athe | AWARDS FOR TRAINING AND HIGHER EDUCATION

ATHE Level 6 Diploma in Business and Administrative Management (QCF)

About ATHE

An Ofqual regulated awarding organisation, providing a core offer of QCF qualifications in administration and management, health & social care management and travel & tourism management together with bespoke qualifications for individual organisations.

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

Our Qualifications

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

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

Support for Centres

We are committed to supporting our centres and offer a range of training, support and consultancy services including:
- qualification guidance, suggested resources and sample assignments
- an ATHE centre support officer who guides you through the centre recognition process, learner registration and learner results submission
- external verifier visits to highlight any areas for development
- an allocated ATHE associate for advice on delivery, assessment and verification

Contents

ATHE Level 6 Diploma in Business and Administrative Management (QCF)

This document provides key information on ATHE's Level 6 Diploma in Business and Administrative Management (QCF), including the rules of combination and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook "Delivering ATHE Qualifications". Further guidance and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering ATHE Qualifications Guide and via the ATHE website.

This qualification has 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 number for this qualification is as follows:

ATHE Level 6 Diploma in Business and Administrative Management (QCF)	601/2374/6

Accreditation Dates

This qualification is accredited from 1st January 2014 which is its operational start date in centres.

Entry Requirements

These qualifications are designed for learners who are typically aged 19 and above.

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

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at level 6. For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

For learners who have recently been in education or training the entry profile is likely to include:
- one or two years study of Business, Management or related qualifications at a Higher Education Institution
- a level 5 qualification in Business, Management or related subjects for example an ATHE Level 5 Diploma in Management (QCF)
- other equivalent international qualifications

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

Learners may also have relevant work experience.

Mature learners may present a more varied profile of achievement that is likely to include relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of relevant professional qualifications.
This may be used for recognition of prior learning (RPL).

Please note that UK Visas and Immigration Department (UKVI) requires adult students to have acceptable English language ability before they can apply to become an adult student under Tier 4 (General) of the points-based system. As an education provider you must ensure that the applicant is competent in the English language at a minimum of CEFR level B2 for a QCF qualification at level 6 or above.

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners who undertake these qualifications have the necessary background knowledge, understanding and skills to undertake the learning and assessment at level 6. ATHE will review centre recruitment policies as part of their monitoring processes.

Introduction to ATHE's Level 6 Diploma in Business and Administrative Management (QCF)

The qualification in Business and Administrative management at Level 6 has been developed to conform to the requirements of the QCF, to meet the requirements of employers, the needs of learners of our centres. The qualification is not tied to any specific industry but delivers the skills, knowledge and understanding that are required by learners aspiring to roles in business and administrative management in different sectors on a domestic and international platform.

We provide a route for learners who have already achieved qualifications in Business and Administrative management at level 5 and for learners who do not have management qualifications, but have qualifications in other related areas at the same level and/or prior relevant experience in the work place.

The Diploma allows learners to acquire knowledge and understanding in a range of topics and to develop key skills they require to work in Business and Administrative Management. This is done through a large core of mandatory units together with a choice of options. Learners can select optional units in particular specialisms that are directly related to their current responsibilities or that meet a particular interest and support career development.

Support and Recognition

This qualification has been developed with the support of centres who are currently delivering qualifications at this level in Business and Administrative Management or who plan to do so in the future.

National Occupational Standards

The ATHE Level 6 qualification in Business and Administrative Management provides some of the underpinning knowledge and understanding for the National Occupational Standards in Management, Administration and Leadership.

Progression

On successful completion of a Level 6 qualification in Business and Administrative Management there are a number of progression opportunities.

Learners may progress to:
- an ATHE Level 7 Diploma in Strategic Management
- a postgraduate degree programme in a higher education institution
- employment in Business or related sectors

Recognition of Prior Learning (RPL)

The QCF is based on the principle of credit accumulation and transfer. Within this suite of qualifications, learners have the opportunity to build their achievements from a single unit into a full Diploma. There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and accredited. ATHE has provided detailed guidance on RPL which is available for centres on the ATHE website and centres may also contact ATHE directly to obtain further clarification or discuss the requirements for RPL.

Support for ATHE Qualifications

ATHE provides a wide range of support. This includes:
- a comprehensive guide for centres on delivering ATHE qualifications
- materials on our website to support assessment and teaching and learning
- sample assignments which have been written and reviewed by experienced practitioners
- guidance with the development of internally devised assignments
- 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
- a Learner Handbook. The Handbook contains useful information and guidance on achieving ATHE qualifications

Credit values and rules of combination

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. There are three sizes of qualification in the QCF:
- Award, between 1 and 12 credits
- Certificate, between 13 and 36 credits
- Diploma, 37 credits and above

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

Each credit represents 10 hours of learning time. The learning time is a notional measure which indicates the amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria. Learning time includes activities such as directed study, assessment, tutorials, mentoring and individual private study.
The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

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

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

ATHE Level 6 Diploma in Business and Administrative Management (QCF)

Learners must complete 120 credits, consisting of four mandatory units worth 80 credits and a further 2 optional units worth 40 credits.

Unit Title	Level	Credit	GLH
Mandatory units			
Strategic Management	6	20	80
The Dynamics of Leadership	6	20	80
Management Information Systems for Business	6	20	80
Advanced Finance for Decision Makers	6	20	80
Optional units			
Marketing Management in Business	6	20	80
Customer Focus for Strategic Advantage	6	20	80
Leadership Skills	6	20	80
Managing Risk in Business	6	20	80

Guidance on Assessment

For all ATHE qualifications assessment is completed through the submission of internally assessed learner work. To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes at the standards set by the assessment criteria for that unit. There are no externally set written examinations attached to any unit.

ATHE will provide a sample assignment for each unit which can be used as the assessment for the unit. We allow you to develop your own assignments 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.

An assignment can relate to a single unit. Alternatively you may incorporate more than one unit in an integrated assignment provided the content of the assignment is clearly mapped to show which assessment criteria from which units are being covered.

Methods of Assessment

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

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

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

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

Putting an Assessment Strategy in Place

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

- devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet
- that the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate
- 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)

- learners 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 assessment of all the units 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 Business and Administrative Management at Level 6
- monitoring visits to ensure the centre is continuing to work to the required standards

Once a centre registers learners for a qualification, they will be allocated an External Verifier. Learners must be registered with ATHE in accordance with the policy stated in the Delivering ATHE Qualifications Handbook.

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 immediately be investigated and could lead to sanctions against the centre.

Centres should refer to the Delivering ATHE Qualifications Guide and the ATHE Malpractice Policy on the ATHE website.

Guidance for Teaching and Learning

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

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

Top Tips for Delivery

- Adopt a range of teaching and learning methods, including active learning
- Plan sessions well to ensure a logical sequence of skills development
- Include study skills aspects, e.g. how to construct a report or Harvard Referencing. Build time into your Scheme of Work and Session Plans to integrate study skills teaching
- Set structured additional reading and homework tasks to be discussed in class
- Elicit feedback from your students. Get them to identify where the work they have done meets the assessment criteria
- Contextualise your activities, e.g. use 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 Delivering ATHE Qualifications.

Work Placements

Work placements are a valuable aspect of learning although they are not a requirement of any of the mandatory units. They enable learners on full time learning programmes to gain a greater understanding of how an organisation operates in practice and they provide opportunities for learners to observe how individual roles function and how groups of people operate in the workplace. Furthermore placements enable learners to develop skills, gain confidence and apply theoretical learning from the classroom in a real environment. Centres wishing to include work placements in a programme of learning should request a copy of ATHE Guidance for centres on work placements for full time learners studying ATHE qualifications.

Resources

ATHE has provided a list of suggested resources for each unit. Please refer to the support materials for each unit on our website by logging into the ATHE portal with your given login details.

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, including their level of English, and make a professional judgement about their ability to successfully achieve the designated qualification. This assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

Access Arrangements and Special Considerations

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

Restrictions on Learner Entry

The ATHE Level 6 qualification in Business and Administrative Management is accredited on the QCF for learners aged 18 and above.

Unit Specifications

<u>Unit Format</u>
Each unit in ATHE's suite of level 6 qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

<u>Unit Title</u>
The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

<u>Unit Aims</u>
The unit aims section summarises the content of the unit.

<u>Unit Code</u>
Each unit is assigned a QCF unit code that appears with the unit title on the Register of Regulated Qualifications.

<u>QCF Level</u>
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.

<u>Credit value</u>
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.

<u>Guided Learning Hours (GLH)</u>
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.

Assessment Guidance
This guidance provides specific and pertinent information about unit assessment to ensure that the tutor understands the learning and assessment requirements of each unit from the outset and before they begin an assignment.

<u>Learning Outcomes</u>
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.

<u>Assessment Criteria</u>
The assessment criteria describe the standards a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 6 you would see words such as analyse and evaluate.

Strategic Management	
Unit aims	This unit focuses on the main elements of strategic management. It investigates how strategic analysis lays the foundations for strategy formulation and how strategy is implemented through organisational structures and processes. Learners will understand the general, competitive and internal organisational environments. The unit also investigates the role of administrative management in strategy formulation and implementation and deals with different approaches to strategic change. Learners who aspire to management positions involving strategic analysis, strategy formulation and implementation will develop knowledge, understanding and skills necessary for such job roles.
Unit level	6
Unit code	J/505/9232
GLH	80
Credit value	20
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. This is a substantive assignment brief and it is divided into sections with different and vocationally relevant tasks in order to facilitate achievement. The assessment criteria have a wide range of high level command verbs so the learner work must fulfil their differing requirements. In order to fully demonstrate understanding, the learner must use examples from their own experience of customer service, or from current or previous employment or from research completed on actual organisations.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the concept of strategic management	1.1 Explain the concept of strategy 1.2 Identify the elements of the strategic management process 1.3 Critically analyse the role of values, vision and mission statements in the strategic management of organisations 1.4 Evaluate different approaches to strategy formulation 1.5 Demonstrate how the external environment influence strategy formulation
2. Be able to conduct strategic analysis	2.1 Differentiate between organisations' general, competitive and internal environments 2.2 Critically appraise the tools available for the analysis of the general, competitive and internal environments 2.3 Apply appropriate tools to analyse organisational environments

3. Understand how to formulate organisational strategy to achieve competitive advantage	3.1 Compare and contrast different approaches to the formulation of organisational strategy 3.2 Assess the role of organisational strategy in achieving competitive advantage 3.3 Analyse how markets influence strategy formulation
4. Understand the implementation of organisational strategy	4.1 Critically analyse how organisational processes can support the implementation of organisational strategy 4.2 Evaluate the place of strategic control and reward systems in the implementation of organisational strategy 4.3 Evaluate different approaches to strategic change
5. Be able to assess the role of administrative management in strategy formulation and implementation	5.1 Critically analyse the role of administrative managers in designing and implementing organisational strategy 5.2 Assess how administrative management facilitates the implementation of strategy across the functional areas of organisations

The Dynamics of Leadership	
Unit aims	This unit examines the dynamics of leadership from a psychological point of view. It explores the interaction between leaders, followers and the situation in which they operate; the link between power and leadership; the relationship between leaders' personality, their personal values and the way they lead; the link between motivation, satisfaction and performance; the influence of leaders on group and team development; and how leaders ensure the success of organisational change. Learners who aspire to lead teams in organisations will develop knowledge and understanding necessary for such roles.
Unit level	6
Unit code	L/505/9233
GLH	80
Credit value	20
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The unit should be approached from a theoretical perspective. However in order to demonstrate understanding and achievement of the standards the learner will need to use a range of examples to illustrate and apply their work. They can be taken from a range of sources, including current or previous employment and research on individual leaders and organisations.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the concept of leadership	1.1 Differentiate between leaders and managers 1.2 Explain how leaders develop through experience and education 1.3 Evaluate methods and techniques to measure leadership success
2. Understand the leadership process	2.1 Explain different types of followership and the role of followers 2.2 Critically analyse the contribution of leaders as individuals 2.3 Investigate the relationship between leaders, followers and the environment in which they operate
3. Understand the role of power and influence in leadership	3.1 Distinguish between influence and power 3.2 Examine different sources of power 3.3 Critically assess leaders' motivation to influence and lead others
4. Understand the importance of values	4.1 Evaluate the concept of values 4.2 Analyse the impact of values on leadership 4.3 Explore the implications of cultural differences on leadership

5. Understand the impact personality on leadership	5.1 Analyse the relationship between personality and leadership 5.2 Analyse how different forms of intelligence influence the behaviour of leaders
6. Understand the links between motivation, satisfaction and performance	6.1 Assess how leaders influence follower motivation 6.2 Assess how leaders influence follower satisfaction 6.3 Evaluate the dynamic relationship between motivation, satisfaction and performance
7. Understand team or group leadership	7.1 Differentiate between groups and teams 7.2 Identify the stages of building highly performing groups and teams 7.3 Evaluate leadership as a group and team function 7.4 Explain how to lead virtual teams
8. Understand how situational factors influence leadership	8.1 Analyse how task interdependence, task structure, job characteristics and changes to these influence the behaviour and performance of leaders and followers 8.2 Analyse how organisational factors such as structure, design and culture influence leadership 8.3 Analyse the influence of legal, political and economic environment on leadership
9. Understand approaches to leading organisational change	9.1 Critically analyse the rational approach to organisational change 9.2 Critically analyse and evaluate the emotional approach to organisational change

Management Information Systems for Business	
Unit aims	This unit examines the use of information systems within business. It considers the contribution of information systems to organisations and to strategy, along with an analysis of the ethical implications of their use. The unit explores the importance of having an effective information technology (IT) infrastructure and evaluates the contribution of management information systems (MIS) to decision-making. It analyses key systems applications in the context of their role in businesses. It also considers the impact of e-commerce and the needs of global business. It assesses approaches to building secure and effective information systems in order to improve business performance and customer satisfaction. Learners who, in their present or future roles, need to understand and select appropriate management information systems will develop knowledge, understanding and analytical skills necessary for such tasks.
Unit level	6
Unit code	R/505/9234
GLH	80
Credit value	20
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners can approach their work from a theoretical perspective but they must show practical understanding of information systems and technology and the impacts on business, including e-commerce and global business. However they do not need to be experts in the design and implementation of management information systems. Learners will need to exemplify their work with the use of case study material from a variety of businesses.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of information systems in global business	1.1 Explain how businesses use information systems in a global context 1.2 Evaluate the role of information systems and technologies in transforming businesses 1.3 Evaluate the role of information systems in global e-business
2. Understand the relationships between information systems, business strategy and e-commerce	2.1 Examine the role of information systems in developing business strategy 2.2 Assess how information systems contribute to achieving competitive advantage 2.3 Explain the unique features of e-commerce 2.4 Evaluate the impact of internet technology e-commerce and social media on traditional business models

3. Understand how information technology impacts on business performance	3.1 Assess the need for and key components of an effective information technology infrastructure 3.2 Critically examine the reasons for building effective information systems 3.3 Evaluate the impact of key emerging information technologies on business performance
4. Understand how key information systems improve business performance and enhance decision-making	4.1 Evaluate how key information systems can improve business performance 4.2 Analyse the relationship between information systems and decision making
5 Know how to build and manage effective, secure information systems	5.1 Explain how to manage information systems projects 5.2 Assess the challenges to developing global information systems 5.3 Explain how a business can develop structures for global information support systems 5.4 Analyse the implications of ethical and social issues for managing information systems 5.5 Assess the security risks faced by information systems 5.6 Evaluate tools and technologies for the protection of information systems security

Advanced Finance for Decision Makers	
Unit aims	This unit demonstrates the links between business decision making, risk assessment and financial information. Once finance is placed in context, the unit covers financial reporting and the way financial performance is measured. It investigates how businesses are financed through their fixed and working capital requirements. It explains how the financial management of each organisation is influenced by its governance and ownership structure as well as accounting standards and the ethical basis on which financial reporting is organised. Learners who aspire to management positions will develop financial knowledge and understanding needed to make sound and responsible business decisions.
Unit level	6
Unit code	Y/505/9235
GLH	80
Credit value	20
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. This is an extensive unit covering a wide range of financial information and techniques and the relevance and implications for business. Learners must demonstrate understanding of the impact of various elements of financial information and analysis on risk assessment and decision-making. In addition learners need to show understanding of the relationship between finance and business ownership, governance and ethics. Learners will need to use published accounts to complete their work and where appropriate use examples from their own experience or from research to illustrate the points which are made.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of financial information and financial analysis in business risk assessment and decision-making	1.1 Examine the factors that guide and drive decision making in business 1.2 Assess the significance of financial factors in business decision making 1.3 Identify the characteristics of business risks that impact on financial and business decisions 1.4 Summarise financial priorities that should be considered in business decision making
2 Understand how financial statements and their structure provide a sound basis for business decision making	2.1 Compare the accrual and cash flow approaches to accounting and financial reporting and the implications of each for business decision making

	2.2 Explain the structure and content of final accounts and their uses for business decision making
	2.3 Interpret financial information in balance sheets, income statements and sources and applications of funds statements
	2.4 Differentiate between financial decisions relating to capital expenditure and those relating to revenue expenditure
	2.5 Calculate financial ratios from final accounts that can be used to support business decision making
3 Understand sources of finance and how businesses finance fixed assets and working capital	3.1 Differentiate between long-term financing needs and working capital needs for businesses
	3.2 Compare the sources of long-term financing and working capital financing for businesses
	3.3 Identify why access to working capital is critical to business continuity
	3.4 Examine critically the techniques needed to manage cash flow and the key business decisions on which cash flow impacts
	3.5 Evaluate methods for making capital expenditure or investment decisions and the criteria that may be applied in the evaluation.
	3.6 Explain the possible benefits and drawbacks of off-balance sheet financing
4 Understand how different ownership structures influence financial performance	4.1 Analyse critically the financial implications of different business ownership structures
	4.2 Analyse the corporate governance, legal and regulatory environments of different business ownership structures
	4.3 Compare and contrast the stakeholder interests of owners and managers in decision making
	4.4 Evaluate the significance of Return on Capital Employed (ROCE) and other overall performance measures for the long-term sustainability of businesses
	4.5 Examine the importance of Earnings Per Share (EPS) as a measure of business performance
5 Understand how accountability for financial reporting and the integrity of reporting are influenced by ethical, governance and accounting standards	5.1 Differentiate between business ethics, governance and accounting ethics as controls on business accountability
	5.2 Assess the role of the Director of Finance or the Chief Financial Officer as a guardian of business ethics

	5.3 Analyse the key concepts and principles of corporate governance that may impact on business decisions
	5.4 Examine the key national and international financial reporting standards relevant to business decisions
	5.5 Examine the key requirements for published accounts of a Public Limited Company (PLC)

Marketing Management in Business	
Unit aims	This unit examines the strategic role of marketing in business. It discusses how market segmentation, positioning and the marketing mix contribute to competitive advantage. It also explores the common elements and differences between marketing in the commercial and not-for-profit, including public sectors. Learners who aspire to marketing roles in commercial or not-for-profit organisations will develop knowledge, understanding and analytical skills necessary for such job roles.
Unit level	6
Unit code	K/505/9238
GLH	80
Credit value	20
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. (The format used to demonstrate that they have met the required standard is not prescribed.) The learner work requires application to a specific organisation and business situations and this should be reflected in the assessment. Learners might refer to their current or former place of work, a familiar organisation, research or a case study.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the concept and strategic role of marketing in business	1.1 Analyse the relationship between businesses' marketing strategy and their vision, mission and business strategy 1.2 Evaluate the tools and techniques available for analysing key areas of the marketing environment 1.3 Explain the tools and techniques which could be used to analyse the market environment in realistic business situations 1.4 Assess the role of market research in business decision making
2 Understand how to build marketing strategy	2.1 Critically analyse the relationship between marketing strategy, strategic market analysis, marketing goals and marketing actions 2.2 Explain how an overview of the strategic position of businesses and an understanding of their competitors impact on their marketing strategy 2.3 Critically analyse the links between growth strategies and the main types of strategic marketing objectives 2.4 Explain how marketing strategies contribute to sustainable competitive advantage

| | 2.5 Examine the factors influencing consumer choice and behaviour |
	2.6 Apply the main steps of marketing planning in practical business situations
3 Understand the concept and role of market segmentation and positioning	3.1 Differentiate between market segmentation and product differentiation
	3.2 Compare and contrast different targeting approaches
	3.3 Critically analyse the process and function of positioning
4 Understand the principles and function of the marketing mix	4.1 Assess the role of the marketing mix in the implementation of marketing strategy
	4.2 Evaluate the role of product development and branding
	4.3 Critically analyse the impact costing and pricing decisions have on competitive advantage
	4.4 Critically analyse the role and purpose of marketing communication as part of the marketing mix
	4.5 Explain how retailing and channel management, as part of the marketing mix, contribute to competitive advantage
5 Understand the difference between marketing in the commercial, not-for-profit and public sectors	5.1 Compare and contrast marketing strategies in commercial, not-for-profit organisations, and the public sector
	5.2 Analyse the use of marketing techniques in the commercial, not-for-profit and public sectors
	5.3 Evaluate the impact of marketing on social and political change

Customer Focus for Strategic Advantage	
Unit aims	This unit establishes a framework for the strategic development of customer service in order to gain competitive advantage. It explores the organisational activities and imperatives that come together to create and sustain customer focus. The unit covers processes and concepts that can be used at complete organisation or business unit level. It aims to introduce learners to the strategic framework which forms the foundation of effective customer focus that contributes to competitive advantage. This is particularly in markets where service is especially important to customers. Learners who aspire to management roles in customer service with or without previous experience in this sector will develop knowledge, understanding and evaluative and analytical skills necessary for such job roles.
Unit level	6
Unit code	M/505/9239
GLH	80
Credit value	20
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. This is a substantive assignment brief and it is divided into sections with different and vocationally relevant tasks in order to facilitate achievement. The assessment criteria have a wide range of high level command verbs so the learner work must fulfil their differing requirements. In order to fully demonstrate understanding, the learner must use examples from their own experience of customer service, or from current or previous employment or from research completed on actual organisations.
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1 Understand the strategic customer service aims of organisations and the customer service values	1.1 Critically analyse the links between customer focus and organisational values, vision, mission and objectives 1.2 Analyse customer expectations and preferences in the context of an organisation's service offer 1.3 Explain the connections between customer service strategy and an organisation's market positioning 1.4 Analyse how financial performance and business growth imperatives impact on customer service strategies 1.5 Compare the importance of customer retention and one-off customer satisfaction when sustaining and developing competitive advantage

2 Understand how being a listening organisation contributes to the achievement of a customer service vision	2.1 Examine the concept of a listening organisation and explain the importance of customer and employee feedback in achieving a customer service vision. 2.2 Compare the benefits to organisations of different methods of listening to customers 2.3 Evaluate measures that can be used to analyse information collected about customer opinions and experiences
3 Understand how customer service strategy and objectives contribute to the development of customer-driven processes	3.1 Consider how customer service strategy and objectives lead to the design of customer service processes 3.2 Critically analyse the contribution technology makes to the delivery of effective customer-driven processes 3.3 Explain the importance of continuous improvement and service chains to organisations' customer service processes
4 Understand the links between people development, empowerment and the implementation of customer service strategies	4.1 Critically examine approaches to people development in the context of customer service strategies 4.2 Assess leadership actions which contribute to empowerment in customer service 4.3 Analyse the connections between people development, empowerment and customer service strategies 4.4 Explain why empowerment is an important part of continuous improvement in customer service
5 Understand communication, recognition and reward actions that contribute to customer service strategies	5.1 Examine how managers use recognition and reward of staff to support customer service strategy 5.2 Explain how motivation and performance models and theories contribute to the achievement of customer service objectives 5.3 Evaluate the options available to communicate with key stakeholders about customer service strategies 5.4 Examine the reasons why it is important to present customer service strategies persuasively to stakeholders
6 Understand continuous improvement processes and their importance in sustaining competitive customer service advantage	6.1 Compare continuous improvement and service excellence approaches with financial and growth driven approaches to business development 6.2 Evaluate the roles of managers, team members and quality controllers in creating, implementing and promoting a continuous improvement programme

	6.3 Critically analyse the challenges of maintaining customer focus and a continuous improvement programme
	6.4 Demonstrate how the feedback loop is essential to continuous improvement
	6.5 Analyse the factors that determine the speed at which customer service improvements can be made

Leadership Skills	
Unit aims	The primary aim of this unit is to develop essential, practical leadership skills which are useful for learners in a variety of organisational settings. While completing this unit, learners practice how to develop the leader-follower relationship in realistic situations and thus support organisational strategy and objectives. Learners who aspire to lead teams develop capabilities and skills necessary for such job roles
Unit level	6
Unit code	D/505/9236
GLH	80
Credit value	20
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. This unit focuses on the development and application of skills needed by leaders. The unit requires learners to use actual practice to demonstrate achievement of the learning outcomes and produce the evidence needed to meet the standards. In order to provide the evidence learners will need to be in employment, work in a voluntary capacity or participate in relevant simulated activities in colleges. All of these situations must enable the learners to work at the right level, leading individuals or teams so that they can produce the evidence required.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to use fundamental leadership skills	1.1 Explain how to learn from past experience of leading individuals and teams in a variety of organisational situations 1.2 Use active listening skills in order to interpret messages from others in a variety of situations 1.3 Communicate, using the context and medium which meet the needs and expectations of the audience and the organisation 1.4 Demonstrate how to build effective working relationships with peers and superiors 1.5 Use stress management techniques appropriate to realistic leadership situations 1.6 Demonstrate how to build own credibility with individuals and within teams
2 Be able to develop the leader – follower relationship	2.1 Provide constructive feedback to individuals and groups 2.2 Design processes for receiving feedback from others 2.3 Act upon feedback with a positive and receptive attitude 2.4 Demonstrate how to delegate tasks and responsibilities

	2.5 Demonstrate how to build effective work teams
	2.6 Demonstrate how to build highly performing executive teams
	2.7 Agree and draw up development plans for individuals and teams
	2.8 Design strategies for developing informal coaching skills
	2.9 Design strategies for empowering others
3 Be able to deal with a variety of leadership situations	3.1 Share organisational values, vision and mission with others
	3.2 Set goals for individuals and teams in realistic organisational situations
	3.3 Demonstrate how to resolve conflicts and solve problems in organisational situations
	3.4 Design strategies for improving creativity in organisations
	3.5 Design processes for diagnosing problems related to performance
	3.6 Design strategies for addressing issues which affect performance

Managing Risk in Business	
Unit aims	This unit examines the implications of risk for businesses. It explores the importance of risk assessment and risk management strategies, and considers measures and techniques for analysing and addressing risk. It discusses how effective risk management supports businesses in becoming market leaders. Learners who aspire to positions which involve responsibilities for risk management will develop knowledge, understanding and analytical skills necessary for such job roles.
Unit level	6
Unit code	H/505/9237
GLH	80
Credit value	20
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. This unit can be approached from a theoretical perspective and there are a range of different tasks in the sample assignment which are business related. Learners should use their current or former business experience or research on actual organisations to illustrate their work and demonstrate understanding of the LOs.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of risk management in business	1.1 Examine the role of risk management in identifying, analysing and controlling risk 1.2 Assess the function of risk management structures and activities
2 Understand how to assess and manage risk	2.1 Explain how various methods and techniques are used to measure and assess risk 2.2 Critically analyse the actions businesses can take to manage risk
3 Understand the different types of risk	3.1 Analyse the main types of risk facing businesses 3.2 Examine the key operations which expose businesses to risk 3.3 Appraise the different types of security risk 3.4 Assess which business areas are particularly vulnerable to security breaches and fraud
4 Understand the impact of the external environment on risk management	4.1 Assess the impact of external influences on managing operational risks 4.2 Explain how integrated risk management reduces the impact of external influences on businesses
5 Understand the role of a manager with overall responsibility for risk management and risk management systems	5.1 Identify the advantages and disadvantages of businesses having a risk management system

	5.2 Critically analyse the role and responsibilities of the manager with overall accountability for risk management
	5.3 Evaluate critically the role of monitoring and budgeting in risk management
6 Understand contingency planning and crisis management	6.1 Analyse the links between contingency planning and crisis management
	6.2 Examine why businesses are vulnerable to breaks in business continuity
	6.3 Evaluate critically the contribution crisis management systems make to businesses
7 Understand risk in relation to marketing	7.1 Analyse the relationship between risk and marketing strategy
	7.2 Examine critically the key areas in which businesses are vulnerable to marketing risk
	7.3 Examine the use of benchmarking to reduce risk