



Richmond College
Advanced Education



Qualification Specification for :

Level 5 Diploma in Business and Management
610/2291/3

Level 5 Extended Diploma in Business and Management
610/2292/5



+ 44 7476 268672



www.richmondcollege.co.uk



admissions@richmondcollege.co.uk



England: 124 City Road, London, EC1V 2NX

Canada: 7030 Woodbine Avenue, Markham, ON, Canada L3R 6G2

athe AWARDS FOR
TRAINING AND
HIGHER EDUCATION

Contents

| | |
|---|----|
| Introduction | 4 |
| About ATHE | 4 |
| Our Qualifications | 4 |
| Support for Centres..... | 5 |
| ATHE Qualifications at Level 5 in this Specification | 5 |
| Accreditation Dates..... | 5 |
| Introduction to ATHE's Level 5 Qualifications in Business and Management..... | 6 |
| The Aims of the Qualifications | 6 |
| Entry Requirements for Level 5 Business and Management | 6 |
| Reasonable Adjustments and Special Considerations..... | 7 |
| Support and Recognition | 7 |
| National Occupational Standards | 7 |
| Progression from Level 5 Business and Management | 7 |
| ATHE Recognition of Prior Learning (RPL) | 8 |
| Resources Required by Centres..... | 8 |
| Modes of Delivery | 8 |
| Definition of Guided Learning Hours (GLH), Total Qualification Time (TQT) and Credit | 8 |
| Qualification Structures for ATHE Level 5 Business and Management | 10 |
| ATHE Level 5 Diploma in Business and Management..... | 12 |
| Guidance on Assessment and Grading | 12 |
| Assessment,Methods of Assessment,Recording Assessment Decisions,Assessment Strategy | 13 |
| Grading,Grading System,Qualification Grading Structure,Determining the Overall Qualification Grade..... | 14 |
| Quality Assurance of Centres | 16 |
| Malpractice..... | 16 |
| Guidance for Teaching and Learning | 17 |
| Top Tips for Delivery..... | 17 |
| Unit Specifications | 18 |
| Business Organisations in a Global Context | 19 |
| Research Project | 24 |
| People Management..... | 27 |
| Finance for Managers | 32 |
| Managing Communication | 36 |
| Marketing Principles and Practice | 40 |
| Manage Sustainability in an Organisation | 45 |
| Small Business Enterprise..... | 49 |
| Planning a New Business Venture | 52 |
| Business Law..... | 57 |
| Operations Management | 60 |
| Information for Strategic Decision Making..... | 64 |

| | |
|--|----|
| Organisational Analysis and Change..... | 68 |
| Financial Systems and Auditing..... | 71 |
| Business Ethics..... | 74 |
| Life Sciences in Business | 77 |
| Logic and Critical Thinking/Design and Creative Thinking | 82 |
| Applied Economics for Business | 85 |

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

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

The ATHE mission is to provide outstanding qualifications, customer service and support, enabling centre's to thrive and their learners to achieve and progress. We will support this mission by:

- providing qualifications which enable learners to fulfil their potential and make a positive contribution to society both socially and economically
- delivering the highest standards of customer service
- delivering support and guidance which meet the needs of all centres and enable them to improve performance
- upholding and maintaining the quality and standards of qualifications and assessments
- having a commitment to lifelong learning and development

Our Qualifications

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

Key features of the qualifications include:

- regular reviews of the units and the associated support materials so they are current and meet the needs of learners
- alignment of the programmes of learning to degree and higher degree qualifications in HEIs in the UK and international institutions so there is comparability and smooth progression for learners
- core units that are common to different sectors offering the opportunity for learners to move between sectors or delay decisions on particular specialisms
- optional units offering the opportunity for learners to choose specialist units which best match their job, interests and progression aspirations.
- small qualifications that can be used for professional development for those in employment or for learners who do not have the time to undertake a full time programme
- challenging and relevant learning with flexible methods of assessment allowing tutors to select the most appropriate methods for their learners
- opportunities for learners to achieve higher grades by unit and overall qualification and reach their maximum potential
- learning that develops knowledge, understanding and skills e.g. problem solving and interpersonal skills needed by effective managers.

Support for Centres

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

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

ATHE Qualifications at Level 5 in this Specification

This document provides key information on ATHE's suite of Level 5 qualifications in Business and Management, including the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook "Delivering ATHE Qualifications". Further guidance and supporting documentation on curriculum planning, internal verification and assessment 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 5 Extended Diploma in Business and Management | 603/3340/6 |
| ATHE Level 5 Diploma in Business and Management | 603/3349/2 |

Regulation Dates

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

Availability

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

Introduction to ATHE's Level 5 Qualifications in Business and Management

The Aims of the Qualifications

The aims of these qualifications are to develop knowledge and understanding in a range of subject areas, which are pertinent to the development of participants and to management roles in organisations. The qualifications support progression for learners from level 5 to higher qualification levels. The associated sample assignments also support the development of skills needed by individuals working with others and carrying levels of responsibility.

The Level 5 Business and Management qualifications have been developed to conform to the requirements of the RQF.

These qualifications are therefore designed to provide:

- maximum flexibility with different sized level 5 qualifications for those who only wish or have the time to initially take smaller qualifications and then build up larger extended qualifications over time
- opportunities for learners to develop a breadth of knowledge and understanding of subject matter related to business and management
- development of underpinning skills, personal qualities and attitudes essential for successful performance in working life
- optional units in particular specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- a base for continued learning and a desire to constantly develop as an individual, further improving knowledge, understanding and skills.

Entry Requirements for Level 5 Business and Management

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

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

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

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

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

- prior study in business, management or related subjects at level 4 or above
- a level 4 qualification for example an ATHE Level 4 Extended Diploma in Business and Management or an ATHE Level 4 Diploma in Business and Administrative Management
- other equivalent international qualifications

Mature learners may present a more varied profile of achievement that is likely to include relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of relevant professional qualifications. This may be used for recognition of prior learning (RPL). Learners may also hold RQF qualifications which will enable them to claim an exemption from part of the qualification.

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

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

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

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners, who undertake qualifications have the necessary background knowledge, understanding and skills to undertake the learning and assessment at level 5. This assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

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

Reasonable Adjustments and Special Considerations

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

Support and Recognition

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

National Occupational Standards

The ATHE Level 5 qualifications in Business and Management provide much of the underpinning knowledge and understanding for the National Occupational Standards in Management and Leadership.

Progression from Level 5 Business and Management

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

Learners may progress to:

- employment or have increased opportunities for progression in their current role
- larger qualifications at the same level e.g. from a Diploma to the Extended Diploma in Business and Management or to the Extended Diploma in Management for Health and Social Care

- a level 6 ATHE qualification such as the ATHE Level 6 Extended Diploma in Management or the ATHE Level 6 Extended Diploma in Management for Health and Social Care or the ATHE Level 6 Extended Diploma in Business Administration
- a level 6 ATHE qualification (Gen Ed) route on successful completion of the required units at level 5. Completion of the Mandatory units listed, will ensure learners have acquired the second level of study for meeting the General Education (Gen Ed) Core requirements and fulfilled the necessary credits at Level 5.
- the final year of degree programmes at some universities (see Progression Routes on the ATHE website).

ATHE Recognition of Prior Learning (RPL)

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

Resources Required by Centres

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

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

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

Modes of Delivery

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

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

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

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a learner would typically complete in order to achieve the learning outcomes of a qualification at the standards provided.

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

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

Guided Learning Hours (GLH)

The term Guided Learning Hours (GLH) is an estimate of the amount of time, on average, that a lecturer, supervisor, tutor or other appropriate provider of education or training, **will immediately guide or supervise** the learner to complete the learning outcomes of a unit to the appropriate standard.

GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners. GLH are made up of activities completed by the learner **under immediate guidance or supervision** of a lecturer, supervisor, tutor or other appropriate provider of education or training. Whether through actual attendance or via electronic means, the activity must be in real time.

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

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

Total Qualification Time (TQT)

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

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

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

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

Credit

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

Each credit represents 10 hours of learning time and equates to 10 hours of total qualification time.

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

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

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

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

Qualification Structures for ATHE Level 5 Business and Management

ATHE Level 5 Extended Diploma in Business and Management is a 120-credit qualification

Rules of combination

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

The Total Qualification Time is **1200** Hours

The Total Guided Learning Hours is **480**

The Total Credit value is **120**

| Unit Codes | Unit Title | Level | Credit | GLH |
|------------------------|--|-------|--------|-----|
| Mandatory units | | | | |
| K/617/1175 | Business Organisations in a Global Context | 5 | 15 | 60 |
| M/617/1176 | Research Project | 5 | 15 | 60 |
| H/617/1174 | People Management | 5 | 15 | 60 |
| T/617/1213 | Finance for Managers | 5 | 15 | 60 |
| Optional units | | | | |
| Y/617/1169 | Managing Communication | 5 | 15 | 60 |
| D/617/1173 | Marketing Principles and Practice | 5 | 15 | 60 |
| T/617/1177 | Manage Sustainability in an Organisation | 5 | 15 | 60 |
| J/617/1250 | Small Business Enterprise | 5 | 15 | 60 |
| T/617/1244 | Planning a New Business Venture | 5 | 15 | 60 |
| J/617/1247 | Business Law | 5 | 15 | 60 |
| A/617/1245 | Operations Management | 5 | 15 | 60 |
| F/617/1246 | Information for Strategic Decision Making | 5 | 15 | 60 |
| L/617/1170 | Organisational Analysis and Change | 5 | 15 | 60 |
| F/617/1215 | Financial Systems and Auditing | 5 | 15 | 60 |
| D/617/1223 | Business Ethics | 5 | 15 | 60 |

ATHE Level 5 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 Title | Level | Credit | GLH |
|--|-------|--------|-----|
| Mandatory units | | | |
| Business Organisations in a Global Context | 5 | 15 | 60 |
| People Management | 5 | 15 | 60 |
| Optional Units | | | |
| Managing Communication | 5 | 15 | 60 |
| Finance for Managers | 5 | 15 | 60 |
| Research Project | 5 | 15 | 60 |
| Marketing Principles and Practice | 5 | 15 | 60 |
| Manage Sustainability in an Organisation | 5 | 15 | 60 |
| Small Business Enterprise | 5 | 15 | 60 |
| Planning and New Business Venture | 5 | 15 | 60 |
| Business Law | 5 | 15 | 60 |
| Operations Management | 5 | 15 | 60 |
| Information for Strategic Decision Making | 5 | 15 | 60 |
| Organisational Analysis and Change | 5 | 15 | 60 |
| Financial Systems and Auditing | 5 | 15 | 60 |
| Business Ethics | 5 | 15 | 60 |

Guidance on Assessment and Grading

Assessment

The assessment of the Level 5 Business and Management qualification 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 consider any extension work completed as this may support achievement of the pass standard.

ATHE will provide a sample assignment for each unit which can be used as the assessment for the unit. These assignments have extension activities, which enable the learners to provide additional evidence to show that the criteria for the higher grades have been met. The assessor therefore must judge the grade for the work submitted on the basis of whether the LO has been met at the standard, specified for the pass, merit or distinction grade for that LO. In making their judgements assessors will continue to check whether the command verbs stated in the AC have been delivered. There is no requirement for learners to produce the additional work required for the higher grades and the tutor may advise the learner to work to the pass standard, where this is appropriate.

The assessor should record their judgements on the ATHE template, stating what grade the learner has achieved and providing evidence for the judgements. The internal verifier can also use the ATHE IV template but the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work, including any extension activities which have been completed. Assessment judgements always require care to ensure that they are reliable and that there is sufficient and specific feedback to the learner to show whether he or she has demonstrated achievement of the LO at the specified standard. The additional grades mean that assessors must take even greater care to assure the validity of their judgements. They must provide specific feedback to learners, on whether the additional evidence provided has or has not met the standard for merit and distinction grades. Assessment is therefore more complex.

We would encourage our centres to develop their own assessment strategies so you have the opportunity to put assignments in a context that is appropriate for your learners. Any assignments that you devise independently will need to be submitted to ATHE for approval before delivery of the programme. Centres can submit assignments for approval using the 'Centre-Devised Assignment' template documentation available on the ATHE website.

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

Methods of Assessment

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

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

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

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

Recording Assessment Judgements

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

Putting an Assessment Strategy in Place

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

- Centre devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet.
- the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate, synthesise.
- the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The RQF level descriptors will be helpful to you in determining the level of content of the assessment).
- students are well-briefed on the requirements of the unit and what they have to do to meet them.
- assessors are well trained and familiar with the content of the unit/s they are assessing.
- there is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification.
- assessment decisions are clearly explained and justified through the provision of feedback to the learner.
- work submitted can be authenticated as the learner's own work and that there is clear guidance and implementation of the centre's Malpractice Policy.
- there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed.
- sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

Qualification Grading

Grading System

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

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

The ATHE grading system where a qualification result can be either Pass, 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 credit certification for those units achieving a Pass.

Qualification Grading Structure

Determining the Overall Qualification Grade

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

Points for each 15-credit unit achieved are:

Pass (achieves Learning Outcomes at the standards stated in pass assessment criteria) – **40 points**

Merit (achieves Learning Outcomes at the standards stated in pass and all merit assessment criteria) – **53 points**

Distinction (achieves Learning Outcomes at the standards stated in pass, all merit and all distinction Assessment Criteria) – **66 points**

Calculations for the overall qualification grade:

Level 5 Extended Diploma in Business and Management (120 credits)

Pass 320 - 384

Merit 385 - 488

Distinction 489 +

Level 5 Diploma in Business and Management (60 credits)

Pass 160 - 198

Merit 199 - 250

Distinction 251+

Example grading for Level 5 Diploma in Business and Management

Example 1

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

| Unit no. | Unit result | Unit points |
|----------|--------------|-------------|
| 1 | Pass | 40 |
| 2 | Pass | 40 |
| 3 | Distinction | 66 |
| 4 | Pass | 40 |
| | <i>Total</i> | <i>186</i> |

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

Example 2

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

| Unit no. | Unit result | Unit points |
|----------|--------------|-------------|
| 1 | Pass | 40 |
| 2 | Merit | 53 |
| 3 | Distinction | 66 |
| 4 | Distinction | 66 |
| | <i>Total</i> | <i>225</i> |

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

Quality Assurance of Centres

Centres delivering ATHE qualifications must be committed to ensuring the quality of teaching and learning so that the learner experience is assured. Quality assurance will include a range of processes as determined by the centre and this could include, gathering learner feedback, lesson observation, analysis of qualitative and quantitative 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 verification of learner work

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

Malpractice

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

Centres should refer to the Delivering ATHE Qualifications Guide, the ATHE Malpractice and Maladministration Policy and Guidance on Centre Malpractice Policies. These documents are available on the ATHE website.

Guidance for Teaching and Learning

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

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

Top Tips for Delivery

- Adopt a range of teaching and learning methods, including active learning.
- Plan sessions well to ensure a logical sequence of 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 work place or other personal learning
- Take an integrated approach to teaching topics across units, where appropriate, rather than always taking a unit-by-unit approach. In this way, learners will be able to see the links between the content of the different units.

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

Unit Specifications

Unit Format

Each unit in ATHE's suite of level 5 qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title

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

Unit Aims

The unit aims section summarises the content of the unit.

Unit Code

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

RQF Level

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

Credit value

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

Guided Learning Hours

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

Learning Outcomes

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

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification 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.

| Business Organisations in a Global Context | | | |
|---|---|--|--|
| Unit aims | This unit develops learners understanding of the issues organisations face operating within a global context. This understanding will allow learners to review the issues currently impacting on business organisations. | | |
| Unit level | 5 | | |
| Unit code | K/617/1175 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit Grading Structure | Pass-Merit-Distinction | | |
| Assessment guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Additional assessment guidance is provided on the ATHE sample assignment brief. In this unit learners will appraise the global business environment and its impact on business strategy and operational activities. Learning Outcome 4 requires the learner to review the macro-environment within a specific country of their choice. | | |
| Learning Outcomes. The Learner will: | Assessment Criteria The learner can: | | |
| | P | M | D |
| 1. Understand differences in global business operations | 1.1 Analyse differences between global business organisations working in different sectors, industries and contexts 1.2 Assess the responsibilities of business organisations operating in a global environment 1.3 Evaluate strategies employed by business organisations operating in a global environment | | |
| 2. Understand the impact of external factors on global business organisations | 2.1 Evaluate the benefits and challenges to global business operations from external factors 2.2 Review the | 2M1 Analyse how the economic performance of a specific nation impacts on the activities of global business | 2D1 Evaluate the current global environment for business organisations |

| | | | |
|--|--|---|--|
| | measures taken by governments to influence the activities of global business organisations | organisations | |
| 3. Understand the impact of globalisation on the internal operations of business organisations | <p>3.1 Assess the impact of globalisation on the operational management of business organisations</p> <p>3.2 Evaluate how technology has impacted on the global integration of business organisations</p> <p>3.3 Evaluate the different approaches to leadership and decision making in global organisations</p> | | |
| 4. Be able to review current issues that impact on business activities of a specified country | 4.1 Review the environment in which global business organisations are currently operating in a specified country | 4M1 Discuss strategies to address issues affecting business activities in a specified country | 4D1 Assess the opportunities and challenges to a specific business organisation operating in a specified country |

Indicative Content

1. Understand differences in global business operations

Key differences

- Legal status/ownership – e.g. sole trader, partnership, company, corporation (e.g. limited and unlimited, public limited and international equivalents)
- Structure and size
- What they offer (Products and/or services)
- Image

Different sectors/industries e.g.

- Private - e.g. manufacturing, service e.g. hospitality, finance
- Public - e.g. healthcare, education
- 'Not for profit' - e.g. supporting others, conservation and heritage organisations, campaign groups

Global context

- International
- National
- Local

Organisational responsibilities

- To shareholders
- To employees
- To other stakeholders
- To customers
- To the environment
- Ethical issues

Organisational strategies

- Human resources policy
- Environmental strategy
- Equal opportunities policy
- Ethics policy
- Financial plan
- International partnering policy
- Electronic modes of marketing and communication
- Reliable import and export processes

2. Understand the impact of external factors on global business organisations

UK economy

- Size – population, labour market, education/training levels
- Growth/wealth - gross national product (GNP), balance of payments, inflation rates, government borrowing, trade balance, public finances, taxation, national debt, availability of credit
- Business confidence – investing, cost of borrowing, consumer buying/confidence, government policies

Benefits and Challenges

- Technological factors
 - Transport revolution
 - Information and communications
- Economic factors
 - Increasing incomes
 - Global trade

- World financial markets
- Market forces
- Global competition
- Country specific differences - costs, logistics
- Social Factors
 - Consumerism
 - Convergence in customer tastes
 - Education and skills
 - Environmental conservation
 - Understanding other languages and cultures
- Political factors
 - Reduced trade barriers
 - Intellectual Property Rights
 - Privatisation
 - Technical standards, regulations, legislations
 - Global strategies

Government policies

- Monetary policies, interest rates, quantitative easing, unemployment
- Fiscal policies, spending (in central and local government), public sector borrowing, controlling demand, taxation, distribution of income
- Competition Policy
- Sector regulation e.g. in UK OfGem, OfQual, OfGas, CAA, OfCom – equivalents in other countries and globally where applicable
- Regional policies
- Skills agenda, apprenticeships

3. Understand the impact of globalisation on the internal operations of business organisations

Global integration

- Trading blocs
- World Bank, IMF, Global/trading bloc policies and directives (e.g. EU), G20, OPEC and other relevant organisations
- Market size
- Transnational corporations

International trade

- Opportunities e.g. emerging markets
- Growth
- Protectionism
- Trading blocs, partnerships and agreements and their regulation/restrictions (e.g. EU)
- Trade duties and tariffs

Impact

- Increased competition; outsourcing to other countries; increased customer choice,
- ICT technologies

- Remote workforce – advantages of being able to locate workforce in other countries where labour may be cheaper/may have more relevant skills etc.
- The role of the internet in trade
- Easy communication e.g. Skype, email, social networking

Different approaches to management, leadership and decision making in global organisations

- Structure appropriate to effectively manage operations across numerous locations; agreed systems, protocols
- Potential for different decisions depending on the culture and value of different locations
- Delegation; appropriate range of skills, experience in different locations, expat managers and staff; issues with language and communication

4. Be able to review current issues that impact on business activities of a specified country

A review of:

- Domestic market in chosen country
- Global market
- Domestic and global policies
- Other global factors
- Government policies
- Trade blocs

Strategies

- New markets
- New environments e.g. move business
- New technologies
- Growth/shrink
- Change of suppliers, importers, exporters
- Change in business structure e.g. from sole trader to company/ corporation

Issues affecting business activities in a specified country could include:

- Internal issues
- Cultural issues
- Ethical issues
- Problems with suppliers
- Limited resources.

| Research Project | | | |
|---|---|---|--|
| Unit aims | The aim of this unit is to develop the skills required for the learner to formulate an appropriate research question and to design and undertake a research project to answer that research question. The learner will also need to interpret the outcomes of their research and present them to an audience. | | |
| Unit level | 5 | | |
| Unit code | M/617/1176 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit Grading Structure | Pass-Merit-Distinction | | |
| Assessment guidance | To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. The Learning Outcomes all require the learner to do what is stated, so the learner must design and undertake research and then evaluate and present the results. | | |
| Learning Outcomes. The Learner will: | Assessment Criteria The learner can: | | |
| | P | M | D |
| 1. Be able to design a research project | 1.1 Explain the key factors in selecting an appropriate research question 1.2 Formulate an appropriate research question 1.3 Evaluate different research methodologies and identify a specific methodology that will address the research question 1.4 Produce a project plan for the research | 1M1 Identify the risk factors and possible mitigations for the research project | 1D1 Justify the methodology chosen to address this research question |
| 2. Be able to undertake a research project in line with a research project plan | 2.1 Undertake the research in accordance with the research project plan 2.2 Monitor the progress of the research in relation to the research project plan | 2M1 Analyse personal strengths and weaknesses in undertaking the research project | 2D1 Evaluate the strengths and weaknesses of the research methodology and the research project plan and recommend how both could be improved |

| | | | |
|--|--|--|--|
| <p>3. Be able to evaluate research outcomes</p> | <p>3.1 Evaluate the research outcomes in relation to the original research question</p> <p>3.2 Explain how the research outcomes could benefit from further investigation</p> <p>3.3 Assess the possible impact of research outcomes</p> | | |
| <p>4. Be able to present the research outcomes</p> | <p>4.1 Present the research and its outcomes in a format that is appropriate to the audience</p> | | |

Indicative Content

1. Designing a research project

Selecting a research question

- Identifying the objectives of the research - what is the researcher, or their organisation, interested in finding out and why.
- Project resourcing - how much time and resource is needed to undertake the research and is this available.
- Skills and knowledge - does the researcher have access to appropriate skills and knowledge, including individual expertise and literature, necessary for them to undertake the research

Formulating a research question

- Stating the research question in terms of the research objectives
- Identifying what is to be included in the scope of the research and what is to be excluded

Identifying a suitable research methodology

- Use of primary and secondary data – accessing relevant information
- Data Collection – surveys, interviews, observation, Focus Groups, literature review etc.
- Ethical issues
- Data analysis – qualitative, quantitative, statistical
- Gathering information – company documentation, outcomes of similar research, reading about how to implement research methodologies, theoretical concepts and ideas etc.

Project Planning

- Project tasks – primary and secondary data collection, data analysis, write-up, presentation

- Project timelines – sequence, task duration, start and end dates
- Project monitoring – risk factors and mitigation, key milestones, review dates
- Use of project resources – human, financial, technical, physical

2. Undertaking a research project

Undertaking research

- Application and implementation of the research project plan, including data collection, data analysis, write-up and presentation
- Retaining focus on the intended purposes and outcomes of the research
- Systematic recording of data and information
- Taking account of bias, validity and reliability of information and control of variables
- Consideration of the sufficiency of the data and information collected
- Analysing data – qualitative, quantitative, trend analysis, statistical analysis
- Presentation of data – graphs, tables, bar charts, pie charts, case studies, quotes etc

Monitoring progress

- Monitoring the project including paying attention to resource and time allocation
- Modifying the plan in relation to monitoring information
- Adhering to the scope of the research

Evaluating the research project

- Review the successes and difficulties encountered in the project e.g. delivering the purposes and outcomes of the project, effectiveness of the project plan and research methods used, volume, validity and value of the data

3. Evaluating research outcomes

- Understand to what extent the research outcomes answer the research question
- Understand the limitations of the research and what improvements could be made
- Developing recommendations including possible areas for future research or changes to the research methodology
- Reach conclusions
- Understand the significance, application, and possible impact of the research outcomes

4. Presenting research outcomes

- Consider the prior knowledge and information needs of the audience
- Consider business expectations and norms for presentation
- Consider the advantages and disadvantages of different communication methods e.g. written and spoken presentation, visual representation etc.
- Select an appropriate presentation media
- Be able to deliver a professional written or spoken presentation
- Present research projects and research outcomes accurately
- Reporting conclusions. Depending on the nature of the research recommendations based on the research outcomes could also be produced.

| People Management | | | |
|---|--|---|---|
| Unit aims | This unit will enable learners to understand how to manage individuals and teams. They will study organisational factors and how these impact on and influence individual and team behaviour, as well as learning management tools and techniques to help them effectively manage individuals and teams. | | |
| Unit level | 5 | | |
| Unit code | H/617/1174 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit Grading Structure | Pass-Merit-Distinction | | |
| Assessment guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners will need to refer to exemplar material to support their work. This is particularly the case for LO4 | | |
| Learning Outcomes. The Learner will: | Assessment Criteria The learner can: | | |
| | P | M | D |
| 1. Understand how structure, culture and other factors impact on people in organisations | 1.1 Explain how organisational structure impacts on people in organisations 1.2 Analyse how organisational culture impacts on people in organisations 1.3 Analyse how organisational policies and procedures impact on people in organisations | | |
| 2. Understand how to manage individuals and teams in order to achieve sustainable business performance | 2.1 Assess approaches to managing the performance of individuals 2.2 Explain the steps needed to create and maintain effective teams. | 2M1 Evaluate the external factors which impact on the management of individuals and teams | 2D1 Analyse the management of teams and individuals through strategic organisational change |
| 3. Understand how to develop individuals and teams in order to achieve sustainable business performance | 3.1 Analyse the different training and development approaches used by organisations to attract, develop, improve individuals and teams | 3M1 Assess the effect of incentives and rewards on the development of individuals and teams | 3D1 Assess the contribution of the application of motivational theories on the development of individuals and teams |

| | | | |
|---|--|--|--|
| <p>4. Be able to review people management strategies in an organisation</p> | <p>4.1 Describe people management strategies in a chosen organisation</p> <p>4.2 Assess the impact of people management strategies on individuals and teams in a chosen organisation</p> | | |
|---|--|--|--|

Indicative Content

1. Structure, culture and other factors impacting on people in organisations

Structure

- Hierarchical
- Flat/tall
- Matrix
- Inverted triangle
- Functional
- Product, market, and geographical structures

Culture

- Organisational leadership style
- 'The way we do things'
- Assumptions
- Behaviours
- Values
- Codes
- Stories, myths
- Ceremonies and rituals
- Working practices

Organisational policies and procedures

- Workforce development
- Talent management
- Incentive and reward schemes
- Community engagement
- Environmental responsibility
- Working practices e.g. flexible working
- Equality, diversity and inclusion

Impact factors

- Power/influence of individuals
- Power/influence of teams
- Leadership power/influence (span of control)
- Communication channels, ease of communication

- Motivation levels
- Creativity
- Line management structures

2. Managing individuals and teams

- Individual differences
 - Knowledge, skills, and experience
 - Attitude
 - Personality
 - Culture
 - Religion and beliefs
- Managing individuals
 - Theory X and theory Y
 - Maslow's Hierarchy of Needs
 - Contingency Theory
 - Herzberg's Theory
 - The Hawthorne studies
- Effect of management styles on
 - Motivation
 - Creativity
 - Trust and respect
 - Productivity
 - Commitment
- Managing teams
 - Setting a goal and plan to achieve it
 - Getting buy-in
 - Understanding individual strengths, weaknesses, and team roles (Belbin)
 - Tuckman model of team development
 - Motivating staff
 - High-performing teams
- Understanding own management style
 - Trait theories
 - Behavioural approach
 - Contingency approach
 - Autocratic/democratic/laissez faire
 - Hersey and Blanchard Situational theory
 - Charismatic leadership
 - Tannenbaum and Schmidt
- External factors which impact on management of teams and individuals
 - Economic situation; availability of labour, full employment, interest rates; inflation/deflation, fiscal policy, monetary policy
 - Infrastructure, transport availability
 - Legislation; minimum wage, immigration policies, maternity/paternity leave, working hours

- Education; access to HE, tuition fees, access to in-house training/coaching
- Union membership, industrial action
- Political situation; internal/external conflict, political instability, religion and beliefs

3. Developing individuals and teams

- Training and development
 - Talent management
 - Training workshops and conferences
 - Online training
 - Books and websites
 - CPD
 - Membership of professional body
 - Sharing good practice
 - Celebrating achievement and success
 - Coaching and mentoring
 - Work placement and exchange, job shadowing
 - Qualifications

- Developing high-performing teams
 - Leadership
 - Accountability
 - Processes
 - Shared purpose
 - Communication
 - Recognition
 - Continuous improvement

Benefits of training and development

- Individuals
 - Self-actualisation, developing potential
 - Increased motivation
 - Developing talent
 - Promotion/enhanced pay

- Organisations
 - Increased productivity
 - Workforce retention
 - Enhanced profit
 - Effect of incentives and rewards

- Development of Individuals and teams
 - Delegation
 - Performance review
 - Incentives and rewards

4. Reviewing people management strategies in an organisation

People management strategies

- Working environment

- Management and leadership style
- Structure
- Culture
- Staff development opportunities
- Flexible working practices
- Ethical practices
- CSR agenda

Strategies for improving performance

- Incentives, bonus schemes, incremental rises, improved job satisfaction
- For organisational improvement
- For organisational productivity

Impacts on

- Individuals/teams
- Performance
- Staff retention
- Employee satisfaction.

| Finance for Managers | | | |
|---|---|--|--|
| Unit aims | The unit aims to equip learners with the knowledge and understanding of the sources and use of finance in organisations and how to evaluate and interpret financial data. | | |
| Unit level | 5 | | |
| Unit code | T/617/1213 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit Grading Structure | Pass-Merit-Distinction | | |
| Assessment Guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. The unit requires learners to access and interpret financial statements and use costing methods. | | |
| Learning Outcomes. The Learner will: | Assessment Criteria The learner can: | | |
| | P | M | D |
| 1. Understand the sources of finance available to organisations | 1.1 Describe the sources of finance available to different types of organisations 1.2 Evaluate the costs and benefits of different sources of finance 1.3 Compare and contrast sources of finance for a specific project | | 1D1 Evaluate the strategic implications of choosing different sources of finance |
| 2. Be able to assess an organisation's financial performance | 2.1 Compare and contrast the financial statements of different types of organisations 2.2 Interpret financial statements for a specific organisation | 2M1 Review the ethical requirements associated with financial statements of Third Sector organisations | 2D1 Assess how a specific organisation's financial statements meet the needs of its stakeholders |

| | | | |
|--|---|--|---|
| <p>3. Be able to use costing methods to make informed organisational decisions</p> | <p>3.1 Analyse organisational costs and the impact that they have on organisation decisions</p> <p>3.2 Apply break-even calculations to specific organisational data.</p> <p>3.3 Use break-even charts to present decision-making information</p> | <p>3M1 Analyse the strengths and weaknesses of using break-even analysis</p> | <p>3D1 Assess the impact of changes in costs and revenue on break-even output</p> |
|--|---|--|---|

Indicative Content

1. Understand the sources of finance available to organisations

Sources of finance

- Internal Sources of finance
- External Sources of finance
- Short term Sources of finance
- Medium term Sources of finance
- Long term Sources of finance

Types of Business Organisations

- Sole trader
- Partnership
- Private limited company
- Public limited company
- Third sector organisations

Appropriate sources of finance for a specific project

- Savings
- Reserves
- Overdraft
- Loan
- Mortgage
- Debentures
- Credit card
- Hire purchase
- Trade credit
- Venture capital
- Share issues
- Crowd funding

Consideration of the advantages and disadvantages of each source, and their appropriateness to specific business decisions.

2. Be able to assess an organisation's financial performance

Annual financial statements

- Sole traders
- Partnerships
- Private Limited Companies, I.e.
 - Income statement
 - Statement of financial position
- 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

Differences between internal final accounts and the publicly available final accounts of a limited company

Financial Statement Interpretation

- Relevant legislation
 - Companies Act
 - Partnership Act
 - Charities Act
- Impact of relevant legislation on different forms of business ownership:
 - Sole traders
 - Partnerships
 - Private limited companies
 - Public limited companies
 - Third sector organisations – clubs and societies/charities

The application of accounting concepts and principles to financial statements

- Valuation of non-current assets
- Valuation of inventory
- Matching concept
- Depreciation
- Provision for depreciation
- Irrecoverable debts
- Provision for doubtful debts

Ethical requirements

- Responsibility to stakeholders

- Responsibility to members as the owners
- Legal requirements for some third sector orgs

3. Be able to use costing methods to make informed organisational decisions

Organisational Costs

- Fixed costs
- Variable costs
- Direct costs
- Indirect costs
- Semi-variable costs
- Stepped costs
- Total costs
- Unit costs
- Marginal costs
- Opportunity costs
- Start-up costs
- Operating costs
- Overheads

Break-even Calculations

- Calculation of the break-even point by use of the formula
- Produce break-even graphs
- Produce contribution to sales (profit/volume) graphs
- Evaluate break-even data / graphs and contribution to sales graphs
- Apply break-even analysis to specific business decisions, i.e.
 - Make or buy
 - Special order decisions
 - Acceptance of additional work
 - Discontinuing a product or service based on contribution
 - Price setting
 - Scarce resources
 - 'What if' scenarios

Consideration of impact of changes in costs and revenues on break-even calculations.
Uses, benefits and limitations of break-even calculations.

Break-even Chart

Graphical representation of break-even output. The graph should include:

- Fixed cost line
- Total cost line
- Total sales revenue line
- Break-even output
- Area of profit
- Area of loss
- Margin of safety

Consideration of impact of changes in costs and revenues on break-even charts.
Uses, benefits and limitations of break-even charts.

| Managing Communication | | | |
|--|--|---|--|
| Unit aims | This unit aims to develop knowledge and understanding of communication within and between organisations. Learners will also review their own communication skills in an organisational context | | |
| Unit level | 5 | | |
| Unit code | Y/617/1169 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass, Merit and Distinction | | |
| Assessment guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Assessors should note that in this unit there are LOs which cannot be approached from a theoretical perspective and learners must provide evidence to show that they are able to do what the LO states. | | |
| Learning outcomes The learner will: | Assessment criteria The learner can: | | |
| | P | M | D |
| 1. Understand channels of communication within and between organisations and their effectiveness | 1.1 Evaluate the benefits to stakeholders, functional departments and organisations of different communication channels 1.2 Analyse potential barriers to the effective exchange of information within and between organisations | | 1D1 Analyse how communication channels have changed over time in a given organisation and their impact on resourcing |
| 2. Be able to assess the factors that impact on workplace communication | 2.1 Explain how an organisation's structure could impact upon workplace communication 2.2 Identify the impact of different management and leadership styles on workplace communication 2.3 Critique the role that technology | 2M1 Undertake an impact analysis to assess what factors affect workplace communication in a specific organisation | 2D1 Evaluate how different management and leadership styles impact on workplace communication in a specific organisation |

| | | | |
|--|--|--|--|
| | plays in supporting workplace communication | | |
| 3. Be able to demonstrate the effective use of own communication skills within the workplace | <p>3.1 Describe a situation where own communication skills were used to effectively communicate information in a workplace situation</p> <p>3.2 Design a personal development plan to improve own communication skills using SMART targets</p> | | |
| 4. Be able to evaluate the effectiveness of communication within an organisation | <p>4.1 Carry out an analysis of internal and external communication channels within a specific organisation</p> <p>4.2 Evaluate the effectiveness of information flows based on the analysis</p> <p>4.3 Make recommendations to improve organisational communication based on the assessment</p> | 4M1 Identify measures to evaluate the success of the proposed improvements to workplace communications | |

Indicative Content

1. Understand channels of communication within and between organisations and their effectiveness

Communication channels and benefits

- Formal, informal, internal (colleagues, other departments), external (between organisations), Upward (to a supervisor), Downward (to a junior member of staff), Sideways/Laterally (to a co-worker), Diagonally (to a different department) Verbal, Written, No-verbal.
- Face to Face (Clarity of information/message, more personal, rapport building) Telephone (instant communication, no travel/distance constraints), Email (flexible response times, transmission of documents with communication, multiple people contribution, audit trail), Letter (formal, legal agreements), forums (Multiple parties, sharing ideas and best practice), video conference (face to

face with no travel/distance constraints, sharing, updating and agreeing documents in real time) social media (promotional communication),

- Different stakeholders: Internal and external such as employees, customers, suppliers, competitors, shareholders, pressure groups/environmental groups, trade unions, finance and/or government authorities, regulatory bodies etc.
- Functional departments: Departments within an organisation, e.g. finance, IT, human resources, sales, marketing, R&D, customer service, despatch, administration.
- Internal and external communication channels

Potential barriers

- People, technology, organisation structure, organisation culture, flow of information being one-way and not two-way, de-motivated workforce. reporting structures business objectives and the need for information inter-dependencies between functional areas the importance of consistent messages cultural norms and expectations formal and informal methods of communication the use of social media rumours and the grapevine information as a source of power

2. Be able to assess the factors that impact on workplace communication

Organisation structure

- Knowledge and understanding of different types of organisation structure: flat, tall, matrix. Identify how organisation structure can impact positively and negatively on workplace communication.

Management styles

- Autocratic, affiliative, coaching, democratic, pacesetting and visionary.

Leadership styles

- Authoritarian, paternalistic, democratic, Laissez-Faire, transactional and transformational.

Technology types

- Intranet, Extranet and Internet, Websites, Email, Collaborative meeting software, Information Systems (IS) and Management Information Systems (MIS), Networks

Technology role

- Provide flexibility to different stakeholders in terms of accessibility and convenience. Supporting remote workers. Ensuring that tasks are undertaken more efficiently and productively i.e. sending electronic documents, invoices and on-line payments (e-commerce)

3. Be able to demonstrate the effective use of own communication skills within the workplace

Interpersonal skills

- Communication skills in terms of written, spoken, verbal, non-verbal, body language and gestures. Ability to delegate, negotiate and motivate, problem-solving skills, team-building skills, listening skills, creativity skills etc.

SMART Targets

- SMART – specific, measurable, achievable, realistic and time-framed. Set out SMART targets to address own workplace tasks and responsibilities.

Personal Development Plan (PDP) framework

- Define and prioritise own goals, set out proposals for improving own communication skills understand strengths, weaknesses, opportunities and threats (SWOT Analysis), set deadlines, gather feedback from others.

4. Be able to evaluate the effectiveness of communication within an organisation

Workplace assessment

- Formal or informal assessment to track internal and external communication channels. Identify source (inputs) and recipients (outputs) of information and processing activities. A checklist can be used as a framework for the assessment.

Information flows

- Examine the flow of information within an organisation in terms of inputs, processing, outputs, feedback and review mechanisms (I/O diagram). What information comes into the workplace, how is this channeled internally and processed and what is the output?

Workplace communication plan

- Review efficiencies and inefficiencies in terms of workplace communications. Evaluate the communication method/tool used and assess if it is the most effective source. Acquire stakeholder feedback on the effectiveness of workplace communication within their functional areas (use/design questionnaires to capture this information). Draw up a plan with findings and recommendations for improving workplace communications (can include timings and costs)
- Use monitoring and evaluation to validate if proposed changes have made the desired impact. This should be related to time, resources and success.

| Marketing Principles and Practice | | | |
|---|---|--|---|
| Unit aims | To develop knowledge and understanding of general marketing principles and their application in business. | | |
| Unit level | 5 | | |
| Unit code | D/617/1173 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. In this unit learners will gain knowledge and understanding of important aspects of marketing, as the subject relates to business. Learners will demonstrate their understanding by applying appropriate marketing theory to produce a marketing plan for a stated product or service. | | |
| Learning outcomes. The learner will: | Assessment criteria. The learner can: | | |
| | P | M | D |
| 1. Understand the role of marketing in business | 1.1 Analyse the role of marketing in the achievement of business objectives 1.2 Analyse the external factors influencing marketing in business 1.3 Assess the role of marketing in not for profit organisations | 1M1 Analyse how a marketing strategy supports the sales function in businesses | |
| 2. Understand marketing principles | 2.1 Analyse the elements of the marketing process 2.2 Explain methods of segmenting markets 2.3 Analyse principles of digital marketing | 2M1 Evaluate the benefits of segmenting markets | 2D1 Analyse the challenges businesses face to market effectively |
| 3. Understand marketing methods | 3.1 Analyse different methods of researching a market 3.2 Evaluate the use of the | | 3D1 Propose ways in which challenges for digital marketing could be overcome or mitigated |

| | different channels for digital marketing | | |
|---|--|--|--|
| 4. Understand how to develop a marketing plan for a specific product or service | 4.1 Propose strategic objectives for a marketing plan 4.2 Determine the target market(s) for a selected product or service 4.3 Consider factors which will be relevant to the implementation of a marketing plan | | |

Indicative Content

1. Understand the role of marketing in business

Role of marketing to achieve business objectives

- To establish and grow relationships between a business and its customers
- To establish and maintain public image and reputation of business
- To grow customer base
- To brand the business via, publicity, advertising and customer interaction
- To launch new products and services
- To enter a new market
- To expand market share
- To increase sales
- To increase profits
- To build competitive advantage
- To improve customer focus
- To increase customer satisfaction
- To improve quality

External factors influencing marketing

- Political, economic, social, technological, legal and environmental factors
- Pressure groups, competitors, Porter's competitive forces

Role of marketing in a not for profit business

- Many overlaps with role of marketing for a business
- Providing information in order to change attitudes e.g. health campaigns
- Providing information and generating income e.g. charities
- Social marketing e.g. political campaigns

How a marketing strategy supports the sales function in businesses

- Satisfy customer need
- Establish clear responsibilities, process and goals
- Determine the messaging
- Establish and use common tracking and reporting systems
- Identify areas for improvement
- Align marketing content with the selling cycle
- Share data and intelligence

2. Understand marketing principles

Marketing process

- Marketing audit
- Environmental analysis
- SWOT analysis
- Setting aims and objectives
- Planning
- Constraints
- Options

Methods of segmenting markets

- Demographic
- Socio-economic
- Geographic
- Psychographic
- Behavioural

Principles of digital marketing

- Ratio of use of digital and traditional marketing: depending on business and products, normally still a need for some community involvement, networking and face-to-face marketing
- Timing of marketing
- Content
- Maintenance of currency of marketing material
- Allocation of time, effort and budget

Benefits of market segmentation

- Better matching of customer needs
- Enhanced profits for business
- Better opportunities for growth
- Retain more customers
- Build relationships with customers via targeted marketing communications
- Gain share of the market segment

Challenges a business faces to market effectively

- Time
- Expertise
- Budget
- Fitting with the buying/selling cycle
- Pricing correctly

- Matching product to market
- Placing product correctly

3. Understand marketing methods

Marketing research methods

- Primary, secondary
- Qualitative/quantitative
- Surveys, questionnaires
- Sampling methods
- Interviews, structured, unstructured, focus groups
- Observation
- Experimentation
- Ethnography

Use of channels for digital marketing

Use of internet for digital marketing

- IC Search engine optimisation
- IC Pay per click advertising
- IC Responsive website

Use of social media

- Facebook, Linked in, Twitter
- Viral marketing

Use of emails

- Email newsletters
- Personalised emails

Use of hand-held devices for marketing

- Increased security risk
- Cluttered market
- Less focus on keywords, more focus on search phrases
- More ad blockers
- Increased ad costs

How current challenges for digital marketing could be overcome or mitigated

- Answers will vary depending on the challenges identified

4. Understand how to develop a marketing plan for a specific product or service

Strategic objectives

- To introduce a new product feature or service
- To enter a new market
- To expand market share
- To increase sales

- To increase profits
- To enhance reputation

Target markets

- Specific demographic
- Geographic area
- Socio economic group
- Defined psychographic group

Consideration of factors relevant to the implementation of the plan Implementation factors

- Barriers to implementation of the plan and their resolution
- Marketing budget
- Monitoring and controlling the marketing plan
- People and (lack of) knowledge, skills and experience
- Technical factors.

| Manage Sustainability in an Organisation | | | |
|---|--|---|--|
| Unit aims | This unit will enable learners to acquire the knowledge and understanding of sustainability, as it relates to organisations. This includes the legal and regulatory requirements and how to achieve relevant quality standards. The unit will also enable learners to develop skills required to audit sustainability. | | |
| Unit level | 5 | | |
| Unit code | T/617/1177 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. This unit requires the application of learning to specific organisations and learners may need guidance on the choice of organisations to be used. The learner must carry out a sustainability 'audit' on an organisation, where the learner works or knows well and the audit will need to lead to recommendations for improvements. The exercise could also be carried out in a college/university environment. | | |
| Learning outcomes. The learner will: | Assessment criteria. The learner can: | | |
| | P | M | D |
| 1. Understand issues relating to sustainability in organisations | 1.1 Analyse current issues in relation to sustainability in organisations 1.2 Assess key sustainability issues affecting a chosen organisation | 1M1 Analyse the impact of issues on the financial sustainability of a chosen organisation | |
| 2. Understand how legislation, regulation, and guidance impact on the sustainability of organisations | 2.1 Analyse the effect of legislation, regulation, and guidance on the sustainability of organisations 2.2 Assess how operating ethically can impact on organisations and their stakeholders | | 2D1 Evaluate the approaches different organisations have taken in response to legislation, regulation and guidance |
| 3. Be able to audit the sustainability of an organisation | 3.1 Construct a framework for auditing the sustainability of an organisation 3.2 Collect and analyse data | | |

| | | | |
|---|--|---|---|
| | from the sustainability audit 3.3 Report on the findings of the sustainability audit | | |
| 4. Understand the quality standards relevant to organisational sustainability | 4.1 Analyse appropriate quality standards for an organisation 4.2 Analyse the organisational characteristics which facilitate achievement of quality standards 4.3 Analyse the processes that organisations can use to achieve quality standards | 4M1 Analyse the financial costs and benefits of achieving a quality standard in a chosen organisation | 4D1 Examine the moral and ethical imperatives for organisations to achieve quality standards in relation to organisational sustainability |

Indicative Content

1. Issues relating to sustainability of an organisation

Issues

- Natural environment e.g. Pollution, waste, water usage, natural habitats, transport management
- Global e.g. Fair-trade, child labour
- Built environments e.g. Carbon management, energy efficiency of buildings
- Financial sustainability e.g. Business planning and development
- Resource management and resource efficiency
- Market awareness and responsiveness to the market
- Talent management e.g. Recruitment, development, and retention of staff
- Stakeholder management e.g. Customers, suppliers, partners, collaborators, competitors
- Good governance e.g. Board make-up and performance
- Community engagement and social responsibility
- Environmental impacts, performance, and priorities

Impact of issues

- Business activities and implications for sustainability
- Benefits to stakeholders
- Areas of relevance for specific businesses – global and local issues affecting and affected by business activities
- Related costs e.g. taxation, cost of water use, cost of waste; importance to business of sustainability in relation to cost, social attitudes, compliance with law

2. The impact of legislation, regulation, and guidance on the sustainability of organisations

Legislation, regulation and guidance

- The UK Companies Act (2006)
- Audit Reform in the EU (2014)
- Employment Rights Act (1996)
- Environmental Impact Assessment (2017)
- The Water Resources Act 1991
- Control of Pollution (oil storage) (England) Regulations 2001
- Hazardous Waste Regulations 2005
- Clean Air Act 1993
- Climate Change Agreements 2006
- Habitat Protection – Wildlife & Countryside Act 1981
- Source of guidance and regulation – industry bodies, local authorities, government, organisations (e.g. soil association, climate change bodies)
- Influence of pressure groups, social attitudes, moral issues

Ethical Operations

- Impact on people, the environment etc.
- Fairness to employees e.g. wages etc.
- Effect on brand image
- Effect of bad publicity

Impact on

- Physical and human resources
- Processes and systems
- Vision and strategy
- Marketing and marketability
- Operations and costs

3. Audit the sustainability of an organisation

- Carrying out a sustainability 'audit' for an organisation to identify areas of relevance
- Ensuring compliance with legislation, regulation, codes of practice etc.
- Suggesting how sustainability can be improved – actions and policies to improve sustainability of business activities
- Reporting - report formats, recommendations, cost, and implementation

4. Quality standards relevant to organisational sustainability

Quality standards

- ISO14001
- ISO 9001
- ISO 27001
- ISO 26000
- ISO 31000
- Investors in People
- Internal quality standards; benchmarking; value added

Organisational characteristics to achieve a quality standard

- Requirements as per the quality standard
- Buy-in from senior management, staff and other stakeholders
- Practical implications of applying standards
- Relevance to specific operations
- Systems design and implementation
- Reporting to stakeholders
- Preparing for inspection
- Communication, training and dissemination

Financial costs and benefits

- Advice and consultancy
- New systems and processes
- Training
- Staffing to support the process
- Cost of applying for quality mark
- Marketing and communications
- Good news story

Moral and ethical imperatives

- Protecting the environment
- Ethical labour and employment practices
- Growing talent
- Corporate social responsibility
- Good governance

| Small Business Enterprise | | | |
|--|--|---|----------|
| Unit aims | To provide the learner with an understanding of the importance of small business enterprises in today's business environment. Also, an understanding of the development, management and administration of small business enterprises. | | |
| Unit level | 5 | | |
| Unit code | J/617/1250 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass | | |
| Assessment guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners are required to refer to exemplar material in order to meet the standards. | | |
| Learning outcomes The learner will: | Assessment criteria The learner can: | | |
| | P | M | D |
| 1. Understand different types of enterprises and the role of small business enterprises in today's economy | 1.1 Analyse characteristics of different types of business enterprises 1.2 Discuss the role of small business enterprises in today's economy | 1M1 Compare and contrast the advantages and limitations of small business enterprises | |
| 2. Understand the start-up of a small business enterprise | 2.1 Analyse ways to check that a proposed small business enterprise could be viable 2.2 Analyse the legal, regulatory and financial activities required for setting up a new small business enterprise 2.3 Analyse approaches which make a business plan effective for a new small business enterprise | 2M1 Analyse methods of raising funds for a new small business enterprise | |
| 3. Understand the operation of a small business enterprise | 3.1 Analyse the actions needed to manage sales and expenditure of a small business | | |

| | | | |
|--|--|--|--|
| | <p>enterprise</p> <p>3.2 Analyse the importance of positive cash flow for a small business enterprise and how this can be achieved</p> <p>3.3 Explain the laws with which a small business enterprise must comply during its operation</p> | | |
| <p>4. Understand how to expand a small business enterprise</p> | <p>4.1 Evaluate the use of technology to grow a small business enterprise</p> <p>4.2 Analyse the use of finance to grow a chosen small business enterprise</p> <p>4.3 Analyse ways to diversify into new types of products or services</p> | | <p>4D1 Evaluate the external support mechanisms available to aid the successful development of a small business enterprise</p> <p>4D2 Analyse the expansion of a named a small business enterprise</p> |

Indicative Content

1. Understand different types of enterprises and the role of small business enterprises in today's economy

- Different set ups of enterprises: limited company; corporation; charity
- Small, medium, large businesses
- Role of small business enterprises: combined high turnover; job creation; key drivers of innovation, competition and growth; specialists in sector
- Advantages of micro and small enterprises: more nimble and flexible; faster customer response time; can be disruptive, can tap gap in market quickly; owner is usually passionate about product or service; can be perceived to be more customer-friendly than faceless corporation; ability to offer personalised service; can offer expertise at lower costs; lower overhead costs; quick to react to changing market conditions; can work quickly to correct shortcomings

2. Understand the starting up of small business enterprises

- Viability: market research; product prototyping; business outline plan; financial calculations and considerations; operational viability; fit with organisation strategy and reputation; peer review of proposed small business enterprise; discussion with lenders
- Legal and regulatory requirements (in UK – may be different in other countries); incorporation and registration of company at Companies House; set up of business bank account; relevant

company and UK laws e.g. GDPR; governance; articles of association; relevant UK and sector regulations

- Financial requirements: bank account in credit; optional overdraft; optional loans; PAYE
- Business plan: executive summary; business description; market analysis; organisation management; sales and marketing strategies; funding; financial projections
- Approaches to business plan: allow time; involve stakeholders; accurate calculations; realistic; review drafts
- Fund raising: friends and family; angel investment; crowdfunding; start-up loans; grants
- Launch of new small business enterprise: could be any, or a combination of: market segmenting; advertising online, via social media, search engine optimisation; advertising in printed media, on radio and TV; email marketing; webinars; free consultations; initial discounts; direct mail; coupon websites

3. Understand how to grow a small business enterprise

- Role of technology: increased efficiency; decreased costs; reach wider audience; increased security; increased opportunities for innovation
- Employment of staff: (UK) roles and responsibilities; contracts, salary, PAYE, confidentiality of personal data, sick pay, maternity and paternity pay, reporting to HMRC; dissemination of policies and procedures; training; recruitment; code of conduct; ongoing management of work and performance
- Role of leadership: Management vs Leadership; setting and gaining buy-in to a leader's vision; aligning staff in same direction; motivation, inspiration
- External support mechanisms: (UK) business mentors; HMRC call centre; accountants; business networking events and social media; professional membership organisations; websites e.g Startup Donut; Enterprise Zones; banks; government initiatives

4. Understand how to expand a small business

- Diversification: related products and services; products and services in new field; adapt existing products and services for new market; offer integrated solution
- Expanding into other markets: home and overseas markets; piloting first;
- Exporting: identifying opportunities; assistance from embassies; government programme; trying in one country first; using partners in the country; setting up a base in the country
- Mergers and acquisitions: consolidation of assets and liabilities; streamlining; efficiencies; takeovers

| Planning a New Business Venture | | | |
|---|--|--|----------|
| Unit aims | This unit will develop knowledge and understanding of new business ventures and skills associated with planning a venture. By studying this unit, learners will develop an understanding of business types and the factors that determine the success or otherwise of a new business venture. They will also learn how to determine the market potential of a new business and develop an associated business plan. | | |
| Unit level | 5 | | |
| Unit code | T/617/1244 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass - Merit - Distinction | | |
| Assessment guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners will develop a practical understanding of establishing a proposed new business venture. Through consideration of this proposed new business venture they will go through the process of understanding relevant legal considerations, identifying their market, developing a business plan and learning about how to secure business funding. | | |
| Learning outcomes. The learner will: | Assessment criteria. The learner can: Suggested assessment method Suggested resources | | |
| | P | M | D |
| 1. Understand how to determine the market potential of a new business venture | 1.1 Analyse how market conditions can affect the market potential of a new business venture 1.2 Explain how to identify market need and target markets for a new business venture 1.3 Identify and justify a new business venture | 1M1 Assess the potential barriers, limitations and risks for the proposed new business venture | |
| 2. Understand the legal forms of new business ventures | 2.1 Describe the legal and regulatory considerations which must be taken into account when setting up a new business venture 2.2 Propose and justify a legal | | |

| | | | |
|--|---|---|--|
| | form for the new business venture | | |
| 3. Be able to develop a business plan | <p>3.1 Develop the mission, vision statement and business objectives for the proposed business venture</p> <p>3.2 Assess the skills, experience and other resources needed to introduce and establish the new business venture</p> <p>3.3 Explain the financial requirements needed for the new business venture</p> <p>3.4 Propose business structures and systems needed to deliver the business objectives</p> | 3M1 Assess the strengths, weaknesses and risks inherent in business plans | 3D1 Propose strategies to address the weaknesses and mitigate the risks in business plans. |
| 4. Understand how to secure funding for a new business venture | <p>4.1 Evaluate different approaches to securing funding for a new business venture</p> <p>4.2 Examine the benefits and risks associated with different sources of funding for new business ventures</p> | | 4D1 Pitch for funding for a new business venture |

Indicative Content

1. Determining the market potential of a new business venture

Market conditions

- PEST (Political, Economic, Social/Ethical, Technical)
- Competitor analysis e.g. characteristics and strategies of the competition
- Estimating the market size

Market need

- PEST (political, economic, social, technological)
- Gap analysis
- Market conditions
- Specifying a product to meet the need e.g. details, dimensions, purpose, longevity, target market, international or national market, pricing, distribution, and marketing
- New products or services
- Emerging trends e.g. due to aging population, because of new technology
- Changing requirements

Target markets

- Socioeconomic
- Age
- Gender
- Occupation
- Sources of finance
- Special factors
- Personality indicators
- Geographical

Potential benefits, limitations and risks for the proposed new business venture

- Potential benefits – ownership, control, managing risk
- Potential limitations – growth, image, operations, finance
- Potential risks – unlimited liability, loss of control e.g. to shareholders, closure, bankruptcy/insolvency

2. Legal forms of a new business venture

Legal and regulatory considerations

- Health and safety
- Environmental
- Employment and redundancy
- Contract
- Insurance
- Data protection
- Equality

3. Developing a business plan

Vision and mission

- Market conditions
- Target market
- Market gaps

Skills/experience

- Project Management
- Business Planning
- Marketing
- Accountancy/book-keeping
- Leadership
- Communication skills both oral and written
- Delegation
- Organisation
- Sales
- Customer relations
- People Management

Other resources

- Human (fully committed and capable personnel)
- Financial (financially secure, access to funding)
- Physical (suitable premises, equipment)
- Mentoring (support, guidance) and training
- Information (in-depth knowledge of industry, stakeholders etc.)

Financial requirements

- Financial forecasts
- Physical forecasts
- Sales forecasts
- Short and longer term

Business structures and systems

- Organisational structure
- Resource management systems
- Supply chain management
- Technology requirements/systems

Strengths, weaknesses, risks and mitigations

- SWOT analysis
- Risk identification and register
- Use of contingency funds
- Closure
- Insolvency and bankruptcy
- New markets
- Risk mitigation

4. Securing funding for a new business venture

Sources of finance

- Savings
- Loans
- Profit
- Investors
- Share capital
- Crowd funding
- Private equity
- Pitching for funding
- Application forms
- Meetings with funding providers

Benefits and risk associated with different sources of funding

- Savings
 - Benefit – No interest to pay back
 - Risk – Could lose savings if business is not successful
- Loans
 - Benefit – A range of funding amounts and payback options. Retain equity in the business. Enables personal money to be used for operational purposes and savings are protected if business is not successful
 - Risk – Interest rates and payments must be paid back and on time whether the business succeeds or not
- Investors
 - Benefit – Extends financial risk over more than one person
 - Risk – Potentially give up a certain element of control over the business

| Business Law | | | |
|---|--|---|--|
| Unit aims | This unit aims to enable learners to develop knowledge and understanding of some of the main aspects of business law which impact on organisations. | | |
| Unit level | Level 5 | | |
| Unit code | J/617/1247 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass | | |
| Assessment guidance | In order to achieve this unit learners will need to demonstrate achievement of the LOs at the standards specified by the assessment criteria. Learners should refer to actual examples and/or case law to illustrate the points which are made. | | |
| Learning outcomes. The learner will: | Assessment criteria. The learner can: | | |
| | P | M | D |
| 1. Understand the main principles governing the legal relationship between businesses and their consumers | 1.1 Evaluate when terms can or cannot be implied into the contract of sale of goods or for the provision of services' 1.2 Evaluate statutory transfers of legal and possessory titles 1.3 Evaluate buyers' and sellers' statutory remedies for breach of contracts 1.4 Apply principles of product liability to given scenarios | 1M1 Appraise the rationale for innominate terms | |
| 2. Understand rules governing consumer credit and the law of agency | 2.1 Differentiate between types of credit agreements 2.2 Apply termination rights and default notices to given scenarios 2.3 Distinguish between actual, apparent and implied agency 2.4 Evaluate the rights and duties of an agent | | 2D1 Assess the balance between the protection offered to lenders and creditors |
| 3. Understand rules relating to monopolies, | 3.1 Appraise the UK and EU anti-trusts laws 3.2 Evaluate the | | 3D1 Evaluate the effectiveness of regulatory bodies in preventing anti- |

| | | | |
|---|--|---|-----------------------|
| mergers and anti-competitive practices | <p>function and effectiveness of the Financial Conduct Authority and the Competition and Market Authority</p> <p>3.3 Define 'dominant position' within the EU common market</p> <p>3.4 Evaluate how European Commission determines whether a corporation holds a dominant position'</p> <p>3.5 Evaluate the meaning and consequences of 'abuse of dominant position'</p> | | competitive practices |
| 4. Understand key provisions relating to intellectual property rights | <p>4.1 Distinguish different forms of intellectual property</p> <p>4.2 Evaluate the value of patents' and copyrights' protections.</p> <p>4.3 Appraise remedies for patents' and copyrights' infringements</p> <p>4.4 Compare and contrast the protection of trademarks and business names</p> | 4M1 Evaluate the application of copyrights to commercially sensitive, short, verbal texts | |

Indicative Content

1. Understand the main principles governing the legal relationship between businesses and their consumers

- Sale of goods and supply of services – contractual basis, principle of basic contract law, relevant case law, relevant legislation e.g., the Sale of Goods Act 1979, express and implied terms.
- Transfer of property – statutory rules relating to transfer of legal and possessory titles, retention of title clauses, application of provisions to specific scenarios, relevant case law.

- Buyers' and seller's remedies – remedies available for breach of contract, distinction between conditions and warranties, innominate terms.
- When are remedies applied; their purpose and intention
- Product liability – defective products, tortious claims in respect of defective product – application, interpretation in the relevant case law, statutory protection of consumers – e.g., in UK, the Consumer Protection Act 1987, consumer remedies.

2. Understand rules governing consumer credit and the law of agency

- Types of credit agreements – definition of consumer credit, restricted and unrestricted use of credit, relevant statutory provisions. Types of agreement, e.g., with suppliers, with lenders, small agreements, agreements exempt from regulation, linked transaction etc.
- Rules of credit, termination rights and default notices – relevant case law and contract law; relevant statutory provisions, e.g., Consumer Credit Act; consumer credit licensing requirements, duties of the lender and borrowers, rights of lenders and borrowers. Remedies for default. Application of the rules re agreement, management, termination, early repayment, early repayment charges, defaults etc.
- Agency and agents – definition of agency, agents and principal; types of agency; authority of agents, rights and duties of agents and principals, fiduciary duties of agents, liability; relevant legislation and case law.

3. Understand rules relating to monopolies, mergers and anti-competitive practices

- UK monopolies and UK and EU anti-competitive practice legislation – statutory provisions governing competition and fair practice, definition of monopolies – including the nature of natural monopoly, examples of restrictive trades.
- The role and function of the regulatory bodies – the Financial Conduct Authority and the Competition and Market Authority - their regulatory and enforcement powers and constraints, challenges to regulatory decisions.
- Dominant position in the EU – relevant provisions in the Treaties, impact of Treaties' provisions on competition and anti-competitive practice, enforcement and / or abuse of dominant position.
- Exemptions – treaty articles and definitions, individual exemptions, block exemptions, impact of exemptions.

4. Understand key provisions relating to intellectual property rights

- Intellectual property – definition, types, relevance to business, ownership
- Patents – definition of patent, legislation, registration in UK, EU, internationally, role of the patent office in the UK and within the EU. Rights related to patents – what can and cannot be patented. Invention and ownership including patents and employees.
- Copyrights – definition of copyrights, legislation, what can and cannot be protected by copyrights, production and ownership, duration, protection under copyrights.
- Trademarks and business names – definition of trademarks and business names, registration and rights to use registered trademarks and business names - unregistered trademarks.
- Infringement of IP rights – unauthorised use, passing off, hearings and tribunals, difficulties of enforcement.

| Operations Management | | | |
|---|---|---|--|
| Unit Aims | The aim of this unit is to develop learners' understanding of the nature of the operations function and the role of those managing it. Learners will gain an understanding of the operations function in terms of its impact on business success, the tools and techniques that enable managers to achieve business success and the ethical consideration faced in terms of the supply chain. | | |
| Unit Level | 5 | | |
| Unit code | A/617/1245 | | |
| GLH | 60 | | |
| Credit Value | 15 | | |
| Unit Grading Structure | Pass-Merit-Distinction | | |
| Assessment Guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. | | |
| Learning Outcomes | Assessment Criteria | | |
| The learner will: | The learner can: | | |
| | P | M | D |
| 1. Understand the nature of operations management | 1.1 Assess the role of the operations function 1.2 Analyse the role of the Operations Manager and the constraints under which s/he works | 1M1 Compare and contrast the nature of the operations function in a manufacturing and a service industry, using a process model | |
| 2. Understand the impact of operations management on business success | 2.1 Analyse the importance of the link between operations management and organisational strategy in terms of achieving business success 2.2 Explain how operations management contributes to financial success 2.3 Explain how operations management contributes to customer satisfaction | 2M1 Evaluate the possible impact of operations management on business image | 2D1 Critically review the impact of operations management on business success within a chosen organisation |

| | | | |
|--|---|--|---|
| <p>3. Understand the tools and techniques used by operations managers</p> | <p>3.1 Analyse performance measures used for different components of the operations function</p> <p>3.2 Assess the effectiveness of techniques to appraise operations processes and improve efficiency</p> <p>3.3 Explain the impact of quality measures on organisational efficiency</p> | | |
| <p>4. Understand the ethical considerations facing operations management</p> | <p>4.1 Review the ethical considerations faced by operations managers in relation to the supply chain</p> | | <p>4D1 Critically analyse the ethical considerations facing the supply of materials to a chosen organisation in the UK manufacturing sector</p> |

Indicative Content

1. Nature of Operations Management

Scope of operations

HR, Finance, Strategy and Planning etc

Role of operations function:

- Meeting strategic objectives
- Management of resources (materials, time, human resource)
- Planning; production and delivery of product or service
- Responding to changes in supply/demand
- Control and distribution systems,

Operations manager

Responsibilities:

- Meeting operational, and strategic objectives
- Quality – ensuring, managing, improving quality
- Process – designing transformation process, using appropriate technology
- Capacity – forecasting demand, planning and revising according to demand/supply issues
- Inventory – stock/inventory management and control
- People- managing the workforce; designing and improving roles

Constraints:

- Strategic priorities
- Budgets limitations
- Financial position
- Availability of human resources
- Technology
- Physical constraints eg space; geography; access to markets

Differences between manufacture and service industry

- Service industry: intangible product, variable (no standard product); service is perishable; high customer contact; customer participation; cannot be mass produced; high personal judgement used by employees; labour intensity; demand varies greatly over short period.

2. Impact of Operations Management

Operations management and strategic planning

- Operations management – operational plans- strategic objectives
- Operations management as a contributor to overall strategy

Contribution to business success

- Cost reduction
- Efficient use of resources and people; optimisation of technology
- Management/reuse of waste
- Lean working
- Image (e.g. through supply chain or CRM policy)
- Staff engagement

Contribution to customer satisfaction and business image

- Product quality
- Speed of delivery
- Response to queries/complaints

3. Tools and techniques Used by Operations Managers

Performance measures

- Average Handling Time (AHT) and First-Time resolution (FTR) e.g. in call centre's to measure staff efficiency
- National promoter Scores(NPS) to measure customer satisfaction
- Benchmarks
- Absenteeism/sickness – to measure employee engagement
- Staff turnover/attrition - – to measure employee engagement
- Productivity/outputs – to measure operational productivity
- Costs –to measure operational productivity
- Costs/output ratio– to measure operational productivity

Tools and techniques

- Project management tools, flow charts,
- Lean, six sigma
- PERT, critical path analysis

- Agile working
- Continuous improvement (Kaizen)
- Employee engagement

Quality measures

- Awards, badges and/or membership eg ISO9000; member of the Institute of Customer Service;
- Processes – TQM, Kaizen
- Employee engagement

4. Ethical considerations facing operations management

Supply chain considerations

- Source of raw materials
- Ethically produced
- Child labour
- Environmental impact
- Food miles
- Costs
- Corporate Social Responsibility

| Information for Strategic Decision Making | | | |
|--|---|---|--|
| Unit aims | This unit will provide the learner with an understanding of the role, value and sources of information needed in order to make strategic decisions. Learners will also gain an understanding of how this information is gathered and used. | | |
| Unit level | 5 | | |
| Unit code | F/617/1246 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass, Merit, Distinction | | |
| Assessment guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners will need to refer to actual examples to achieve the standards listed. | | |
| Learning outcomes The learner will: | Assessment criteria The learner can: | | |
| | P | M | D |
| 1. Understand the sources of information needed and how information may be used to support strategic decision making | 1.1 Evaluate the role and value of information in supporting strategic decision making and the achievement of business objectives 1.2 Identify and explain the range of sources of information that are used for strategic decision making in organisations 1.3 Evaluate the strengths and limitations of sources of information that can be used for strategic decision making | 1M1 Analyse the information requirements for making a strategic decision in a selected organisation | 1D1 Assess the role of integrated information systems in supporting strategic decision making |
| 2. Understand how to gather information for strategic decision making | 2.1 Evaluate strengths and limitations of a range of information gathering tools and techniques to support strategic decision making | | 2D1 Evaluate the information gathering approaches used to gather information to support a strategic decision in a selected |

| | | | |
|---|---|--|--------------|
| | 2.2 Analyse the potential barriers to gathering information for strategic decision making | | organisation |
| 3. Know how to use information in strategic decision making | <p>3.1 Assess the legal, regulatory, organisational and ethical guidelines used to validate information gathered for strategic decision making</p> <p>3.2 Discuss how information required to make strategic decisions should be analysed, collated and presented</p> <p>3.3 Explain how people make strategic decisions by using information</p> | 3M1 Assess how senior managers can use information to positively influence their teams in support of their decisions | |

Indicative Content

1. Understand the sources of information needed and how information may be used to support strategic decision making

The role and value of information in strategic decision making

- What is strategic decision making?
- Fit with other decision-making process and the planning hierarchy
- The typical strategic decision-making process
- Typical strategic decisions
- Typical outcomes of effective and ineffective strategic decisions
- Information as a key source and input to effective strategic decision making

The contribution that information can make towards effective strategic decision making

- Direct and indirect contribution
- Primary and secondary contribution
- Support and validate

Sources of information for strategic decision making

Internal / External

- Customers, market intelligence and trends, situational analysis, PESTEL, SWOT, VMOST, SOAR, maturity analysis, Boston Matrix, Porters 5 Forces analysis, root cause analysis, competitors, publications, Internet, third parties and independent research, sector and government reports, journals
- Management information systems, KPI's, operational performance, productivity, capacity, capability, utilisation, sales, financial information, staff retention, critical incidents, employer surveys

Strengths and limitations of a range of sources of information

- Process driven vs. intuition and sensitivity to events
- Hard systems vs. soft systems thinking
- Closed vs. open creative thinking
- Advantages and limitations of the above
- Strategic fit
- Adding value to the decision-making process

Information requirements

- Range and scope
- Quantitative vs. qualitative
- Reliability
- Currency
- Validity
- Fitness for purpose

Integrated information systems

- All systems and processes in to one complete framework enables an organisation to work as a single unit with unified objectives
- Allows sight of how one decision can impact on another decision/other departments/other projects
- Information all in one place - increases efficiency, reduces risk of error
- Can assist in forecasting - correlation of information across departments

2. Understand how to gather information for strategic decision making

Information gathering tools and techniques to support strategic decision making

- Management information systems
- Filtering methods
- Primary Vs Secondary research
- Qualitative Vs Quantitative data
- Questionnaires, employer and customer surveys
- Critical incidents
- "What if" scenarios
- Decision modelling
- Creative thinking

Strengths and limitations of a range of information gathering methods and techniques

- Advantages and limitations of the above
- Barriers to information gathering
- Access to information in the right format

- Time
- Resources

3. Know how to use information in strategic decision making

Legal, regulatory, organisational and ethical guidelines

- Data Protection Act
- Confidentiality
- GDPR - General Data Protection Regulation
- Organisational policies, procedures and best practice
- Security

Validate information

- Relevance
- Sufficiency
- Currency
- Bias
- Statistical and trend analysis

Collation and analyse information

- Audience needs
- Business templates and style

Using information

- How people make strategic decisions by using information
- How senior managers can use information to influence their teams that decisions taken by senior managers are good decisions

| Organisational Analysis and Change | | | |
|---|---|---|---|
| Unit Aims | The aim of this unit is to enable learners to understand the range of performance measures needed to analyse and determine organisational performance, and the change processes that can then be used to improve organisational performance. | | |
| Unit Level | 5 | | |
| | L/617/1170 | | |
| GLH | 60 | | |
| Credit Value | 15 | | |
| Unit Grading Structure | Pass-Merit-Distinction | | |
| Assessment Guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners must use exemplars to illustrate the points which are made. There is a requirement to utilise information from specific organisations to meet some of the stated standards. | | |
| Learning Outcomes | Assessment Criteria | | |
| The learner will: | The learner can: | | |
| | P | M | D |
| 1. Understand the importance of analysing organisational performance | 1.1 Explain the benefits of monitoring organisational performance 1.2 Analyse the impact of organisational performance on stakeholders | | |
| 2. Know how to monitor and improve the financial and operational performance of an organisation | 2.1 Assess the measures and tools organisations use to monitor and improve financial performance 2.2 Assess the measures and tools organisations use to monitor and improve operational performance | 2M1 Analyse the financial performance of a chosen organisation over a specific period | 2D1 Make recommendations to improve organisational performance of a chosen organisation |
| 3. Understand the nature of change in organisations | 3.1 Analyse the possible barriers to change in organisations 3.2 Assess the potential impact of organisational | 3M1 Analyse the outcomes of change on a specific organisation | |

| | | | |
|---|--|--|---------------------------------------|
| | change on stakeholders | | |
| 4. Understand how organisations manage change | <p>4.1 Assess good practice in managing organisational change</p> <p>4.2 Evaluate the effectiveness of approaches to leadership in managing change in different situations</p> | | 4D1 Assess change management theories |

Indicative Content

1. Importance of organisational analysis

Benefits of monitoring

- To evaluate, control, budget, motivate, promote, celebrate, learn, and improve
- To understand organisation e.g. efficiency, customer satisfaction/loyalty, staff
- To be able to compare with competitors

Impact on stakeholders

- Stakeholders- owners/shareholders. customers, employees,
- Impact - Profit, income, share price; employee engagement, job satisfaction; quality of products, customer satisfaction

2. How organisations monitor and improve financial and operational performance

Financial measures and tools

- Profit and loss account; balance sheet
- Ratios
- Budgets, cashflow, cost centre's
- Debtors, expenditure committed

Operational performance measures and tools

- Operational KPIs e.gg sales (number of sales, value of sales, no of new customers, no of calls, expense per sale; service productivity); productivity (e.g. call handling time, first time resolution, customer retention, returns); employee productivity; customer satisfaction (e.g. complaints, NPS scores)
- Risk analysis and management
- Health and safety measures
- Technology – cost benefit
- Flowcharts
- PERT, Critical Path Analysis

Specific period

1- 5 years

Recommendations

- Systems - managing and monitoring quality, Total Quality Management (TQM); continuous improvement (Kaizen), process improvement
- Employee engagement
- Leadership style
- Culture

3. The nature of change in organisations

Potential Barriers to Change

- Resistance to change - lack of employee buy-in/involvement, fear of unknown
- Ineffective communications strategy
- Ineffective leadership
- Complex organisations - processes, products and system

Potential impact on Stakeholders

- Stakeholders are influential in the success of change plans
 - How they will be impacted
 - Positive or negative about the change
 - The ability to influence others
 - Interest in the change

4. How organisations manage change

Good practice in managing change

- The change curve Planning, proposing implementing and evaluating change
- Kotter's 8 steps
- employee engagement
- leadership styles
- change champions

Managing change

- Overcoming barriers - resistance from people, fear
- Understanding the change curve
- Strong leadership and clear communication – project managers, project champions
- Employee engagement

Leadership styles

- Authoritative, democratic, coercive, affiliative, pacesetter, coaching (Goleman)

Change management theories

- Lewin: unfreezing, moving, refreezing
- Rogers: Awareness, Interest, Evaluation Trail, Adoption
- Lippitt: Phases 1-7
- Kotter: 8 steps
- Kubler Ross change curve

| Financial Systems and Auditing | | | |
|---|--|---|--|
| Unit aims | Learners will develop an understanding of the management of financial accounting systems and the reporting processes required when conducting an audit. | | |
| Unit level | 5 | | |
| Unit code | F/617/1215 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit Grading Structure | Pass-Merit-Distinction | | |
| Assessment Guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. LO2 requires the learner to do what is stated by the LO and therefore it cannot be approached from a theoretical perspective. | | |
| Learning Outcomes. The Learner will: | Assessment Criteria The learner can: | | |
| | P | M | D |
| 1. Understand the importance of keeping accounting records within an organisation | 1.1 Analyse the reasons for keeping accounting records in organisations 1.2 Evaluate the accounting record requirements of a range of different stakeholders for a specific organisation | | |
| 2. Be able to review an organisations' management control systems | 2.1 Discuss the components of business risk 2.2 Evaluate the control systems of a specific organisation 2.3 Assess the risk of fraud occurring within a specific organisation | 2M1 Recommend fraud detection methods for a specific organisation | 2D1 Discuss the extent to which management control systems eliminate business risk |
| 3. Understand the reporting processes required when conducting an audit | 3.1 Compare internal and external audit processes 3.2 Review the audit tests and processes used by internal auditors | 3M1 Evaluate the usefulness of statutory audit reports | 3D1 Assess how management letters meet the needs of internal and external stakeholders |

| | | | |
|--|---|--|--|
| | 3.3 Discuss the audit tests and processes used by external auditors | | |
|--|---|--|--|

Indicative Content

1. Understand the importance of keeping accounting records within an organisation

Accounting requirements

- Sole traders
- Partnerships
- Private limited companies
- Public limited companies
- Third sector organisations

Accounting records

- Books of prime entry (daybooks)
- Accounts and ledgers (sales, purchases, nominal/general)
- Trial balance
- Financial statements

Accounting systems

- Manual
- Computerised
- Effect of business size and structure

Stakeholders

- Investors
- Trade payables
- Trade receivables
- Local community
- Trade unions
- Employees
- Managers

2. Be able to review an organisation's management control systems

Business Risk

- Types of Business Risk:
 - Operational
 - Compliance
 - Financial
 - Strategic
 - Reputational
- Identification of risk
- Responsibility for risk management
- Influences on corporate governance e.g. Cadbury Code

Control

- Control systems and procedures within the business, for example, segregation of duties, authorisation
- Control Systems:
 - Document Control
 - Marketing
 - Financial Control
 - Human Resources
 - Quality Control

Fraud

Types of fraud, for example:

- Financial Statement Fraud
- Asset Misappropriation, including skimming of cash and cash larceny and misuse of company assets
- Theft of intellectual property
- Consumer Fraud

3. Understand the reporting processes required when conducting an audit

Internal v External Auditors

- Employment status
- Responsibility and accountability
- Report formats
- Users of audit reports
- Audit roles
- Timescales of reporting

Audit planning

- Scope
- Materiality
- Risk

Audit testing

- Systems based (compliance)
- Substantive testing
- Sampling methods e.g. random, stratified, systematic - confidence intervals

Records

- Audit files
- Working papers
- Checklists
- Programmes
- Flow charts
- Questionnaires

Statutory reports and Management letters

- Purpose
- Content (opinion of auditor)

| Business Ethics | | | |
|---|--|---|--|
| Unit aims | This unit will enable the learner to develop knowledge and understanding of business ethics and the effects ethics can have on organisations, including planning and the management of their goals and activities. | | |
| Unit level | 5 | | |
| Unit code | D/617/1223 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass | | |
| Assessment guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. LO4 requires the learner to do what is stated in the LO and therefore it cannot be approached from a theoretical perspective. | | |
| Learning outcomes The learner will: | Assessment criteria The learner can: | | |
| | P | M | D |
| 1 Understand different ethical perspectives in business | 1.1 Explain the history and development of theoretical approaches to business ethics 1.2 Compare and contrast absolute and relative ethics | 1M1 Analyse the role of governance in ensuring ethical behaviour of organisations | 1D1 Research current issues of unethical behaviour in business and propose ways they may be addressed |
| 2. Understand business objectives from an ethical perspective | 2.1 Explain how business objectives are affected by ethical considerations 2.2 Evaluate the implications for a business and its stakeholders when they do not operate ethically | | |
| 3 Understand ethics in workplace relationships | 3.1 Analyse the impact on workplace relationships when a business acts ethically 3.2 Evaluate ethical mechanisms for supporting and developing workplace relationships | 3M1 Analyse the ethics of workplace relationships for global organisations | |
| 4. Be able to assess a current ethical issue in an organisation | 4.1 Research a current ethical issue for a selected organisation, evaluating its impact 4.2 Develop and make recommendations for the selected organisation to address the ethical issue | | 4D1 Design a suitable ethical code to minimise the risk to a selected organisation due to ethical issues |

Indicative Content

1. Understand different ethical perspectives in business

The history and development of ethics

- Modern ethical perspectives: teleological, deontological, utilitarianism and pragmatic ethics
- Applied ethics: How ethical problems are resolved in the context of the business or corporate and individual conduct
- Normative and descriptive business ethics
- Institutions and frameworks: The Society of Ethics, the European Business Ethics Network (EBEN)

Absolute v. relative ethics

- Public morality and ethical codes
- Absolute v. relative
- Contextual ethics

Role of governance in ensuring ethical behaviour

- Ethical standards part of the corporate agenda; Charity Governance Code; Good Governance Code
- Have broad ethical awareness
- Lead in setting ethical standards
- Ensure enforcement of ethical behaviour - governance mechanisms to ensure lawful and effective corporate behaviour and operations
- Build commitment and respect for values
- Meet social obligations
- Train employees, management and the board in best business practices

Issues of unethical behaviour

- Misusing company time; abusive behaviour; distortion of facts
- Violating/disregard of company policies, manipulation

2. Understand business objectives from an ethical perspective

Business objectives and ethics

- Business objectives such as shareholder value, profit, meeting customer and employee expectations, increasing market share etc.
- How these objectives are affected by ethical considerations such as compliance, environment, CSR, human rights, sustainability ethical treatment of suppliers, workers, investors and other stakeholders

Implications for business and its stakeholders

- Stakeholders such as employees, customers, owners, suppliers, wider population
- Implications
 - Designing ethical processes and relationships
 - Responding to ethical pressures
 - Ethical policy Ethics and responsibility reporting
 - Reputation
 - Ethical trade
 - Compliance with legislation and codes of practice.

3. Understand ethics in workplace relationships

The business as an ethical agent

- Stakeholder/business responsibilities, obligations and duties
- Moral obligations
- Psychological contract
- Transparency and accountability

Mechanisms for supporting and developing workplace relationships

- Employer/employee relations
- Workers councils, employee ownership e.g. John Lewis, unionisation and employer accountability
- Discrimination and human resource policies e.g. equal opportunities
- Individual ethical rights, behaviours and responsibilities

Ethics of workplace relationships for global organisations

- Shared core values and common standards; developing a culture of integrity, commitment from the Board, CEO and senior managers
- Code of conduct, managing for organisational integrity - Harvard Business Review

4. Be able to assess a current ethical issue in an organisation

- Research Ethical Issues such as globalization, labour issues, outsourcing, fair trade, sustainability, environmentalism, global warming, energy security, access to resources, e.g. water, timber, biofuels, community relations, intellectual property, social networking and personal information
- Design of ethical code including ethical auditing for example supply chain; ethical environmental and social reporting; business processes and design; ethical practices, standards and codes of conduct.

| Life Sciences in Business | | | |
|--|--|--------------|--------------------|
| Unit aims | This unit aims to develop knowledge and understanding of the fundamental principles of natural selection, disease prevention and genetically engineered organisms. These principles are the basis for organisations operating in the life sciences. The associated implications of managing organisations that utilise or come into contact with living things, including microbes and viruses will be analysed and evaluated. This includes ethical considerations. Learners will gain knowledge and understanding of how legislation, good working practices and political views impact on the growth and development of organisations which work in this context. | | |
| Unit level | 5 | | |
| Unit code | L/617/1167 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass/Merit/Distinction | | |
| Assessment guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. | | |
| Learning outcomes. The learner will: | Assessment criteria. The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand the management considerations needed for life sciences-based organisations | 1.1 Analyse the implications of specific legislation for the management of organisations that have an aspect of life sciences as part of their work 1.2 Analyse the role that public relations play in the ethical considerations and management of organisations working in the life sciences 1.3 Assess the resourcing implications for managing life sciences based organisations | | |

| | | | |
|---|---|---|---|
| <p>2. Understand evolution by natural selection and contemporary applications</p> | <p>2.1 Explain how selection pressure causes organisms to evolve over time</p> <p>2.2 Analyse the potential risks and benefits of the Human Genome Project to individuals and society</p> | | |
| <p>3. Understand the implications for the management of preventable diseases</p> | <p>3.1 Explain the implications of pathogens for individuals and organisations</p> <p>3.2 Evaluate the benefits of vaccination programmes in improving human health</p> <p>3.3 Explain the ethics of pricing in relation to the supply and demand for pharmaceutical products</p> | <p>3M1 Analyse the cost/benefit implications for pharmaceutical companies that develop medicines and treatments for preventable diseases.</p> | <p>3D1 Evaluate the different perspectives of interested parties in the management of preventable diseases.</p> |
| <p>4. Understand the impact of genetically engineered organisms (GEOs)</p> | <p>4.1 Explain how GEOs are produced and their contribution to food production and security</p> <p>4.2 Analyse political opposition to the growth and development of GEO organisations</p> | <p>4M1 Evaluate ways in which the general public can be enabled to acquire a balanced understanding of GEOs</p> | <p>4D1 Produce personal judgements and conclusions on the impact of genetically engineered organisms which are evidence-based</p> |

Indicative Content

1. Understand the management considerations needed for life sciences-based organisations

Specific legislation

- animal: agricultural livestock; hunting; scientific research; fisheries; pets; veterinary research and practices; circuses, zoos, animal collections and entertainment; on farms, in transport, at market, slaughter; housing; environment; welfare; care and health; conservation and trafficking
Animals (Scientifics Research) Act 1986; Animal Welfare Act 2006; the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) 1973
- human health & microbes: hospitals, care giving organisations, prisons, public places (e.g. airports, ports); burial and cremation; notifiable diseases; hospitality and catering; fermentation and viniculture
confidentiality; data protection; Public Health (Control of Disease) Act 1984; Health and Social Care Acts 2008 & 2012; Health and Social Care (Community Health and Standards) Act 2003; The Local Government and Public Involvement in Health Act 2007; The Food and Drugs Act 1955; Food Safety Act 1990; Health Protection (Notification) Regulations 2010; The Water Resources Act 1991; EU Drinking Water Directive; EU Urban Waste Water Treatment Directive
environmental: plant passports, plant pests; controlled waste; pollution; climate & extremes of temperature; climate change and extreme events; genetic manipulations
- Environmental Protection Act 1990; The Control of Pollution Act 1974; The Plant Health Order 2015; Wildlife and Countryside Act 1981; CITES 1973; Genetic Manipulations Regulations 1989; Genetically Modified Organisms Regulations 1996, 1997 and 2014

Public relations

- animals' rights and animal activists; trophy hunting and conservation; poverty and animal trafficking; animal testing for medicine and cosmetics; indigenous intellectual property; over prescription of antibiotics; non-communicable diseases (e.g. cancer, type 2 diabetes, heart disease) and lifestyle choices.

2. Understand evolution by natural selection and contemporary applications

How selection pressure causes organisms to evolve

- principles: survival of the fittest; predator-prey interactions; ecological interactions and interdependencies
necessities - food, territory, mate
- genetics: inherited characteristics: gene; allele; chromosome; locus; multiple alleles; heterozygous; homozygous; dominant; recessive; phenotype; genotype; Hardy-Weinburg principle; mutations; genetic drift; gene pool, allele frequency; punnet square; deoxyribonucleic acid (DNA); ribonucleic acid (RNA); monohybrid cross; dihybrid cross

Potential risks and benefits of the Human Genome Project (HGP)

- history; bioinformatics; ethical considerations; legal implications; funding; profits; potential for genomic medicine development; pathogen sequencing; model organisms; social implications; legislative limitations and control; potential for misuse; basic local alignment search tool (BLAST) project

3. Understand the implications for the management of preventable diseases

Pathogens

- type of pathogen and types of disease; bacteria; viruses; fungi; protozoa; life cycles; infectious; contagious host-pathogen relationships
- site of infection/entry; innate immune responses; first defences and microbial avoidance, Control of Substances Hazardous to Health (COSHH): risk assessment; responsibilities; storage; working protocols; reporting
- Healthcare industry; pharmaceutical industry; legislation; prevention and containment; spread and accidental release

Vaccination programmes

- how vaccinations work; development; risk of becoming infected; spread of disease; herd immunity; antibiotic resistance
- global infections and effect on human populations – measles; mumps, influenzas; haemorrhagic fever (ebola); trends in incidence (morbidity and mortality) due to decline in uptake of childhood vaccinations
- Hazard Analysis Critical Control Point (HACCP)
ethics of legislating for vaccination; different world views; cause and effect

Ethics of pricing

- pricing: investment; research; compounds identified that don't make it to market; recuperation of all investments; patenting & international markets; differential pricing strategies; role of NICE for the National Health Service in the UK; generic drugs

Cost/benefit implications for pharmaceutical companies

- biology of the disease; discovery; isolation; cell and animal testing; safety; effectiveness; quality; COSHH
- Licensing, Clinical Trial Applications; patenting; marketing and roles of Medicines and Healthcare-products Regulatory Agency (MHRA) and European Medicines Agency (EMA);
- Clinical trials: Phase I – safe single dosage; Phase II – effectiveness; controlled, double-blind, randomised; side effects; Phase III – large scale trials; international, multi-centre's, duration, comparisons with existing treatments
- Yellow Card Scheme: continuation of clinical trial - new treatment uses; comparisons with other treatments; effectiveness in wider range of patients; assessment of long-term benefits and safety

4. Understand the impact of genetically engineered organisms (GEOs)

GEOs

- history: traditional breeding programmes- selection, hybridization, induced mutation; production of arable crops, livestock, horticultural stock, pets
engineered: biotechnology: inserting genes and direct editing of genome; cisgenic, subgenic, transgenic
- identification of desired trait; isolation of trait (gene/s); inserting into target organism; propagating of organism
- food security: resistance – herbicides, plant diseases, pests, weeds; improved nutritional content; improved nitrogen-fixing capacity; improved photosynthetic ability; decreased water required; shorter ripening period; reduction of waste; reduction of environmental impact; increasing world food demand

Political opposition

- assessing food safety and environmental risks: comparisons with origin species; evaluation of differences and impacts; safety assessments; identification of new or modified hazards; impact of nutritive value; animal toxicity tests; long-term health of livestock allergenicity; human epidemiological data
- Golden Rice: vitamin A; beta-carotene; deficiencies; climate of South East Asia & Africa; poverty; benefits; world views
public opinion – role of politics and media in the West; interpretation of evidence; perception of risk and technologies; limitations and regulations in response.

| Logic and Critical Thinking/Design and Creative Thinking | | | |
|--|---|---|---|
| Unit aims | This unit provides learners with knowledge and understanding of different types of thinking and their impact on individuals and organisations. (logic and critical thinking, and how to apply them in a business environment. To provide learners with knowledge and understanding of design and creative thinking, and how to use them in a business environment). | | |
| Unit level | 5 | | |
| Unit code | R/617/1221 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass-Merit-Distinction | | |
| Assessment guidance | In order to achieve the unit learners must demonstrate the understanding required by the LOs at the standards specified by the assessment criteria. Learners will need to refer to examples to meet the standards required. | | |
| Learning outcomes. The learner will: | Assessment criteria. The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand analytical reasoning and informal logic | 1.1 Assess the use of deductive and inductive arguments in reaching conclusions 1.2 Analyse sentential and categorical logic 1.3 Evaluate the strengths and weaknesses of sentential and categorical logic | | |
| 2. Understand how to use scientific, ethical and strategic reasoning in creative thinking and decision making in organisations | 2.1 Analyse scientific and causal arguments, using examples 2.2 Assess the strengths and weaknesses of ethical relativism and absolutism 2.3 Analyse the principles and the cycle of creative thinking | 2M1 Analyse the ethical decision making process of a stated organisation. | 2D1 Recommend, with justification, how your chosen organisation may improve operational efficiency by enhancing their creativity. |
| 3. Understand creative | 3.1 Assess principles of | | 3D1 Recommend, with justification, how an |

| | | | |
|--|--|--|---|
| techniques and how they support decision making in organisations | design and their inter relationship 3.2 Assess how creative thinking strategies can be deployed to develop innovative solutions | | organisation of your choice can use and apply creative problem solving to improve business performance. |
| 4. Understand the design process used in organisations. | 4.1 Analyse the design process for a service or a product 4.2 Evaluate the impact of trends and conditions on the design process in organisations | 4M1 Evaluate how current best practice and trends/conditions may impact on the design process in a chosen organisation | |

Indicative Content

1. Understand analytical reasoning and informal logic

- The definitions, concepts and application of the following: Critical thinking, Arguments, Good Arguments: Meaning and Implications, Determining Argumentative Structure, Weighing Structured Arguments, The Two Kinds of Arguments, Deductive Arguments and Validity, is Deductive Arguments and Soundness, Identifying Inductive Arguments, Fallacies in Inductive Reasoning
- The definitions, concepts and application of the following: Formal logic, Sentential Logic (or Propositional Logic), Truth Tables and Complex Statements, Translating Arguments, Determining Validity, Categorical Logic, The Limitations of Sentential Logic and the Importance of Categorical Logic, The Traditional Square of Opposition, Two Circled Venn Diagrams for Two Classes, Three Circled Venn Diagrams for Three Classes, Venn Diagrams and Syllogisms -- Determining Validity, The Limitations of Venn Diagrams

2. Understand how to use scientific, ethical and strategic reasoning in creative thinking and decision making in organisations

- The definitions, concepts and application of the following: Scientific Theory, Method and Reasoning, Causal Reasoning, Causal Diagrams, Ethical Reasoning, Basics of Ethics, Ethical Relativism and Absolutism, Markers to Inform Ethical Decisions - Utility, Rights and Virtue:
- The definitions, concepts and application of the following: Creativity in Critical Thinking, The Principles of Creative Thinking, The Cycle of Creative Thinking, Strategic Reasoning and Decision Making
- Application of the following: the principles of corporate social responsibility – economic, philanthropic and stakeholder models; ethical business practice – economic, social and environmental sustainability; organisational culture – communication (internal/stakeholders),

organisational hierarchy; strategic management – strategy development, organisational capability, strategic decision making

3. Understand creative techniques and how they support decision making in organisations

- The definitions, concepts and application of the following: Design Application, Elements and Principles of Design, Design in Action, Design and Layout, Cultural Impacts of Design, Cultural Perspective of Design, Communicating Through Design, Design Thinking and Solutions, Expanding Design Thinking, Design Thinking and Creativity
- The definitions, concepts and application of the following: Building Stronger Thinking Skills: Creativity by Design, “Outside of the Box” Thinking Skills; Design, Innovation, and Creative, Creative Problem Solving Process, Creative Processes and Sensibilities, Steps in the Creative Process, Applied Creative Problem-Solving (DeBono's View of Creativity, DeBono's Six Hats Thinking, DeBono's Six Hats Activity)
- Application of the following: Organisational performance – the role of teams and processes supporting collective working and problem solving; Organisational culture and leadership – environment and processes may support or restrict creativity

4. Understand how to analyse the design process in international business environment

- The definitions, concepts and application of the following: Creativity and Design Thinking Converge, Investigating and Researching, Building Your Own Product, Researching Similar Products, Timeline, Implementing and Applying, Imagination to Reality, Project Management, Budgeting, Creating and Producing, Promoting Your Product, Global Market and Cultural Diversity, Elevator Pitch, Going to Market, Putting It All Together, Develop a Marketing Strategy
- Application of the following: PESTLE framework (political, economic, social, technological, legal, environmental), SWOT framework, analysing competitive environments – Ansoff, Porter

| Applied Economics for Business | | | |
|---|---|---|---|
| Unit aims | To develop knowledge and understanding of elements of applied economics and the impact of the concepts on organisations. | | |
| Unit level | 5 | | |
| Unit code | A/617/1164 | | |
| GLH | 60 | | |
| Credit value | 15 | | |
| Unit grading structure | Pass/Merit/Distinction | | |
| Assessment guidance | In order to achieve this unit learners must produce work which demonstrates achievement of the learning outcomes at the standards provided by the assessment criteria. Learners should use examples to illustrate their work and there are some criteria which require learners to apply their work to specific case studies. | | |
| Learning outcomes. The learner will: | Assessment criteria. The learner can: | | |
| | Pass | Merit | Distinction |
| 1. Understand the fundamental principles of macroeconomics | 1.1 Analyse the different economic systems 1.2 Evaluate diverse market forces and their impact on the macroeconomic environment 1.3 Assess growth and development cycles | 1 M1 Explain the relationship between the supply and demand of products and services on the labour market | 1 D1 Analyse the cause and impact of unemployment and full employment on specific markets |
| 2. Understand economic policies | 2.1 Assess the interaction between fiscal policy, taxation and government spending 2.2 Assess the activity of central banks in executing monetary policy | 2M1 Analyse the fiscal policy of a selected country, identifying the reasons behind the approach which is taken and the respective governmental decisions | |
| 3. Understand the implications of trade balance and trade deficit | 3.1 Analyse the concepts of trade balance, trade deficit and surpluses 3.2 Assess the relationship between governmental incentives and entrepreneurship in | 3M1 Analyse the trade activity of a selected economy with respect to foreign trade and national economic performance indicators | 3D1 Evaluate the impact of a national entrepreneurial strategy on the trade activity of the selected state or country |

| | | | |
|--|--|--|--|
| | national economies 3.3 Evaluate implications of trade balance, trade deficit and surplus for a national economy | | |
|--|--|--|--|

Indicative Content

1. The fundamental principles of macroeconomics

Theories and models used to understand macroeconomic issues

- Keynesian theory
- Circular flow etc.

Economic systems

- traditional economy
- command economy
- market economy
- factors shaping economic systems (supply, demand, consumers, banks, central banks, government / regulators, providers, resources)
- market forces (price, availability and demand)

Growth cycles of the economy

- fluctuation between growth and expansion
- measuring the size and growth of an economy, GDP and how well GDP measures the wellbeing of a society, components of economic growth (capital, human resources, physical resources)
- unemployment rate and the factors influencing it

Demand and supply on different markets

- demand and supply on the market of labour, financial, goods and services
- price elasticity of supply and demand

2. Economic policies

Fiscal policy

- Definition and objectives of fiscal policy
- role of taxation
- fluctuation of government spending and the reasons behind

Monetary policy

- Definition and objectives of monetary policy
- role and activity of central banks and commercial banks
- Use and role of a global currency, advantages and disadvantages
- Inflation, factors influencing the inflation and the impact of inflation on people

3. Implications of trade balance and trade deficit

Trade balance, trade deficit and surpluses

- Calculation
- Import and export payments
- Impact on the national economy

Enterprises

- Role of enterprise in national and international economies
- Factors encouraging and discouraging entrepreneurial activity, including governmental initiatives and incentives, human, financial and physical capital and risk-taking

Foreign trade

- Import and export rates as indicators of economic activity and dependence
- Measuring national economic performance
- Impact of globalization
- Advantages and disadvantages of protectionism
- Exchange rates and their macroeconomic effects
- Factor movement, economic migration
- Definition and impact of trade balance, trade deficit and surpluses.