understand communication within organisations AC 1.1 – 1.4 are all relevant links  Unit 12 Managing Information and Knowledge LO2 Understand how information and knowledge are shared and used in the workplace and why they are important
LO2 Understand how organisations communicate with customers	Unit 6 The Marketing Mix LO2 Understand the application of the marketing mix, AC 2.1 Analyse the application of a co-ordinated marketing mix in a chosen context  Unit 10 Customer Relationship Management LO2 Understand how effective customer relationship management is achieved, AC 2.1 Evaluate the processes necessary for achieving effective customer relationship management
LO3 Understand the factors that impact on the effectiveness of communications in business	Unit 11 Administrative Services LO4 Understand the importance of effective communications in providing administrative services in the workplace, AC 4.1 Analyse the need for effective communication in the provision of administrative services, AC 4.2 Evaluate the suitability of different communication methods in the provision of effective administrative services in the workplace  Unit 15 Digital Communications LO2 Understand the impact of digital communications, AC 2.1 Explain how digital communications have impacted on communications procedures within the workplace, AC 2.3 Analyse the impact of digital communications technology on oral and written communications, AC 3.3
LO4 Present oral information effectively	Unit 9 Entrepreneurship LO3 Prepare for a new business venture, AC 3.2 Prepare a start-up plan for a chosen new business venture
LO5 Communicate effectively in writing	Unit 3 Financial and Management Accounting Techniques for Managers LO1 Understand financial and management accounting systems  Unit 15 Digital Communications LO4 Understand blogging, digital content management and social networking platforms, AC 4.1 Explain the use of blogging software, AC 4.2 Explain the features of digital content management, AC 4.3 Outline the benefits and drawbacks of using social networking platforms
<b>Opportunities for Synoptic Assessment</b>	
Some of the Merit and Distinction criteria require knowledge from one or more of the LOs. In this unit, AC 5M1 offers opportunity to assess learning across LO3, LO4 and LO5.	

**Opportunities for Skills Development within this unit**

**Employability Skills**

**Communication Skills** – Taking the right action with the information gathered, spoken communication, e.g. knowing your purpose, knowing your audience, written communication, e.g. appropriate formats, style and tone **(LO1, LO2, LO3, LO4, LO5)**

**Digital Skills** – Using appropriate digital devices and relevant applications e.g. presentation software, problem-solving, e.g. presenting data **(LO4, LO5)**

**Problem-solving** - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information **(LO1, LO2, LO3, LO4, LO5)**

**Study Skills**

**Writing Skills** – Understanding the purpose of writing and writing styles, e.g. presentation, report-writing **(LO1, LO2, LO3, LO4, LO5)**

**Thinking Skills** – Using analytical and critical thinking skills, e.g. handling and categorising information and identifying and interpreting others' positions **(LO1, LO2, LO3, LO4, LO5)**



<b>Unit 5 Resource Management</b>			
<b>Unit Aims</b>	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.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	H/650/5059		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>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.</p> <p>Learners must use real life examples to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. Learners will need to agree with tutors appropriate organisations on which to base their study. Tutors need to ensure that the organisations chosen are suitable. SMEs are recommended as larger organisations are often too complex and accessing the information required can be challenging.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
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

<p>2. Understand the importance of the effective use of physical resources</p>	<p>2.1 Explain how the use of physical resources is monitored and managed</p> <p>2.2 Evaluate the measures to reduce the impact of resource wastage</p> <p>2.3 Assess the costs of high-profile technological failures</p> <p>2.4 Assess the business case for the use of ethical and sustainable resources</p>	<p>2M1 Analyse recent cases of resource wastage and how waste could be used as a resource, using examples</p>	
<p>3. Understand how to use human resources effectively</p>	<p>3.1 Assess the need for human resource planning in the workplace</p> <p>3.2 Evaluate the methods used to monitor, improve and reward employee performance</p>	<p><b>LO2, LO3, LO4</b></p> <p>4M1 Evaluate how resource management practices have contributed to business success or failure, using examples.</p>	<p>3D1 Evaluate the impact of employee engagement in an organisation</p>
<p>4. Understand how to review the effective use of resources</p>	<p>4.1 Explain the data needed to review and make judgements on employee performance and utilisation of physical resources</p>		

## 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

#### Suggested Resources

Armstrong M. & Taylor S., 2020, Armstrong's Handbook of Human Resource Management Practice, Kogan Page

Carbery R., 2018, Human Resource Management, Red Globe Press

Paton S., Clegg B., Hsuan J. & Pilkington A., 2020, Operations Management, McGraw Hill

Slack N., 2019, Operations Management, Pearson

#### Websites

[www.cipd.co.uk](http://www.cipd.co.uk) - Chartered Institute for Personnel and Development

[www.personneltoday.com](http://www.personneltoday.com)

[www.hrguide.com](http://www.hrguide.com)

[www.managementtoday.com](http://www.managementtoday.com)

[www.apics.org](http://www.apics.org) - Association for Operations Management

[www.cips.org](http://www.cips.org) - Chartered Institute of Procurement and Supply

<b>Unit 5 Resource Management - Supporting information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the key features of resource management	Unit 9 Entrepreneurship LO3 Prepare for a new business venture, AC 3.2 Prepare a start-up plan for a chosen new business venture  Unit 13 Managing Operations LO1 Understand operations management
LO2 Understand the importance of the effective use of physical resources	Unit 9 Entrepreneurship LO3 Prepare for a new business venture, AC 3.2 Prepare a start-up plan for a chosen new business venture  Unit 8 Managing a Work-Based Team Project LO2 Plan the work-based team project  Unit 7 Corporate Social Responsibility LO1 Understand current corporate social responsibility issues facing business, LO3 Make recommendations for responsible business practice  Unit 14 Managing Quality LO2 Understand the importance of quality control and quality assurance systems to organisations
LO3 Understand how to use human resources effectively	Unit 2 People in Organisations LO4 Understand how organisations monitor and support people in the workplace  Unit 9 Entrepreneurship LO3 Prepare for a new business venture, AC 3.2 Prepare a start-up plan for a chosen new business venture
<b>Opportunities for Synoptic Assessment</b>	
Some of the Merit and Distinction criteria require knowledge from one or more of the LOs. In this unit AC 4M1 includes assessment across LO2, LO3 and LO4.	

<b>Opportunities for Skills Development within this unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<b>Working Independently</b> - Using own initiative, self-organisation, maintaining motivation/focus, managing tasks <b>(LO1, LO2, LO3, LO4)</b>	<b>Using sources of information</b> - Accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3, LO4)</b>

<p><b>Problem-solving</b> - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information (<b>LO1, LO2, LO3, LO4</b>)</p> <p><b>Communication Skills</b> - Written communication, e.g. appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) (<b>LO1, LO2, LO3, LO4</b>)</p>	<p><b>Reading Skills</b> – Identifying different reading materials, reading with a purpose, understanding reading styles (<b>LO1, LO2, LO3, LO4</b>)</p> <p><b>Thinking Skills</b> - Using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions (<b>LO1, LO2, LO3, LO4</b>)</p>
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<b>Unit 6 The Marketing Mix</b>			
<b>Unit Aims</b>	To develop an understanding of the seven elements of the marketing mix and how they relate to one another, including how digital and social media marketing relate to each element.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	L/650/5060		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>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.</p> <p>Learners must use real life examples to illustrate the points which are made. Learners may need guidance to choose suitable contexts for analysis.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the elements of the marketing mix	1.1 Explain the use of the seven elements of the marketing mix 1.2 Analyse the relationship between the different elements of the marketing mix	1M1 Evaluate the role of different elements of marketing mix for a chosen product or service	1D1 Assess the impact of adjusting one element of the marketing mix on the other elements of the marketing mix
2. Understand the application of the marketing mix	2.1 Analyse the application of a co-ordinated marketing mix for a chosen product or service 2.2 Analyse the benefits of a co-ordinated marketing mix	<b>LO1 and LO2</b> 2M1 Assess the success of the marketing mix used for a chosen product or service	



3. Understand digital elements of the marketing mix	3.1 Explain the digital tools and techniques available to include within the marketing mix 3.2 Analyse the use of digital marketing tools and techniques for a chosen product or service 3.3 Assess the benefits of digital marketing		3D1 Evaluate the marketing mix including digital elements for a chosen product or service
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## Indicative Content

### 1. Understand the elements of the marketing mix

#### Product

- Features and benefits of products or services
- Product and service information and descriptions are provided to potential customers
- 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
- Creating lifetime value to a customer by using the Customer Life Cycle – targeting needs at different life stages

#### Price

- Use of pricing to reflect the perceived value of the benefits of a product to the buyer
- Use of pricing to offset the costs of product manufacturing and/or service delivery
- Different pricing strategies: penetration pricing, economy pricing, price skimming, psychological pricing, product line pricing, optional pricing, captive product pricing, product bundle pricing, promotional pricing, geographical pricing, premium pricing.

#### Place (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)
- types of distribution of products and services for market coverage: intensive distribution, selective distribution, exclusive distribution.
- Advantages of using a direct marketing channel (personal feel of market due to direct contact, easy to adapt to changes required thanks to immediate customer feedback, can control product pricing)

#### Promotion

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

## Process

- Process activities: technological, manufacturing, electronic (electronic point-of-sale (epos); barcodes, checkouts, loyalty cards), direct (at customer interface), indirect (before, during and after customer interface)
- How process leads to customer focus (customer retention, cross-selling, tailor process to needs of different individuals)

## People

- Importance of recruiting the right people to become customer facing staff
- How 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 (increase knowledge and skills; add value by offering technical support, expertise and advice; support sales, marketing and customer service processes; represent the business and build its reputation, ensure seamless transactions and customer service).

## Physical evidence

- Physical environment
- Ambience
- Spatial layout
- Corporate branding: signs, symbols, artefacts; packaging, webpages, brochures, uniforms, business cards.

## Relationship between elements

Relationship between elements and effects of adjusting one element of a product or service on other elements e.g.

- Product: changes may affect cost which in turn affects price, changes in quality may affect pricing and distribution, items that have to be tried out sell better in shops etc.
- Price: changes marketing strategy, affects demand and sales, impacts on cash flow and can impact perception of quality
- Place: online distribution may need different information, cheaper/more expensive items may sell in different outlets
- Promotion: discounting/buy one get one free offers not usually suitable for more expensive products, national campaigns require product to be available nationally
- Process: fresh products need short order to delivery times, efficient processes provide better customer service which make products more desirable and can affect price
- People: provide better customer service which can make products more desirable and can affect price
- Physical evidence: presence and branding makes product more visible; branding may make products more desirable; high quality branding may allow higher price to be set
- Identifying and relating elements within an organisation

## 2. Understand the application of the marketing mix

- Analysing marketing mix within organisations: identify a product or service, research and establish each element
- Benefits: supports understanding of products/services and customers, helps planning, helps businesses focus on strengths, helps business avoid unnecessary costs, support efficiency because of whole organisation focus, guide for allocating resources and responsibilities, facilitates communication

## 3. Understand digital elements of the marketing mix

### Digital tools

- Search marketing
- Social media marketing
- Digital advertising
- Digital PR
- Digital partnerships
- Digital messaging

### Digital media can be:

- Paid for e.g. pay per click, paid social media, online adverts, affiliate marketing, external email push
- Owned media – in house e.g. guest blogging, customer reviews, website advertising
- Earned media e.g. sponsorship, earned mentions, influencer, partner emails

### Examples of uses

- *Product* – opportunities offering digital products as core products or add-ons such as customer service, advice etc.
- *Price* – new pricing models and strategies including online discounts
- *Place* – for example using affiliate or co-marketing
- *Promotion* – marketing techniques such as search, email and social media marketing
- *People, process and physical evidence* – improving customer service via Livechat and online knowledge bases

## Suggested Resources

Jobber, D. & Ellis-Chadwick, F., 2012, Principles and Practice of Marketing, Maidenhead: McGraw-Hill

Ghuri N. and Cateora, P., 2021, International Marketing, McGraw Hill Education: Maidenhead

Grocutt J. & Hopkins C., 2015, Marketing (Business Briefings), London: Palgrave Macmillan

Simkin, L., Pride, W., Ferrell, D. and Dibb, S., 2019, Marketing Concepts and Strategies, Cengage Learning

## **Websites**

[www.cim.co.uk](http://www.cim.co.uk) - Chartered Institute of Marketing

[www.marketingweek.com](http://www.marketingweek.com)

[www.marketingdonut.co.uk](http://www.marketingdonut.co.uk)

[www.mckinsey.com](http://www.mckinsey.com)

<b>Unit 6 The Marketing Mix - Supporting information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand the elements of the marketing mix	<p>Unit 1 The Business Environment LO3 Understand the impact of the market environment on organisations, AC 3.1 Analyse the impact of supply and demand on the prices of goods and services in markets</p> <p>Unit 3 Financial and Management Accounting Techniques for Managers LO3 Apply management accounting techniques for decision-making, AC 3.2 Use costing techniques for pricing purposes</p> <p>Unit 4 Communication Skills for Business LO2 Understand how organisations communicate with customers</p> <p>Unit 9 Entrepreneurship LO3 Prepare for a new business venture</p> <p>Unit 10 Customer Relationship Management LO2 Understand how effective customer relationship management is achieved</p>
LO3 Understand digital elements of the marketing mix	Unit 15 Digital Communications LO4 Understand blogging, digital content management and social networking platforms
<b>Opportunities for Synoptic Assessment</b>	
Some of the Merit and Distinction criteria require knowledge from one or more of the LOs. In this unit, 2M1 includes assessment across LO1 and LO2.	

<b>Opportunities for Skills Development within this unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Working Independently</b> - Using own initiative, self-organisation, maintaining motivation/focus, managing tasks <b>(LO1, LO2, LO3)</b></p> <p><b>Problem-solving</b> - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information <b>(LO1, LO2, LO3)</b></p> <p><b>Communication Skills</b> - Written communication, e.g. appropriate formats, style</p>	<p><b>Using sources of information</b> - Accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3)</b></p> <p><b>Thinking Skills</b> - Using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3)</b></p>

and tone, spelling, punctuation & grammar (SPAG) (LO1, LO2, LO3)

**Digital Skills** – Using appropriate digital devices, handling and judging the reliability of information, problem-solving (eg online research, presenting data) (LO1, LO2, LO3)

<b>Unit 7 Corporate Social Responsibility</b>			
<b>Unit Aims</b>	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.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	M/650/5061		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>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.</p> <p>Learners must use real life examples to illustrate the points which are made. Learners will need to agree with tutors appropriate organisations and countries on which to base their study. Tutors need to ensure the organisations chosen are suitable. SMEs are recommended as larger organisations are often too complex and accessing the information required can be challenging. This is particularly important in LO3.</p> <p>Learner work should demonstrate substantial coverage of the unit indicative content.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand current corporate social responsibility issues facing business	1.1 Explain the regulatory framework for CSR in a named country 1.2 Analyse environmental issues in CSR 1.3 Analyse social and community issues in CSR		1D1 Assess changing attitudes to CSR
2. Understand the impact of corporate social responsibility policy on different stakeholders	2.1 Assess the benefits of CSR to employees and senior managers 2.2 Analyse the impact of CSR on the supply chain 2.3 Explain how a CSR policy impacts		

	external stakeholders	<b>LO2 and LO3</b>	
3. Can make recommendations for responsible business practice	3.1 Review the CSR policy of a specific organisation 3.2 Make recommendations for responsible business practice to benefit different stakeholders 3.3 Evaluate the potential impact of recommendations on business performance		3M1 Analyse the potential conflicts between the needs and expectations of different stakeholders when introducing responsible business practice  3D1 Evaluate the success of a chosen organisation in managing CSR issues

## Indicative Content

### 1. Understand current corporate social responsibility issues facing business

#### Issues relating to CSR

- Definition of CSR
- Behaving responsibly
- Contributing to a better society
- Integrating social and environmental concerns in business
- Supporting local businesses
- Supporting developing countries
- Fair trade
- 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
- Response to pressure groups
- Effectiveness of voluntary practice.

### 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**

### Impact on employees

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

### Impact on senior managers

- Improved sales
- Improved profits
- May align with personal values and so increase satisfaction
- May be seen as an increase in workload
- Conflicts of interest between stakeholders
- Competitive edge

### Impacts on supply chain

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

#### Impact on customers

- Increased customer engagement
- Increased satisfaction
- Increase in loyalty
- Higher prices, but often willing to pay more for ethical products

#### Impact on other external stakeholders

- Increased confidence in the business
- Positive messages to potential investors
- More willing to invest in the business
- More successful business as a result of CSR offers greater return on investments
- Increased reputation by association

#### Conflicts between stakeholders

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

### **3. 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
- Need to develop ethical policies
- Enhanced brand differentiation
- Customers willingness to pay more for ethical products
- Shareholders' return on investment

### **Suggested Resources**

Blowfield M. et al., 2019, Corporate Social Responsibility, OUP

Doppelt B. (2015). Leading Change Towards Sustainability. London: Routledge.

Grayson D., 2022, The Sustainable Business Handbook: A Guide to Becoming More Innovative, Resilient and Successful, Kogan Page

Young S. et al., 2013, Sustainability: Essentials for Business, Sage

### **Websites**

[www.Bthechange.com](http://www.Bthechange.com)

[www.bcorporation.net](http://www.bcorporation.net)

[www.consciouscapitalism.org](http://www.consciouscapitalism.org)

[www.corporateregister.com](http://www.corporateregister.com)

## Unit 7 Corporate Social Responsibility - Supporting information

### Opportunities for Synoptic Teaching and Learning

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

Learning Outcome	Teaching and learning links to other unit LO/AC
LO1 Understand current corporate social responsibility issues facing business	Unit 5 Resource Management LO2 Understand the importance of the effective use of physical resources, AC 2.2 Evaluate the measures to reduce the impact of resource wastage and AC 2.4 Assess the business case for the use of ethical and sustainable resources  Unit 16 Cultural Perspectives LO2 Understand ethics, values, and decision-making when promoting positive intercultural relations, AC 2.1 Assess the importance of ethics for a chosen organisation
LO2 Understand the impact of corporate social responsibility policy on different stakeholders	Unit 1 Business Environment LO1 Understand types of organisations, their purposes and responsibilities, AC 1.3 Analyse how organisations fulfil their responsibilities to stakeholders  Unit 14 Managing Quality LO2 Understand the importance of quality control and quality assurance systems to organisations
LO3 Make recommendations for responsible business practice	Unit 5 Resource Management LO2 Understand the importance of the effective use of physical resources, AC 2.2 Evaluate the measures to reduce the impact of resource wastage and AC 2.4 Assess the business case for the use of ethical and sustainable resources

### Opportunities for Synoptic Assessment

Some of the Merit and Distinction criteria require knowledge from one or more of the LOs. In this unit AC 3M1 includes assessment across LO2 and LO3.

### Opportunities for Skills Development within this unit

Employability Skills	Study Skills
<p><b>Working Independently</b> - Using own initiative, self-organisation, maintaining motivation/focus, managing tasks <b>(LO1, LO2, LO3)</b></p> <p><b>Problem-solving</b> - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information <b>(LO1, LO2, LO3)</b></p> <p><b>Communication Skills</b> - Written communication, e.g. appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3)</b></p>	<p><b>Using sources of information</b> - Accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3)</b></p> <p><b>Reading Skills</b> – Identifying different reading materials, reading with a purpose, understanding reading styles <b>(LO1, LO2, LO3)</b></p> <p><b>Thinking Skills</b> - Using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3)</b></p>

<b>Unit 8 Managing a Work-based Team Project</b>			
<b>Unit Aims</b>	This unit aims to develop project management skills for a work-based team project by implementing the different stages of project development. Learners will have the opportunity to plan, implement and review a project of their choice.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	R/650/5062		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass – Merit - Distinction		
<b>Assessment Guidance</b>	<p>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.</p> <p>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.</p> <p>Learners will need to agree with tutors projects on which to base their study. Tutors need to ensure the projects chosen are suitable.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Can develop a proposal for a work-based team project	1.1 Develop the objectives and scope of the project 1.2 Propose ways of monitoring and evaluating the project, including quality assurance processes	1M1 Evaluate the benefits of the project to the organisation	
2. Can plan the work-based team project	2.1 Plan the activities for the project using a suitable project management methodology 2.2 Analyse the resources required to undertake the project 2.3 Carry out a risk assessment for the project		2D1 Justify the management control points needed in the project including those for quality assurance processes

3. Can implement the plan for a work-based team project	3.1 Implement the plan, logging activities 3.2 Manage risks and issues identified during the project, noting decisions taken	<b>LO3 and LO4</b>  4M1 Evaluate own and team members' performance within the project	3D1 Manage the quality control requirements of the project and document the outcomes
4. Can 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		

## Indicative Content

### 1. Develop a 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 processes

#### 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 methodologies e.g. Prince2, Agile, Waterfall, PMP, APM, organisation's bespoke models

#### Activity planning

- Identification of activities
- Ordering of activities in a logical order
- Identification of interdependencies
- Critical path
- Identifying key milestones in the plan
- Identifying opportunities for monitoring and evaluating quality
- Allocating roles and responsibilities for the project team
- Identifying and allocating resources for the project

#### 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

### **Suggested Resources**

Heagney J., 2018, Fundamentals of Project Management, Amacom

Horine, G., 2022, Project Management Absolute Beginner's Guide, Que Publishing

Maylor, H. and Turner, Neil, 2022, Project Management, Pearson

Newton, R., 2012, Project Management Step by Step: How to Plan and Manage a Highly Successful Project, Pearson

### **Websites**

[www.projectmanagement.com](http://www.projectmanagement.com)

[www.projectsart.co.uk](http://www.projectsart.co.uk)

[www.pmi.org](http://www.pmi.org) - Project Management Institute

<b>Unit 8 Managing a Work-based Team Project - Supporting information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Develop a proposal for a work-based team project	Unit 2 People in Organisations LO2 Understand effective teamwork, AC 2.1 Assess the benefits of team working to individuals and organisations  Unit 14 Managing Quality LO1 Understand approaches to quality management in organisations
LO2 Plan the work-based team project	Unit 5 Resource Management LO2 Understand the importance of the effective use of physical resources, AC 2.1 Explain how the use of physical resources is monitored and managed and AC 2.2 Evaluate the measures to reduce the impact of resource wastage  Unit 11 Administrative Services LO3 Support meetings and events  Unit 14 Managing Quality LO2 Understand the importance of quality control and quality assurance systems to organisations
LO4 Evaluate the process and outcomes of the project	Unit 5 Resource Management LO4 Understand how to review the effective use of resources, AC 4.1 Explain the data needed to review and make judgements on employee performance and utilisation of physical resources
<b>Opportunities for Synoptic Assessment</b>	
Some of the Merit and Distinction criteria require knowledge from one or more of the LOs. In this unit AC 4M1 includes assessment across LO3 and LO4.  Given the nature of this unit, it could be used as a synoptic unit that brings together learning from previous units. Where used in this way, it should be undertaken at the end of a learner's programme.	
<b>Opportunities for Skills Development within this unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>

<p><b>Problem-solving</b> - defining challenges and issues, determining and assessing solutions, planning and implementing solutions (<b>LO1, LO2, LO3</b>)</p> <p><b>Communication Skills</b> - Spoken communication, e.g. knowing your purpose, being prepared, knowing your audience, adapting language to your audience, understanding the importance of non-verbal behaviours (<b>LO3</b>)</p> <p><b>Time management</b> - Planning, e.g. organising time around commitments (<b>LO2, LO3</b>)</p> <p><b>Teamwork</b> - Planning teamwork with colleagues, team members having specific roles, working and respecting differences between people (based on sex/gender, race, disability, age etc), allocating tasks based on individual capabilities, taking responsibility for timekeeping and outcomes, maximising feedback and participation for team members, dealing with differences of opinion and conflict, meeting deadlines and ensuring quality (<b>LO1, LO2, LO3</b>)</p> <p><b>Negotiation</b> - Planning your approach, justifying your position, actively listening, using emotional intelligence, building rapport and trust, questioning and clarifying, managing expectations, being patient with the process, knowing when to stop, adapting positions and arguments when things change, persuading others to your point of view (<b>LO1, LO2, LO3</b>)</p> <p><b>Leadership</b> – Confidence, planning, having vision &amp; being creative, sharing your vision, taking charge &amp; being decisive, inspiring motivation (by example), having an open and welcoming communication style, positivity, resilience, delegating appropriately (<b>LO1, LO2, LO3</b>)</p>	<p><b>Thinking Skills</b> - Reflective thinking, e.g. allow time and space to listen and read feedback so that we become more self-aware and can improve (<b>LO4</b>)</p> <p><b>Writing Skills</b> - Understanding the purpose of writing, e.g. maintaining a project log, note-taking, organising one’s thoughts – mind maps (<b>LO1, LO2, LO3, LO4</b>)</p>
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<b>Unit 9 Entrepreneurship</b>			
<b>Unit aims</b>	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 generating ideas for possible new business ventures and will be able to prepare for a new business venture.		
<b>Unit level</b>	4		
<b>Unit Code</b>	T/650/5063		
<b>GLH</b>	15		
<b>Credit value</b>	60		
<b>Unit grading structure</b>	Pass - Merit - Distinction		
<b>Assessment guidance</b>	<p>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</p> <p>Learners must use real life examples to illustrate the points which are made. In order to achieve LO3 learners are required to provide evidence to show that they are able to do what is stated in the learning outcomes.</p> <p>Learners will need to liaise with their tutor when choosing a final business venture for AC 3.2 to ensure the choice is appropriate and substantial enough to allow LO3 to be fully met.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand entrepreneurship in business	1.1 Analyse the entrepreneurial lifecycle 1.2 Evaluate how entrepreneurship is encouraged and supported in different countries		1D1 Analyse the impact of entrepreneurship on the economy in a named country
2. Understand the skills and qualities of a successful entrepreneur	2.1 Analyse the different types of entrepreneurs 2.2 Compare the skills and qualities of entrepreneurs and managers	2M1 Analyse the differences between the roles of entrepreneurs and managers	
3. Can prepare for a new business venture	3.1 Propose a range of new entrepreneurial ideas for further development using	3M1 Justify your choice of new business venture	3D1 Analyse brand development and promotion aspects of

	Drucker's seven sources of innovation 3.2 Prepare a start-up plan for a chosen new business venture		launching an effective new business venture
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## Indicative Content

### 1. Understand entrepreneurship in business

- What is entrepreneurship?
- Entrepreneurial lifecycle: new idea conception; test ideas; focus on opportunity; commit resources; market entry; growth; maturity/sale of business/decline of business.
- 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; e.g. 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
- Compare with managers who may be more concerned with stability, profit margins, lower risk-takers, people oriented, responsible and accountable.
- Roles of managers and entrepreneurs e.g. entrepreneur driving force, often business owner, starts and expands the business; managers focus on administration, utilise existing resources, plan and control day-to-day activities.

### 3. Prepare for a new business venture

- 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
- 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)

### **Suggested Resources**

Besant J. & Tidd J., 2016, Innovation and Entrepreneurship, Oxford: Wiley

Grant W., 2020, Starting A Business: A 7-Step System To Successfully Launch Your Own Business In 30 Days, Business 101

Matthieu T., 2021, Entrepreneurship: A Guide To Success For Entrepreneurs And Aspiring Entrepreneurs

Burns P., 2016, Entrepreneurship and Small Business: Start-up, Growth and Maturity, Palgrave

### **Websites**

[www.enterprisequest.com](http://www.enterprisequest.com)

[www.scavenger.net](http://www.scavenger.net)

[www.biginnovationcentre.com](http://www.biginnovationcentre.com)

[www.entrepreneur.com](http://www.entrepreneur.com)

[www.forbes.com](http://www.forbes.com)

[www.isbe.org.uk](http://www.isbe.org.uk) - Institute for Small Business and Entrepreneurship

<b>Unit 9 Entrepreneurship - Supporting information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO3 Prepare for a new business venture	<p>Unit 3 Financial and Management Accounting Techniques for Managers LO2 Assess business organisation performance, LO3 Apply management accounting techniques for decision-making</p> <p>Unit 4 Communication Skills in Business LO4 Present oral information effectively</p> <p>Unit 5 Resource Management LO1 Understand the key features of resource management, AC 1.1 Analyse the differing resource requirements of organisations in different sectors of the economy</p> <p>Unit 6 The Marketing Mix – all LOs in providing context for business planning</p>
<b>Opportunities for Synoptic Assessment</b>	
LO3 is cumulative and brings together knowledge from throughout the unit (LOs 1 and 2) to prepare a plan.	
<b>Opportunities for Skills Development within this unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Working Independently</b> - Using own initiative, self-organisation, maintaining motivation/focus, managing tasks <b>(LO1, LO2, LO3)</b></p> <p><b>Problem-solving</b> - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information <b>(LO1, LO2, LO3)</b></p> <p><b>Communication Skills</b> - Written communication, e.g. appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3)</b></p>	<p><b>Using sources of information</b> - Accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3)</b></p> <p><b>Reading Skills</b> – Identifying different reading materials, reading with a purpose, understanding reading styles <b>(LO1, LO2, LO3)</b></p> <p><b>Writing Skills</b> – Understanding purpose of writing; understanding writing styles (business report) <b>(LO3)</b></p> <p><b>Thinking Skills</b> - Using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3)</b></p>

<b>Unit 10 Customer Relationship Management</b>			
<b>Unit Aims</b>	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. Learners will also gain an understanding of loyalty schemes and have an opportunity to make improvements to CRM.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	Y/650/5064		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>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.</p> <p>Learners will be required to carry out research into customer relationship management and, for LO4, produce a plan for a specific organisation.</p> <p>Learners will need to agree with tutors appropriate organisations on which to base their study. Tutors need to ensure the organisations chosen are suitable. SMEs are recommended as larger organisations are often too complex and accessing the information required can be challenging. This is particularly important in LO4.</p> <p>Learner work should be illustrated with real world examples and should demonstrate substantial coverage of the unit indicative content.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand the importance of customer relationship management (CRM) to business	1.1 Explain the key features of customer relationship management 1.2 Analyse the benefits of good customer relationship management to business		
2. Understand how effective customer relationship management is achieved	2.1 Evaluate the processes necessary for achieving effective customer relationship management		2D1 Analyse the impact of employee engagement with CRM on customer



	<p>2.2 Assess the role of staff in achieving effective customer relations experiences</p> <p>2.3 Assess the role of external stakeholders in achieving effective customer relations</p>	<p><b>LO1 and LO2</b></p> <p>2M1 Evaluate the methods used to measure customer satisfaction</p>	<p>relations experiences</p>
<p>3. Understand the use of loyalty schemes in customer relationship management</p>	<p>3.1 Analyse the use of loyalty schemes to gain information about customers</p> <p>3.2 Explain how the information gained is used to inform segmentation and other CRM decisions</p>		<p>3D1 Evaluate methods used to segment customers as part of a customer relationship management process in a named organisation</p>
<p>4. Can plan improvements to customer relationship management in a named organisation</p>	<p>4.1 Review customer relationship management in an organisation</p> <p>4.2 Propose improvements to processes and staff roles for customer relationship management</p> <p>4.3 Plan for the implementation of improvements</p>	<p>4M1 Obtain feedback on your plan and make amendments</p>	

## Indicative Content

### 1. Understand the importance of customer relationship management (CRM) 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

## Measuring customer satisfaction

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

## **2. Understand how effective 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

### Staff

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

### Staff 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

## External stakeholder roles

- Agreeing strategies
- Reporting
- Sharing information
- Complying with customer service policies
- Acting in partnership
- Giving feedback

## Impact of employee engagement with CRM

- 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. 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

Obtain feedback from

- colleagues
- customers
- managers

### **Suggested Resources**

Buttle F. et al., Customer Relationship Management: Concepts and Technologies, Oxford: Routledge

Henry K., 2021, Define and Deliver Exceptional Customer Service: Proven Strategies to Maximize Your Profits

Toister J., 2017, The Service Culture Handbook: A Step-by-Step Guide to Getting Your Employees Obsessed with Customer Service

### **Websites**

[www.marketing91.com](http://www.marketing91.com)

[www.appvizer.com](http://www.appvizer.com)

[www.investopedia.com](http://www.investopedia.com)

[www.cca-global.com](http://www.cca-global.com) - Customer Care Association Global

<b>Unit 10 Customer Relationship Management - Supporting information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO2 Understand how effective customer relationship management is achieved	Unit 4 Communication Skills for Business LO2 Understand how organisations communicate with customers, AC 2.1 Evaluate communication systems used by organisations to communicate with customers  Unit 6 The Marketing Mix LO2 Understand the application of the marketing mix, AC 2.2 Analyse the benefits of a co-ordinated marketing mix
LO3 Understand the use of loyalty schemes in customer relationship management	Unit 4 Communication Skills for Business LO2 Understand how organisations communicate with customers, AC 2.1 Evaluate formal communication systems used by organisations to communicate with customers
<b>Opportunities for Synoptic Assessment</b>	
In this unit AC 4.3 and 4M1 are cumulative and give opportunities to utilise learning across LO1 – LO4 as learners will use knowledge gained in the whole unit to apply understanding when preparing and amending their plan.  Some of the Merit and Distinction criteria require knowledge from one or more of the LOs. In this unit AC 2M1 includes assessment across LO1 and LO2.	

<b>Opportunities for Skills Development within this unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Working Independently</b> - Using own initiative, self-organisation, maintaining motivation/focus, managing tasks <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Problem-solving</b> - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Communication Skills</b> - Written communication, e.g. appropriate formats,</p>	<p><b>Using sources of information</b> - Accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Reading Skills</b> – Identifying different reading materials, reading with a purpose, understanding reading styles <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Writing Skills</b> – Understanding purpose of writing; understanding writing styles (business report) <b>(LO4)</b></p>

<p>style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Digital Skills</b> - Handling and judging the reliability of information, using appropriate digital devices, e.g. (computers, laptops, tablets etc) and relevant applications, software, systems and getting online <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Thinking Skills</b> - Using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3, LO4)</b></p>
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<b>Unit 11 Administrative Services</b>			
<b>Unit Aims</b>	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 will also be able to create and use administrative systems and develop skills needed for effective administration in organisations.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	A/650/5065		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>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.</p> <p>Learners will research a 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 real-world examples, use organisational systems and support actual meetings and events. Aspects of this unit cannot be achieved from a theoretical perspective.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1 Understand the range and diversity of administrative skills and services	1.1 Explain the administrative services that may be offered in organisations 1.2 Analyse the skills required to deliver administrative services		
2. Understand how to create and use organisational systems	2.1 Explain different types of filing systems 2.2 Set up a filing system 2.3 Analyse the importance of keeping accurate records 2.4 Review the use of an organisational system	2M1 Propose improvements to an organisational system	

3. Can support meetings and events	3.1 Support a meeting for planning a named event 3.2 Complete a risk assessment for a named event 3.3 Plan for a named event to ensure its operational feasibility	3M1 Propose improvements to the event plan produced after obtaining feedback	<b>LO1 and LO3</b>  3D1 Assess personal administrative skills making suggestions for improvement
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 4.2 Evaluate the suitability of different communication methods in the provision of effective administrative services in the workplace		4D1 Evaluate the effectiveness of communication in the provision of administrative services in a named organisation

## Indicative Content

### 1. Understand the range and diversity of administrative skills and 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
- Spelling and grammar
- IT
- Organisation



- Time management
- Teamwork

## **2. Understand how to create and use organisational systems**

### Filing systems

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

### Record keeping

- Sales ledger
- Purchase ledger
- Financial records
- Meeting notes
- Email records
- Accuracy in terms of correctness, spelling, dates. verified, etc.
- Implications of inaccurate records
- Data Protection Act and GDPR

### Improvements to systems

- Technological, communication

## **3. Support meetings and events**

### Meeting and event planning

- Risk assessment
- Physical or virtual venue
- Bookings
- Catering
- Timings
- Planning to budget
- Promotion/invitation
- Attendees
- Challenges
- Managing specific needs of different personnel
- Planning and prioritising
- Utilising technology to streamline processes

### Meeting documentation

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

#### **4. Understand the importance of effective communications in providing administrative services 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 and misunderstanding
- Low morale
- Mistrust
- Unnecessary conflict
- Missed opportunities

#### **Suggested Resources**

Boddy D., 2012, Essentials of Management: A Concise Introduction, Pearson

Bouvee C., 2020, Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace, Pearson

Kreitner B. et al., 2014, Administrative Management: Setting People Up for Success, South-Western College Publishing

Roche M., 2022, Business Communication in Plain English: How to Use Grammar, Punctuation & Style to Communicate Effectively in Business and Professional Settings: Business English Originals, IDM Business English

#### **Websites**

[www.chartereddba.org](http://www.chartereddba.org) - Chartered Association of Business Administrators

[www.instam.org](http://www.instam.org) - Institute of Administrative Management

[www.cgi.org.uk](http://www.cgi.org.uk) - Chartered Governance Institute of UK and Ireland

**Unit 11 Administrative Services - Supporting information**

**Opportunities for Synoptic Teaching and Learning**

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

**Learning Outcome**

**Teaching and learning links to other unit LO/AC**

LO1 Understand the range and diversity of administrative skills and services

Unit 12 Managing Information and Knowledge LO4 Understand policies, procedures, legislation and best practice for managing information, AC 4.1 Analyse policies, procedures and best practice for managing workplace information

LO2 Understand how to create and use organisational systems

Unit 3 Financial and Management Accounting Techniques for Managers LO1 Understand financial and management accounting systems

Unit 12 Managing Information and Knowledge LO3 Understand the importance of using current, valid and reliable information and knowledge in the workplace, AC 3.1 Explain the need for current, valid and reliable information and knowledge in the workplace

LO3 Support meetings and events

Unit 8 Managing a Work-based Team Project LO2 Plan the work-based team project, AC 2.1 Plan the activities for the project, AC 2.2 Analyse the resources required to undertake the project, AC 2.3 Carry out a risk assessment for the project

LO4 Understand the importance of effective communications in providing administrative services in the workplace

Unit 4 Communication Skills for Business LO3 Understand the factors that impact on the effectiveness of communications in business, AC 3.1 Analyse the impact of organisational relationships on effective communications, AC 3.2 Assess the impact of non-verbal communication on the effectiveness of oral communications, 5M1 Assess the effectiveness of technology in oral and written communication

Unit 15 Digital Communications LO1 Understand a range of digital communication technologies, AC 1.1 Explain the differences between analogue and digital communications, AC 1.2 Evaluate new and emerging trends in digital communications technologies, LO2 Understand the impact of digital communications, AC 2.1 Explain how digital communications have impacted on communications procedures within the workplace, AC 2.2 Analyse the societal impact of digital communications tools, AC 2.3 Analyse the impact of digital communications technology on oral and written communications

**Opportunities for Synoptic Assessment**

Within the unit, AC 3D1 Assess personal administrative skills making suggestions for improvement, offers the opportunity to assess across LO1 and LO3.

Opportunities for Skills Development within this unit	
Employability Skills	Study Skills
<p><b>Working Independently</b> - Using own initiative, self-organisation, maintaining motivation/focus, managing tasks <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Problem-solving</b> - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Communication Skills</b> - Written communication, e.g. appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Digital Skills</b> - Handling and judging the reliability of information, using appropriate digital devices, e.g. (computers, laptops, tablets etc) and relevant applications, software, systems and getting online <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using sources of information</b> - Accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Reading Skills</b> – Identifying different reading materials, reading with a purpose, understanding reading styles <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Writing Skills</b> – Understanding purpose of writing; understanding writing styles (business report) <b>(LO2, LO3)</b></p> <p><b>Thinking Skills</b> - Using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions, Ensuring we allow time and space to listen and read feedback; to review and learn from our study <b>(LO1, LO2, LO3, LO4)</b></p>

<b>Unit 12 Managing Information and Knowledge</b>			
<b>Unit Aims</b>	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. Learners will gain an understanding of sources of information and knowledge, how this is shared and ensuring its reliability and validity. In addition, there is opportunity to understand policies, procedures, legislation and best practice for managing information.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	D/650/5066		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment guidance</b>	<p>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.</p> <p>Learners will need to agree with tutors an appropriate organisation and country on which to base their study. Tutors need to ensure the organisation chosen is suitable. SMEs are recommended as larger organisations are often too complex and accessing the information required can be challenging.</p> <p>Learner work should be illustrated with real world examples and should demonstrate substantial coverage of the unit indicative content.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
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 and knowledge for the workplace	1M1 Evaluate the advantages and limitations of sources of information and knowledge for the workplace  <b>LO1 and LO2</b>	
2. Understand how information and knowledge are shared and used in the workplace and why they are important	2.1 Explain the importance of information and knowledge to organisations 2.2 Analyse how information and knowledge are shared in the workplace	2M1 Justify the importance of information and knowledge to the effective operation of quality systems in organisations	2D1 Assess the value of information and knowledge in terms of competitive advantage to an organisation

<p>3. Understand the importance of using current, valid and reliable information and knowledge in the workplace</p>	<p>3.1 Explain the need for current, valid and reliable information and knowledge in the workplace</p> <p>3.2 Analyse how information and knowledge can be tested and validated in the workplace before use</p>		<p>3D1 Evaluate the advantages and limitations of a range of methods for testing and validating information and knowledge in the workplace</p>
<p>4. Understand policies, procedures, legislation and best practice for managing information</p>	<p>4.1 Analyse policies, procedures and best practice for managing workplace information</p> <p>4.2 Explain key legislation applicable to managing workplace information in a given country</p>		

## Indicative Content

### 1. Understand the meaning and 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 information and knowledge are shared and used in the workplace and why they are important**

- Sharing of information and knowledge: reports; documents; talking; socialising; collaboration; teamwork; encouragement of dialogue; 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 information and 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 and 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, aims 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, control charts, correlation analysis, time series analysis, trend analysis, etc

### **4. Understand policies, procedures, legislation and best practice for managing information**

- 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)

## **Suggested Resources**

Bocji P. et al., 2018, Business Information Systems: Technology, Development and Management for the Modern Business, Pearson

Chaffey, D, White, G., 2011, *Business Information Management*, Prentice Hall

Laudon A. et al., 2021, Management Information Systems: Managing the Digital Firm, Pearson

Mutch A., 2008, Managing Information and Knowledge: A Literacy Approach, Routledge

Newell, S., Robinson, M., Scarborough, H., Swan, J., 2010, Managing Knowledge, Work and Innovation, Palgrave Macmillan

## **Websites**

[www.valamis.com](http://www.valamis.com)

[www.knowledge-management-tools.net](http://www.knowledge-management-tools.net)

[www.smartsheet.com/knowledge-management-101](http://www.smartsheet.com/knowledge-management-101)



<b>Unit 12 Managing Information and Knowledge - Supporting information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO2 Understand how information and knowledge are shared and used in the workplace and why they are important	Unit 4 Communication Skills for Business LO1 Understand how internal communication takes place within organisations  Unit 14 Managing Quality LO2 Understand the importance of quality control and quality assurance systems to organisations
LO3 Understand the importance of using current, valid and reliable information and knowledge in the workplace	Unit 11 Administrative Services LO2 Understand how to create and use organisational systems, AC 2.3 Analyse the importance of keeping accurate records
LO4 Understand policies, procedures, legislation and best practice for managing information	Unit 15 Digital Communications LO3 Understand issues of accessibility, security and portability in digital communications, AC 3.2 Analyse how individuals and organisations can protect themselves against digital communications security threats
<b>Opportunities for Synoptic Assessment</b>	
Within the unit, AC 2M1 Justify the importance of information and knowledge to the effective operation of quality systems in organisations, offers opportunity for synoptic assessment across LO1 and LO2.	
<b>Opportunities for Skills Development within this unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Working Independently</b> - Using own initiative, self-organisation, maintaining motivation/focus, managing tasks <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Problem-solving</b> - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Communication Skills</b> - Written communication, e.g. appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using sources of information</b> - Accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Reading Skills</b> – Identifying different reading materials, reading with a purpose, understanding reading styles <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking Skills</b> - Using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3, LO4)</b></p>

	<b>Digital skills</b> - Handling and judging the reliability of information, using appropriate digital devices, e.g. (computers, laptops, tablets etc) and relevant applications, software, systems and getting online <b>(LO1, LO2, LO3, LO4)</b>
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<b>Unit 13 Managing Operations</b>			
<b>Unit Aims</b>	Learners will have the opportunity to gain an understanding of the role and importance of operations management in organisations. Learners will also develop an understanding of the approaches and techniques that are used in operations management, the relationship between operations and performance and the techniques used to make operational management decisions.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	F/650/5067		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>The work must demonstrate that learners have achieved the learning outcomes at the standards stated by each of the assessment criteria.</p> <p>Learners will need to agree with tutors appropriate organisations on which to base their study. Tutors need to ensure the organisations chosen are suitable. SMEs are recommended as larger organisations are often too complex and accessing the information required can be challenging.</p> <p>Learner work should be illustrated with real world examples and should demonstrate substantial coverage of the unit indicative content.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand operations management	1.1 Explain the approaches to planning business operations 1.2 Analyse the techniques used in operations management 1.3 Analyse why effective operations management is important for organisations		
2. Understand the relationship between operations and performance	2.1 Describe the process models used in managing operations 2.2 Identify suitable performance objectives when managing operations	2M1 Analyse the significance of the performance objectives that underpin	2D1 Evaluate, using a process model, how a named organisation manages its operations

	2.3 Evaluate the issue of quality for business operations in a named organisation	operations management	
3. Understand the techniques used to make operational management decisions	3.1 Explain the techniques used by a named organisation when making operational management decisions 3.2 Assess the usefulness of network plans for a named organisation when making operational management decisions	3M1 Justify the use of critical path analysis for a named organisation when making operational management decisions	<b>LO1 and LO3</b> 3D1 Analyse how a named organisation manages and reviews the implementation of operational management techniques

## 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 Approaches

- Six Sigma
- Business process modelling
- Business process reengineering
- Supply chain management
- Just in Time
- Ensuring strategy and vision drive operational processes required
- Project planning and control
- Risk management
- Lean management

#### Operations Management Techniques

- Processes – input-transformation-output process
- Benchmarking
- Balanced score card
- Inventory management
- Lean production techniques
- Use of Economic Order Quantities

## Operations Processes – Four Vs

Organisations survive and flourish when operations management lies in the hands of able managers to manage core activities that transform key resources into deliverable products or services

- Volume
- Variety
- Variation
- Visibility

### **2. Understand the relationship between operations and performance**

#### Process Models

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

#### Operations Management Performance 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)

### **3. Understand the techniques used 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
- Decision trees
- Critical Path Analysis
- Flow charts
- Network planning – includes critical path analysis/method (CPA/CPM), Project Evaluation and Review Technique (PERT), The Precedence Diagramming Method (PDM) and Systematic Network Planning (SNP)
  - Understand the elements of a network diagram, e.g. critical path analysis

- Understand how to Identify a critical path
- Analyse a network diagram
- Evaluate the usefulness of critical path analysis as a decision-making tool
- Six Sigma
- Lean Principles

### **Suggested Resources**

Manners-Bell, J., 2020, Supply Chain Risk Management: How to Design and Manage Resilient Supply Chains, Kogan Page

Manners-Bell, J. and Lyon, K., 2022, Logistics and Supply Chain Innovation: A Practical Guide to Disruptive Technologies and New Business Models, Kogan Page

Kelly P. & Cole G., 2020, Management Theory and Practice, Cengage Learning

Paton S., Clegg B., Hsuan J. & Pilkington A., 2020, Operations Management, McGraw Hill

Slack N., 2019, Operations Management, Pearson

### **Websites**

[www.apics.org](http://www.apics.org) - Association for Operations Management

[www.cips.org](http://www.cips.org) - Chartered Institute of Procurement and Supply

[CIPS Content Intelligence Hub | CIPS](#)

[www.ismworld.org](http://www.ismworld.org) - Institute for Supply Chain Management

[CILT Home \(ciltuk.org.uk\)](http://ciltuk.org.uk) - Chartered Institute of Logistics and Transport

[Supply chain risk insights annual intelligence report | BSI \(bsigroup.com\)](#)

<b>Unit 13 Managing Operations - Supporting information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand operations management	Unit 5 Resource Management LO1 Understand the key features of resource management, AC1.2 Explain the importance of resource management and how this is achieved
LO2 Understand the relationship between operations and performance	<p>Unit 3 Financial and Management Accounting Techniques for Managers LO2 Assess business organisation performance</p> <p>Unit 5 Resource Management LO2 Understand the importance of the effective use of physical resources, AC 2.1 Explain how the use of physical resources is monitored and managed</p> <p>Unit 14 Managing Quality LO2 Understand the importance of quality control and quality assurance systems to organisations, AC 2.1 Explain the difference between quality control and quality assurance, AC 2.2 Analyse how a specific manufacturing organisation uses quality control systems, AC 2.3 Analyse how a specific service organisation uses quality control systems, LO3 Understand the impact of organisational culture on approaches to quality management</p>
<b>Opportunities for Synoptic Assessment</b>	
Within this unit, AC 3D1 Analyse how a named organisation manages and reviews the implementation of operational management techniques, offers opportunities for synoptic assessment across LO1 and LO3.	

<b>Opportunities for Skills Development within this unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Working Independently</b> - Using own initiative, self-organisation, maintaining motivation/focus, managing tasks <b>(LO1, LO2, LO3)</b></p> <p><b>Problem-solving</b> - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information <b>(LO1, LO2, LO3)</b></p>	<p><b>Using sources of information</b> - Accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3)</b></p> <p><b>Reading Skills</b> – Identifying different reading materials, reading with a purpose, understanding reading styles <b>(LO1, LO2, LO3)</b></p> <p><b>Thinking Skills</b> - Using critical thinking skills, e.g. reading all information, identifying and interpreting</p>

<p><b>Communication Skills</b> - Written communication, e.g. appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3)</b></p>	<p>others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3)</b></p> <p><b>Digital skills</b> - Handling and judging the reliability of information, using appropriate digital devices, e.g. (computers, laptops, tablets etc) and relevant applications, software, systems and getting online <b>(LO1, LO2, LO3)</b></p>
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Unit 14 Managing Quality			
<b>Unit Aims</b>	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 organisations considering how to apply principles of quality management. Learners will also consider how organisational culture can impact quality.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	H/650/5068		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>The work must demonstrate that learners have achieved the learning outcomes at the standards stated by each of the assessment criteria.</p> <p>Learners will need to agree with tutors appropriate organisations on which to base their study. Tutors need to ensure that the organisations chosen are suitable. SMEs are recommended as larger organisations are often too complex and accessing the information required can be challenging.</p> <p>Learner work should be illustrated with real world examples and should demonstrate substantial coverage of the unit indicative content.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand approaches to quality management in organisations	1.1 Evaluate theories of quality management used by organisations 1.2 <b>Analyse</b> the effectiveness of the approaches to quality management used by <b>a named</b> organisation 1.3 <b>Assess</b> the need for continuous improvement in organisations	<b>1M1 Evaluate the impact on organisations of failing to maintain and improve quality</b>	1D1 Evaluate the impact of external factors on the choice of approach to quality management

<p>2. <b>Understand</b> the importance of quality control and quality assurance systems to organisations</p>	<p>2.1 <b>Explain</b> the difference between quality control and quality assurance</p> <p>2.2 <b>Analyse</b> how a <b>specific manufacturing organisation uses quality control systems</b></p> <p>2.3 <b>Analyse</b> how a <b>specific service organisation uses quality control systems</b></p>		<p><b>LO1 and LO2</b></p> <p>2D1 Review <b>quality assurance</b> systems and <b>justify</b> modifications to improve quality in a <b>named</b> organisation</p>
<p>3. Understand the impact of organisational culture on <b>approaches to</b> quality management</p>	<p>3.1 Analyse the impact of organisational culture on quality management</p> <p>3.2 <b>Assess</b> how organisational culture may be changed to ensure effective quality management</p>	<p>3M1 <b>Analyse</b> how a <b>named organisation has successfully managed quality through changing its culture</b></p>	

## 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
- **Impact of external factors on choice of approach to quality management**

#### 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

#### Impacts on business organisations of failing to maintain and improve quality

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

#### External Factors

- Policy - regulations
- Legal requirements
- Technology - cost/access to appropriate technology
- Social – increased awareness of quality and consumer expectations

## 2. Understand 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.

#### 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 culture on approaches to quality management

#### Culture

- Language
- Religion
- Values
- Attitudes
- Customs
- Education
- Infrastructure
- Work attitudes
- Organisational culture
- Organisational values

#### Changing organisational culture to improve quality management

- Change management
- Communication of change process
- Needs, requirements and commitment from employees
- Communication and reporting mechanisms between management and employees
- Reducing resistance to change

#### Suggested Resources

Beckford, J., 2009, Quality: A Critical Introduction, Routledge

Dale BG., Bamford D., et al, 2016, Managing Quality: An Essential Guide and Resource Gateway, Wiley

Defeo J, 2016, Juran's Quality Handbook: The Complete Guide to Performance Excellence, McGraw Hill

Edwards Deming W., (Joyce Orsini ed), 2012, The Essential Deming: Leadership Principles from the Father of Quality, McGraw Hill

Tague N., 2005, The Quality Toolbox

## Websites

[www.qualitymanagement.co.uk](http://www.qualitymanagement.co.uk)

[www.investopedia.com](http://www.investopedia.com)

[www.asq.org](http://www.asq.org) - American Society for Quality

<b>Unit 14 Managing Quality - Supporting information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand approaches to quality management in organisations	Unit 8 Managing a Work-Based Team Project LO1 Develop a proposal for a work-based team project, AC 1.2 Propose ways of monitoring and evaluating the project, including quality assurance processes
LO2 Understand the importance of quality control and quality assurance systems to organisations	<p>Unit 1 The Business Environment LO1 Understand types of organisations, their purposes and responsibilities, AC 1.2 Analyse the purposes and responsibilities of organisations, AC 1.3 Analyse how organisations fulfil their responsibilities to stakeholders</p> <p>Unit 5 Resource Management LO2 Understand the importance of the effective use of physical resources, AC 2.2 Evaluate the measures to reduce the impact of resource wastage</p> <p>Unit 7 Corporate Social Responsibility LO2 Understand the impact of corporate social responsibility policy on different stakeholders</p> <p>Unit 8 Managing a Work-Based Team Project LO2 Plan the work-based team project, AC 2D1 Explain the quality assurance requirements of the project and justify the management control points needed, LO3 Implement the plan for a work-based team project, AC 3D1 Manage the quality control requirements of the project and document the outcomes</p> <p>Unit 12 Managing Information and Knowledge LO2 Understand how information and knowledge are shared and used in the workplace and why they are important, AC 2M1 Justify the importance of information and knowledge to the effective operation of quality systems in organisations</p>
LO3 Understand the impact of organisational culture on approaches to quality management	Unit 13 Managing Operations LO2 Understand the relationship between operations and performance, AC 2.2 Evaluate the issue of quality for business operations
<b>Opportunities for Synoptic Assessment</b>	
Within this unit, AC 2D1 Review quality assurance systems and justify modifications to improve quality in a named organisation, offers opportunities for synoptic assessment across LO1 and LO2.	

Opportunities for Skills Development within this unit	
Employability Skills	Study Skills
<p><b>Working Independently</b> - Using own initiative, self-organisation, maintaining motivation/focus, managing tasks <b>(LO1, LO2, LO3)</b></p> <p><b>Problem-solving</b> - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information <b>(LO1, LO2, LO3)</b></p> <p><b>Communication Skills</b> - Written communication, e.g. appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3)</b></p>	<p><b>Using sources of information</b> - Accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3)</b></p> <p><b>Reading Skills</b> – Identifying different reading materials, reading with a purpose, understanding reading styles <b>(LO1, LO2, LO3)</b></p> <p><b>Thinking Skills</b> - Using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3)</b></p> <p><b>Digital skills</b> - Handling and judging the reliability of information, using appropriate digital devices, e.g. (computers, laptops, tablets etc) and relevant applications, software, systems and getting online <b>(LO1, LO2, LO3)</b></p>

<b>Unit 15 Digital Communications</b>			
<b>Unit Aims</b>	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. Learners will also gain an understanding of the issues of accessibility, security and portability in digital communications.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	J/650/5069		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass, Merit and Distinction		
<b>Assessment Guidance</b>	<p>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.</p> <p>Learners will be expected to research new and emerging trends in digital communications technologies providing examples to illustrate the points made. Learners will be required to have a working knowledge and understanding of blogging software, digital content and social networking.</p> <p>Learners will need to agree with tutors an appropriate organisation on which to base their study. Tutors need to ensure the organisations chosen are suitable.</p> <p>Learner work should be illustrated with real world examples and should demonstrate substantial coverage of the unit indicative content.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
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 benefits and drawbacks of different digital communication technologies	



<p>2. Understand the impact of digital communications</p>	<p>2.1 Explain how digital communications have impacted on communications procedures within the workplace</p> <p>2.2 Analyse the societal impact of digital communications tools</p> <p>2.3 Analyse the impact of digital communications technology on oral and written communications</p>		<p><b>LO1 and LO2</b></p> <p>2D1 Analyse user opinions on the impact of digital communications on their job roles and working environment</p>
<p>3. Understand issues of accessibility, security and portability in digital communications</p>	<p>3.1 Assess the barriers that exist in terms of accessibility to digital communications</p> <p>3.2 Analyse how individuals and organisations can protect themselves against digital communications security threats</p> <p>3.3 Assess the importance of portability as a factor of digital communications growth</p>		<p>3D1 Analyse issues arising from a breach of digital security and the action taken in a named organisation</p>
<p>4. Understand blogging, digital content management and social networking platforms</p>	<p>4.1 Explain the use of blogging software</p> <p>4.2 Explain the features of digital content management</p> <p>4.3 Outline the benefits and drawbacks of using social networking platforms</p>	<p>4M1 Evaluate the design of a blog suggesting how it could be improved</p>	

## 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, 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

- 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, Zoom, Teams, 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 as opposed 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, WhatsApp etc.

### 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, multi factor authentication 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.

#### **Suggested Resources**

Bouvee C., 2020, Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace, Pearson

Bouvee C. et al., 2020, Business Communication Today, Pearson

Chaffey D., et al., 2019, Digital Business and E-Commerce Management: Strategy, Implementation and Practice, Pearson

Scott, D.M., 2022. The new rules of marketing and PR: How to use content marketing, podcasting, social media, AI, live video, and newsjacking to reach buyers directly, John Wiley & Sons

#### **Websites**

[www.digitallearn.org](http://www.digitallearn.org)

[www.thinkwithgoogle.com](http://www.thinkwithgoogle.com)

[www.linkedin.com](http://www.linkedin.com)

**Unit 15 Digital Communications - Supporting information**

**Opportunities for Synoptic Teaching and Learning**

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

Learning Outcome	Teaching and learning links to other unit LO/AC
LO1 Understand a range of digital communications technologies	<p>Unit 1 The Business Environment LO4 Understand the nature of the national environment in which organisations operate</p> <p>Unit 4 Communication Skills for Business LO1 Understand how internal communication takes place within organisations, AC 1.2 Assess the appropriate use of different internal modes of communication for different purposes</p> <p>Unit 11 Administrative Services LO4 Understand the importance of effective communications in providing administrative services in the workplace</p>
LO2 Understand the impact of digital communications	<p>Unit 4 Communication Skills for Business LO3 Understand the factors that impact on the effectiveness of communications in business, 5M1 Assess the effectiveness of technology in oral and written communication</p>
LO3 Understand issues of accessibility, security and portability in digital communications	<p>Unit 4 Communication Skills for Business LO1 Understand how internal communication takes place within organisations, AC 1M1 Analyse the possible legal and ethical issues in relation to the communication of information within organisations</p> <p>Unit 12 Managing Information and Knowledge LO4 Understand policies, procedures, legislation and best practice for managing information</p>
LO4 Understand blogging, digital content management and social networking platforms	<p>Unit 4 Communication Skills for Business LO2 Understand how organisations communicate with customers, AC 2.1 Evaluate formal communication systems used by organisations to communicate with customers</p> <p>Unit 6 The Marketing Mix LO3 Understand digital elements of the marketing mix</p>

**Opportunities for Synoptic Assessment**

Within this unit, AC 2D1 Analyse user opinions on the impact of digital communications on their job roles and working environment, offers opportunities for synoptic assessment across LO1 and LO2.

Opportunities for Skills Development within this unit	
Employability Skills	Study Skills
<p><b>Working Independently</b> - Using own initiative, self-organisation, maintaining motivation/focus, managing tasks <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Problem-solving</b> - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Communication Skills</b> - Written communication, e.g. appropriate formats, style and tone, spelling, punctuation &amp; grammar (SPAG) <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using sources of information</b> - Accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Reading Skills</b> – Identifying different reading materials, reading with a purpose, understanding reading styles <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking Skills</b> - Using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Digital skills</b> - Handling and judging the reliability of information, using appropriate digital devices, e.g. (computers, laptops, tablets etc) and relevant applications, software, systems and getting online <b>(LO1, LO2, LO3, LO4)</b></p>

<b>Unit 16 Cultural Perspectives</b>			
<b>Unit Aims</b>	This unit provides learners with an introduction to the concepts of culture and cultural difference, and the impact of these on individuals and organisations. Learners will gain knowledge and understanding of cultural values, ethics and globalisation and how they impact on the business environment.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	M/650/5070		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>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.</p> <p>Learners will need to agree with tutors appropriate organisations on which to base their study. Tutors need to ensure that the organisations chosen are suitable. SMEs are recommended as larger organisations are often too complex and accessing the information required can be challenging.</p> <p>Learner work should be illustrated with real world examples and should demonstrate substantial coverage of the unit indicative content.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Understand culture in an interconnected world	1.1 Explain what is meant by culture and the links between organisational and societal culture 1.2 Assess the impact of culture on individuals and organisations		1D1 Evaluate the impact of culture on leadership for a chosen organisation
2. Understand ethics, values, and decision-making 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 Evaluate the importance of ethics, values and decision-making when promoting positive cultural relationships	2D1 Analyse the policies and practices to promote positive cultural relations for a chosen organisation

3. Understand cultural frameworks and contemporary issues 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		
4. Can review own cultural assumptions and perspectives	4.1 Review own cultural assumptions and perspectives	4M1 Assess the impact of own cultural assumptions and perspectives on personal behaviour	

### Indicative content

#### LO1 Understand culture and cultural theories in an interconnected world

- Definitions of culture; Culture from both a societal/geographical perspective as well as a business perspective
- The definition of Globalisation and its impact on cultural change
- Different types of culture globally and how these may influence business culture; the importance of recognising and understanding cultural difference; cultural difference and its impact on leadership styles

#### LO2 Understand ethics, values, and decision-making 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

#### LO3 Understand cultural frameworks and contemporary issues 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

## **LO4 Review 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.

### **Suggested Resources**

Bartlett C. et al., 2018, Transnational Management: Texts, Cases, and Readings in Cross-Border Management, McGraw-Hill

Collinson S., 2020, International Business, Pearson

Deresky H., 2016, International Management: Managing Across Borders and Cultures, Pearson

### **Websites**

[www.wto.org.uk](http://www.wto.org.uk) - World Trade Organisation

[www.businessculture.org](http://www.businessculture.org)

[www.internationalbusinesscenter.com](http://www.internationalbusinesscenter.com)

[www.greatbritishmag.co.uk](http://www.greatbritishmag.co.uk)

[www.languageinsight.com](http://www.languageinsight.com)



<b>Unit 16 Cultural Perspectives - Supporting information</b>	
<b>Opportunities for Synoptic Teaching and Learning</b>	
Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.	
<b>Learning Outcome</b>	<b>Teaching and learning links to other unit LO/AC</b>
LO1 Understand culture and cultural theories in an interconnected world	Unit 1 The Business Environment contains underpinning knowledge LO4 Understand the nature of the national environment in which organisations operate, 4D1 Compare and contrast the benefits and challenges to a specific business operating in different economic environments
LO2 Understand ethics, values, and decision-making when promoting positive intercultural relations	Unit 7 Corporate Social Responsibility LO1 Understand current corporate social responsibility issues facing business
<b>Opportunities for Synoptic Assessment</b>	
There is a clear synergy within the unit between AC 2.2 and the ability of learners to understand the impact of cultural value on intercultural relationships and the review in LO4 of their own cultural assumptions and perspectives.	

<b>Opportunities for Skills Development within this unit</b>	
<b>Employability Skills</b>	<b>Study Skills</b>
<p><b>Working Independently</b> - Using own initiative, self-organisation, maintaining motivation/focus, managing tasks <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Problem-solving</b> - Using analytical skills, e.g. research skills, handling information, consulting multiple sources, categorising information <b>(LO1, LO2, LO3, LO4)</b></p>	<p><b>Using sources of information</b> - Accessing information, e.g. choosing current, sufficient, relevant and reliable sources <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Reading Skills</b> – Identifying different reading materials, reading with a purpose, understanding reading styles <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Writing Skills</b> – Understanding the purpose of writing; understanding writing styles and forms <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking Skills</b> - Using critical thinking skills, e.g. reading all information, identifying and interpreting others' positions, arguments and conclusions, weighing up opposing arguments, drawing conclusions <b>(LO1, LO2, LO3, LO4)</b></p> <p><b>Thinking Skills</b> - Ensuring we allow time and space to listen and read feedback; to review and learn from</p>

	our study, so that we become more self-aware, constantly improve, and are empowered in our learning <b>(LO4)</b>
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<b>Unit 17 Applied Statistics</b>			
<b>Unit Aims</b>	The unit aims to provide learners with an introduction to applied statistics. The learners will learn how to collect, present and interpret data before learning about descriptive and inferential statistical techniques, and then using these techniques to analyse data and design an investigation.		
<b>Unit Level</b>	4		
<b>Unit Code</b>	R/650/5071		
<b>GLH</b>	60		
<b>Credit Value</b>	15		
<b>Unit Grading Structure</b>	Pass-Merit-Distinction		
<b>Assessment Guidance</b>	<p>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.</p> <p>This unit has a clear practical focus with all learning outcomes requiring learners to do what is stated. Learners will need guidance in the selection of suitable contexts for data collection and analysis in the assignment.</p> <p>Learner work should be illustrated with real world examples and should demonstrate substantial coverage of the unit indicative content.</p>		
<b>Learning outcomes</b>	<b>Assessment criteria</b>		
The learner will demonstrate that they:	The learner can:		
	<b>P</b>	<b>M</b>	<b>D</b>
1. Can collect, present and interpret data	1.1 Select a sample for the analysis being carried out 1.2 Collect and record sample data 1.3 Prepare graphs or charts from data 1.4 Report on the results of analysis including any recommendations	1M1 Present orally results of statistical analysis in non-technical language	
2. Can use descriptive statistical techniques	2.1 Apply numerical techniques in the use of statistics 2.2 Use a range of descriptive statistical techniques		2D1 Analyse the application of numerical and algebraic methods in a range of organisational functions

3. Can carry out investigations with appropriate inferential testing	3.1 Develop a hypothesis and null hypothesis 3.2 Carry out inferential testing using statistical techniques	3M1 Make justified statistical conclusions from the completed investigation	3D1 Evaluate the success of the designed investigation in validating stated conclusions
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## Indicative Content

### 1. Collect, present and interpret data

#### Sampling Techniques

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

#### Data Collection

- Interviews
- Questionnaires and Surveys
- Observations
- Focus Groups
- Ethnographies, Oral History, and Case Studies
- Documents and Records
- Frequency distributions
- Frequency tables
- Discrete and continuous data

#### Graphs and charts

- Graphs of linear and quadratic equations
- Histograms
- Frequency polygon
- Frequency curve
- Cumulative frequency curves
- Bar charts
- Pie charts
- Lorenz curve

#### Reporting

- Importance of interpretation of results of analysis
- Making recommendations based on analysis
- Reporting information using non-technical terms

## 2. Use descriptive statistical techniques

### Numerical techniques

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

### Descriptive statistics

- Measures of Frequency: Count, Percent, Frequency.
- Measures of Central Tendency: Mean, Median, and Mode.
- Measures of Dispersion or Variation: Range, Variance, Standard Deviation.
- Measures of Position: Percentile Ranks, Quartile Ranks

Uses of statistical methods in a range of business functions eg:

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

## 3. Carry out investigations 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.

## 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:
  - The nature and use of Student t-Test
  - The nature and use of the z-Test
- Understanding of and ability to use statistical packages to aid computation
- Timeseries analysis and forecasting

## Suggested Resources

Black K., 2020, Business Statistics: For Contemporary Decision Making, Wiley

Davis G. & Pecar B., 2021, Statistics in Business & Management, Sage Publications

Trimming A., 2022, Applied Statistics: Business and Management Research, Sage

## Websites

[www.statstutor.co.uk](http://www.statstutor.co.uk)

[www.ukdataservice.ac.uk](http://www.ukdataservice.ac.uk)

[www.khanacademy.org](http://www.khanacademy.org)

**Unit 17 Applied Statistics - Supporting information**

**Opportunities for Synoptic Teaching and Learning**

Learners and tutors will have the opportunity to link the learning from this unit with the content of other units.

**Learning Outcome**

**Teaching and learning links to other unit LO/AC**

LO1 Collect, present and interpret data

LO2 Use descriptive statistical techniques

LO3 Carry out investigations with appropriate inferential testing

Links could be made to other units in terms of using these as a context for analysis. For example, Unit 6 The Marketing Mix – analysis of marketing data; Unit 3 Financial and Management Accounting Techniques – analysis and presentation of financial results, sales etc; Unit 5 Resource Management – describing and planning effective use of resources; Unit 11 Administrative Services – ‘Just in Time’ stock management and economic order quantities; Unit 14 Managing Quality – descriptions of quality data

**Opportunities for Synoptic Assessment**

LO1 Collect, present and interpret data underpins both types of statistical analysis (ie descriptive and inferential) presented in LOs 2 and 3.

**Opportunities for Skills Development within this unit**

**Employability Skills**

**Study Skills**

**Problem-solving** – Analytical and research skills; critical thinking; drawing conclusions **(LO1, LO2, LO3)**

**Digital Skills** – Handling information, problem solving, applying relevant numeracy skills to explore, organise and share data appropriately **(LO1, LO2, LO3)**

**Using sources of information** – Knowing where to look for information and how to access it **(LO1, LO2, LO3)**

**Thinking Skills** – Researching and handling information, collecting and analysing information **(LO1, LO2, LO3)**

**Digital Skills** – Problem-solving and applying relevant numeracy skills to explore and organise data appropriately **(LO1, LO2, LO3)**