



ATHE Level 6 Qualifications in Healthcare Management

ATHE Level 6 Award in Financial Decision Making for Managers (QCF)
ATHE Level 6 Award in Leading Organisational Equality and Diversity (QCF)
ATHE Level 6 Award in Managing Finance in the Public Sector (QCF)
ATHE Level 6 Award in Managing Stakeholder Engagement (QCF)
ATHE Level 6 Award in Risk Management (QCF)
ATHE Level 6 Certificate in International Healthcare Policy (QCF)
ATHE Level 6 Certificate in Human Resource Management (QCF)
ATHE Level 6 Certificate in Project Management (QCF)
ATHE Level 6 Certificate in Healthcare Management (QCF)
ATHE Level 6 Diploma in Healthcare Management (QCF)

About ATHE

We are an Ofqual regulated awarding organisation that specialises in management qualifications.

Our QCF qualifications are designed in such a way that the course delivery can be as flexible and learner driven as the centre chooses, allowing centres to target learners with different profiles.

We are a small and dedicated awarding organisation that is committed to the highest standards of service and support for centres.

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ATHE QCF Qualifications at Level 6 in this Specification

This document provides key information on ATHE's suite of Level 6 QCF qualifications in Healthcare 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 curriculum planning 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 6 Award in Financial Decision Making for Managers (QCF)	600/3413/0
ATHE Level 6 Award in Leading Organisational Equality and Diversity (QCF)	600/3403/8
ATHE Level 6 Award in Managing Finance in the Public Sector (QCF)	600/3415/4
ATHE Level 6 Award in Managing Stakeholder Engagement (QCF)	600/3416/6
ATHE Level 6 Award in Risk Management (QCF)	600/3412/9
ATHE Level 6 Certificate in Human Resource Management (QCF)	600/3404/X
ATHE Level 6 Certificate in Healthcare Management (QCF)	600/3420/8
ATHE Level 6 Certificate in Project Management (QCF)	600/3417/8
ATHE Level 6 Certificate in International Healthcare Policy (QCF)	600/3418/X
ATHE Level 6 Diploma in Healthcare Management (QCF)	600/3406/3

Accreditation Dates

These qualifications are accredited from 1st October 2011 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 undertake these qualifications have the necessary skills to undertake the learning and assessment.

Introduction to ATHE's Level 6 QCF Qualifications in Healthcare Management

Our new qualifications in Healthcare Management at Level 6 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 the healthcare sector with the addition of units that are specifically targeted at those working in the public sector. 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 management experience in the work place.

Our suite of qualifications is designed to provide:

- maximum flexibility with a range of different sized level 6 awards and certificates 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 a range of knowledge and skills, personal qualities and attitudes essential for successful performance in working life
- awards and certificates 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 a Diploma.

Awards

Our awards allow learners to focus on the development of skills in a particular area.

Certificates

Our certificates allow learners to either focus on a particular skill area or develop broader skills in the areas of their choosing through a choice of options.

Diploma

Our Diploma allows learners to develop all the key skills they need to work as a senior manager in the healthcare sector with a number of mandatory units together with a choice of options.

Recognition

These qualifications have been developed with the support of the sector skills council, the Council for Administration. The Healthcare Management titles also have the support of Skills for Health.

National Occupational Standards

The ATHE Level 6 qualifications in Healthcare 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 6 qualification in Healthcare Management there are a number of progression opportunities.

Learners may progress to:

- larger qualifications at the same level eg. from an award to a certificate or to the Diploma in Strategic Management or the Diploma in Healthcare Management
- an MBA programme and claim exemptions for some of the units completed.

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.

ATHE Level 6 QCF Qualifications in Healthcare Management

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 ie. 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 6 Award in Financial Decision Making for Managers

The ATHE Level 6 Award in Financial Decision Making for Managers is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Financial Decision Making for Managers	6	10	40

ATHE Level 6 Award in Leading Organisational Equality and Diversity

The ATHE Level 6 Award in Leading Organisational Equality and Diversity is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Leading Organisational Equality and Diversity	6	10	40

ATHE Level 6 Award in Managing Finance in the Public Sector

The ATHE Level 6 Award in Managing Finance in the Public Sector is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Managing Finance in the Public Sector	6	10	40

ATHE Level 6 Award in Managing Stakeholder Engagement

The ATHE Level 6 Award in Managing Stakeholder Engagement is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Managing Stakeholder Engagement	6	10	40

ATHE Level 6 Award in Risk Management

The ATHE Level 6 Award in Risk Management is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Risk Management	6	10	40

ATHE Level 6 Certificate in International Healthcare Policy

The ATHE Level 6 Certificate in International Healthcare Policy is a 15 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
International Healthcare Policy	6	15	60

ATHE Level 6 Certificate in Human Resource Management

The ATHE Level 6 Certificate in Human Resource Management is a 15 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Human Resource Management	6	15	60

ATHE Level 6 Certificate in Project Management

The ATHE Level 6 Certificate in Project Management is a 15 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Project Management	6	15	60

ATHE Level 6 Certificate in Healthcare Management

The ATHE Level 6 Certificate in Healthcare Management is a 25 credit qualification. Learners must complete the mandatory unit and at least one additional unit to achieve a minimum of 25 credits.

Unit Title	Level	Credit	GLH
Mandatory Unit			
International Healthcare Policy	6	15	60
Optional Units			
Learners must choose one of the units below			
Managing Quality and Service Delivery	6	10	40
Leadership & Management	6	15	60
Managing Finance in the Public Sector	6	10	40
Managing Stakeholder Engagement	6	10	40
Leading Organisational Equality & Diversity	6	10	40

ATHE Level 6 Diploma in Healthcare Management

The ATHE Diploma in Healthcare Management is a 120 credit qualification. Learners must complete the 6 mandatory units plus a further 4 or 5 optional units.

Mandatory Units (70 Credits)

Learners must complete six mandatory units totalling 70 credits. They must complete either Managing Finance in the Public Sector or Financial Decision Making for Managers.

Unit Title	Level	Credit	GLH
International Healthcare Policy	6	15	60
Managing Quality and Service Delivery	6	10	40
Leadership and Management	6	15	60
Managing Finance in the Public Sector or	6	10	40
Financial Decision Making for Managers	6	10	40
Research Project	6	10	40
Personal Leadership and Management Development	6	10	40

Optional Units (50 credits)

Learners must complete a further 4 or 5 units from the list below to achieve a minimum of 120 credits for the Diploma.

Unit Title	Level	Credit	GLH
Human Resource Management	6	15	60
Project Management	6	15	60
Programme Leadership	7	10	40
Risk Management	6	10	40
Managing Sustainability in an Organisation	5	15	60
Strategic Planning	7	15	45
Managing Stakeholder Engagement	6	10	40
Leading Organisational Equality and Diversity	6	10	40

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 (ie. 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, eg. 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 Healthcare Management at Levels 6 and 7.

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, eg. 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, eg. 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 6 qualifications in Healthcare Management are accredited on the QCF for learners aged 19 and above.

Unit Specifications

Unit Format

Each unit in ATHE's suite of level 6 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 eg. at level 6 you would see words such as analyse, evaluate and synthesise.

Unit Indicative Content

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

Unit 6.13 International Healthcare Policy

Aims	To explore the international context for healthcare policy and organisation of healthcare. To understand contemporary issues and promotion of public health. Learners should understand the political, social and cultural issues that help to determine healthcare policy and be able to critically assess the policies and practice in one specific context.
Unit Level	6
Unit Code	K/503/5358
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Should include an in-depth study of one healthcare context.
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Understand healthcare policy formation in an international context	1.1 Analyse approaches to healthcare policy formation in international contexts 1.2 Critically assess the influence of funding on policy formation in a national context 1.3 Critically evaluate healthcare policy in one national context
2. Understand the social and cultural context of healthcare	2.1. Assess the impact of culture on healthcare 2.2 Assess the impact of society on healthcare 2.3 Analyse attitudes to healthcare 2.4 Evaluate the cultural and social impacts on and attitudes towards healthcare in one national context
3. Understand healthcare provisioning	3.1 Describe how healthcare policy is translated into practice in international contexts 3.2 Analyse the organisations involved in healthcare on a national and international level 3.3 Explain the structure of healthcare delivery in a chosen national context 3.4 Analyse practical barriers to provision of healthcare in a national context

<p>4. Understand the role of public health and health promotion in the provision of healthcare services</p>	<p>4.1 Assess national and international socio-political issues in the promotion of public health</p> <p>4.2 Analyse the impact of international campaigns and national policies on the demand for healthcare</p> <p>4.3 Evaluate the role of health promotion in determining healthcare service demand in a national setting</p>
<p>5. Understand contemporary issues in health and social care</p>	<p>5.1. Identify contemporary issues in health and social care</p> <p>5.2. Evaluate the impact of issues on national and international policy</p> <p>5.3. Evaluate practical responses to contemporary issues in the national and international context</p>

Indicative Content

1. Understand healthcare policy formation in an international context

Approaches

National health services, private health services, local/national organisation, national priorities

Funding models

Public funding, private funding, charity funding and mixed funding, non-governmental organisations

Policies

Policies in different specific national contexts; study of approach and policy in one national context

2. Understand the social and cultural context of healthcare

Impacts

Cultural and religious beliefs, education, class structure, cultural and social priorities in healthcare

Attitudes

Concept of what health is, concept of what illness is, importance of health, attitudes to health and medical professionals

National context

Contrast cultural and social priorities with national and policy priorities

3. Understand healthcare provisioning

Practice

Organisation of healthcare eg. hospitals, GPs and other services; national, local, regional; public, private or mixture

Organisations

National health organisations (e.g. NHS in UK); international health organisations (eg. World Health Organisation); national and international private providers; pharmaceutical companies, their role and practices; charities promoting and practicing health; the aims, administration and funding of organisations

Structure

How health care is organised and delivered in a national context; practical barriers – eg. accessibility in terms of social and transport issues; funding issues eg. cost of treatment, private health insurance cost; safety issues, for example, in war, conflict or natural disaster areas

4. Understand the role of public health and health promotion in the provision of healthcare services

Socio-political issues

Attitudes to pharmaceutical companies, new drugs and testing of drugs; political agenda in public health

Campaigns and policy

How public health is promoted, priorities in public health promotion, link between priorities and politics

Health care promotion

Concept of public health and health promotion, development of health and healthcare services, development of different attitudes to health and demand for healthcare

5. Understand contemporary issues in healthcare

Contemporary issues

Identifying contemporary issues in international and chosen national context; analysing and explaining issues (eg. issues such as AIDS, obesity) and relative importance in different societies

Impact on policy

How national and international policy reflects contemporary issues; involvement of charities and World Health Organisation e.g. food/diet guidance from government in UK to combat obesity, smoking bans etc

Practical responses

Attitudes and practical responses to different issues eg. supply of condoms to combat AIDS

Unit 6.6 Managing Quality and Service Delivery

Aims	To introduce the learner to quality management and delivery of excellent customer service. To develop skills in performance and quality measurement and management. (For public service or healthcare management programmes the unit can be delivered in context).
Unit Level	6
Unit code	F/503/5351
Guided Learning Hours	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to identify and meet stakeholder needs in service delivery	1.1 Identify stakeholder groups and their expectations for service delivery 1.2 Assess the impact of poor service quality for the organisation and stakeholders 1.3 Analyse how stakeholder needs are met
2. Understand how to manage quality of service delivery	2.1 Analyse the concepts of quality and quality standards in relation to service delivery 2.2 Evaluate approaches to quality management in service delivery 2.3 Explain how quality standards are set and monitored
3. Understand how to promote continuous improvement of service delivery	3.1 Analyse the concept of continuous improvement in service delivery 3.2 Evaluate the need for continuous improvement in service delivery 3.3 Explain how continuous improvement can be implemented

Indicative Content

1. Understand how to identify and meet stakeholder needs in service delivery

Identification of different stakeholder groups

External customers, internal customers and other stakeholder groups including employees; perceptions, expectations and needs, how to be aware of them

Impact of poor service

Organisation reputation; meeting organisational strategic aims; accountabilities eg. public sector: stakeholders, government; private sector: shareholders, lenders; meeting standards; impact on stakeholders eg. healthcare impacts of failure in delivering healthcare services; impact on bottom line

Meeting stakeholder needs

Balancing needs of different stakeholder groups; delivering and measuring excellent service; setting service standards and Service Level Agreements; the importance of managing and monitoring service delivery; how to manage and record service delivery; customer driven management

2. Understand how to manage quality of service delivery

Quality and quality standards

Defining quality; dimensions of quality for service delivery; quality systems, ISO9000/9001, other quality systems - eg. IIP

Quality management

Total quality management, implementing standards, excellence model, theories of quality – Deming, Juran, Crosby, quality strategies in service delivery, developing a quality led organisation, involving staff in quality management, roles in quality management

Setting and monitoring standards

How standards are set, implementing ISO9000/9001, auditing quality, feedback mechanisms eg. questionnaires, good practice in standard setting, methods for evaluating quality and service delivery

3. Understand how to promote continuous improvement of service delivery

Concept of continuous improvement

Concept of continuous improvement; history in manufacturing and application to service delivery; theories and techniques (eg. Kaizen, total quality management, lean management, Deming cycle, benchmarking, Pareto analysis, force field analysis etc)

Need for continuous improvement

To meet stakeholder needs, perceptions, expectations; investment in staff and resources; value for money; best practice

Implementation

Encouraging staff involvement and rewarding it; competence standards; implementing change in organisation; managing and monitoring continuous improvement; performance management

Unit 6.14 Leadership and Management

Aims	To develop leadership and management skills. To analyse theories of leadership and management.
Unit Level	6
Unit code	H/503/5200
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand theories of leadership and management	1.1 Analyse concepts of leadership and management 1.2 Evaluate key management and leadership theories 1.3 Assess the challenges of leadership and management practice
2. Understand how to improve motivation and performance through the application of relevant leadership skills	2.1 Analyse key motivational theories and how they influence organisational success 2.2 Evaluate the role of leadership and management in employee motivation 2.3 Analyse the contribution of performance management techniques as organisational processes
3. Understand the development and effectiveness of teams	3.1 Analyse the development of teams 3.2 Analyse roles and models of team leadership 3.3 Evaluate the role and usefulness of teams within the organisation

Indicative Content

1. Understand theories of leadership and management

Concepts of leadership and management

Difficulties of defining leadership; classification of leadership (eg. dimensions, processes, personality); leadership as a process; power and influence; the importance of common goals; leaders and followers/ leadership of groups; leadership skills

Leadership and management theories

Trait theories, process theories, functional leadership, leadership/management styles, situational theories, contingency theory, path-goal theory, transformational leadership, psychodynamic theory

Theory and practice

Practical challenges of leadership and management, synthesis of theory and practice, gender, culture and leadership, leadership and management ethics, decision making

2. Understand how to improve motivation and performance through the application of relevant leadership skills

Motivational theory

Taylorism, Mayo, Maslow, Herzberg, Broad theories (eg. temporal motivation theory), cognitive theory, power, behavioural theories; social constructivism

Leadership and motivation

How leaders motivate; practical aspects of motivation

Performance management

Goal setting, reward, performance measurement, job design and characteristics, employee needs

3. Understand the development and effectiveness of teams

Development of teams

Group dynamics, teams versus groups, motivation of teams, role within teams

Team leadership

Roles and models of team leadership, effective team leadership, managing conflict

Teams in the organisation

Value of teams, how teams work and how teams don't work, communications, collaboration and team decision making, creativity of teams, measuring team success

Unit 6.12 Managing Finance in the Public Sector

Aims	To provide the skills and techniques to analyse and control finance in a public sector environment. To explain accountability for public sector finance.
Unit Level	6
Unit code	F/503/5219
Guided Learning Hours	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation guidance. Where possible real case studies and financial information should be used.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand accountability in the context of public sector finance	1.1 Analyse the different organisations in the public sector 1.2 Assess the accountability of public sector managers in relation to finance 1.3 Analyse financial information reported for different public sector organisations
2. Understand how to use financial information for decision-making and control	2.1 Analyse the financial information available and evaluate its use for decision-making and control 2.2 Assess areas to be monitored and demonstrate how this can be achieved 2.3 Analyse different types of financial decisions to be made and demonstrate techniques to support decision making
3. Understand how to manage a public sector tender process	3.1 Determine process by which projects are put out to tender 3.2 Analyse how public sector tenders are evaluated and suitable suppliers selected

Indicative Content

1. Understand accountability in the context of public sector finance

The Public Sector

Understand what the public sector is and difference from private sector; different public sector organisations and their structure in the UK, including local councils, Police Authorities, QUANGOS, Government agencies, NHS Trusts; international examples

Accountability

Need for accountability – stakeholders including electorate, users and effective use of taxes paid; how accountability is achieved – audit, financial reporting, legislation, policies, procedures, equality issues; role of the electorate in accountability; value for money and measures/indicators used to assess effective use of finance

Information reported

Sources of public sector income eg. taxes, grants; reported financial and non-financial performance indicators; published reports for different organisations; other external reports – eg. Care Quality Commission, Audit Commission, reports from Houses of Parliament

2. Understand how to use financial information for decision-making and control

Management accounting information

Setting of budgets, costing and budgeting information, management accounts, information on proposed expenditure, capital projects including PFI, problems of annual financial cycle

Monitoring

The budgetary process, monitoring variance from budget, monitoring expenditure (capital and revenue), monitoring the different revenue collection streams, review by politicians – local and national

Financial decision making

Role of Central Government and funding, information available and required for decision making; indicators to meet organisational aims or given targets; non-financial factors in public sector decision making; capital projects and investment appraisal techniques (use to evaluate large items of expenditure); ratio analysis, cost benefit analysis

3. Understand how to manage a public sector tender process

Tender process

Political issues; parameters for putting projects out to tender including government and international/EU requirements; using previously approved suppliers, process for approval of suppliers; process for putting projects out to tender and where to find them; importance of fair process including equality issues; case studies eg. Thames link railway contract

Evaluation of tenders

Setting criteria to evaluate tenders; guidelines and parameters to be applied eg. value for money guidelines; requirements in terms of contractor suitability eg. financial stability; monitoring and recording of evaluation process; feedback to unsuccessful suppliers; case studies eg. MoD contracts

Unit 6.8 Financial Decision Making for Managers

Aims	To introduce the skills and knowledge required for analysing financial information and making business decisions based on published financial information. Where appropriate information about business structures and format of published financial statements can be taught in the international context for learners, or their own national context.
Unit Level	6
Unit code	A/503/5218
Guided Learning Hours	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	Assignments according to awarding organisation guidance. Where possible, financial information from real organisations should be used. Case studies may be required for some areas eg. learning outcome 3.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to analyse published financial statements for business decision-making purposes	1.1 Analyse different ownership structures and how they measure financial performance 1.2 Analyse published financial statements for decision making purposes 1.3 Calculate financial ratios from published accounts that can be used to support business decision-making
2. Be able to analyse sources of finance available for long and short term business needs	2.1 Differentiate between long and short-term business finance needs 2.2 Evaluate the sources of finance available to businesses 2.3 Assess the implications of different sources of finance for the organisation 2.4 Make recommendations for sourcing finance for business projects

3. Be able to analyse financial information for business decision making	3.1 Analyse budgets and cash flow for decision making purposes 3.2 Assess capital expenditure or investment projects using investment appraisal techniques 3.3 Make recommendations for managing business finance and expenditure
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Indicative Content

1. Be able to analyse published financial statements for business decision-making purposes

Ownership structures

Sole traders, partnerships, limited companies, public limited companies (plcs), public sector organisations; other less-used forms: charities, limited by guarantee, co-operatives; international business structures; implications for finance (share structures, availability of finance); control issues

Financial statements

Structure of statements for each type of organisation; differences between organisations; reporting requirements (UK and/or international law and standards); Structure, format and requirements of published accounts; role of auditors; published versus internal financial information; main published financial statements: statement of financial position, statement of financial performance (income statement), statement of cash flows; interpretation: comparisons between years and between companies, industry comparisons

Ratios

Different ratios: profitability, liquidity, efficiency, capital, investor; using ratios: calculation and interpretation; industry benchmarking; limitations of ratio analysis

2. Be able to analyse sources of finance available for long and short term business needs

Business finance needs

Long term – non-current assets; short-term – working capital; importance of working capital for business continuity

Sources of finance

Range of sources, external and internal sources, long-term and short-term role of stock markets, advantages and disadvantages of each source

Implications

Costs of finance, effect on financial statements – substance over form, risk

Recommendations

Matching source of finance to project (long or short term, external or internal, asset backed finance etc); making and supporting recommendations

3. Be able to analyse financial information for business decision making

Budgets and cash flow

Cash flow forecasts, budgetary control systems and budget formation, managing cash flow

Investment appraisal techniques

Net present value, discounted cash flows, internal rate of return, payback, accounting rate of return

Recommendations

Analysing results, non-financial considerations, decision making, supporting recommendations

Unit 6.9 Research Project

Aims	To develop skills to develop a research question, carry out independent research using a variety of research techniques.
Unit Level	6
Unit code	T/503/5119
Guided Learning Hours	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	Learners will be required to develop a research proposal on a chosen topic, carry out independent research and present their findings.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to recognise valid areas for research and develop research questions	1.1 Determine and validate appropriate areas for research 1.2 Determine a suitable research approach 1.3 Develop suitable research questions/hypotheses for selected area of research
2. Be able to carry out research relevant to research questions	2.1 Develop a detailed research proposal for chosen area of research and agree with supervisor/manager 2.2 Apply relevant research methods for area and type of research 2.3 Analyse ethical issues relating to research 2.4 Analyse research findings and generate valid conclusions
3. Be able to evaluate research and present results and conclusions	3.1 Evaluate research methods, techniques and findings and comment on validity of research 3.2 Present results and conclusions in a suitable format for audience

Indicative Content

1. Be able to recognise valid areas for research and develop research questions

Areas for research

First thoughts list, determining focus, agreeing/negotiating topic with research supervisor/manager

Approaches

Surveys and sampling, case studies, ethnography, experiment, phenomenology, grounded theory, action research, using a mixture of approaches

Question/hypothesis

Objectives or hypothesis? The five W's (What? Why? Who? Where? When?), developing the research question

2. Be able to carry out research relevant to research questions

Research proposal

Format of proposal: objectives/hypothesis, approach, methods and techniques; gaining agreement: justifying the question and research methods

Research methods

Questionnaires, interviews, focus groups, observations, documentary evidence, use and suitability of each method

Ethical issues

Why ethics are important, managing ethical issues, taking account of ethical issues in research

Analysis

Aims of analysis; quantitative data techniques: calculating (mean, median, mode), using graphs and charts, validation of data; qualitative techniques: approaches to analysis (narrative, discourse analysis, content analysis); recording sources and findings; advantages and disadvantages of each method

3. Be able to evaluate research and present results and conclusions

Evaluation

Evaluation against research question, using feedback

Presenting research

Writing up research; formats for presentation – eg. written reports, oral presentation; referencing systems and bibliography; considering audiences

Unit 6.7 Personal Leadership and Management Development

Aims	To develop personal leadership and management skills to support the achievement of personal career goals and organisational objectives.
Unit Level	6
Unit Code	A/503/5350
Guided Learning Hours	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	Assignments according to awarding organisation guidance.
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Be able to analyse personal leadership and management skills to support achievement of organisational objectives	1.1 Analyse the impact of organisational objectives, values and culture on the leadership and management role 1.2 Evaluate the leadership and management skills required to support achievement of organisational objectives 1.3 Assess personal leadership and management skills and identify personal development required to support achievement of organisational objectives
2. Be able to manage development of personal leadership and management skills to support achievement of organisational objectives	2.1 Assess opportunities for development of leadership and management skills 2.2 Construct a personal development plan to develop leadership and management skills 2.3 Manage personal development of leadership and management skills
3. Be able to evaluate the effectiveness of personal development plans to develop management and leadership skills	3.1 Review personal development plan against original objectives 3.2 Evaluate the effectiveness of personal development of leadership and management skills 3.3 Analyse areas for further development and update personal development plan

Indicative Content

1. Be able to analyse personal leadership and management skills to support achievement of organisational objectives

Organisational objectives

Different organisational visions and aims eg. financial, customer focused, product focused etc; stakeholder requirements eg. profitability, ethical operation, legal compliance; strategic plans; accountability of leaders and managers for organisational objectives; impact of organisational type, purpose, values and culture on leadership and management roles; wider environment requirements affecting organisation

Leadership and management skills

Leadership and management characteristics; skills, competence and knowledge required; behaviours and attitudes associated with effective leadership

Personal skills

Skills audit, role of appraisals/PDR, use of feedback

2. Be able to manage development of personal leadership and management skills to support achievement of organisational objectives

Development opportunities

Coaching, mentoring, networking, professional bodies and professional recognition, formal training, education opportunities, formal qualifications; reflective learning models and techniques (eg. deep and surface learning, ACT, learning transfer, double loop learning, Activity Theory); feedback – obtaining, evaluating and using feedback

Personal development plans

Contents of plans – activities, timescales, aims and objectives; writing objectives

Personal development

Continual review and reflection, learning from activities, using feedback on activities, recording achievement, sharing with others

3. Be able to evaluate the effectiveness of personal development plans to develop management and leadership skills

Review

Review of original objectives; review of achievement against original objectives, competences and results; importance of review; identifying objectives not yet achieved

Evaluation

Measuring and evaluating effectiveness, benchmarking with others, identifying activities that were not effective, areas needing further development

Further development

Further development needs and opportunities, building on success, updating plans, importance of continuous development and reflection

Unit 6.1 Human Resource Management

Aims	To develop skills and knowledge in the field of human resource management for senior managers. To look at issues which would affect policy setting on human resource issues within business organisations.
Unit Level	6
Unit code	L/503/5093
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role and importance of human resource management in achieving organisational effectiveness	1.1 Define strategic human resource management 1.2 Explain the importance of human resource management in organisations 1.3 Analyse the framework of strategic human resource management
2. Understand the formulation and implementation of human resource strategies	2.1 Analyse the strategic human resource process 2.2 Assess the roles in strategic human resource management 2.3 Analyse the development and implementation of human resource strategies
3. Be able to assess a range of HR strategies that may be implemented within an organisation	3.1 Identify a range of HR strategies for an organisation 3.2 Assess HR strategies and their application in an organisation
4. Understand contemporary issues affecting strategic human resource management	4.1 Identify contemporary issues affecting strategic human resource management 4.2 Analyse contemporary issues affecting strategic human resource management

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Indicative Content

1. Understand the role and importance of human resource management in achieving organisational effectiveness

Definitions

Definitions and models of strategic HR management (eg. contingency model, best practice model, Harvard Framework, Ulrich's model, control based, resources based etc); fundamentals and characteristics of strategic HR management; types of strategies (eg. personnel, generalist, outsourced, centres of excellence etc); approaches to strategy, criteria for successful strategy

Importance

Legal requirements; contribution to the organisation; fit with corporate strategy; human capital management; improving organisational performance through strategic HR management; alignment of HR and corporate strategy

Framework;(eg. Harvard model)

Stakeholder interests (shareholders, managers, employees, employee organisations, government), situational factors (characteristics of workforce, business strategy, organisational culture, labour market, social context); HR policy choices (employee influence, work systems, reward systems); outcomes and consequences of choices

2. Understand the formulation and implementation of human resource strategies

Process

Setting strategic direction, long term versus short term, organisational design, audits, designing the management system, planning total workforce/demand forecasting, generating required human resource, developing people and performance/reward management systems, assessing organisational competence and performance/development strategies

Roles

Role of top management/Board of Directors, stakeholders, strategic HR role of front-line management, HR Function, HR specialists/consultants

Development and implementation

Conducting a strategic review, setting out the strategic HR plan, implementing HR strategies

3. Be able to assess a range of HR strategies that may be implemented within an organisation

Range of strategies

Strategies for improving organisational performance (organisational, development, transformation, culture management, knowledge management, developing trust, reward); talent management; succession planning; resourcing strategies (HR planning, flexibility, retention, talent management etc); learning and development strategies (learning culture, learning, organisation, organisational learning strategies, individual learning); performance management (definition and purpose, scope, process, approaches); reward strategy (purpose, characteristics, structure, developing the strategy, effective strategies, impact on management); employee relations strategy (issues, background, HR approach, policies, partnership agreements, employee voice strategies)

Application

How strategies apply in different organisations; measuring success of strategies; fit with organisational strategy, culture and mission

4. Understand contemporary issues affecting strategic human resource management

Contemporary issues should be identified and analysed to assess their impact on human resource management. Content here may change as issues change and can be contextualised to suit learner's own country, organisation and environment.

Examples of topics include:

Internationalism and challenges for strategic HR management; diversity management and equal opportunities; downsizing and its strategic implications; legal; globalisation; culture/equality and diversity; work life balance; communication/IT

Unit 6.2 Project Management

Aims	<p>To understand the process of identifying appropriate and feasible projects, and assessing, managing and controlling project risks.</p> <p>To be able to manage, monitor and control a project, including project planning, project and team management, change management and conflict resolution.</p> <p>To be able to evaluate the success or failure of projects and reflexively analyse and learn from projects for the future.</p>
Unit Level	6
Unit Code	J/503/5111
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Learners should plan and manage a real business project where possible. Where they do not have access to an appropriate business environment, case studies may be used as the basis of assessment.
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Be able to analyse business objectives to identify feasible projects	1.1 Identify projects required from an appraisal of established business objectives 1.2 Produce project sub-divisions and high-level estimates of time, resources and costs 1.3 Evaluate a project methodology suitable for the specific project 1.4 Assess the feasibility of a proposed project
2. Be able to design systems and plans for initiating, managing and controlling projects	2.1 Devise a structure for the management and administration of the project 2.2 Define the roles and responsibilities of the project manager 2.3 Prepare a detailed project plan
3. Be able to organise and manage a project	3.1 Assess alternative project team structures 3.2 Demonstrate the interpersonal skills required for effective project management 3.3 Design quality management processes to be used in a project 3.4 Design procedures for managing project change proposals

4. Be able to monitor and control the progress of projects	4.1 Identify issues and risks that may impede a project 4.2 Design systems for monitoring and appraising the status of a project 4.3 Design control systems to detect and manage issues arising in the course of projects
5. Be able to review, evaluate and closeout a project	5.1 Identify issues and risks likely to be encountered in the final stages of a project 5.2 Assess the necessary project tasks to be completed in the final stages of a project

Indicative Content

1. Be able to analyse business objectives to identify feasible projects

Project initiation

Analysing business needs, reviewing operations and procedures, alternative project cost-benefit analyses

Project sub-division

Work breakdown, identifying time scales, identifying resources, project budgeting, reporting and accountability

Outline project methodology

Review of project and decide between appropriate models for project management eg. traditional approach, PRINCE2, critical change approach, event change approach

Feasibility

Risk management - identifying risk, impact analysis, risk management/planning; review of cost-benefit and risk equation for projects; consideration of other issues impacting on project eg. issues of globalisation (advantages and disadvantages of cross-country/culture projects)

2. Be able to design systems and plans for initiating, managing and controlling projects

Evaluate project management framework

Traditional approach, critical change approach, event change approach; proprietary / formalised approaches eg. PRINCE

Role of Project Manager

Managing team and stakeholders, setting schedule, budget and timing, developing the project plan, managing project risks and interfaces with other projects, managing conflicts

Project plan

Value proposition, sponsorship, accountability, deliverables, responsibilities, resource allocations, timeline, milestones, critical path

3. Be able to organise and manage a project

Team structures

Hierarchical, virtual, networked, functional team, pure project teams, matrix management

Interpersonal skills

Leadership eg. motivating others, delegation, and decision-making; networking, eg. network building and communication skills; teamwork, eg. collaboration and mentoring

Quality

Status and plan documentation and regular monitoring meetings; defining responsibilities and accountability; communications; traceability and audit trails; formalised frameworks and stages

Change control

Formal change requests, review of critical path/ impact on resources and timelines, authorisation processes

4. Be able to monitor and control the progress of projects**Issues and risks**

Project creep, gaps in the scope or accountability of the project, changing dependencies (other projects, business conditions etc.), delays, (technology, decisions, resource availability etc), planning errors, skills or other resource deficits

Project monitoring

Status and plan documentation and regular monitoring meetings, defining responsibilities and accountability, communications, traceability, formalised frameworks and stages

Project conflict resolution

Role of Project Manager and Sponsor, constructive versus destructive conflicts, compromise, skill complements, goal congruence

5. Be able to review, evaluate and closeout a project**Project closeout risks**

Lack of ownership, communication failures, 'meaningless' plan without buy-in, no accountability, lack of employee empowerment

Project closeout

Formal evaluation of project and team performance; document learning points for future; assess success factors; post-implementation report; sign off on deliverables; hand over / archive documentation; contract closures; closing out financial accounts; reassign team

Unit 7.6 Programme Leadership

Aims	To develop the skills to be able to manage a programme of related projects and critically evaluate elements of the programme.
Unit Level	7
Unit code	Y/503/5226
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	Assignment according to awarding organisation guidance. Where possible they should be based on real business experience. Other forms of assessment may be used where this is not possible and where suitable evidence can be provided through the chosen method of assessment.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to plan and agree a programme of related projects that support the strategic plans of an organisation	1.1 Analyse business strategy to identify programme objectives and benefits 1.2 Negotiate with identified stakeholders to establish a range of projects to deliver programme benefits 1.3 Plan and agree programme with programme management group
2. Be able to lead a programme of related projects	2.1 Lead the co-ordination of projects within a programme 2.2 Manage programme resources to achieve project and programme objectives 2.3 Review and monitor projects and address any issues that arise 2.4 Report programme progress and results to stakeholders 2.5 Close down projects and programme

3. Be able to evaluate a programme of related projects	3.1 Assess the success of projects with project managers 3.2 Review the success of the programme in delivering benefits and meeting objectives 3.3 Analyse areas for future improvement in programme management and leadership
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Indicative Content

1. Be able to plan and agree a programme of related projects that support the strategic plans of an organisation

Identifying programmes

Definitions of projects and programmes and differences between them; the importance of analysing strategy, vision, goals of organisation; how projects and programmes help deliver business strategy/ growth; identifying suitable programmes; programme objectives, benefits of programmes

Establishing the programme

Role and responsibilities of the programme leader, negotiation skills, identifying stakeholders, defining projects from programme objectives

Planning and agreeing programme

Scope of programme and individual projects; resources – budgets, human resources, physical resources, timescales; accountability and responsibilities for programme and projects; co-ordination of projects; roles of the management team, programme leader, project manager and stakeholders etc; constraints on programme; contingency plans, documentation of programme and projects

Project planning

Project plans, activities within projects, briefing project managers, making managers accountable, reporting structures and timescales

2. Be able to lead a programme of related projects

Co-ordination

Leadership and management skills; communication structures and skills – with project teams, programme management team, stakeholders; monitoring programme progress and co-ordinating different elements; critical path analysis

Resources

Resource management – people, finances, physical resources, time; co-ordination of resources; managing resource constraints/limitations

Review and monitoring

Designing monitoring systems; regular review; identifying issues; dealing with issues eg. resources issues, timing issues etc; conflict resolution; re-negotiating goals/re-defining projects to ensure programme success

Stakeholder reporting

Stakeholder involvement – timing, frequency, methods of involving stakeholders (eg. face to face or written), maintaining dialogue with stakeholders; reporting to stakeholders – timing, frequency and format

3. Be able to evaluate a programme of related projects

Project evaluation

Project evaluation techniques; appraisal and performance reviews; evaluating projects against objectives; evaluating projects against programme objectives; evaluation of programme management and control; identifying development areas for project managers; feedback from project team, managers, stakeholders; giving feedback to team, managers, stakeholders

Programme evaluation

Evaluation against programme objectives; evaluation of own programme leadership skills – reflecting on own performance, obtaining and using feedback

Future improvements

Analysing feedback for areas to improve; identifying training and development for project and programme teams; sharing knowledge and learning from project with organisation

Unit 6.4 Risk Management

Aims	To raise business risk awareness and develop skills to assess, monitor and control business risks. To develop an appreciation of the implications of business risks.
Unit Level	6
Unit Code	H/503/5097
Guided Learning Hours	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation guidance.
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Understand the risk management function in business	1.1 Examine the role of the risk management function in business 1.2 Assess the role of business functions in the management of risk
2. Understand how business risk is assessed and managed	2.1 Analyse the risk assessment process 2.2 Evaluate approaches to managing risk 2.3 Examine the risk management process
3. Understand the effects of business risks and how they can be managed	3.1 Analyse the main drivers of business risk 3.2 Appraise the impact of different types of risk for a business organisation 3.3 Assess which business areas are high risk 3.4 Analyse risk management strategies
4. Understand approaches to crisis management and business continuity planning	4.1 Analyse the vulnerability of businesses to breaks in continuity 4.2 Critically evaluate approaches to crisis management and business continuity planning

Indicative Content

1. Understand the risk management function in business

Role of risk management

Purpose of risk management – why risks need to be managed; identifying risks; review of activities and internal environment; setting objectives; risk assessment (impact and likelihood); risk response plans; control and monitoring

Functions that have a role in managing risk

Strategic planning, marketing, compliance, operations, legal and accounting, insurance, treasury/accounting, management and quality assurance, internal audit, health and safety, environmental

2. Understand how business risk is assessed and managed

Risk assessment

Analysis, identification, description, estimation, control measures, evaluation and review

Risk management frameworks

ERM programmes, COSO, ISO 3001, corporate governance/compliance, actuarial approaches, insurance, legal issues

Risk management process

Risk assessment, risk reporting, decisions, risk treatment, residual risk reporting, monitoring – ongoing and formal audit, modification

3. Understand the effects of business risks and how they can be managed

Drivers

Strategic risks (eg. competition, changes in society or markets); financial risks (eg. liquidity, foreign exchange, credit risk); operational risks (eg. product failure); hazard risks (eg. natural disasters); information risks (eg. computer hacking)

Operations: Identifying risks in business operations (as above)

High risk areas

Data, systems integrity, reputation, financial theft

Risk management strategies

Employment practices, fraud prevention measures, health and safety policy, protection of physical assets and business continuity, process and product management, benchmarking, disaster management

4. Understand approaches to crisis management and business continuity planning

Vulnerability

Factors – size of business, operating environment, physical environment etc;
impacts – loss of profits, loss of assets, inability to trade

Approaches

Business continuity planning, impact assessment, threat assessment, scenario definition, recovery solution design (including customer / stakeholder management), implementation and communication, testing, maintenance and update, crisis assessment, incident resolution – roles and actions

Unit 6.10 Leading Organisational Equality and Diversity

Aims	To develop an understanding of the importance of managing equality and diversity within the organisation. To develop the skills to lead the approach to equality and diversity within an organisation.
Unit Level	6
Unit code	K/503/5120
Guided Learning Hours	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of effectively managing equality and diversity	1.1 Analyse the legal requirements relating to equality within the organisation and in the organisation's relationships with others 1.2 Evaluate the implications of guidance and codes of practice relating to equality and diversity in specific industry sectors 1.3 Analyse the implications of equality and diversity for the organisation 1.4 Analyse the needs and expectations of stakeholders in relation to an organisation's policy on equality and diversity
2. Understand the dynamics of leading and managing equality and diversity in an organisation	2.1 Determine how to gain commitment to equality and diversity within an organisation 2.2 Analyse policies and procedures that need to be in place to promote equality and diversity 2.3 Evaluate methods of communicating commitment, policies and procedures to relevant organisational stakeholders 2.4 Assess how to address equality and diversity issues 2.5 Analyse methods to review and monitor equality and diversity 2.6 Determine how to reach diverse stakeholder groups

Indicative Content

1. Understand the importance of effectively managing equality and diversity

Legislation

Definitions – equality, equality of opportunity, diversity, different types of discrimination (direct, indirect etc); equality legislation (UK, EU, the international picture); human rights legislation; coverage of legislation: employees, customers, stakeholders; industry requirements eg. public sector; conflicts eg. between law and religious or cultural beliefs

Codes of practice and guidance

Status of guidance and codes of practice ie. voluntary, required; industry standards or requirements eg. public sector requirements

Benefits

Benefits of equality and diversity in workforce, benefits of equality and diversity in stakeholder/customer base

Needs

Needs and expectations of those inside the organisation, needs and expectations of those outside the organisation; fairness and justice, impact of prejudice and discrimination on groups and individuals

2. Understand the dynamics of leading and managing equality and diversity in an organisation

Commitment

Creating a language and culture of commitment; how the behaviour, actions and words of those within the organisation support commitment to equality and diversity; the importance of showing respect; leading by example

Policies and procedures

Policies and procedures for legal compliance, policies and procedures to meet organisational aims and commitment, writing equality and diversity policies, how to ensure procedures help to meet policy

Communication

Importance of communicating commitment, policies and procedures; training staff; raising awareness of staff and stakeholders.

Ensuring suppliers are aware of commitment, policies and procedures eg. website designers, printers consider accessibility issues in terms of language, size of text; facilities management consider suitability of premises access and use etc

Addressing equality and diversity issues

Identifying issues eg. individual prejudices or discrimination, organisational discrimination; addressing language, actions and behaviour that do not support equality and diversity; dealing with conflicts (between individuals, between law/organisational aims and religious or cultural issues); changing policies to address identified issues; using disciplinary action with employees if required

Reviewing and monitoring

Continuous monitoring of diversity in workforce, stakeholders, customers; regular reviews of equality of opportunity and diversity of workforce, stakeholders, customers; monitoring questionnaires – design and use; regular reporting – what and when to report, who to report to; analysis and statistics – methods and presentation; comparisons eg. with national picture, other organisations, with industry

Reaching diverse groups

Identifying employee/stakeholder groups that are difficult to reach due to eg. physical barriers (location, access) or other barriers such as cultural or religious differences; finding ways to communicate with diverse groups eg. meeting with representatives; finding ways to include groups and individuals; overcoming non-inclusive attitudes and behaviours

Unit 6.11 Managing Stakeholder Engagement

Aims	To develop the skills, knowledge and attitude to engage with stakeholders. To learn how to manage stakeholders throughout a project or, more generally, for an organisation. The unit is suitable for anyone who needs to deal with stakeholders particularly in relation to public sector organisations.
Unit Level	6
Unit code	D/503/5213
Guided Learning Hours	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	Assignments in accordance with awarding organisation guidance.
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to analyse key stakeholders	1.1 Analyse stakeholders and their needs and expectations for either an organisation or project 1.2 Evaluate and map stakeholder relationships 1.3 Assess the importance of stakeholder engagement
2. Understand how to build an effective stakeholder engagement strategy to implement policy	2.1 Analyse methods to engage stakeholders to validate the implementation of policies 2.2 Develop a communications strategy to effectively engage with stakeholders
3. Understand how to build and maintain stakeholder relationships	3.1 Explain how to build and maintain relationships with stakeholders 3.2 Analyse issues that may affect stakeholder relationships 3.3 Analyse potential conflict situations and possible resolution 3.4 Assess the importance of monitoring and reviewing stakeholder engagement

4. Understand how to engage with the stakeholder groups	4.1 Analyse methods to elicit stakeholder views on policy and other issues 4.2 Analyse how to gain stakeholder validation and agreement for policies and plans
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Indicative Content

1. Be able to analyse key stakeholders

Analysis

The concept of stakeholder and underpinning principles; determinants of key stakeholders for a project, process or organisation; range of stakeholders eg. internal and external stakeholders, other organisations, individuals (depending on organisation - patients, service users, customers), groups (interest groups, user groups, pressure groups etc); statutory requirements to involve specific stakeholders, industry guidance on stakeholder involvement

Mapping and evaluation

Stakeholder maps, grids, matrices; RACI analysis – responsible, accountable, consulted, informed; stakeholder roles

Importance

Reasons to involve stakeholders – statutory, guidance, support for change; implications of not engaging effectively with stakeholders eg. change ineffective, lack of support for service, products etc

2. Understand how to build an effective stakeholder engagement strategy to implement policy

Ways to engage

Establishment of long-term stakeholder groups, establishment of specific 'action' groups, role of communications and marketing specialists, ensuring comprehensive representation, equality and diversity issues, reaching 'hard to reach' groups and individuals

Communications strategies

Methods of communication with stakeholders – face to face (meetings, presentations, focus groups, interviews), telephone (interviews, using questionnaires), electronic (email, social networking, websites etc), written (questionnaires, reports); managing communications – in-house (is contact with organisational representatives important?), outside specialists (is independence/ neutrality important?); identifying suitable communications methods for specific stakeholder groups

3. Understand how to build and maintain stakeholder relationships

Building relationships

Valuing stakeholders and making stakeholders feel valued, appropriate methods and timings of contact, maintaining contact – methods and importance, managing stakeholder expectations

Issues

Political and legal issues, economic and social issues, equality and diversity resource issues; barriers to engagement – physical (location or spread of stakeholder group); non-physical (attitudes, disengagement, cultural, social)

Conflict

Conflicts that may arise eg. between organisation goals and stakeholder expectations, between stakeholders, between resource availability and resource needs; resolution of conflicts – dealing with conflicts on an individual and group level

Monitoring and review

Importance of monitoring and reviewing stakeholder engagement eg. to ensure still engaged with process, to gain continued support, to engage with new stakeholders that emerge; how to obtain feedback eg. interviews, questionnaires, focus groups, reviews of policy; importance of acting on feedback – re-engaging stakeholders where necessary, changing policies/strategies for engagement

4. Understand how to engage with the stakeholder groups**Methods of engagement**

Determining outputs required from engagement – opinions, ideas, agreement etc; choosing suitable methods; methods and how to use them – meetings, presentations, focus groups, interviews, electronic methods, telephone methods, written methods; assigning responsibility and accountability; recording and analysing results; reporting and taking account of results

Agreement

Importance and relevance of stakeholder agreement eg. is it required? How to elicit agreement or validation eg. showing how issues and concerns have been dealt with, sign off; negotiation skills

Unit 7.10 Strategic Planning

Aims	To explore the skills and competencies necessary to develop an organizational strategic plan.
Unit Level	7
Unit Code	H/602/2330
Guided Learning Hours	45
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	N/A
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Understand the external environment affecting an organisation	1.1. Explain the importance of external factors affecting an organisation 1.2. Analyse the needs and expectations of stakeholders of an organisation 1.3. Analyse the major changes taking place in the external environment that will affect strategy
2. Be able to review existing business plans and strategies of an organisation	2.1 Use appropriate tools to analyse the effects of current business plans 2.2 Review the position of an organisation in its current market 2.3 Evaluate the competitive strengths and weaknesses of an organisation's current business strategies
3. Be able to develop options for strategic planning for an organisation	3.1 Use modelling tools to develop strategic options for an organisation 3.2 Develop a comparative understanding of activity from organisations in the market 3.3 Create options to form the basis of future organisational strategy
4. Be able to construct a strategy plan for an organisation	4.1 Propose a suitable structure for a strategy plan that ensures appropriate participation from all stakeholders of an organisation 4.2 Develop criteria for reviewing potential options for a strategy plan 4.3 Construct an agreed strategy plan that includes resource implications

5. Be able to examine factors affecting an organisational strategy plan	<p>5.1 Compare core organisational values (ethical, cultural, environmental, social and business) with the current business objectives of an organisation</p> <p>5.2 Develop appropriate vision and mission statements for an organisation</p> <p>5.3 Produce agreed future management objectives for an organisation</p> <p>5.4 Develop measures for evaluating a strategy plan</p>
6. Be able to plan for the implementation of a strategy plan	<p>6.1 Develop a schedule for implementing a strategy plan in an organisation</p> <p>6.2 Create appropriate dissemination processes to gain commitment from stakeholders in an organisation</p> <p>6.3 Design monitoring and evaluation systems for the implementation of a strategy plan in an organisation</p>

Indicative Content

1. Understand the external environment affecting an organisation

External factors

Stakeholders, competitive environment, PESTLE

Stakeholder expectations

Customer expectations, supply chain relationship, market and investor expectations

Changes

Socio-political and legal changes, technological change and development, product development; analysis tools: TESTLE, SWOT; customer analysis, competitor analysis

2. Be able to review existing business plans and strategies of an organisation

Tools

Value Chain analysis, SWOT analysis, Five Forces

Market position

Market share analysis, life cycle analysis, Boston (BCG) Matrix

Competitiveness

SWOT analysis, resource analysis, competitive analysis, skills and competencies audit, benchmarking

3. Be able to develop options for strategic planning for an organisation

Modelling tools

Mintzberg, Ansoff, gap analysis, competitiveness strategies

Competitiveness analysis

Benchmarking, portfolio analysis, market segmentation

Strategic options

Corporate expansion, mergers and acquisitions, niche marketing, diversification, control of distribution channels, efficiency in production, technological leadership, market share

4. Be able to construct a strategy plan for an organisation

Structure

Mission statement /corporate vision, corporate values and principles, SWOT analysis, competitive advantage, strategic goals / initiatives, strategy, scorecard, execution plan

Assessment criteria

Balanced scorecard; targets / interim targets / goals; success metrics

Resources

Resources, skills and competencies, roles, action plans, responsibilities and accountability

5. Be able to examine factors affecting an organisational strategy plan**Organisational values**

Corporate culture, corporate / brand image, organisational structure and staffing, operational abilities, market share, resources, patents and IP, corporate experience, contracts, licences and relationships

Vision and mission statement

Purpose of vision and mission statements, vision in relation to corporate values, vision statement audience (internal and external), mission statement goals and objectives, mission statement key success measures

Management objectives setting

Areas: financial, marketing, products/services, operations, resources, environment and community; ethical framework / CSR; smart objectives and success criteria

Evaluating the plan

Monitoring; responsibilities / accountability for monitoring; strategic changes /deviation; frequency of monitoring

6. Be able to plan for the implementation of a strategy plan**Implementation plan**

Establish plan with end user buy-in, establish tracking system, align budget, align departmental plans to strategy

Stakeholder buy-in

User participation in strategy process, tie departmental plans into strategic plan, align performance management and reward systems to strategy implementation

Monitoring and evaluation

Monthly strategy planning meetings, annual review meetings, role of celebration

Issues

Lack of ownership, communication failures, 'meaningless' plan without buy-in, no accountability, lack of employee empowerment.

Unit 5.1 Manage Sustainability in an Organisation

Aims	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.
Unit Level	5
Unit Code	F/503/5348
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	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.
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
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
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 eg. 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