

ATHE Level 7 Qualifications in Healthcare Management

ATHE Level 7 Award in Programme Leadership (QCF)
ATHE Level 7 Award in Sustainable Business Strategy (QCF)
ATHE Level 7 Certificate in Developing Organisational Vision and Strategic Direction (QCF)
ATHE Level 7 Certificate in Manage Continuous Organisation Improvement (QCF)
ATHE Level 7 Certificate in Research for Senior Managers (QCF)
ATHE Level 7 Certificate in Healthcare Management (QCF)
ATHE Level 7 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.

Contents

About ATHE	1
ATHE Titles Included in This Specification	4
Accreditation Dates	5
Entry Requirements	5
Introduction to ATHE's New Level 7 QCF Qualifications in Healthcare Management	6
Awards	6
Certificates	6
Diploma	6
Recognition	7
National Occupational Standards	8
Progression	8
Recognition of Prior Learning (RPL)	8
Support for ATHE Qualifications	8
ATHE Level 7 QCF Qualifications in Healthcare Management	9
Credit values and rules of combination	9
ATHE Level 7 Award in Programme Leadership	10
ATHE Level 7 Award in Sustainable Business Strategy	10
ATHE Level 7 Certificate in Developing Organisational Vision and Strategic Direction	10
ATHE Level 7 Certificate in Manage Continuous Organisation Improvement	10
ATHE Level 7 Certificate in Research for Senior Managers	11
ATHE Level 7 Certificate in Healthcare Management	11
ATHE Level 7 Diploma in Healthcare Management	12
Guidance on Assessment	13
Methods of Assessment	13
Putting an Assessment Strategy in Place	14
Quality Assurance of Centres	14
Malpractice	15
Guidance for Teaching and Learning	16
Top Tips for Delivery	16
Resources	16

Access and Recruitment	17
Access Arrangements and Special Considerations	17
Restrictions on Learner Entry.....	17
Unit Specifications.....	18
Unit Format	18
Unit 7.1 Organisational Behaviour.....	20
Unit 6.12 Managing Finance in the Public Sector.....	24
Unit 6.13 International Healthcare Policy	27
Unit 7.8 Manage Continuous Organisational Improvement	31
Unit 7.11 Developing Organisational Vision and Strategic Direction	34
Unit 7.5 Research for Senior Managers	37
Unit 6.6 Managing Quality and Service Delivery	40
Unit 7.3 Strategic Resource Management.....	42
Unit 6.1 Human Resource Management	45
Unit 6.2 Project Management.....	48
Unit 7.6 Programme Leadership	52
Unit 6.4 Risk Management.....	56
Unit 7.7 Corporate Communication Strategies	59
Unit 7.9 Sustainable Business Strategy	62
Unit 6.11 Managing Stakeholder Engagement.....	64
Unit 6.10 Leading Organisational Equality and Diversity.....	68

ATHE Titles Included in This Specification

This document provides key information on ATHE's suite of Level 7 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 7 Award in Programme Leadership (QCF)	600/3401/4
ATHE Level 7 Award in Sustainable Business Strategy (QCF)	600/3400/2
ATHE Level 7 Certificate in Developing Organisational Vision and Strategic Direction (QCF)	600/3410/5
ATHE Level 7 Certificate in Manage Continuous Organisation Improvement (QCF)	600/3411/7
ATHE Level 7 Certificate in Research for Senior Managers (QCF)	600/3399/X
ATHE Level 7 Certificate in Healthcare Management (QCF)	600/3419/1
ATHE Level 7 Diploma in Healthcare Management (QCF)	600/3405/1

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. 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 New Level 7 QCF Qualifications in Healthcare Management

Our new qualifications in Healthcare Management 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 in different sectors 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 healthcare 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 7 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 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 titles also have the support of Skills for Health.

National Occupational Standards

The ATHE Level 7 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 7 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 Qualifications and Credit framework 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 7 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. Guided learning hours 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 7 Award in Programme Leadership

The ATHE Level 7 Award in Programme Leadership is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Programme Leadership	7	10	40

ATHE Level 7 Award in Sustainable Business Strategy

The ATHE Level 7 Award in Sustainable Business Strategy is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Sustainable Business Strategy	7	10	40

ATHE Level 7 Certificate in Developing Organisational Vision and Strategic Direction

The ATHE Level 7 Certificate in Developing Organisational Vision and Strategic Direction is a 15 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Developing Organisational Vision and Strategic Direction	7	15	60

ATHE Level 7 Certificate in Manage Continuous Organisation Improvement

The ATHE Level 7 Certificate in Manage Continuous Organisational Improvement is a 15 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Manage Continuous Organisational Improvement	7	15	60

ATHE Level 7 Certificate in Research for Senior Managers

The ATHE Level 7 Certificate in Research for Senior Managers is a 25 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Research for Senior Managers	7	25	60

ATHE Level 7 Certificate in Healthcare Management

The ATHE Level 7 Certificate in Healthcare Management is a 30 credit qualification. Learners must complete two of the three units to achieve a minimum of 30 credits.

Unit Title	Level	Credit	GLH
Organisational Behaviour	7	15	60
Manage Continuous Organisational Improvement	7	15	60
Developing Organisational Vision and Strategic Direction	7	15	60

ATHE Level 7 Diploma in Healthcare Management

The ATHE Diploma in Strategic Management is a 120 credit qualification. Learners must complete the six mandatory units totalling 95 credits plus a further two or three units from the list of optional units to achieve a minimum of 120 credits for the Diploma. At least 80 of the credits for the qualification as a whole must be at level 7.

Mandatory Units (95 Credits)

Learners must complete the six mandatory units totalling 95 credits.

Unit Title	Level	Credit	GLH
Organisational Behaviour	7	15	60
Managing Finance in the Public Sector	6	10	40
International Healthcare Policy	6	15	60
Manage Continuous Organisational Improvement	7	15	60
Developing Organisational Vision and Strategic Direction	7	15	60
Research for Senior Managers	7	25	60

Optional Units

Learners must complete a further 2 or 3 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
Strategic Resource Management	7	15	60
Risk Management	6	10	40
Managing Stakeholder Engagement	6	10	40
Corporate Communications Strategies	7	10	30
Leading Organisational Equality and Diversity	6	10	40
Sustainable Business Strategy	7	10	40
Managing Quality and Service Delivery	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 7 Diploma in Strategic 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 material.

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 7 qualifications in Healthcare are accredited on the QCF for learners aged 19 and above.

Unit Specifications

Unit Format

Each unit in ATHE's suite of level 7 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

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 7 you would see words such as analyse, evaluate and synthesise.

Unit Indicative Content

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

Unit 7.1 Organisational Behaviour

Aims	<p>To explore the importance of different forms of organisational behaviours in organisational effectiveness and efficiency</p> <p>To understand the importance of organisational form, culture, motivation, creativity and leadership</p>
Unit Level	7
Unit Code	J/503/5092
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 effective leadership behaviour theory and practice	1.1 Evaluate leadership theories 1.2 Evaluate the impact of managerial styles on organisational effectiveness 1.3 Analyse how motivational theory can inform employee motivation 1.4 Analyse theories relating to work relationships and interaction
2. Understand how organisational structures and culture impact on the effectiveness of the organisation	2.1 Analyse the characteristics of different organisational structures 2.2 Evaluate the importance of organisational culture theory in developing organisational effectiveness 2.3 Analyse the culture and structure of one organisation and evaluate how they impact on its effectiveness
3. Understand how the organisation can improve employee effectiveness to respond to business opportunities	3.1 Analyse how organisation can facilitate innovation and creativity 3.2 Assess the importance of learning in organisations 3.3 Evaluate the effectiveness of team working 3.4 Analyse the effective management of change in organisations

4. Understand organisational decision making	4.1 Analyse approaches to organisational decision making 4.2 Assess approaches to risk and uncertainty in decision making 4.3 Evaluate the effectiveness of organisational decisions in a specific organisation
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Indicative Content

1. Understand effective leadership behaviour theory and practice

Leadership versus management

Leadership theory

Personal leadership traits, trait theories (eg. Allport, Eysenck, Cattell) 'great man' theory of leadership, contingency theories (e.g. Fiedler, cognitive resource theory), situational theories (eg. Hersey and Blanchard, Vroom and Yetton), behavioural theories (eg. role theory, managerial grid/leadership grid), participative theories (eg. Lewin/Likert), transformational v transactional leadership, emotional intelligence

Managerial styles

Autocratic, democratic, paternalistic, laissez-fair

Motivational theory

Including Taylorism, Mayo, Maslow, Herzberg, McGregor, Broad theories (eg. temporal motivation theory), cognitive theory

Working relationships and interaction

Power, behavioural theories, social constructivism

2. Understand how organisational structures and culture impact on the effectiveness of the organisation

Organisational structure

Bureaucracies, stakeholders, re-engineered corporation, modular, networked and atomised organisations, virtual organisations), line, staff & functional structures, formal & informal organisations, designing organisation structure, centralisation, decentralisation

Organisational culture

Harrison - Power, Role, Person, Task cultures, Likert – autocratic, benevolent autocratic, consultative, participative, Mintzberg – simple, machine bureaucracy, divisional, adhocracy Pedlar et al – the learning organisation

How structure and culture impact on effectiveness

Leader as a change agent

3. Understand how the organisation can improve employee effectiveness to respond to business opportunities

Innovation and creativity

Organisational culture, integration / interaction of disciplines and teams, attitude to risk rewards

Organisational learning

The learning, learning culture, knowledge capture and management, technical knowledge vs. experiential knowledge, technology

Measuring performance

Metrics, KPI, business scorecard, working in teams, group dynamics, teams vs. groups communications, collaboration and team decision making, motivation of groups

Managing change

Changes (reorganisation, restructuring, merger and acquisition, downsizing)
Communicating and managing change

4. Understand organisational decision making**Decision making approaches**

Normative, prescriptive and descriptive approaches, economic or rational choice model, Simon's bounded rationality model, incremental bargaining method, well managed model (Peters and Waterman), quantitative approaches

Risk and uncertainty

Role of stakeholders, attitudes to risk, risk identification and analysis, risk management planning, enterprise risk management

Effectiveness of decision making

Analysis and comparison of management decisions, evaluating decisions

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; 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 6.13 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 organisation

Policies

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

2. Understand the social context of healthcare

Impacts

Eg. 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. costs 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

Eg. 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

Possible resources

Textbooks

Adams, R., Foundations of Health and Social Care, Palgrave Macmillan 2007

Birne, A et al, Textbook of International Health: Global Health in a Dynamic World, OUP USA 2009

Journals

Global Public Health, Routledge

Websites

NHS policy in UK: www.connectingforhealth.nhs.uk

World Health Organisation: www.who.int/

Unit 7.8 Manage Continuous Organisational Improvement

Aims	To develop the knowledge and skills required to create a culture of continuous improvement and to manage change for improvement within an organisation
Unit Level	7
Unit Code	T/503/5203
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Where possible, learners should identify and plan the implementation of improvements within a business organisation. Where this is not possible, case study simulation may be used.
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Understand how to create a culture of continuous improvement	1.1 Analyse features of organisations that encourage and allow continuous improvement 1.2 Analyse leadership and management styles that facilitate continuous improvement 1.3 Analyse features of the learning organisation 1.4 Analyse approaches to introduce and embed change within an organisation 1.5 Analyse approaches to quality improvement
2. Be able to analyse opportunities for improvement to organisational activities	2.1 Assess sources of information likely to identify opportunities for improvement 2.2 Analyse information to identify areas for improvement 2.3 Assess the impact of proposed changes to organisational activities 2.4 Evaluate proposed changes to organisational activities
3. Be able to plan and lead change within an organisation	3.1 Determine changes required to introduce improvements to organisational activities 3.2 Agree proposed changes with stakeholders 3.3 Produce a plan for the proposed changes and communicate to stakeholders 3.4 Design systems and procedures to support the changes 3.5 Review the change process for an organisation

Indicative Content

1. Understand how to create a culture of continuous improvement

Organisational features

Culture including equality issues, type of organisation eg. co-operatives; structure, encouraging input from employees, communication structures (two-way communication), communication with all stakeholders, role of Government/legal requirements, research and development

Leadership and management styles

Encouraging discussion and consultation, consultative management styles leadership style, supporting communication – team meetings, discussion groups, receiving suggestions etc, acceptance of risk

Learning organisations

Cross organisational and collaborative working, team working and learning seeking feedback; shared values, goals, beliefs, strategy; learning incorporated into practice, encouragement of new ideas, information systems to support learning and knowledge management, investment in staff development

Approaches to change

Top down/bottom up, Kotter and Schlesinger – education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and co-option, implicit and explicit coercion, incremental and transformational change, use of external standards eg. ISO 14000 and ISO 9001

Quality

Total quality management, Kaizen, PDCA, continuous quality improvement, including six sigma, benchmarking, quality circles, 5Ss, SPC

2. Be able to analyse opportunities for improvement to organisational activities

Sources of information

Environmental audits – political, legal, economic, social, technological, environmental (PESTLE analysis); organisational analysis – strengths and weaknesses in organisation; internal management accounts/standard costing; quality management, monitoring of organisational activities and suggestion schemes, benchmarking, external audits, feedback from stakeholders including appraisals/PDR, complaints

Analysing information

Evaluating information eg. source of information, how widespread is a specific problem, systemic errors versus one-off errors, use of external consultants, criteria to select areas for improvement

Impact

Strategic fit, what will need to change within the organisation eg. systems, people, procedures, resources etc; timescales of change, resources required implementing change and investment analysis

Evaluation

Stakeholders - who will improvement/change affect? How will it affect stakeholders? Cost benefit analysis

3. Be able to plan and lead change within an organisation**Changes required**

Resources, leadership and management abilities, job roles and responsibilities, equipment, procedures, activities, culture

Agree Changes

Identifying stakeholders – those involved in change and those affected by change; communication with stakeholders – appropriate format, feedback processes, negotiation, PR; gaining agreement – negotiation skills, formal agreement requirements

Plan

Project planning and project management techniques including PRINCE2 documentation, communication, setting criteria to monitor and measure improvement, timescales

Systems design management

Resources, documentation, communication, policies and procedures

Review the change/improvement process

Importance of monitoring, using feedback, performance measurement

Unit 7.11 Developing Organisational Vision and Strategic Direction

Aims	To develop skills and knowledge to develop a vision and direction for an organisation or division within an organisation. The unit is particularly useful for leadership in public service organisations and links with the NHS leadership framework
Unit Level	7
Unit Code	R/503/5211
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Assessment should be based around an organisation or a division within an organisation
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Understand how to develop a vision for an organisation	1.1. Assess the role of key stakeholders in relation to the vision 1.2. Analyse factors that will impact on the organisation and its vision 1.3. Create a vision for an organisation 1.4. Determine the strategic direction for the organisation
2. Understand how to communicate the vision to stakeholders	2.1. Analyse methods to communicate the vision to engage and inspire others within the organisation 2.2. Assess how to build support for the vision within the organisation 2.3. Assess ways of communicating the vision to external stakeholders
3. Understand how to implement the vision and strategic direction within the organisation	3.1. Analyse leadership behaviour to promote the vision within the organisation 3.2. Assess how the vision can be embedded within the organisation 3.3. Translate the vision into organisational objectives to set the strategic direction 3.4. Outline the strategic planning process for an organisation

Indicative Content

1. Understand how to develop a vision for an organisation

Stakeholders

Identify different organisations and their structure; identify who stakeholders are – employees, managers, service users, customers, funding bodies, general public, Government (should customers/users be first?), stakeholder needs and wants, stakeholder roles in organisation and activities, stakeholder mapping, methods of engaging stakeholders

Factors

Political, social, environmental, economic, legal, technological factors (PESTLE), Government policy and legal requirements, regulatory and accountability factors, best practice and industry trends, global factors, gathering data on factors

Strategic direction

Strategic goals, evaluating factors, criteria for analysis, using knowledge to set strategic direction, strategic planning techniques

Vision

Written vision and mission statements, values and culture, language, purpose, good practice, creating a suitable vision

2. Understand how to communicate the vision to stakeholders

Communication methods

Understand audiences, methods – presentation, format, media; attitudes – enthusiasm, stressing importance, gaining agreement and acceptance, corporate style; communication systems, external support and expertise, embedding the vision

Building support

Communicating clearly and effectively, equality issues, challenging behaviours, language, attitudes that do not support vision, negotiation skills, changing systems, procedures, models of change

Communicating with external stakeholders

Promoting the vision, benefits analysis and promotion, format and language to promote, feedback mechanisms, cost benefit analysis

3. Understand how to implement the vision and strategic direction within the organisation

Leadership behaviour

Leadership and management styles, managing the change, acting as a role model to promote and embed the vision, challenging behaviours, attitudes, values etc that do not support the vision, importance of personal credibility and belief

Embedding the vision

Models for approaching change in the organisation eg. top down, bottom up, consultative styles etc; identifying procedures, activities, values, languages not consistent with vision and replacing them; organisational culture

Setting strategic direction

Links between vision and objectives, strategic objectives – format, content, writing objectives; role of stakeholders

Strategic planning process

Format and contents of strategic plan, development of plan, resource allocations, targets and criteria for success

Unit 7.5 Research for Senior Managers

Aims	To develop the skills required to carry out research on a business related project or issue and analyse and report the results of research
Unit Level	7
Unit Code	F/503/5091
Guided Learning Hours	60
Credit Value	25
Unit Grading Structure	Pass
Assessment Guidance	Learners will be required to carry out and present research on a strategic issue
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Be able to develop an appropriate research question for a business research project	1.1 Identify a suitable area of research 1.2 Explain the aim, scope and objectives of the project 1.3 Establish success criteria for the research 1.4 Develop a detailed research question 1.5 Justify the choice of research question.
2. Be able to develop a research proposal	2.1 Evaluate research techniques to assess their suitability for the project 2.2 Select suitable research techniques 2.3 Develop a detailed research proposal
3. Be able to undertake a literature review	3.1 Identify sources of information and literature relevant to the research question 3.2 Critically review literature to inform the development of the research proposal or the research project 3.3 Record and report literature review in an appropriate format for the project.
4. Be able to use data and information collection and analysis techniques	4.1 Collect and analyse data and information to inform research 4.2 Synthesise data and information to support results and conclusions of research.
5. Be able to present research with conclusions and make recommendations based on research carried out	5.1 Summarise findings of research project; 5.2 Draw conclusions and identify any recommendations from research findings 5.3 Present research in a suitable format.

Indicative Content

1. Be able to develop an appropriate research question for a business research project

Research areas

Parameters for choice (what is required, what is possible), given terms of reference/ hypothesis, relevance and suitability of chosen area, areas of interest, accessibility of information, subjects of research

Aims, scope and objectives

Feasibility of research, achievability of aims and objectives, scope of project – reducing scope if require, resource implications, consultancy projects

Success criteria

Measuring success, breaking project down into stages and separate objectives, monitoring the project, application of theory, writing success criteria, value

Research question

Definition, format of question, developing a suitable question, copyright and plagiarism issues

Justification

Give reasons for choice, assess relevance of choice, link choice to given parameters and terms of reference

2. Be able to develop a research proposal

Research techniques

Primary and secondary research techniques, confidentiality of data, quantitative research techniques (data collection, statistical analysis, trends and forecasts from data, electronic analysis, presentation of quantitative data in graphs, charts etc, recording quantitative data), qualitative research techniques (interviewing, bias in qualitative data, focus groups, interpretation, recording qualitative data, analysing qualitative data)

Selection

Matching techniques to project, identifying likely data to be required, choosing suitable mix of techniques, cost, accessibility considerations

Proposal

Contents (question, methodology, timelines, success criteria, initial literature review, justification, how the project meets required parameters), format – suitable for project, audience

3. Be able to undertake a literature review

Sources

Books, journals, papers, conferences, libraries, web research, Government information, other published research, media, indicators of credibility of sources, checking credibility of sources, gaining access, checking copyright

Review of literature

Credibility of literature, validity and reliability, acceptance of conclusions, relevance for research

Recording and reporting

Suitable formats for recording and reporting, references (styles and details), bibliographies

4. Be able to use data and information collection and analysis techniques

Collecting and analysing data and information

Planning collection of data and information – different methods, data collection and recording including reliability and validity, capturing qualitative data (eg. audio/video recording), analysis techniques – use of statistics, analysing qualitative data

Synthesising data

Consideration of evidence to support or contradict research question, identify themes and conclusions, ethical issues

5. Be able to present research with conclusions and make recommendations based on research carried out

Summarise findings

Present findings in suitable format – narrative, tables, graphs etc, identify key and supporting information, organise information to include in main report and appendices

Conclusions and recommendations

Draw conclusions from findings and identify any recommendations to be made

Present research

Suitable formats – written, oral, audio, video presentations, organisation of information/different report structures, report summary including executive summaries, presenting to different audiences

Unit 6.6 Managing Quality and Service Delivery

Aims	<p>To introduce the learner to quality management and delivery of excellent customer service.</p> <p>To develop skills in performance and quality measurement and management. (For public service or healthcare management programmes the unit can be delivered in context)</p>
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 ISO9000/90001, auditing quality feedback mechanisms eg. questionnaires, good practice in standard setting and methods for evaluating quality, service delivery

3. Understand how to promote continuous improvement of service delivery

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 7.3 Strategic Resource Management

Aims	<p>To explore the mechanisms for managing resources to achieve the business aims of the organization</p> <p>To understand the roles and strategies used in acquiring, managing, and developing human, physical and technological assets</p> <p>To understand the importance of marketing in achieving business aims and objectives, and the roles, strategies and processes used to manage the marketing function</p>
Unit Level	7
Unit Code	D/503/2019
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	Units can be assessed utilising a range of assessment tools
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Understand the role of human resource management in supporting business strategy	<p>1.1 Investigate how human resource management contributes to the achievement of organisational objectives</p> <p>1.2 Critically evaluate the role of human resource management within an organisation</p> <p>1.3 Appraise the processes that an organisation uses to plan its human resource requirements</p>
2. Know how to develop human resources in organisations.	<p>2.1 Evaluate the recruitment and retention strategies used in an organisation</p> <p>2.2 Critically assess the techniques that are used for employee development in an organisation</p> <p>2.3 Evaluate the contribution of human resource development techniques in ensuring employee engagement</p> <p>2.4 Systematically analyse the effectiveness of human resource management strategies in supporting organisational strategy</p>

<p>3. Understand the role of physical resource management in supporting business strategy.</p>	<p>3.1 Investigate how physical resource management contributes to the achievement of organisational objectives</p> <p>3.2 Critically evaluate the role of physical resource management within an organisation</p> <p>3.3 Systematically appraise the processes that an organisation uses to plan its physical requirements</p>
<p>4. Understand the role of marketing in supporting business strategy</p>	<p>4.1 Investigate how marketing activities contribute to the achievement of organisational objectives</p> <p>4.2 Critically evaluate the role of marketing operations within an organisation</p> <p>4.3 Systematically appraise the processes that an organisation uses to develop its markets</p>
<p>5. Understand the role of information systems management in supporting business strategy</p>	<p>5.1 Investigate how information systems management contributes to the achievement of organisational objectives</p> <p>5.2 Critically evaluate the role of information systems management within an organisation</p> <p>5.3 Systematically appraise the processes that an organisation uses to plan its information systems requirements</p>

Indicative Content

1. Understand the role of human resource management in supporting business strategy

Organisational forms, definition and characteristics of HR management approach, role of HR management function (eg. development of role from welfare to personnel to HR), strategic HR management, HR models (eg. contingency, best practice, Harvard Framework, Guest, Patterson), models of HR management roles (eg. Legge, Tyson and Fell), key HR management activities: employee engagement, performance management, building organisational capabilities, organisational learning, policies and procedures

2. Know how to develop human resources in organisations

Recruitment metrics and return on investment (cost, speed of recruitment, acceptance rate etc), monitoring and evaluating recruitment and retention, bonus and remuneration policy, employee and group performance metrics, skills audits, training needs analysis, training, job design, and employment law, HR evaluation, enablement of learning

3. Understand the role of physical resource management in supporting business strategy

Identifying and evaluating physical assets/investments, assessing return on investment, assets control, logistics (inbound and outbound), security, operational performance and evaluation, outsourcing, resource allocation, physical resource optimisation

4. Understand the role of marketing in supporting business strategy

External and internal environmental analysis, strategic marketing objectives, role of marketing and marketing plan, cross-functional interaction of marketing, marketing audit, marketing metrics and measuring marketing performance eg. return on investment, post investment appraisal, performance vs objectives, profile targets, brand evaluation, customer lifetime value models

5. Understand the role of information systems management in supporting business strategy

Identifying business and information processes, evaluating IT investment, IT strategy, benchmarking, IT spending, DCF, outsourcing, knowledge management, managing change, crowd-sourcing, evaluating new technologies

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

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, 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 v 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, 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

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

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 or 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, 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 and stakeholders, giving feedback to team, managers and 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 7.7 Corporate Communication Strategies

Aims	To explore the skills necessary to analyse corporate communication needs and risks, and to be able to develop an effective corporate communications strategy
Unit Level	7
Unit Code	M/602/2086
Guided Learning Hours	30
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	N/A
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Understand the importance of corporate communication	1.1 Discuss the purpose of corporate communication strategies 1.2 Assess how corporate communications link to corporate objectives 1.3 Analyse the relationship between corporate communication and corporate branding
2. Be able to conduct an internal corporate communications audit	2.1 Plan an internal corporate communications audit 2.2 Conduct an internal corporate communications audit 2.3 Critically evaluate the effectiveness of current levels of practice
3. Be able to conduct an external corporate communications audit	3.1 Plan an external corporate communications audit 3.2 Conduct an external corporate communications audit 3.3 Critically evaluate the effectiveness of current levels of practice
4. Be able to plan the development of a corporate communication strategy	4.1 Plan the objectives of a corporate communication strategy 4.2 Select audiences to influence with a corporate communications strategy 4.3 Plan appropriate measures to monitor a planned corporate communications strategy

Indicative Content

1. Understand the importance of corporate communication

Aims of corporate communications

Provides information to stakeholders, communicates corporate vision and strategy, reinforces public view of the organisation, links to PR strategy

Reinforcing corporate objectives

Communicates and reinforces strategic objectives, reinforces corporate culture, promotes accountability, prioritises stakeholder communication and influence

Reinforcing corporate branding

Promotes brand and reinforces stakeholders view of company performance and value(s), prevents dilution / erosion of the corporate brand and identity / links to brand management strategy

2. Be able to conduct an internal corporate communications audit

Planning

Selecting appropriate research techniques, identifying formal and informal internal information and communication flows, Identifying information and data management processes, identifying knowledge management processes

Conducting an internal audit

Informal versus formal, eg. water-cooler, email, conferencing and meeting; vertical versus horizontal, eg. management communications, corporate newsletters, departmental, interdepartmental and team meetings; control of information and data, processing data

Evaluating effectiveness

Benchmarking, questionnaires, focus groups, participant, observation/ethnography, surveys and interviews

3. Be able to conduct an external corporate communications audit

Planning

Selecting appropriate research techniques, identifying external information and communication flows, identifying information channels and barriers, identifying communication risks

Conducting an external audit

Supplier and customer communications, eg. networking, conferences, partnerships and JVs; public communications, eg. marketing and advertising, news items and online eg. web-pages, forums, social media such as Twitter, Facebook, Tumblr etc, institutional relationships (including professional, government and industry bodies, universities and communities); knowledge development and management eg. supply chain integration, crowd sourcing, collaboration

Evaluating effectiveness

Surveys and interviews, questionnaires, focus groups, participant observation/ethnography, processing research

4. Be able to plan the development of a corporate communication strategy**Strategic objectives**

Strategy formulation, implementation, measurement and monitoring of strategic aims

Audience analysis

Stakeholder analysis, international / cultural issues, evaluating communication channels (in respect of stakeholder groups)

Monitoring, review and feedback

Developing communication and stakeholder engagement plan, surveys, focus groups and interviews, measuring communication outcomes, monitoring online customer interaction, quantitative and qualitative measures, measuring ROI

Unit 7.9 Sustainable Business Strategy

Aims	To raise awareness of sustainable development issues and how they impact on the strategic development of the business
Unit Level	7
Unit code	F/503/5141
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 global sustainability agenda	1.1 Analyse the global sustainability agenda and how it translates into national practice 1.2 Analyse the forces for change in the sustainable business environment 1.3 Evaluate the impact of current sustainability issues on business organisations
2. Understand the concept of the sustainable business organisation	2.1 Determine the extended boundaries of the sustainable business organisation 2.2 Evaluate the impact on business structure and objectives of becoming a sustainable business organisation
3. Understand sustainable strategic planning	3.1 Determine change required within business organisations to meet the sustainability agenda 3.2 Analyse the concept of the triple bottom line and how it is implemented in business organisations 3.3 Review the process of sustainable strategic business planning

Indicative Content

1. Understand the global sustainability agenda

Sustainability agenda

Concept of sustainability and why it is important; current agenda eg. Agenda 21, the earth summits on global sustainability issues; current issues eg. climate change, social inequality, energy issues, ecological footprints, population growth, droughts, fair trade; national responses to sustainability issues – legal frameworks, guidance to business and target setting (national and corporate)

Forces for change

Economic, social/cultural/religious, environmental/scientific, implications of change, and analytical techniques to understand change

Impact of current sustainability issues

Social attitudes to sustainability in business, consumer interests, legal and regulatory framework around sustainable business, impact on profitability and other business objectives

2. Understand the concept of the sustainable business organisation

Extended boundaries

How sustainability issues extend the boundaries of the enterprise; consideration of those external to organisation eg. suppliers, manufacturers, communities, government, international bodies etc; consideration of whole supply-chain and whole life-cycle for products, services and organisation

Impacts

Changes in management and leadership, new techniques and considerations eg. supply chain management, consumers; risks and impacts for shareholders and managers, monitoring and evaluation of performance in wider sustainable enterprise, conflicts between corporate and sustainability objectives

3. Understand sustainable strategic planning

Change

Cultural change, role of Government (national and international), new management and leadership skills, new vision and strategic approach, managing changes required

Triple bottom line

Concept of triple bottom line (people, planet and profit), stakeholders versus shareholders, managing the triple bottom line, measurement of triple bottom line, conflict between sustainability and business objectives

Sustainable strategic planning

Identifying sustainable strategic objectives and financial return, negotiating agreement to sustainable objectives, resolving conflicts between sustainability and corporate needs, management of sustainable strategic planning

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 and 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 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 does not support equality and diversity; dealing with conflicts (between individuals, law and 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 of 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