

ATHE Level 7 Qualifications in 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 Finance for Strategic Managers (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 Strategic Management (QCF)
ATHE Level 7 Diploma in Strategic Management (QCF)

About ATHE

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

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

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

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ATHE QCF Qualifications at Level 7 in this Specification

This document provides key information on ATHE's suite of Level 7 QCF qualifications in Management, including the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook "Delivering ATHE Qualifications". Further guidance on 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 Finance for Strategic Managers (QCF)	600/3414/2
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 Strategic Management (QCF)	600/3421/X
ATHE Level 7 Diploma in Strategic Management (QCF)	600/3407/5

Accreditation Dates

These qualifications are accredited from 1st October 2011 which is their operational start date in centres.

Entry Requirements

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

Introduction to ATHE's New Level 7 QCF Qualifications in Management

Our new qualifications in 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. They replace our existing customised qualifications in Business Management at Level 7.

These qualifications are not tied to any specific industry but 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 business or 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.

National Occupational Standards

The ATHE Level 7 qualifications in Management provide much of the underpinning knowledge and understanding for the National Occupational Standards in Management and Leadership.

Progression

On successful completion of a Level 7 qualification in 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 that 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 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 Organisation 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 Finance for Strategic Managers

The ATHE Level 7 Certificate in Finance for Strategic Managers is a 15 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Finance for Strategic Managers	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 Strategic Management

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

Unit Title	Level	Credit	GLH
Organisational Behaviour	7	15	60
Global Business Strategy	7	15	60
Strategic Resource Management	7	15	60
Finance for Strategic Managers	7	15	60

ATHE Level 7 Diploma in Strategic Management

The ATHE Level 7 Diploma in Strategic Management is a 120 credit qualification. Learners must complete the five mandatory units totalling 85 credits plus a further three or four units from the list of optional units to achieve a minimum of 120 credits.

Mandatory Units (85 Credits)

Learners must complete the five mandatory units totalling 85 credits.

Unit Title	Level	Credit	GLH
Organisational Behaviour	7	15	60
Global Business Strategy	7	15	60
Strategic Resource Management	7	15	60
Finance for Strategic Managers	7	15	60
Research for Senior Managers	7	25	60

Optional Units (35 Credits)

Learners must complete a further 3 or 4 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
Economics for Business	6	15	60
Risk Management	6	10	40
Strategic Marketing	6	15	60
Corporate Communications Strategies	7	10	30
Manage Continuous Organisational Improvement	7	15	60
Sustainable Business Strategy	7	10	40
Strategic Planning	7	15	45
Managing Quality and Service Delivery	6	10	40
Personal Leadership and Management Development	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 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 Management 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 (GLH)

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

Learning Outcomes

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

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification eg. at Level 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 and informal organisations, designing organisation structure, centralisation and 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 versus experiential knowledge, technology

Measuring performance

Metrics, KPI, business scorecard, working in teams, group dynamics, teams versus 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 7.2 Global Business Strategy

Aims	To explore the strategic responses of organisations to the rapidly changing global business environment. To understand the strategies and processes used to manage international businesses in differing geographical and cultural situations, and to understand the importance of managing within a framework of corporate social responsibility.
Unit Level	7
Unit Code	R/503/5094
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. Be able to analyse the international business environment	1.1 Review and assess suitable techniques to analyse the business environment 1.2 Analyse the micro-environment of a business 1.3 Analyse the macro-environment of a business 1.4 Analyse how the international business environment impacts on an organisation
2. Understand the impact of globalisation on business organisations	2.1 Analyse the extent of globalisation on organisations 2.2 Assess the benefits, opportunities and challenges of globalisation for an organisation 2.3 Analyse the structures of different organisations operating in international markets 2.4 Critically evaluate the international operations of an organisation
3. Understand the importance and nature of Corporate Social Responsibility	3.1 Analyse the moral and ethical questions facing organisations in an international environment 3.2 Analyse the conflicts between corporate strategy and ethical and social responsibilities 3.3 Identify legislation, regulation and guidance relating to corporate social responsibility

Indicative Content

1. Be able to analyse the international business environment

Analysis techniques

Environmental analysis and diagnostics, environmental audit, Porter's diamond (The Competitive Advantage of Nations - Porter), PESTLE, 'five forces' analysis

Micro-environment

Stakeholders, suppliers, customers, competitors, market intermediaries

Macro-environment

External climate, economic, political and legal environment (national and international), cultural environment, resources (capital, people and natural), technology

International business environment, culture, CSR, politics, environmental issues, globalisation

2. Understand the impact of globalisation on business organisations

History

Economic theory, dependency theory, non-western cultures, maritime European empires, industrialisation, trade and empire, Bretton Woods, development of communications, information technology

Extent of globalisation

Trade, labour movement, cultural exchange, technical development and exchange, capital

Effects of globalisation

Effects on markets, business change, capital, jobs and outsourcing, cultural dominance, natural resources, conflict; debates: benefits and challenges of globalisation, advocates and critics

Structures

International business organisation, international supply chain management, business structures, outsourcing, international communications

Operations

International business conduct, competition in different markets, international brand development, protection of IP, trade partnerships, politics and regulation security, ethics

3. Understand the importance and nature of corporate social responsibility

Moral and ethical questions

Organisation purpose, nature of business ethics, corporate responsibility, social responsibility, corporate accountability, corporate governance, cultural conflict (eg. nature of bribes and rewards), different economic models, different ethical frameworks (theories: deontological and utilitarianism), Hofstede, Hall (monochronic and polychronic cultures)

Conflicts

Current conflicts and issues should be examined. Examples include: climate change and environmentalism, anti-globalisation and social responsibility, 'Peak oil', greater insecurity, relationships with government, technological change and privacy concerns, social media, intellectual property issues

Legislation

UK, European, global and other national legislation and guidance; global agreements on carbon; legislation on pollution; agreements on issues affecting specific industries eg. fishing agreements; institutions; codes of practice and guidelines from international (eg. OECD, ISGN), and industry (eg. ISAR) bodies, reporting mechanisms (audit standards)

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 versus 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 7.4 Finance for Strategic Managers

Aims	<p>To develop financial skills required to assess and manage finance at a strategic level within a business</p> <p>To explain the different business structures and financial reporting requirements</p>
Unit Level	7
Unit Code	Y/503/5095
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
SSA	15.3 Business Management
Assessment Guidance	Assignments in accordance with awarding organisation guidance
Learning Outcomes. The learner will:	Assessment Criteria. The learner can:
1. Understand the role of financial information in business strategy	<p>1.1 Assess the need for financial information in business</p> <p>1.2 Identify the risks related to financial and business decisions</p> <p>1.3 Summarise financial information required in strategic business decision making</p>
2. Be able to analyse published financial statements for strategic decision making purposes	<p>2.1 Explain the purpose, structure and content of published accounts</p> <p>2.2 Interpret financial information in published accounts</p> <p>2.3 Calculate financial ratios from published accounts to support strategic business decision-making</p>
3. Understand how businesses assess and finance non-current assets, investments and working capital	<p>3.1 Differentiate between long and short-term finance requirements for businesses</p> <p>3.2 Compare the sources of long and short-term finance for businesses</p> <p>3.3 Assess the importance of managing cash flow and examine cash flow management techniques</p> <p>3.4 Evaluate methods for appraising strategic capital or investment projects</p>

4. Understand different ownership structures and how they influence and measure financial performance	4.1 Analyse the corporate governance, legal and regulatory requirements of different business ownership structures 4.2 Compare and contrast the accountability for and roles of owners and managers in decision making for different business ownership structures
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Indicative Content

1. Understand the role of financial information in business strategy

Need for financial information

Assessing finance requirements, obtaining finance, reporting to owners/ shareholders/ stakeholders, setting and meeting targets, appraising new projects, managing risk, internal versus external need

Business risks

Strategic and market, compliance, operational, risk modelling

Financial information

Profitability, cash flow, business value, financial stability, costs projections

2. Be able to analyse published financial statements for strategic decision making purposes

Published accounts

Purpose of published accounts – provide information to shareholders/stakeholders; users of published accounts – eg. shareholders, potential shareholders, managers, employees, lenders, creditors, suppliers, customers, community, competitors; annual reports (including main financial statements, director's report, audit report, notes to accounts etc); main financial statements (statements of financial position, income statements, sources and statements of cash flows); internal management accounts versus published financial accounts; structure of statements - content, requirements; weaknesses of published accounts

Interpretation

Comparisons between years, comparisons between companies, industry comparisons, benchmarking, reasons for using ratios; difference between capital and revenue expenditure (definitions, decision making, treatment in financial statements)

Ratios and how to interpret them

Profitability, liquidity, efficiency, capital, investor, limitations of ratio analysis

3. Understand how businesses assess and finance non-current assets, investments and working capital

Long and short-term finance

Definitions of long-term and short-term, the importance of matching finance to project

Sources of finance

Range of sources, external and internal sources, role of markets and government, long-term and short-term, advantages and disadvantages of each source, implications of each source for financial statements eg. gearing

Cash flow management

Cash flow forecasts, managing inventory, trade payables, trade receivables etc, budgetary control processes – budgets and variances – how to interpret them and investigate differences

Investment appraisal techniques

Net present value, discounted cash flows, internal rate of return, payback, accounting rate of return, cost benefit analysis, value for money

4. Understand different ownership structures and how they influence and measure financial performance**Ownership structures**

Sole trader, partnership, limited company, public limited company; other less-used forms: charities, limited by guarantee, co-operatives, public sector organisations; international equivalents, financial implications (share structures, availability of finance); legal requirements: company law, business law; accounting standards and corporate social responsibility

Accountability and roles

Stakeholder interests, control issues shareholder versus sole trader, manager and owner, decision making interests, organisation strategy

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 required; 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 and 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 6.1 Human Resource Management

Aims	<p>To develop skills and knowledge in the field of human resource management for senior managers.</p> <p>To look at issues which would affect policy setting on human resource issues within business organisations.</p>
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 versus short term, organisational design, audits, designing the management system, planning total workforce/demand forecasting, generating required human resource, developing people and performance/reward management systems, assessing organisational competence and performance/development strategies

Roles

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

Development and implementation

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

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

Range of strategies

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

Application

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

4. Understand contemporary issues affecting strategic human resource management

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

Examples of topics include:

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

Unit 6.2 Project Management

Aims	<p>To understand the process of identifying appropriate and feasible projects, and assessing, managing and controlling project risks</p> <p>To be able to manage, monitor and control a project, including project planning, project and team management, change management and conflict resolution</p> <p>To be able to evaluate the success or failure of projects and reflexively analyse and learn from projects for the future</p>
Unit Level	6
Unit Code	J/503/5111
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	<p>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</p>
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

<p>3. Be able to evaluate a programme of related projects</p>	<p>3.1 Assess the success of projects with project managers</p> <p>3.2 Review the success of the programme in delivering benefits and meeting objectives</p> <p>3.3 Analyse areas for future improvement in programme management and leadership</p>
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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 6.3 Economics for Business

Aims	To provide an economic context for business and business behaviour and develop skills to analyse the macro and micro economic environments
Unit Level	6
Unit code	M/503/5118
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 micro-economic business environment	1.1 Explain the importance of the micro-economic environment to business organisations 1.2 Analyse business objectives and business behaviour in the economic context 1.3 Analyse the impact of market structures on business organisations
2. Understand the macro-economic environment in the domestic context	2.1 Explain determinants of national income 2.2 Explain the impact of government policies on the economy 2.3 Analyse the impact of the macro-economic environment on business organisations
3. Understand the implications of operating in the international economic environment on business organisations	3.1 Analyse features of the international economic environment 3.2 Analyse the economic implications for business of operating in a global business environment

Indicative Content

1. Understand the micro-economic business environment

Importance of micro-economic environment

Definition of micro and macroeconomics, supply and demand – price elasticity, total, average and marginal revenue; factors of production, diminishing returns, limited resources, price determination, changes in market price and quantity

Business objectives and behaviour

Maximising objectives, non-maximising objectives, ethics and profit, purpose of organisations, corporate governance, business behaviour, product life cycle, size of organisations, structure of organisations – sole trader, partnership, company; mergers and public interest

Market structures

Perfect competition, monopoly, monopolistic competition, oligopoly
labour and factor markets (UK/EU labour market regulation), market failure, market regulation, competition

2. Understand the macro-economic business environment

National income

Definitions, measurement and issues, data sources and reliability, equilibrium and circular flow, multiplier, inflation and deflation

Government impact

Fiscal policy, monetary policy, tax, expenditure, aggregate demand and supply, supply side policies, inflation, unemployment, balance of payments, economic growth

Environment

SWOT and PESTLE analysis, political, technological, environmental, legal social/cultural

3. Understand the implications of operating in the international environment on business organisations

International environment

Multinational operations, international environment and exchange rates; areas: EU, North America, East and South East Asia; free trade and protectionism, trade agreements, international organisations – World Trade Organisations, World Bank etc; global monetary systems

Implications

Coping with local competition, operating in emerging economies, understanding different economic systems, global competition and strategic foreign exchange issues, global collaboration, issues of sustainability

Unit 6.4 Risk Management

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

Indicative Content

1. Understand the risk management function in business

Role of risk management

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

Functions that have a role in managing risk

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

2. Understand how business risk is assessed and managed

Risk assessment

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

Risk management frameworks

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

Risk management process

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

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

Drivers

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

Operations: Identifying risks in business operations (as above)

High risk areas

Data, systems integrity, reputation, financial theft

Risk management strategies

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

4. Understand approaches to crisis management and business continuity planning

Vulnerability

Factors – size of business, operating environment, physical environment etc.

Impacts – loss of profits, loss of assets, inability to trade

Approaches

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

Unit 6.5 Strategic Marketing

Aims	To enable the development of strategic marketing plans for an organisation. To develop competitive advantage in the market place
Unit Level	6
Unit code	D/503/5096
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 principles of strategic marketing	1.1 Assess the role of strategic marketing in an organisation 1.2 Analyse the relationship between corporate strategy and marketing strategy 1.3 Analyse how marketing strategy is developed
2. Understand how to carry out strategic marketing analysis	2.1 Evaluate approaches to internal environmental analysis 2.2 Evaluate approaches to external environmental analysis 2.3 Explain how internal and external analyses are integrated
3. Analyse strategic marketing decisions and choices	3.1 Analyse decisions and choices to be made at a corporate level 3.2 Assess how these decisions influence marketing at business unit and functional level 3.3 Analyse approaches to competitive positioning of organisations
4. Understand how a range of marketing strategies can be implemented to contribute to competitive advantage	4.1 Identify a range of strategies that can contribute to competitive advantage 4.2 Analyse marketing communications strategies 4.3 Analyse marketing strategies, their application and implementation for an organisation

Indicative Content

1. Understand the principles of strategic marketing

Role of marketing strategy

Definitions of marketing strategy, its role in the organisation and how it underpins marketing planning and activities, concept of product and customer in different organisations, resources and implementation, monitoring and control

Corporate strategy and marketing strategy

Corporate strategy, linking marketing strategy to corporate mission and vision, meeting corporate objectives with marketing strategy, corporate social responsibility and marketing

Developing a marketing strategy

Analysis of the environment, setting objectives, dynamic strategy – flexibility for change

2. Understand how to carry out strategic marketing analysis

Internal analysis - approaches

Resource-based, performance, value chain, functional

External analysis

Macro environment, micro environment, competitor analysis, wider external factors including Government

Integration

Fit between internal and external environment

3. Analyse strategic marketing decisions and choices

Corporate decisions

Vision and mission of organisation, directional strategy for marketing, Porter's generic strategies/Ansoff's Matrix, identifying generic strategies for organisation and business units; how the strategy informs corporate activities

Business unit and functional level

How corporate strategies translate to unit and function level, decisions to be made at unit and function level, setting objectives for unit and functional level, marketing and other functions: finance, human resources, research

Competitive positioning

Marketing objectives, risk, market leader, market challenger, market follower, market niche

4. Understand how a range of marketing strategies can be implemented to contribute to competitive advantage

Marketing strategies

Segmentation, targeting and positioning, relationship strategies, product innovation and development, branding, service marketing, pricing and distribution, E-marketing

Communications

MARCOMS strategic process, setting objectives, media choices, the role of public relations, cost decisions, frequency, operations and measurement, international communications, implementation, organisation and control, managing competitive advantage, monitoring and evaluation

Application

Applicability for organisation and environment, resources, implementation, management, implications

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 7.8 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 7.9 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 7.10 Strategic Planning

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

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

Indicative Content

1. Understand the external environment affecting an organisation

External factors

Stakeholders, competitive environment, PESTLE

Stakeholder expectations

Customer expectations, supply chain relationship, market and investor expectations

Changes

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

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

Tools

Value Chain analysis, SWOT analysis, Five Forces

Market position

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

Competitiveness

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

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

Modelling tools

Mintzberg, Ansoff, gap analysis, competitiveness strategies

Competitiveness analysis

Benchmarking, portfolio analysis, market segmentation

Strategic options

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

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

Structure

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

Assessment criteria

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

Resources

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

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

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

Vision and mission statement

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

Management objectives setting

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

Evaluating the plan

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

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

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

Stakeholder buy-in

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

Monitoring and evaluation

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

Issues

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

Unit 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, other stakeholder groups including employees, perceptions, expectations and needs and 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, importance of managing and monitoring service delivery, how to manage and record service delivery, customer driven management

2. Understand how to manage quality of service delivery

Quality and quality standards

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

Quality management

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

Setting and monitoring standards

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

3. Understand how to promote continuous improvement of service delivery

Concept of continuous improvement

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

Need for continuous improvement

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

Implementation

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

Unit 6.7 Personal Leadership and Management Development

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

Indicative Content

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

Organisational objectives

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

Leadership and management skills

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

Personal skills

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

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

Development opportunities

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

Personal development plans

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

Personal development

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

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

Review

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

Evaluation

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

Further development

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

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