



# **ATHE Level 4 Qualifications in Management**

ATHE Level 4 Certificate in Management (QCF)

ATHE Level 4 Diploma in Management (QCF)

ATHE Level 4 Extended Diploma in Management (QCF)



## About ATHE

An Ofqual regulated awarding organisation, providing QCF qualifications in management, health & social care management and travel & tourism management.

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

## Our Qualifications

Our management qualifications are the culmination of expert input from colleges, sector skills councils, industry professionals and our qualification development team. We have taken advantage of the flexibility of the QCF to develop a suite of awards, certificates and diplomas that offer progression from level 4 up to level 7.

Key features of the qualifications include:

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

## Support for Centres

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

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

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## ATHE QCF Qualifications at Level 4 in this Specification

This document provides key information on ATHE's suite of Level 4 QCF qualifications in 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 on resources and assessment is provided separately.

These qualifications have been accredited to the Qualifications and Credit Framework (QCF). Each qualification has a Qualification Accreditation Number (QAN). This number will appear on the learner's final certification documentation. Each unit within a qualification also has a QCF code.

**The QAN numbers for these qualifications are as follows:**

ATHE Level 4 Extended Diploma in Management (QCF)	600/4378/7
ATHE Level 4 Diploma in Management (QCF)	600/4372/6
ATHE Level 4 Certificate in Management (QCF)	600/4376/3

### **Accreditation Dates**

These qualifications are accredited from 1<sup>st</sup> February 2012 which is their operational start date in centres.

### **Entry Requirements**

These qualifications are designed for learners from aged 19 and above. However, ATHE does not specify any entry requirements. Centres are required to ensure that learners who register for these qualifications have the necessary skills to undertake the learning and assessment.

## Introduction to ATHE's Level 4 QCF Qualifications in Management

Our new qualifications in Management at Level 4 have been developed to conform to the requirements of the QCF, to meet the requirements of the sector and to respond to the needs of our centres.

These qualifications provide generic management skills for those planning to or working in a management role. The qualifications deliver the skills and knowledge that meet the needs of managers on a domestic and international platform.

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

### **Our suite of qualifications is designed to provide:**

- Maximum flexibility with a different sized level 4 qualifications for those who only wish or have the time to initially take smaller qualifications and then build up qualifications over time
- Opportunities for learners to develop knowledge and 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
- Opportunities for learners who wish to undertake a full time course of study leading to an Extended Diploma.

### **Certificate**

Our certificate allows learners to develop some of the key skills they need to work as a middle manager with a mandatory unit and a choice of options.

### **Diploma**

Our Diplomas allows learners to develop the key skills they need to work as a middle manager with a number of mandatory units together with a choice of options.

### **Support and Recognition**

These qualifications have been developed with the support of centres who are currently delivering qualifications at this level in Management or who plan to do so in the future.

### **National Occupational Standards**

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

### **Progression**

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

Learners may progress to:

- larger qualifications at the same level e.g. from a Certificate to the Diploma or Extended Diploma in Management the Diploma in Management for Health and Social Care.
- a level 5 ATHE qualification such as the ATHE Level 5 Extended Diploma in Management or the ATHE Level 5 Extended Diploma in Management for Travel and Tourism.

## Recognition of Prior Learning (RPL)

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

There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and accredited. Centres should contact ATHE to discuss the requirements for RPL.

## Support for ATHE Qualifications

ATHE provides a wide range of support. This includes:

- Materials on our website to support assessment and teaching and learning
- Training events to support the delivery of the qualifications and assessment
- The services of a team of experienced advisors and external verifiers
- Support for business development.

## Credit values and rules of combination

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. There are three sizes of qualification in the QCF:

- Award, between 1 and 12 credits
- Certificate, between 13 and 36 credits
- Diploma, 37 credits and above.

Each unit within a qualification has a credit value and a level. The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit. The level is an indication of relative demand, complexity and depth of achievement and autonomy.

Each credit represents 10 hours of learning time. The 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 activities such as directed study, assessment, tutorials, mentoring and individual private study.

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.

Each unit also contains information on guided learning hours (GLH). GLH are intended to provide guidance for centres on the amount of resource needed to deliver the programme and support learners i.e. the time required for face to face delivery, tutorials, workshops and associated assessments.

Each qualification has agreed rules of combination which indicate the number of credits to be achieved, which units are mandatory and the choice of optional units. The rule of combination for each qualification is given below.

## ATHE Level 4 Extended Diploma in Management

The ATHE Level 4 Extended Diploma in Management is a 120 credit qualification. Learners must achieve 120 credits from groups M and O.

Unit Title	Level	Credit	GLH
<b>Mandatory units</b>			
Business Environment	4	15	60
Resource Management	4	15	60
Communication Skills	4	15	60
People in Organisations	4	15	60
<b>Optional Units</b>			
Learners must complete a further 3 or 4 units from the list below to achieve a minimum of 120 credits for the Diploma.			
Applying Promotional Techniques	4	15	60
Corporate Social Responsibility	4	15	60
Administrative Services	4	15	60
Planning a Work Based Team Project	4	15	60
Finance For Managers	4	15	60
Planning a New Business Venture	4	15	60
Customer Relationship Management	4	15	60
Study Skills	4	10	24
Employability Skills	5	15	60
Personal and Professional Development	5	15	60
Business Ethics	5	15	60
Business Law	5	15	60
Manage Sustainability in an Organisation	5	15	60

## ATHE Level 4 Diploma in Management

The ATHE Level 4 Diploma in Management is a 60 credit qualification. Learners must achieve all mandatory units and 1 optional unit.

Unit Title	Level	Credit	GLH
<b>Mandatory units</b>			
Communication Skills	4	15	60
People in Organisations	4	15	60
Business Environment	4	15	60
<b>Optional Units</b>			
Learners must complete a further 1 unit from the list below to achieve a minimum of 60 credits for the Diploma.			
Applying Promotional Techniques	4	15	60
Corporate Social Responsibility	4	15	60
Resource Management	4	15	60
Administrative Services	4	15	60
Planning a Work Based Team Project	4	15	60
Finance For Managers	4	15	60
Planning a New Business Venture	4	15	60
Customer Relationship Management	5	15	60

## ATHE Level 4 Certificate in Management

The ATHE Level 4 Certificate in Management is a 30 credit qualification. Learners must complete one mandatory unit and one optional unit

Unit Title	Level	Credit	GLH
<b>Mandatory units</b>			
Business Environment	4	15	60
<b>Optional units</b>			
Communication Skills	4	15	60
People in Organisations	4	15	60

## Guidance on Assessment

For all ATHE qualifications assessment is completed through the submission of internally assessed student work. To achieve a pass for a unit, a learner must have successfully achieved all the assessment criteria for that unit. There is no external assessment (i.e. exams) attached to any unit; nor is there any dissertation requirement. However, learners taking the Level 6 Diploma in Healthcare Management will be required to complete a research project.

ATHE will provide a sample assignment for each unit which can be used as the assessment for the unit. 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 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, can be used provided the content of the assignment is clearly mapped to show which assessment criteria from which units are being covered.

## Methods of Assessment

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

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

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

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

## Putting an Assessment Strategy in Place

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

- Devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet

- That the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate, synthesise
- That the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete. (The QCF 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
- That work submitted can be authenticated as the learner's own work and that there is clear guidance on the centre's Malpractice Policy
- That there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed
- Sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

## Quality Assurance of Centres

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

ATHE's quality assurance processes will involve:

- Centre approval for those centres who are not already recognised to deliver ATHE qualifications
- Approval to offer ATHE QCF qualifications and units in Management at Level 4.

Once a centre registers learners for a qualification, they will be allocated an External Verifier who will visit at an early stage in the programme to ensure that an appropriate assessment plan is in place.

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

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

## Malpractice

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own. Any instance of plagiarism detected by the External Verifier during sampling, will result in the entire cohort being rejected.

Centres should refer to the ATHE Malpractice Policy on the ATHE website.

## Guidance for Teaching and Learning

Within the support materials for the units you will find some suggestions and ideas for teaching and learning activities which we hope will be helpful in getting centre practitioners started with schemes of work and session plans. You can adapt these ideas to suit your own context and the interests of your students.

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

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

### Top Tips for Delivery

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

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

## Resources

ATHE has provided a list of suggested resources for each unit. Please refer to the support materials for each unit on our website.

## Access and Recruitment

ATHE's policy with regard to access to its qualifications is that:

- They should be available to everyone who is capable of reaching the required standard
- They should be free from any barriers that restrict access and progression
- There should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to ATHE qualifications with integrity. This will include ensuring that all learners have appropriate information and advice about the qualifications.

Centres should put in place appropriate systems to assess a learner's suitability for a programme

and make a professional judgement about their ability to successfully achieve the designated qualification. 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.

## Access Arrangements and Special Considerations

ATHE's policy on access arrangements and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2011) without compromising the assessment of skills, knowledge and understanding. Further details are given in the Reasonable Adjustments and Special Considerations Policy, which can be found on our website.

## Restrictions on Learner Entry

The ATHE Level 4 qualifications in Management are accredited on the QCF for learners aged 19 and above.

## Unit Specifications

### **Unit Format**

Each unit in ATHE's suite of level 4 qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

### Unit Title

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

### Unit Aims

The unit aims section summarises the content of the unit.

### Unit Code

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

### QCF Level

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

### Credit Value

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

### Guided Learning Hours (GLH)

Guided learning hours are an indicative guide to the amount of input that a tutor will provide to a learner, to enable them to complete the unit. This includes lectures, tutorials and workshops and time spent by staff assessing learners' achievement when they are present.

### 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 4 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.

<b>4.1 Business Environment</b>	
<b>Unit Aims</b>	This unit will develop learners understanding of the environment and circumstances in which different business organisations operate. Learners will learn about how business environments work in synergy with stakeholders such as government, competitors, consumers and suppliers and how they are affected by global factors. Learners will also explore how pricing, behaviours and business decisions are influenced by different market structures.
<b>Unit Level</b>	4
<b>Unit Code</b>	Y/601/0546
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	N/A
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the organisational purposes of businesses	1.1 identify the purposes of different types of organisation 1.2 describe the extent to which an organisation meets the objectives of different stakeholders 1.3 explain the responsibilities of an organisation and strategies employed to meet them
2. Understand the nature of the national environment in which businesses operate	2.1 explain how economic systems attempt to allocate resources effectively 2.2 assess the impact of fiscal and monetary policy on business organisations and their activities 2.3 evaluate the impact of competition policy and other regulatory mechanisms on the activities of a selected organisation
3 Understand the behaviour of organisations in their market environment	3.1 explain how market structures determine the pricing and output decisions of businesses 3.2 illustrate the way in which market forces shape organisational responses using a range of examples 3.3 judge how the business and cultural environments shape the behaviour of a selected organisation
4 Be able to assess the significance of the global factors that shape national business activities	4.1 discuss the significance of international trade to UK business organisations 4.2 analyse the impact of global factors on UK business organisations 4.3 evaluate the impact of policies of the European Union on UK business organisations

## **Indicative Content**

### **1 Understand organisational purposes of businesses**

#### **Purposes of different types of organisations**

- Types of organisations: including private, public, government, voluntary, charitable
- Purposes: including profit, growth, return on investment (ROI) sales, service customer satisfaction, corporate responsibility, ethical, environmental and social responsibilities, expressed through vision, mission, aims and objectives, long and short term goals, values, culture

#### **Meeting objectives of different stakeholders**

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

#### **Responsibilities and strategies**

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

### **2. Understand the nature of the national environment in which businesses operate**

#### **How economic systems allocate resources**

- Effective use and distribution of resources, supply and demand, matching type economic system suited to the resource e.g. command, free enterprise, mixed, transitional
- The economic environment: size of economy e.g. GDP, GNP; public finances revenue, taxation, borrowing, rate of inflation, balance of payments and balance of trade: Business strategy e.g. investment, consumer behaviour e.g. saving, spending

### **Impact of fiscal and monetary policy on business organisations and their activities**

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

### **Impact of competition policy on the chosen organisation**

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

## **3 Understand the behaviour of organisations in their market environment**

### **How market structures determine pricing and output**

Market structures: including imperfect competition (assumptions behind a perfectly competitive market), monopoly, duopoly, oligopoly, competitive advantage, change in market demand, strategies and contingencies adopted by firms, regulation of competition

### **How market forces shape organisational responses**

Examples of forces: supply and demand, elasticity of demand and supply, customer perceptions and choices leading to responses such as pricing decisions, cost and output decisions, outsourcing, acting on labour market trends, employee skills and up-skilling, investment in new or updated technology, research and development, economies of scale, mergers and takeovers.

### **Shaping the behaviour of organisations**

- Business environments: including banking and financial institutions, market institutions, government agencies, industry associations, religious organisations, coalitions, global organisations, small businesses
- Cultural environments: for example national cultures and traditions, personal behaviour of individuals, religious beliefs, risk taking, innovation, ethical and green issues.

- Business behaviour: for example business cycle e.g. growth, stagnation, depression; availability of finance, consumer behaviour, global issues, competition, exchange rates, availability of resources
- Organisational responses: positive e.g. incentivising, rewarding (financial and non-financial), target setting, encouragement, praise and recognition; Negative e.g. punishment, admonishment, undervalue
- Consumer/customer behaviour in response to: fixed interval, fixed ratio, variable ratio, reinforcement, triggers, repositioning, acting on social change

#### **4 Be able to assess the significance of the global factors that shape national business activities**

##### **Significance of international trade to UK business organisations**

- Advantages: including prosperity and monetary gains, technical know-how, sales of surplus products, economic progress, trade relations, competition, better quality of goods, more variety, increase employment opportunities, ethical support for developing countries
- Disadvantages: including local production may suffer, carbon footprint, local industries may suffer, unwanted political influences, differences of opinions in relation to procedures and processes

##### **Impact of Global factors on UK business organisations**

- Impact: International trade and growth, market opportunities, World Trade Organisation (WTO), emerging markets, labour movement, labour costs, minimum wages, workforce skills, exchange rates, trading blocs, trade and import duties and levies, taxation, international competitiveness, international business environment, commodity prices, intellectual property, climate change, third world poverty, global financial stability

##### **Impact of European Union policies on UK business organisations**

- EU membership, EU business regulations and their incorporation in to UK law, EU policies, exchange rates, CAP, regional development funds, the Eurozone.

<b>4.2 Resource Management</b>	
<b>Unit Aims</b>	The aim of this unit is to provide an overview of the human and physical resources needed in a range of organisations, including those in the primary, service and manufacturing sectors, and provide an understanding of the impact of efficiency on the organisations. Learners will use this knowledge to review the effective use of resources within an organisation.
<b>Unit level</b>	4
<b>Unit code</b>	F/503/7083
<b>GLH</b>	60
<b>Credit value</b>	15
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	Assignments in accordance with awarding organisation guidance.
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>
1 Understand the key features of resource management	1.1 Analyse the differing resource requirements of organisations in different sectors of the economy 1.2 Outline key requirements relevant to resource management in organisations in different sectors of the economy
2 Understand the importance of the effective use of physical resources	2.2 Evaluate how the use of physical resources is monitored and managed 2.1 Evaluate the impact of resource wastage 2.3 Assess the costs of high profile technological failures 2.4 Assess the business case for the use of ethical and sustainable resources
3 Understand how to maximise the effectiveness of human resources	3.1 Assess the need for human resource planning in the workplace 3.2 Using motivational theories, analyse what motivates people 3.3 Evaluate the methods used to monitor and improve employee performance 3.4 Assess the effectiveness of reward systems in different contexts
4 Be able to review the effective use of resources	4.1 Monitor the use of physical resources against performance measures and procedures 4.2 Analyse data on employee performance 4.3 Report on the effective use of human and physical resources 4.4 Make recommendations to improve efficiency

## **Indicative Content**

### **1. Understand the key features of resource management**

#### **Organisations**

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

#### **Resource requirements**

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

#### **Requirements**

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

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

#### **Monitoring and management of physical resources**

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

#### **Impact of resource wastage**

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

#### **Technological failures, for example**

- NHS computer system
- Fire service control centre system
- MOD procurement system

## **The business case**

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

## **3. Understand how to maximise the effectiveness of human resources**

### **Motivational theories**

- Herzberg
- McGregor
- Maslow
- Expectancy Theory

### **Human resource planning**

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

### **Monitoring and improving employee performance**

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

### **Reward systems**

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

## **4. Be able to review the effective use of resources**

### **Physical resources performance measures**

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

### **Data on employee performance**

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

- Repeat sales

### **Report**

- Written report or oral report

### **Recommendations**

- Physical resources
- Human resources

<b>4.3 Communication Skills</b>	
<b>Unit Aims</b>	
<b>Unit Level</b>	4
<b>Unit code</b>	L/503/7071
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	Assignments in accordance with awarding organisation guidance
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1 Understand how internal communication takes place within organisations	1.1 Explain the process of communication 1.2 Assess the appropriate use of different modes of communication for different purposes 1.3 Analyse barriers to effective communication within organisations
2 Understand how organisations communicate with customers	2.1 Evaluate formal communication systems used by organisations to communicate with customers 2.2 Analyse the effectiveness of using social media to communicate with customers 2.3 Assess the images organisations portray through their communications
3 Understand the factors that impact on the effectiveness of communications	3.1 Assess the impact of personal relationships on effective communications 3.2 Assess the impact of non-verbal communication on oral communications 3.3 Assess the impact of technology on oral and written communication 3.4 Review the use of conventions in written communications
4 Be able to present oral information effectively	4.1 Design an oral presentation for a specified audience 4.2 Present complex information orally 4.3 Use technology to support presentation skills 4.4 Assess effectiveness of own communication
5 Be able to communicate effectively in writing	5.1 Communicate complex information for specific purposes 5.2 Document a meeting 5.3 Use charts and graphs to convey quantitative data 5.4 Review written communication

## Indicative Content

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

#### The process of communication

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

#### Modes of communication

- Written – letters, bulletins, noticeboards, updates, newsletter
- face to face /Oral - briefings, appraisal, meetings (departmental, weekly updates, team meetings; interviews, appraisals, disciplinary, sales, annual general meeting (AGM); extraordinary general meeting (EGM),
- Electronic – email, Facebook, twitter, blog

#### Purposes of communicate

- To provide information, to gain information, to generate ideas, to generate team cohesion, to motivate
- To send information vertically (upward and downward)and horizontally
- Internal communication, external communication
- To provide information formally and informally

#### Barriers

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

### 2 Understand how organisations communicate with customers

#### Formal communications

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

#### Purpose of communicating by social media

- Generate business
- Network
- Image
- Public relations (PR)
- Remain up to date

#### Image

E.g. contemporary; traditional; energised; cutting edge;

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

#### Impact of personal relationships

- Team cohesion
- Personal conflict
- Favouritism
- Job satisfaction/dissatisfaction

#### Impact of non-verbal communication

- Tone of voice, body language
- Negative and positive, reinforcement of oral message/contradiction of oral message
- Active listening and focusing

#### Impact of technology

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

#### Conventions in written communications

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

### **4 Be able to present oral information effectively**

#### Oral presentation

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

#### Complex information

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

#### Technology

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

#### Effectiveness

- Was intended purpose met?
- Appropriateness of body language
- Audience response
- Quality and appropriateness of information given

### **5 Be able to communicate effectively in writing**

#### Communicate complex information

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

## Document a meeting

- agenda, minutes, papers

## Quantitative data

- E.g. financial results, sales figures, changes in product features, productivity, energy efficiency
- Review written communication
- For clarity, readability, appropriateness of media, use of visuals (e.g. charts, graphs, pictures); tone language

<b>4.4 People in Organisations</b>	
<b>Unit Aims</b>	This unit aims to develop knowledge of those aspects of organisations that concern and support people. This includes communication practices, teamwork, remote working and other organisational structures. Using this knowledge learners will be able to review the impact of workplace practices on people
<b>Unit Level</b>	4
<b>Unit code</b>	T/503/7078
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	Assignments in accordance with awarding organisation guidance
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1 Understand communication practices within organisations	1.1 Analyse the benefits of effective communication to organisations 1.2 Analyse policies and procedures that are used to enhance communication within organisations 1.3 Outline legislation relevant to communication within organisations 1.4 Evaluate how the organisational structure impacts on the communication methods used
2 Understand the principles of effective teamwork	2.1 Assess the benefits of team working to individuals and organisations 2.2 Analyse why teams might fail to meet their objectives 2.3 Evaluate the impact of leadership styles on teamwork
3 Understand the issues associated with remote working	3.1 Explain the implications of the different ways in which people work 'remotely' 3.2 Evaluate common working practices used by those working remotely in different contexts 3.3 Analyse the leadership styles suitable for remote working
4 Understand the structures designed to support people within the workplace	4.1 Explain how HR departments can provide support to people within the workplace 4.2 Assess policies and procedures designed to support people in the workplace 4.3 Assess practices used to support people in the work place
5 Be able to review the impact of workplace practices on people within organisation	5.1 Assess workplace practices that impact on people within organisations 5.2 Make recommendations to improve staff and managers experience of the workplace

## Indicative Content

### 1 Understand communication practices within organisations

#### Benefits

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

#### Policies and procedures

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

#### Legislation

- Data Protection Act 1984
- Privacy and electronic communication
- Freedom of Information Act
- Equal opportunity
- Confidentiality

#### Organisational structure

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

### 2 Understand the principles of effective teamwork

#### Benefits

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

#### Failure of teams

- Communication
- Absence of individuals
- Conflict or conversely desire not to upset other team colleagues
- Team make-up

- Poor brief
- Leadership style

#### Leadership style

- McGregor theory x/theory y
- Delegation
- Empowerment

Herzberg – motivators and hygiene factors

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

#### Remote working

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

#### Implications

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

#### Working practices

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

#### Leadership style

- Mc Gregor theory x/theory y
- Empowerment
- Herzberg – motivators and hygiene factors

### **4 Understand the structures designed to support people within the workplace**

#### Human resources department

- Ensuring the correct policies and procedures are in place
- Assessing developmental needs
- Dealing with disciplinary issues
- Supporting in issues concerning conflict
- Advising managers
- Support for those leaving organisations e.g. retirement, redundancy

## Policies and procedures

- Recruitment and selection criteria
- Job descriptions and person specifications
- Contracts of employment
- Flexible working/family friendly
- Termination of employment
- Induction, appraisal, training
- Data protection
- Personal issues e.g. bereavement, pregnancy

## Practices

- Coaching
- Mentoring
- Training
- Performance reviews
- Appraisals

## **5 Be able to review the impact of workplace practices on people within organisations**

### Workplace practices that impact on people

- Communication protocols
- Team meeting
- Leadership styles
- Flexible /remote working
- Support from HR department
- Possibility for advancement
- Culture of coaching/mentoring
- Culture of fear

### Recommendations for improvement

- Reviewing current practice and making proposals for change
- Consultative groups
- Employee representatives on the Board
- Staff surveys
- Outside intervention

<b>4.5 Applying Promotional Techniques</b>	
<b>Unit Aims</b>	To develop understanding of promotion in business and to practise evaluation of existing campaigns and development of new ones.
<b>Unit Level</b>	4
<b>Unit code</b>	A/503/7079
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	Assignments in accordance with awarding organisation guidance.
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1 Understand the role of promotion in achieving business objectives	1.1 Explain the aims of promotion in business 1.2 Explain how the success of a promotional campaign is measured 1.3 Explain how promotional activities are regulated
2 Understand the range of promotional methods used in business	2.1 Explain the different promotional methods used by business 2.2 Explore current trends in choice of promotional methods 2.3 Analyse the importance of branding in promotion
3 Be able to evaluate an existing promotional campaign for a specific product or service	3.1 Review the objectives of the campaign 3.2 Analyse the promotional mix for the product or service 3.3 Evaluate the choice of media in relation to the target market 3.4 Evaluate the integration of the promotional mix with the other components of the marketing mix
4 Be able to plan a promotional campaign for a specific business or product	4.1 Propose aims and objectives for a promotional campaign 4.2 Justify choice of target market for the promotional campaign 4.3 Devise suitable promotional activities 4.4 Produce a plan for implementation stating how it meets the objectives of the campaign

## Indicative Content

### 1 Understand the role of promotion in achieving business objectives

#### Aims

- Functions of promotion: persuade, remind, inform, sell, respond to competition, increase market share
- Promotion of corporate identity
- Role within marketing mix
- Positioning

#### Success criteria

- Increased sales
- Customer recall
- Press coverage
- Customer loyalty

#### Regulation

- Sale of Goods Act
- Trade Descriptions Act
- Ofcom – role and function
- Advertising Standards authority – role and function

### 2 Understand the range of promotional methods used in business

#### Promotional methods

- Above the line/below the line
- Advertising
- Public relations
- Sales promotion
- Sponsorship
- Product placement
- Direct marketing

#### Current trends

- Social media, Twitter, Facebook, LinkedIn
- Quick response codes
- Smart phone applications
- Text promotions
- Cross media promotions

#### Branding

- Types of brands
- Brand values
- Premium brands
- Differentiation to market segment
- Role in positioning

### **3 Be able to evaluate an existing promotional campaign for a specific product or service**

Evaluation of a campaign

Campaign objectives

- extend reach
- communicate message about image, new product, new features
- AIDA model e.g. attention, interest, desire, action

Promotional mix

- promotional methods chosen e.g. advertising, personal selling, sales promotion, public relations, corporate image, direct marketing, exhibitions
- marketing mix e.g. product, price, place (distribution), promotion
- Integration/interrelationship with marketing mix e.g. links to price, product development, positioning and distribution channels

Choice of media

- Ability to reach target market
- Frequency
- Likely cost
- Previous results

### **4 Be able to plan a promotional campaign for a specific business or product**

Aims and objectives

- Extend reach
- Communicate message about image, new product, new features
- AIDA model

Choice of target market

- Appropriate for message
- Suitable media chosen
- Suitable activities chosen to appeal to target

Promotional activities

- Use of advertising, below the line promotions and public relations
- Links to corporate identity

Plan implementation

- Target market and coverage
- Timing
- Frequency
- Spend
- Cost versus benefits

<b>4.6 Corporate Social Responsibility</b>	
<b>Unit Aims</b>	To develop an understanding of CSR issues and impacts of CSR policy.
<b>Unit Level</b>	4
<b>Unit code</b>	A/503/7082
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	Learners will be required to demonstrate evidence of understanding corporate social responsibility (CSR) issues and the impact of CSR policies on stakeholders of organisations. They will make recommendations for responsible business practice.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1 Understand current corporate social responsibility issues facing business	1.1 define corporate social responsibility (CSR) 1.2 describe background and changing attitudes to CSR 1.3 describe the regulatory framework for CSR 1.4 explain environmental issues in CSR 1.5 explain economic and political issues in CSR 1.5 explain social and community issues in CSR
2. Understand the impact of corporate social responsibility policy on different stakeholders	2.1 assess the benefits of CSR to employees 2.2 analyse the impact of CSR on the supply chain 2.4 explain how a CSR policy impacts on business performance 2.5 explain how CSR impacts on marketing strategy 2.6 assess the potential conflicts which may arise between the needs and expectations of different stakeholders
3. Be able to make recommendations for responsible business practice	3.1 review the CSR policy of a specific business 3.2 assess the extent of voluntarism in CSR policy 3.3 recommend changes to CSR policy to benefit different stakeholders 3.4 assess the potential impact of changes in CSR on business performance

## Indicative Content

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

#### Definitions

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

#### Regulatory frameworks

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

#### Environmental issues

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

#### Economic and political issues

- Location of suppliers
- Supporting local business
- Supporting developing countries
- Fair trade
- Non acceptance of global agreements e.g. Kyoto

#### Social and community issues

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

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

#### Benefits to employees

- Improved working conditions
- Lack of discrimination
- Compliance with legislation
- Whistleblowing policy

#### Impacts on supply chain

- Ethics in production
- Responsible sourcing

- Reduced transport costs
- Reduced carbon footprint
- Use of technology in supply chain management

#### Impacts on business performance

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

#### Impacts on marketing strategy

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

### **3. Be able to make recommendations for responsible business practice**

#### Examples of businesses

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

#### Voluntarism

- Response to pressure groups
- Effectiveness of voluntary practice

#### Changes to CSR policy

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

#### Different stakeholders

- Customers
- Shareholders
- Owners
- Suppliers
- Local communities

## Impact of changes

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

<b>4.7 Administrative Services</b>	
<b>Unit Aims</b>	To develop an understanding of the range of administrative services that might be offered to managers or departments within organisations and to develop administrative skills.
<b>Unit Level</b>	4
<b>Unit code</b>	J/503/7084
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	Learners will research the range and extent of administrative services and demonstrate administrative skills.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1 Understand the range and diversity of administrative services	1.1 Explain the different administrative services which may be offered 1.2 Analyse the skills required to be effective in administrative services 1.3 Explain the challenges presented when offering administrative support to more than one manager or department 1.4 Explain the legal requirements relevant to administrative services
2. Be able to develop organisational systems	2.1 evaluate the different types of filing systems 2.2 set up and run a filing system 2.3 set up and use a stock control system 2.4 use a purchasing system 2.5 explain the importance of keeping accurate records
3. Be able to support meetings and events	3.1 plan meetings and events 3.2 produce documentation for meetings 3.3 analyse policies and procedures for setting up meetings and events 3.4 recommend improvements to policies and procedures for setting up meetings and events
4. Understand the importance of effective communication in the workplace	4.1 Evaluate the suitability and effectiveness of different communication systems in the workplace 4.2 Analyse the role of technology in supporting effective communication in the workplace

## Indicative Content

### 1 Understand the range and diversity of administrative services

#### Administrative services

- Clerical services
- Distributing information
- Supervising junior staff
- Record keeping
- Managing mail
- Diary management
- Supporting meetings/conferences and events
- Payroll
- Reception duties
- Customer service
- Premises management

#### Skills

- Communication
- Customer service
- IT
- Organisation
- Time management

#### Challenges

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

#### Legal requirements

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

### 2. Be able to develop organisational systems

#### Filing systems

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

#### Stock control

- Bar coding
- Radio frequency identification
- Just in time

- First in first out

#### Purchasing

- Budget control
- Auditing
- Client relationship

#### Record keeping

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

### **3. Be able to support meetings and events**

#### Meeting and event planning

- Physical or virtual venue
- Bookings
- Catering
- Timings
- Planning to budget
- Promotion/invitation
- Attendees

#### Meeting documentation

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

#### Analysis of policies and procedures for meetings and events

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

### **4. Understand the importance of effective communication in the workplace**

#### Different communication systems

- Meetings: e.g. team, department, whole organisation
- Meetings schedule
- Telephone
- Email
- Conferences
- Informal

## Role of technology in supporting communication

- Internet
- Intranet
- Virtual meetings/conferences
- Strengths and weaknesses of different technologies

<b>4.8 Planning a work based team project</b>	
<b>Unit Aims</b>	To develop project management skills in the workplace
<b>Unit Level</b>	4
<b>Unit code</b>	
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	Learners will be required to develop a proposal for a work based team project, plan the project, implement the plan and evaluate the project.
<b>Learning Outcomes – The learner will:</b>	<b>Assessment Criteria – The learner can:</b>
1. Be able to develop a proposal for a work based team project	1.1 identify the aims and objectives of the project 1.2 propose roles and responsibilities of team members 1.3 identify constraints on the project 1.4 propose ways of monitoring and evaluating the project
2. Be able to plan the work based team project	2.1 plan the physical, financial and human resources needed for the project 2.2 carry out a risk assessment for the project 2.3 produce interim and completion timescales for the project
3. Be able to implement the plan for a work based team project	3.1 carry out the plan according to assigned role and responsibility 3.2 log activities carried out during the project 3.3 log problems and solutions encountered during the project
4. Be able to present the results of the work based team project	4.1 analyse data from the project 4.2 apply findings from the project 4.3 use a range of communication skills to present result
5. Be able to evaluate the project against the stated objectives	5.1 evaluate their own performance 5.2 evaluate the team's performance 5.3 make recommendations for improvement for future projects

## **Indicative Content**

### **1 Be able to develop a proposal for a work based team project**

#### Aims and objectives

- Educational
- Organisational
- Personal development
- Team building
- Specific, measurable, achievable, realistic and timed (SMART)

#### Roles and responsibilities

- Project management
- Finance
- Legal/regulatory
- Task management
- Reporting

#### Constraints

- Financial
- Time
- Legal
- Risk
- Physical/resource based

#### Ways of monitoring the project

- Meetings
- Reporting
- Data analysis
- Interim appraisals

#### Ways of evaluating the project

- Success criteria
- Self-evaluation
- Peer evaluation
- Tutor evaluation

### **2. Be able to plan the work based team project**

#### Physical resources

- Centre for project management
- Documentation
- IT facilities
- Telephone

#### Financial resources

- Budget
- Sources of funding
- Contingency

#### Human resources

- Allocation of team members' roles

- Job descriptions
- External expertise

#### Risk assessment

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

#### Time management tools

- Critical path analysis
- Gantt charts
- PERT analysis
- Prince

### **3. Be able to implement the plan for a work based team project**

#### Roles and responsibilities

- individual assigned tasks
- support for other team members

#### Activity log

- record of tasks and actions during implementation of the project
- record of problems encountered and actions to resolve

### **4. Be able to present the results of the work based team project**

#### Data analysis

- Data researched relevant to project
- Sales data
- Production data
- Customer profile data

#### Application of findings

- Relevance to aims and objectives
- Conclusions
- Supported recommendations

#### Communication skills

- Oral presentation skills
- Reporting formats
- IT skills
- use of appropriate media

### **5. Be able to evaluate the project against the stated objectives**

#### Evaluation methods

- self-assessment
- peer assessment
- evaluation based on teacher assessment
- Recommendations

<b>4.9 Finance for managers</b>	
<b>Unit Aims</b>	To introduce learners to practical accounting and financial techniques that are useful to managers in business organisations.
<b>Unit Level</b>	4
<b>Unit code</b>	
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the requirements and techniques for financial recording and reporting	1.1 Explain the purpose and requirement for keeping financial records 1.2 Analyse techniques for recording financial information in a business organisation 1.3 Analyse the legal and organisational requirements for financial reporting 1.4 Evaluate the usefulness of financial statements to stakeholders
2. Understand how working capital can be effectively managed	2.1 Analyse components of working capital 2.2 Explain how business organisations can effectively manage working capital
3. Understand management accounting techniques	3.1 Explain the difference between management and financial accounting 3.2 Explain the budgetary control process 3.3 Calculate and interpret variances from budget 3.4 Evaluate the use of different costing methods for pricing purposes
4. Understand how to evaluate business projects	4.1 Demonstrate the main methods of project appraisal. 4.2 Evaluate methods of project appraisal 4.3 Explain how finance might be obtained for a business project

## **Indicative Content**

### **1. Understand the requirements and techniques for financial recording and reporting**

#### Purpose and requirement for financial records

- Legal requirements
- Tax requirements
- Internal control requirements

#### Financial recording

- Double entry bookkeeping (overview only)
- Day books and ledgers
- The trial balance
- Manual and computerised systems

#### Requirements for financial reporting

- Financial reporting requirements for sole traders, partnerships, limited companies and public limited companies.
- The financial statements (overview – not required to prepare accounts) – statement of financial position, statement of income, cash flow statement, notes to accounts.
- Users/stakeholders
- Usefulness of financial statements

### **2. Understand how working capital can be effectively managed**

#### Working capital components

- Bank and cash balances
- Debtors
- Creditors
- Stock

#### Management of working capital

- Working capital ratios – calculation and evaluation
- Ways to manage working capital – payment and collection cycles, stock control, overdrafts etc.

### **3. Understand management accounting techniques**

#### Management and financial accounts

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

#### Budgetary control

- Purpose and content of budgets
- Cash flow forecasts
- Budgetary control process
- Importance of budgets for management
- Zero based budgeting, incremental budgeting
- Advantages and disadvantages of budgets

## Variances

- Flexing the budget
- Calculating variances
- Explaining variances – financial and non-financial factors
- Reconciliation of budgeted to actual profit
- Advantages and disadvantages of variance analysis

## Costing and pricing

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

## **4. Understand how to evaluate business projects**

### Project appraisal methods

- Accounting rate of return
- Payback
- Net present value
- Internal rate of return

### Evaluation

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

### Obtaining project finance

- Sources of finance – internal and external
- Making a case for finance
- Providing assurances and project projections

<b>4.10 Planning a New Business Venture</b>	
<b>Unit Aims</b>	The aim of the unit is to develop business planning skills. These skills can be applied to either a small micro enterprise or a new venture within an existing company. To use these skills effectively learners will need to develop an understanding of business types and those factors that determine the success or otherwise of any new venture, including research of the market, how to develop the business case and how to pitch it.
<b>Unit Level</b>	4
<b>Unit code</b>	
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	Assignments in accordance with awarding organisation guidance
<b>Learning Outcomes. The learner will:</b>	<b>Assessment Criteria. The learner can:</b>
1. Understand the different types of business organisations	1.1 Analyse the potential benefits, limitations and risks associated with different types of business organisations 1.2 Analyse sources of finance for different types of business organisations 1.3 Evaluate the legal considerations relevant to planning a business venture
2. Understand factors that determine market potential	2.1 Analyse market conditions that impact on setting up a new business venture 2.2 Analyse gaps in the market for potential products 2.3 Analyse target markets for a business venture
3. Be able to develop a business case	3.1 develop the mission, vision, aims and objectives of the business 3.2 Interpret external factors to justify need for your business product 3.3 Specify the business product to meet needs 3.3 Propose business structures and systems that will deliver business aims and objectives 3.4 Produce business planning forecasts based on targets 3.5 Identify business responses if targets not met
4. Be able to pitch a business proposal	4.1 Pitch for funding for a business proposal 4.2 Present documentation to support your pitch

## Indicative Content

### 1. Understand the different types of business organisations

Business types e.g. sole trader, partnerships, companies – unlimited and limited, PLC

- 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

Types of business organisations

- Sole trader - Personal finance, savings, profit
- Partnership – profits,
- Unlimited company - Personal finance, savings, profit
- Limited company – profits, share, floating
- PLC – shares, reissues

Sources of finance

- Savings, loans, profit, share capital, floatation, private equity

Legal considerations

- Health and safety
- Environmental
- Employment and redundancy
- Contract
- insurance

### 2. Understand factors that determine market potential

Market conditions

- PEST (Political, Economic, Social/Ethical, Technical)
- Competitor analysis e.g. characteristics and strategies of the competition
- estimating the market size
- Gaps
- For the new products or services
- Emerging trends e.g. due to aging population, as a result of new technology
- Changing requirements

Target markets

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

### **3. Be able to develop a business case**

Develop vision/aims and objectives (in relation to....)

- Market conditions
- Target market
- Market gaps

External factors

- PEST (political, economic, social, technological)
- Gap analysis
- Market conditions

Specify

- The product e.g. details, dimensions, purpose, longevity, target market, international or national market, pricing, distribution and marketing

Business structures and systems

- Organisational structure
- Resource management systems
- Communication and customer service
- Technology requirements/systems

Forecasts

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

Business responses

- Use of contingency funds
- Closure
- Insolvency and bankruptcy
- New markets
- More funding

### **4. Be able to pitch a business proposal**

Pitch

- Present persuasive case
- Provide supporting documentation

Present documentation

- Vision and aims
- Needs and target market
- Business systems
- Forecasts

<b>4.11 Customer Relationship Management</b>	
<b>Unit Aims</b>	To develop an understanding of the scope and importance of CRM and to explore how effective CRM is achieved.
<b>Unit Level</b>	4
<b>Unit code</b>	
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	Learners will be required to carry out research into customer relationship management (CRM and will plan improvements to CRM in a specific organisation.
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of customer relationship management to business	1.1 explain the key aspects of customer relationship management 1.2 analyse the benefits of good customer relationship management 1.3 analyse the impact of quality management systems on customer relationship management
2. Understand how good customer relationship management is achieved	2.1 explain the processes necessary for achieving effective customer relationship management 2.2 explain the role of internal staff in achieving effective customer relations 2.3 assess the role of external stakeholders in achieving effective customer relations
3. Understand the use of loyalty schemes in customer relationship management	3.1 analyse the use of loyalty schemes to gain information about customers 3.2 explain how the information gained is used to inform marketing and customer service policy
4. Be able to plan improvements to customer relationship management	4.1 review customer relationship management in an organisation 4.2 propose improvements to processes for customer relationship management 4.3 propose improvements to the role of staff in promoting good customer relationships 4.4 produce a plan for the implementation of improvements

## Indicative Content

### 1 Understand the importance of customer relationship management to business

#### Aspects

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

#### Benefits

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

#### Quality Management

- Total quality management
- ISO standards
- Balanced Scorecard

### 2. Understand how good customer relationship management is achieved

#### Processes

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

#### Internal staff

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

#### Roles

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

- Role model
- Training

#### External stakeholders

- Shareholders
- Suppliers
- Community groups
- Customers

#### Roles

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

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

#### Information from loyalty schemes

- Purchasing habits
- Opinions
- Preferences
- Profiles of customers

#### Use of information

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

### **4. Be able to plan improvements to customer relationship management**

#### Review

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

#### Potential improvements to processes

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

## Potential improvements to the role of staff

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

<b>4.12 Study Skills</b>	
<b>Unit Aims</b>	This unit will develop learners understanding of the research process, good academic practice and the potential pitfalls. Learners will develop and understanding of the types and sources of information and the skills to use them and to communicate their findings following good academic practice. Learners will also develop their understanding of how to continue their personal development through the process of self-reflection.
<b>Unit Level</b>	4
<b>Unit code</b>	T/503/4455
<b>GLH</b>	24
<b>Credit Value</b>	10
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	The assessment of the unit will be 100% portfolio-based.
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand and utilise different sources of information to support learning.	1.1 To identify and access information resources needed to fulfil different academic tasks. 1.2 Identify and utilise different sources of primary and secondary information. 1.3 Explain and demonstrate competence in the use of electronic learning resources. 1.4 Evaluate the merits of different sources of information and resources available to support the learning process.
2. Understand and apply a range of key learning skills.	2.1 Explain and utilise a repertoire of reading and note-making skills and techniques. 2.2 Demonstrate a competency in all stages of the academic writing process from initial research through composition to revision of drafts. 2.3 Evaluate and demonstrate competency in different forms of communication used in an academic environment
3. Understand the principles and values of good academic practice	3.1 Explain different forms of plagiarism and unfair academic practice and their seriousness. 3.2 Explain and deploy the Harvard system of referencing to ensure consistent and appropriate referencing of sources. 3.3 Evaluate and use anti-plagiarism software as a tool to improve academic practice.
4. Understand the concept and value of self-reflection in personal development and learning.	4.1 Explain the concept of reflective learning and its use in personal development. 4.2 Self-analyse using a personal audit SWOT analysis to develop and apply SMART personal objectives. 4.3 To understand and demonstrate independent learning and time management skills.

## **Indicative Content**

### **1 Understand and utilise different sources of information to support learning**

#### **Information resources**

- Learning resource centre
- Libraries
- Internet
- Journals
- Supervisor
- Other academics, technical staff, post graduate colleagues
- Computer based research programmes

#### **Primary and Secondary information**

##### Primary

- Experiments
- Interviews
- Observation
- Questionnaires

##### Secondary

- Journals, texts
- Internet
- Other published literature

#### **Electronic Learning resources**

- Tutorials
- Courses
- E-books
- E-journals
- Notes, guidance, essays
- Access to on line libraries

#### **Merits of sources of information and resources**

- Authenticity / validity
- Accessibility
- Price
- Level of expertise /training required (e.g. for electronic tools)

## **2 Understand and apply a range of key learning skills**

### **Reading and note making skills and techniques**

- Accurate recording of results/data
- Unbiased recording of results/data
- Detailed keeping record of details
- Clarity
- Regular note taking
- Regular transfer into format suitable for inclusion in final report/thesis
- Use of record card/notebook
- Date all records
- Coding systems
- Skim reading

### **Academic writing process**

- Planning – length, concepts/findings to convey, background info required, data, format/structure, style, number and content of illustrations
- Drafting to a formal structure –
  - Abstract
  - Introduction
  - Results and Discussion
  - Conclusions
  - Use of figures diagrams and tables
  - Bibliography
  - References
- Redrafting
- Proof reading – for logic/flow of ideas, content, style, grammar, format

### **Forms of communication used**

- Progress reports
- Summaries of research
- Abstracts
- Draft manuscripts of papers
- Reports/ thesis
- Presentations
- Viva voce

## **3 Understand the principles and values of good academic practice**

### **Plagiarism and unfair academic practice**

- Quoting others without acknowledgement including text, statistics, tables etc.,
- Summarising or paraphrasing without acknowledging
- Copying from another student
- Collaborating and presenting others work as own
- 'Buying' work and presenting as own

## **Harvard system**

- Within text
- Reference list
- Bibliography including e-books, internet pages

## **Anti-plagiarism software**

- Select software
- How to use
- Produce report

<b>4.13 Employability Skills</b>	
<b>Unit Aims</b>	
<b>Unit Level</b>	5
<b>Unit code</b>	A/601/0992
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	N/A
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1 Be able to determine own responsibilities and performance	1.1 develop a set of own responsibilities and performance objectives 1.2 evaluate own effectiveness against defined objectives 1.3 make recommendations for improvement 1.4 review how motivational techniques can be used to improve quality of performance
2 Be able to develop interpersonal and transferable skills	2.1 develop solutions to work-based problems 2.1 communicate in a variety of styles and appropriate manner at various levels 2.3 identify effective time-management strategies
3 Understand the dynamics of working with others	3.1 explain the roles people play in a team and how they can work together to achieve shared goals 3.2 analyse team dynamics 3.3 suggest alternative ways to complete tasks and achieve team goals
4 Be able to develop strategies for problem solving	4.1 evaluate tools and methods for developing solutions to problems 4.2 develop an appropriate strategy for resolving a particular problem 4.3 evaluate the potential impact on the business of implementing the strategy

## **Indicative Content**

### **1 Be able to determine own responsibilities and performance**

#### **Own responsibilities and performance objectives**

- Personal responsibilities: Direct and indirect positive relationships, internal and external communication, adaptability and flexibility, open to learning and development, communication and interpersonal relationships,
- Professional responsibilities: business ethics, employment legislation, employment rights and responsibilities, problem solving, decision making
- Performance objectives: Career and professional planning (short, medium and long term planning), targets e.g. for improvement and promotion

#### **Evaluate effectiveness**

- monitoring performance objectives: planning, self-reflection, asking for feedback
- Self-appraisal and staff appraisal: including uses of performance appraisals salary levels and bonus payments, promotion strengths and weaknesses, training needs, organisational criteria/data

#### **Recommendations for improvement**

- recommendations: including leadership and management development, further and continuing training, communication and interpersonal relationships, time management, stress management, ability to prioritise
- Based on self-knowledge and feedback from others: including staff, management

#### **Motivation and performance**

- Motivational techniques: including empowering, incentivising, praise, rewarding, promoting, improving facilities (Herzberg's hygiene factors)
- Application of motivational techniques: including team briefing, appraisal, spending money, empowering
- Quality of performance: including increased productivity, self-motivation and job satisfaction

### **2 Be able to develop interpersonal and transferable skills**

#### **Solutions to workplace problems**

- Training: refreshing skills and techniques, development training (CPD),
- Team building: improving staff relations and communication
- Use of professional expertise: external contractors, technical, financial, trouble-shooting expertise
- Additional recruitment: staff, management
- Re-organisation: change of staff and management structure
- Problem solving: problem analysis, researching and information gathering of changes and issues in the workplace, acting on the information, generating solutions, choosing a solution

## **Communicate in a variety of styles and appropriate manner**

- Verbal and non-verbal: open and positive, formal and informal, responsive and pro-active
- Body language: awareness and use of body language
- IT and social media: Email, Skype, Facebook, Twitter, Asynchronous methods
- Situations: Meetings e.g. management, team briefings and meetings, customer/consumer facing
- Appropriate manner: Interpersonal skills including personal effectiveness, working with others, use of initiative, negotiating skills, assertiveness skills, social skills

## **Time management strategies**

- Strategies: Prioritising workload, setting work objectives, making and keeping appointments, working steadily rather than erratically, not procrastinating, making time for learning, reliable estimate of task time, work-life balance, delegation, communication of workload issues to others

## **3 Understand the dynamics of working with others**

### **Working with others to achieve shared goals**

- Roles within a team: Leader, motivator, facilitator, organiser, challenger, co-operator, optimist, pessimist
- Situations: informal and formal settings, team/group purpose,

### **Team dynamics**

- Dynamics: positive, negative, easy going, friendly, challenging, conflicting, supportive, management style (e.g. authoritative, consultative, laissez faire), impact on team/levels of motivation, levels of dimance

### **Alternative ways**

Changes to: action planning; monitoring and feedback, coaching skills used, ethics, leadership styles , standards set , motivation techniques used, innovation and innovating styles, responsiveness, styles of communication reliability, consistency, procedures used selection of team members e.g. specialist roles, skill and style/approach mixes, identification of team/work group roles, stages in team development e.g. team building, identity, loyalty, commitment to shared beliefs

## **4 Be able to develop strategies for problem solving**

### **Tools and methods for developing solutions**

- Identification of the problem: definition of the problem, analysis and clarification

- Tools and methods: use of evaluative data and documentation, problem solving methods and tools, verbal and non-verbal information gathering, observation, interviews, focus groups,

### **Strategies for resolving problems**

- Strategies: Identification of the problem: definition of the problem, analysis and clarification, solution methodologies, selection of appropriate actions including timescales, stages, resources required, contingencies and risk management, assessment of various alternative outcomes to gain a solution

### **Potential impact on the business of implementing strategies**

- Evaluation: based on critical success factors, measurement of solution against specification and desired outcomes, sustainability of problem solving strategy

Impact: Success or failure e.g. changes to production, growth, innovation, employee/employer satisfaction/motivation, changes to processes and procedures

<b>5.9 Personal and Professional Development</b>	
<b>Unit Aims</b>	This unit will develop learners understanding of the research process, good academic practice and the potential pitfalls. Learners will develop and understanding of the types and sources of information and the skills to use them and to communicate their findings following good academic practice. Learners will also develop their understanding of how to continue their personal development through the process of self-reflection.
<b>Unit Level</b>	5
<b>Unit Code</b>	T/601/0943
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	N/A
<b>Learning Outcomes. The learner will:</b>	<b>Assessment Criteria. The learner can:</b>
1. Understand how self-managed learning can enhance lifelong development	1.1 Evaluate approaches to self-managed learning 1.2 Propose ways in which lifelong learning in personal and professional contexts could be encouraged 1.3 Evaluate the benefits of self-managed learning to the individual and organisation
2. Be able to take responsibility for own personal and professional development	2.1 Evaluate own current skills and competencies against professional standards and organisational objectives 2.2 Identify own development needs and the activities required to meet them 2.3 Identify development opportunities to meet current and future defined needs 2.4 Devise a personal and professional development plan based on identified needs
3. Be able to implement and continually review own personal and professional development plan	3.1 Discuss the processes and activities required to implement the development plan 3.2 Undertake and document development activities as planned 3.3 Reflect critically on own learning against original aims and objectives set in the development plan 3.4 Update the development plan based on feedback and evaluation
4. Be able to demonstrate acquired interpersonal and transferable skills	4.1 Select solutions to work-based problems 4.2 Communicate in a variety of styles and appropriate manner at various levels 4.3 Evaluate and use effective time management strategies

## Indicative Content

### 1 Understand how self-managed learning can enhance lifelong development

#### Self-managed and lifelong learning

- Approaches to learning continuing professional development e.g. off-site training, on-the-job training, mentoring and coaching, research based learning, team learning, professional networks.
- Learning theory - Kolb learning cycle; learning styles analysis
- Managing learning - Identifying and setting learning goals and aims; planning how to achieve these, setting timescales and review points.
- Industry learning – specific qualifications, training, apprenticeships etc. required and available for specific job roles and where to find information.

#### How lifelong learning might be encouraged

- Explanation of the benefits, incentives such as promotion, time off work to study, payment of fees
- Organisational culture where learning is valued, encouraged and facilitated
- Availability and ease of access, credit accumulation

#### Benefits of self-managed learning

- Benefits to self – self-confidence, career progression, personal development- improvement in knowledge, understanding and skill.
- Benefits to organisation – delivering business results more effectively and efficiently e.g. skilled employees, meets succession planning needs, satisfied employees, staff retention, attracting new employees.

### 2 Be able to take responsibility for own personal and professional development

#### Skills auditing

- Personal profile
- Identifying skills and attributes – personal skills, industry and job skills, management and leadership skills etc.
- Matching skills and attributes to industry/current job/desired job role, including identification of skill gaps

#### Personal development needs and activities required to meet them

- Development needs and opportunities available –training available, learning programmes and activities
- Mentoring, coaching
- Career progression, secondments, job swaps.

#### Personal development plan

- Setting aims and objectives for a personal development plan, for example identifying the purposes of the development and the goals
- Setting timescales for achievement, monitoring progress with achieving goals
- Action plans

### **3 Be able to implement and continually review own personal and professional development plan**

#### Implementing development plans

- Time planning/ planning learning sessions
- Consideration of what forms of training/learning are available and appropriate e.g. short course, distance learning, blended learning, full-time or part-time study
- Organising and undertaking activities
- Availability of funding
- Practical issues – time away from work etc.
- Study skills – note taking, self-assessment

#### Documenting progress

- Evidence – suitable evidence of formal, informal, on-the-job learning
- Portfolio building: how to build a portfolio; meeting evidence requirements; CVs; transcripts.

#### Reviewing and updating development plans

- Reviewing and evaluating achievements against aims and objectives and timescales
- Reflective learning, reflective diaries
- Obtaining and using feedback
- Evidence of achievements
- Reviewing and amending learning plans
- Building in review dates
- Setting criteria for measuring achievement – for formal and informal development activities

### **4 Be able to demonstrate acquired interpersonal and transferable skills**

#### Problem identification and solution selection

- Problem identification e.g. relationships with colleagues, line manager, difficulties with aspects of role, interaction with other departments, time management, conflict resolution
- Problem solving
- Taking time to properly understand the problem and clarifying your thinking
- Decision making
- Initiative and taking control of a problem
- Acting within boundaries of own authority

#### Communication

- Verbal communication skills – speaking skills, discussion skills, presentation skills
- Non-verbal communication – body language, gestures, expressions etc. Using and reading non-verbal signs.
- Written communication skills appropriate to the media used e.g. formal reports, emails
- Effective listening skills
- Negotiation skills
- Working effectively with others – team building, discussions, social skills

#### Time management

- Prioritising work - distinguishing between urgent and important. Taking account of who asks for the work to be completed.
- Taking account of availability of others
- Taking account of resources required
- Setting work objectives

- Meeting objectives - estimating times for tasks, using time effectively including planning when particular activities need to be worked on
- Sharing workloads, delegating tasks

<b>5.8 Business Ethics</b>	
<b>Unit Aims</b>	The aim of the unit is to provide the learner with an introduction to business ethics and how they are used by businesses to plan and manage their business goals, objectives and activities.
<b>Unit Level</b>	5
<b>Unit Code</b>	M/601/1024
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	N/A
<b>Learning Outcomes. The learner will:</b>	<b>Assessment Criteria. The learner can:</b>
1. Understand different ethical perspectives in business	1.1 Explain the background and development of theoretical ethical approaches 1.2 Compare and contrast absolute and relative ethics 1.3 Explain the ethical issues which can affect the operational activities of a business
2. Understand business objectives from an ethical perspective	2.1 Explain how business objectives are affected by ethical considerations 2.2 Evaluate the implications for a business and its stakeholders to operate ethically
3. Understand ethics in workplace relationships	3.1 Assess the role of the company acting as moral agent 3.2 Analyse the development of mechanisms for achieving employee involvement and empowerment
4. Be able to assess a current ethical issue in a business	4.1 Research a current ethical issue affecting a selected business 4.2 Report on how the business could improve the ethics of their operations whilst meeting objectives and ensuring good employer/employee relationships 4.3 Design a suitable ethical code

## Indicative Content

### 1 Understand different ethical perspectives in business

The history and development of ethics

- Modern ethics: 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

Ethical issue in business operations

- Values in business activities
- Corporate social responsibility
- Trade
- Workplace and human rights
- Environmentalism and sustainability
- Professional conduct and standards
- Individual responsibility and conduct
- Corporate Governance
- Legal and regulatory compliance

### 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 moral agent

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

Mechanisms for employee involvement and empowerment

- 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

#### **4 Be able to assess a current ethical issue in a business**

Research

- Ethical Issues such as globalization, labour issues, outsourcing, fair trade, sustainability, environmentalism, global warming, energy security, access to resources, e.g. water, timber, bio-fuels, community relations, intellectual property, social networking and personal information
- Report on ways to improve such as whistleblowing policies, contribution to the community, ethics in sales and marketing, ethics in IP

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

<b>5.14 Business Law</b>	
<b>Unit aims</b>	To develop knowledge of some of the main aspects of business law that the learner may encounter as a manager in a business.
<b>Unit level</b>	5
<b>Unit code</b>	R/601/1145
<b>GLH</b>	60
<b>Credit value</b>	15
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	Learners should show how the law is applied in given business scenarios.
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>
1. Be able to apply the main principles affecting the legal relationship between business organisations and between their consumers	1.1 Apply the legal rules on implied terms relating between to the sale of goods and supply of services 1.2 Apply the statutory provisions on the transfer of property and possession 1.3 Evaluate the statutory provisions on buyer's and seller's remedies 1.4 Apply product liability statutory provisions
2. Be able to apply the legal rules on between consumer credit agreements between and agency	2.1 Differentiate between types of credit agreements 2.2 Apply rules, termination rights and default notices in a given scenario 2.3 Differentiate between the different types of agent 2.4 Evaluate the rights and duties of an agent
3. Understand the legal rules relating to between monopolies, mergers and between anti-competitive practices	3.1 Outline monopolies and anti-competitive practice legislation in the UK 3.2 Explain the role of the Competition Commission within the context of monopolies and anti-competitive practices and the UK office of fair trading 3.3 Define dominant positions within the EU common market 3.4 Consider the application of EU exemptions to potentially anti-competitive practices
4. Know the key provisions relating to between intellectual property rights	4.1 Identify differing forms of intellectual property 4.2 Outline the principles relating to the protection of inventions through patent rights and their infringement in a given business scenario 4.3 Describe the principles relating to copyright protection and their infringement in a given business scenario 4.4 Compare and contrast the protection of trademarks and business names

## **Indicative Content**

### **1. Be able to apply the main principles affecting the legal relationship between business organisations and their consumers**

#### **Sale of goods and supply of services**

- Contractual basis – basic contract law
- Relevant case law
- Relevant legislation e.g. in UK Sale of Goods Act 1979
- Implied terms

#### **Transfer of property and possession**

- Statutory provisions
- Application of provisions

#### **Remedies for buyers and sellers**

- Remedies available
- When they are applied
- Purpose and intention of remedies

#### **Product liability**

- Defective products
- Tort law in relation to defective products
- Relevant case law
- Legislation for protection of consumer e.g. in UK Consumer Protection Act 1987
- Remedies for consumer

### **2. Be able to apply the legal rules on consumer credit agreements and agency**

#### **Types of credit agreements**

- Definition of consumer credit, restricted and unrestricted use of credit, relevant legislation
- Types of agreement e.g. with suppliers, with lenders, small agreements, agreements exempt from regulation, linked transactions etc.

#### **Rules, termination rights and default notices**

- Relevant case and contract law
- Relevant legislation e.g. in UK Consumer Credit Act 1974
- Consumer credit licensing requirements
- Application of rules re: agreement, management, termination, early repayment, default etc.

#### **Agents and agency**

- Definition of agency, agents and principal
- Types of agents
- Authority of agents
- Rights and duties
- Liability
- Relevant legislation and case law

### **3. Understand the legal rules relating to monopolies, mergers and anti-competitive practices**

#### **UK Monopolies and anti-competitive practice legislation**

- Legislation on competition and fair practice
- Definition of monopolies
- Examples of restrictive trade

#### **Competition Commission and UK Office of Fair Trading**

- Roles and purpose, Director General of Fair Trading
- Limits of authority
- Appeals

#### **Dominant positions in EU**

- Treaties
- Impacts of treaty provisions on competition and anti-competitive practice
- Enforcement and/or abuse of dominant positions

#### **Exemptions**

- Treaty articles and definitions
- Individual exemptions
- Block exemptions
- Impact of exemptions

### **4. Know the key provisions relating to intellectual property rights**

#### **Intellectual property**

- Definition
- Types
- Relevance to business
- Ownership

#### **Patents**

- Definition of patent
- Legislation
- Registration in UK, EU and internationally, role of patent offices- UK, EU
- Rights related to patents
- What can and can't be patented
- Invention and ownership including patents and employees

#### **Copyright**

- Definition of copyright
- Legislation
- What can and can't be copyrighted
- Production and ownership
- Duration
- Protection under copyright

## **Trademarks and business names**

- Definitions of trademarks and business names
- Registration of trademarks and business names
- Rights to use registered trademarks and business names

## **Infringement of IP rights**

- Unauthorised use, passing off, hearings and tribunals

<b>5.1 Manage Sustainability in an Organisation</b>	
<b>Unit Aims</b>	To develop the knowledge, skills and techniques to be able to identify sustainability issues within an organisation and to put in place suitable management systems for legal compliance and corporate responsibility purposes.
<b>Unit Level</b>	5
<b>Unit Code</b>	F/503/5348
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	Learners should carry out a sustainable development 'audit' on an organisation they work for or know and make recommendations for improvements. The exercise could also be carried out in the college environment or as a case study exercise.
<b>Learning Outcomes. The learner will:</b>	<b>Assessment Criteria. The learner can:</b>
1. Understand the issues relating to sustainability of an organisation	1.1 Examine the principles of sustainable development 1.2 Analyse current issues in relation to sustainability 1.3 Assess key sustainability issues affecting a specific organisation
2. Be able to apply legislation, regulations and guidance on sustainability to organisations	2.1 Analyse legislation, regulations and guidance on sustainable development issues 2.2 Evaluate the relevance of legislation, regulations and guidance to the sustainability of a specific organisation 2.3 Explain the application of sustainable development legislation, regulations and guidance on a specific organisation 2.4 Explain how business objectives are affected by ethical considerations 2.5 Evaluate the implications for a business and its stakeholders to operate ethically 2.6 Explain how business objectives are affected by ethical considerations
3. Be able to 'audit' the sustainability of an organisation	3.1 Research the specific areas for improvement in relation to sustainability 3.2 Analyse and report the findings of research on sustainability 3.3 Recommend improvements to sustainability
4. Understand how to establish environmental management systems for organisations	4.1 Determine appropriate environmental management standards for an organisation 4.2 Analyse environmental management standards to assess how they can be applied to an organisation 4.3 Design an environmental management system for an organisation

	4.4 Explain how an environmental management system could be implemented within the organisation
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## **Indicative Content**

### **1. Understand the issues relating to sustainability of an organisation**

#### **Principles of sustainable development**

Concepts of sustainable development (Brundtland Report, Agenda 21); corporate social responsibility and role of stakeholders; development of ideas around sustainable development; global and local issues; relationship to organisations; global organisations and interest – UN Earth summits etc.

#### **Current issues**

Current focus of sustainability agenda, Agenda 21 issues; examples of issues: climate change, fair trade, community issues, carbon footprints, carbon trading; how issues relate to and affect organisations, codes of practice

#### **Specific businesses**

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; examples of areas: carbon footprint, waste and water usage, use of natural resources, pollution, fair trade, organic farming, community issues, child labour issues; an understanding of environmental legislation – national and international; Act Local, Think Global idea; 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. Be able to apply legislation, regulations and guidance on sustainability to organisations**

#### **Legislation, regulations and guidance**

UK, European and/or international legislation (relevant to learner context); areas of legislation and guidance e.g. carbon use, pollution, water use; planning issues; 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; environmental management standards; impact of legislation, guidance and regulation on business; corporate social responsibility

#### **Relevance and application**

Relevance of legislation to specific businesses – industry, national, international regulation affecting businesses; impacts in terms of operations and costs

### **3. Be able to 'audit' the sustainability of an organisation**

#### **Research**

Carrying out a sustainability 'audit' for an organisation to identify areas of relevance; ensuring compliance with legislation, regulation, codes of practice etc.; how sustainability can be improved – actions and policies to improve sustainability of business activities; example areas: water, waste, supply of materials and goods, use of natural resources, sales policies, transport, management of land and facilities, fair trade issues

#### **Reporting**

Report formats, making recommendations and indicating benefits, considering costs to the organisation

### **4. Understand how to establish environmental management systems for organisations**

#### **Environmental management standards**

Appropriate standards e.g. ISO14000/14001, importance of standards, impact of standards, health and safety issues

#### **Application of standards**

Buy-in from senior management and stakeholders, practical implications of applying standards, relevance to specific operations

#### **Environmental management systems**

Systems design and implementation, reporting mechanisms to stakeholders