

ATHE Level 7 Extended Diploma in Strategic Management 603/0630/0

ATHE Level 7 Diploma in Strategic Management

603/0629/4

Qualification Pathways:

ATHE Level 7 Diploma or Extended in Strategic Management (Finance)
ATHE Level 7 Diploma or Extended in Strategic Management (Marketing)
ATHE Level 7 Diploma or Extended in Strategic Management (Managing People)
ATHE Level 7 Diploma or Extended in Strategic Management (International)

Specification Version 2.0 Valid from 1 December 2019



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About ATHE

Awards for Training and Higher Education (ATHE) is a global awarding organisation regulated by Ofqual and other United Kingdom and international regulators. We provide centres with a wide variety of qualifications including, but not limited to - business and management, administrative management, law, computing, health and social care and religious studies.

For the full list please visit our website: www.athe.co.uk

ATHE has also developed a range of bespoke qualifications for clients.

The ATHE mission is to provide outstanding qualifications, customer service and support, enabling centres to thrive and their learners to achieve and progress. We will support this mission by:

- providing qualifications which enable learners to fulfil their potential and make a positive contribution to society both socially and economically
- delivering the highest standards of customer service
- delivering support and guidance which meet the needs of all centres and enable them to improve performance
- upholding and maintaining the quality and standards of qualifications and assessments
- having a commitment to lifelong learning and development

Our Qualifications

Our qualifications are the culmination of expert input from colleges, industry professionals, higher education providers and our qualification development team. We have developed a flexible suite of qualifications that offer progression across many of the RQF levels.

Key features of the qualifications include:

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

Support for Centres

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

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

•	an allocated ATHE associate for advice on delivery, assessment and verification.
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ATHE Qualifications at Level 7 in this Specification

This document provides key information on ATHE's Level 7 Qualifications in Strategic 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 and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering ATHE Qualifications Guide and via the ATHE website.

There are two sizes of qualification: A Diploma and an Extended Diploma.

- The Diploma is 240 guided learning hours, 60 credit qualification with a total qualification time of 600 hours.
- The Extended Diploma is 480 guided learning hours, 120 credit qualification with a total qualification time of 1200 hours.

These qualifications are regulated by Ofqual and are listed on Ofqual's Register of Regulated Qualifications. Each qualification has a Qualification Number (QN). This number will appear on the learner's final certification documentation. Each unit within a qualification also has a Unit Reference Number.

The QN numbers for these qualifications are as follows:

ATHE Level 7 Diploma in Strategic Management	603/0629/4
ATHE Level 7 Extended Diploma in Strategic Management	603/0630/0

Each qualification has a number of pathways. Where learners select a particular pathway the qualification certificate will indicate this as follows:

ATHE Level 7 Diploma in Strategic Management

ATHE Level 7 Diploma in Strategic Management (Finance)

ATHE Level 7 Diploma in Strategic Management (Marketing)

ATHE Level 7 Diploma in Strategic Management (Managing People)

ATHE Level 7 Diploma in Strategic Management (International)

ATHE Level 7 Extended Diploma in Strategic Management

ATHE Level 7 Extended Diploma in Strategic Management (Finance)

ATHE Level 7 Extended Diploma in Strategic Management (Marketing)

ATHE Level 7 Extended Diploma in Strategic Management (Managing People)

ATHE Level 7 Extended Diploma in Strategic Management (International)

Regulation Dates

These qualifications are accredited from 1st October 2016, which is their operational start date in centres.

Availability

These qualifications are available to learners who are registered at a recognised ATHE centre which is based in England, Wales or internationally, outside of the United Kingdom.

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 7. 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:

- a first degree in Business, Management or related subjects or a level 6 qualification for example an ATHE Diploma in Management
- other equivalent international qualifications.

Mature learners may present a more varied profile of achievement that is likely to include extensive relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of a range of relevant professional qualifications.

This may be used for recognition of prior learning (RPL).

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

For those whom English is not their first language we recommend the following standards of proficiency in English language skills or an approved equivalent for this qualification:

- IELTs 5.5
- Common European Framework of Reference (CEFR) B2
- Cambridge English Advanced (CAE) 162 or above
- Pearson Test of English (PTE) Academic 42-49

Learners may also have relevant work experience.

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 7. ATHE will review centre recruitment policies as part of their monitoring processes.

Reasonable Adjustments and Special Considerations

ATHE's policy on Reasonable Adjustments and Special Consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge and understanding. Where the learner has been awarded a reasonable adjustment or special consideration this must be recorded on the assessment sheet and the learner record. External Verifiers will take account of this information at the external verification of learner work. Further details on reasonable adjustments and special considerations are provided in the policy document, which can be found

on our website. Please contact ATHE if you uncertain about adjustments for certain learners.

Introduction to the ATHE Level 7 Qualifications in Strategic Management

These qualifications in Strategic Management have been developed to conform to the requirements of the RQF, to meet the requirements of higher education and employers, to meet the needs of learners and to respond to the needs of our centres.

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.

These qualifications are designed to provide:

- opportunities for learners to acquire knowledge and understanding and develop a range of skills, personal qualities and attitudes essential for successful performance in working life
- 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 fulltime course of study leading to an Extended Diploma
- learners with the opportunity to acquire a broader range of knowledge and understanding and to develop the skills they require to work in the field of management.

Apprenticeship Standards

The ATHE Level 7 qualifications in Strategic Management provide some of the underpinning knowledge and understanding contained in the new standards for the leadership and management sector.

Progression

On successful completion of a Level 7 Qualification in Strategic Management there are a number of progression opportunities.

Learners may progress to:

- a larger qualification at the same level e.g. from a Diploma to an Extended Diploma
- an MBA programme and claim exemptions for some of the units completed
- employment if they are not already in employment.

Recognition of Prior Learning (RPL)

There will be occasions where learners wish to claim recognition of prior learning that has not been formally assessed and accredited. ATHE has provided detailed guidance on RPL which is available for centres on the ATHE website. Centres may also contact ATHE directly to obtain further clarification or discuss the requirements for RPL.

Resources Required by Centres

ATHE expects centres to provide the right human and physical resources needed to ensure the quality of the learner experience. Centres must ensure that staff have the appropriate level of

subject knowledge and are normally qualified to at least a degree standard. It is desirable that staff have a teaching and/or assessing qualification and practical experience of this sector.

The physical resources required will vary depending on the style of delivery. Where distance or blended learning is used, ATHE expects centres to have appropriate learning support materials, infrastructure and technology in place to meet student needs.

This information will be checked by external verifiers on their visits to centres.

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 verified by experienced practitioners
- verification and guidance with 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.

ATHE Definition of Guided Learning Hours (GLH), Total Qualification Time (TQT) and Credit

Values for Total Qualification Time, Guided Learning Hours and Credit, are calculated by considering the different activities that a Learner would typically complete to demonstrate achievement of the learning outcomes of a qualification.

The needs of individual learners and the differing teaching styles used mean there will be variation in the actual time taken to complete a qualification.

Values for Total Qualification Time, Guided Learning Hours and Credit are estimates.

Guided Learning Hours (GLH)

The term Guided Learning Hours (GLH) is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners. GLH are made up of activities completed by the learner under direct instruction or supervision of a tutor/teacher, lecturer, supervisor, trainer etc. whether through actual attendance or via electronic means, the activity must be in real time.

Some examples of activities that can contribute to Guided Learning Hours include:

- Supervised induction sessions
- Learner feedback with a teacher in real time
- Supervised independent learning
- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time

- E-learning supervised by a teacher in real time
- All forms of assessment that take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is a guide to the amount of time a learner would take, on average, to complete the different activities to demonstrate achievement of the learning outcomes of a whole qualification.

TQT includes all the activities described under guided learning hours (GLH) plus all the additional learning.

Additional learning will take place away from the classroom and this will not be under direct supervision of a tutor/teacher, lecturer, supervisor, trainer etc. The activities will vary depending on the qualifications, their level and the nature of the learning.

Some examples of activities that can contribute to Total Qualification Time, include:

- Preparation for classes
- Independent and unsupervised research/learning
- Unsupervised work on assignments
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e- assessment
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- Any other form of learning, education or training, not under the direct supervision of a tutor/teacher, lecturer, supervisor, trainer.

Credit

The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit at the specified standard.

Each credit represents 10 hours of learning time and equates to 10 hours of total qualification time. Therefore, one 15 credit unit represents 150 hours of total qualification time. 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 all the activities described under guided learning hours and additional learning. 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.

The level is an indication of relative demand, complexity and depth of achievement and autonomy. Each qualification has agreed rules of combination which indicates the number of credits to be achieved, the units that are mandatory and the choice of optional units.

Qualification Structures for ATHE Level 7 Diploma in Strategic Management

The ATHE Level 7 Diploma in Strategic Management is a 60-credit qualification.

ATHE Level 7 Diploma in Strategic Management (Core qualification)

Rules of combination

Learners selecting this qualification must take at least two of the five core units and two further units from either the remaining core units or from the optional units listed below.

The Total Qualification Time is **600** Hours The Total Guided Learning Hours is **240** The Total Credit value is **60**

Unit Code	Core Units	Level	GLH	Credit
M/615/2675	Strategic Planning	7	60	15
A/615/2677	Finance for Strategic Managers	7	60	15
F/615/2678	Research for Strategic Development	7	60	15
A/615/2680	Organisational Behaviour	7	60	15
J/615/2682	Personal Development for Leadership and Strategic Management	7	60	15
Optional Un	its			
R/615/2684	International Business Environment	7	60	15
D/615/2686	Developing Organisational Vision and Strategic Direction	7	60	15
K/615/2688	International Finance	7	60	15
K/615/2691	Quantitative Methods	7	60	15
T/615/2693	Strategic Marketing	7	60	15
J/615/2696	International Marketing	7	60	15
L/615/2697	Corporate Communication Strategies	7	60	15
F/615/2700	Strategic Human Resource Management	7	60	15
L/615/2702	Managing Continuous Organisational Improvement	7	60	15

Level 7 Diploma in Strategic Management (Finance)

The ATHE Level 7 Diploma in Strategic Management (Finance) is a 60-credit qualification.

Rules of combination

Learners taking the Finance Pathway take two of the five core units and two units from the Finance Pathway.

The Total Qualification Time is **600** Hours The Total Guided Learning Hours is **240**

The Total Credit value is 60

Unit Code	Core Units	Level	GLH	Credit
M/615/2675	Strategic Planning	7	60	15
A/615/2677	Finance for Strategic Managers	7	60	15
F/615/2678	Research for Strategic Development	7	60	15
A/615/2680	Organisational Behaviour	7	60	15
J/615/2682	Personal Development for Leadership and Strategic Management	7	60	15
Optional Un	its			
R/615/2684	International Business Environment	7	60	15
D/615/2686	Developing Organisational Vision and Strategic Direction	7	60	15
K/615/2691	Quantitative Methods	7	60	15
K/615/2688	International Finance	7	60	15

Level 7 Diploma in Strategic Management (Marketing)

The ATHE Level 7 Diploma in Strategic Management (Marketing) is a 60-credit qualification.

Rules of combination

Learners taking the Marketing Pathway take two of the five core units and the two of the three units from the Marketing Pathway.

The Total Qualification Time is **600** Hours The Total Guided Learning Hours is **240** The Total Credit value is **60**

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Unit Code	Core Units	Level	GLH	Credit
M/615/2675	Strategic Planning	7	60	15
A/615/2677	Finance for Strategic Managers	7	60	15
F/615/2678	Research for Strategic Development	7	60	15
A/615/2680	Organisational Behaviour	7	60	15
J/615/2682	Personal Development for Leadership and Strategic Management	7	60	15
Pathway Un	its			
T/615/2693	Strategic Marketing	7	60	15
J/615/2696	International Marketing	7	60	15
L/615/2697	Corporate Communication Strategies	7	60	15

Level 7 Diploma in Strategic Management (Managing People)

The ATHE Level 7 Diploma in Strategic Management (Managing People) is a 60-credit qualification.

Rules of combination

Learners taking the Managing People Pathway take two of the five core units and two units from the Managing People Pathway.

The Total Qualification Time is **600** Hours The Total Guided Learning Hours is **240**

The Total Credit value is 60

Unit Code	Core Units	Level	GLH	Credit
M/615/2675	Strategic Planning	7	60	15
A/615/2677	Finance for Strategic Managers	7	60	15
F/615/2678	Research for Strategic Development	7	60	15
A/615/2680	Organisational Behaviour	7	60	15
J/615/2682	Personal Development for Leadership and Strategic Management	7	60	15
Pathway Un	its			
F/615/2700	Strategic Human Resource Management	7	60	15
L/615/2702	Managing Continuous Organisational Improvement	7	60	15
D/615/2686	Developing Organisational Vision and Strategic Direction	7	60	15

Level 7 Diploma in Strategic Management (International)

The ATHE Level 7 Diploma in Strategic Management (International) is a 60-credit qualification.

Rules of combination

Learners taking the International Pathway take two of the five core units and the two of the three units from the International Pathway.

The Total Qualification Time is **600** Hours The Total Guided Learning Hours is **240** The Total Credit value is **60**

Unit Code	Core Units	Level	GLH	Credit
M/615/2675	Strategic Planning	7	60	15
A/615/2677	Finance for Strategic Managers	7	60	15
F/615/2678	Research for Strategic Development	7	60	15
A/615/2680	Organisational Behaviour	7	60	15
J/615/2682	Personal Development for Leadership and Strategic Management	7	60	15
Pathway Un	its			
R/615/2684	International Business Environment	6	60	15
J/615/2696	International Marketing	6	60	15
K/615/2688	International Finance	6	60	15

Qualification Structures ATHE Level 7 Extended Diploma in Strategic Management

The ATHE Level 7 Extended Diploma in Strategic Management is a 120-credit qualification.

ATHE Level 7 Extended Diploma in Strategic Management (Core qualification)

Rules of combination

Learners selecting the core qualification take the five core units and a further three units from the list of optional below.

The Total Qualification Time is **1200** Hours

The Total Guided Learning Hours is 480

The Total Credit value is 120

Unit Code	Core Units	Level	GLH	Credit
M/615/2675	Strategic Planning	7	60	15
A/615/2677	Finance for Strategic Managers	7	60	15
F/615/2678	Research for Strategic Development	7	60	15
A/615/2680	Organisational Behaviour	7	60	15
J/615/2682	Personal Development for Leadership and Strategic Management	7	60	15
Optional Un	its			
R/615/2684	International Business Environment	7	60	15
D/615/2686	Developing Organisational Vision and Strategic Direction	7	60	15
K/615/2688	International Finance	7	60	15
K/615/2691	Quantitative Methods	7	60	15
T/615/2693	Strategic Marketing	7	60	15
J/615/2696	International Marketing	7	60	15
L/615/2697	Corporate Communication Strategies	7	60	15
F/615/2700	Strategic Human Resource Management	7	60	15
L/615/2702	Managing Continuous Organisational Improvement	7	60	15

ATHE Level 7 Extended Diploma in Strategic Management (Finance)

The ATHE Level 7 Extended Diploma in Strategic Management (Finance) is a 120-credit qualification

Rules of combination

Learners taking the Finance Pathway take the five core units and three of the four units in the Finance Pathway.

The Total Qualification Time is **1200** Hours The Total Guided Learning Hours is **480** The Total Credit value is **120**

Unit Code	Core Units	Level	GLH	Credit
M/615/2675	Strategic Planning	7	60	15
A/615/2677	Finance for Strategic Managers	7	60	15
F/615/2678	Research for Strategic Development	7	60	15
A/615/2680	Organisational Behaviour	7	60	15
J/615/2682	Personal Development for Leadership and Strategic Management	7	60	15
Optional Un	its			
R/615/2684	International Business Environment	7	60	15
D/615/2686	Developing Organisational Vision and Strategic Direction	7	60	15
K/615/2691	Quantitative Methods	7	60	15
K/615/2688	International Finance	7	60	15

ATHE Level 7 Extended Diploma in Strategic Management (Marketing)

The ATHE Level 7 Extended Diploma in Strategic Management (Marketing) is a 120-credit qualification

Rules of combination

Learners taking the Marketing Pathway take the five core units and the three units from the Marketing Pathway.

The Total Qualification Time is **1200** Hours The Total Guided Learning Hours is **480** The Total Credit value is **120**

Unit Code	Core Units	Level	GLH	Credit
M/615/2675	Strategic Planning	7	60	15
A/615/2677	Finance for Strategic Managers	7	60	15
F/615/2678	Research for Strategic Development	7	60	15
A/615/2680	Organisational Behaviour	7	60	15
J/615/2682	Personal Development for Leadership and Strategic Management	7	60	15
Pathway Un				
T/615/2693	Strategic Marketing	7	60	15
J/615/2696	International Marketing	7	60	15
L/615/2697	Corporate Communication Strategies	7	60	15

ATHE Level 7 Extended Diploma in Strategic Management (Managing People)

The ATHE Level 7 Extended Diploma in Strategic Management (Managing People) is a 120-credit qualification

Rules of combination

Learners taking the Managing People Pathway take the five core units and the three units in the Managing People Pathway.

The Total Qualification Time is **1200** Hours The Total Guided Learning Hours is **480**

The Total Credit value is 120

Unit Code	Core Units	Level	GLH	Credit
M/615/2675	Strategic Planning	7	60	15
A/615/2677	Finance for Strategic Managers	7	60	15
F/615/2678	Research for Strategic Development	7	60	15
A/615/2680	Organisational Behaviour	7	60	15
J/615/2682	Personal Development for Leadership and Strategic Management	7	60	15
Pathway Un				
F/615/2700	Strategic Human Resource Management	7	60	15
L/615/2702	Managing Continuous Organisational Improvement	7	60	15
D/615/2686	Developing Organisational Vision and Strategic Direction	7	60	15

ATHE Level 7 Extended Diploma in Strategic Management (International)

The ATHE Level 7 Extended Diploma in Strategic Management (International) is a 120-credit qualification

Rules of combination

Learners taking the International Pathway take the five core units and the three units in the International Pathway.

The Total Qualification Time is **1200** Hours The Total Guided Learning Hours is **480** The Total Credit value is **120**

Unit Code	Core Units	Level	GLH	Credit
M/615/2675	Strategic Planning	7	60	15
A/615/2677	Finance for Strategic Managers	7	60	15
F/615/2678	Research for Strategic Development	7	60	15
A/615/2680	Organisational Behaviour	7	60	15
J/615/2682	Personal Development for Leadership and Strategic Management	7	60	15
Pathway Un				
R/615/2684	International Business Environment	6	60	15
J/615/2696	International Marketing	6	60	15
K/615/2688	International Finance	6	60	15

Guidance on Assessment and Grading

Assessment

There is no external assessment (i.e. external written examination) attached to any unit; nor is there any dissertation requirement. However, learners taking the Level 7 Extended Diploma in Management will be required to complete a research project. Learners taking the Diploma in Management may choose to take the research unit as one of their optional units if they opt for the unendorsed route.

For all of these 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 pass standard set by the assessment criteria for that unit. To achieve merit or distinction, the learner must demonstrate that they have achieved the criteria set for these grades. Learners cannot omit completing work to meet the pass standard and simply work to the higher grades, as this would put a pass for the unit in jeopardy. Similarly, learners cannot complete work to meet the criteria for distinction in the anticipation that this will also meet the criteria for merit. However, where work for the pass standard is marginal, assessors can consider any extension work completed as this may support achievement of the pass standard.

ATHE will provide a sample assignment for each unit which can be used as the assessment for the unit. These assignments have extension activities, which enable the learners to provide additional evidence to show that the criteria for the higher grades have been met. The assessor therefore must judge the grade for the work submitted on the basis of whether the LO has been met at the standard, specified for the pass, merit or distinction grade for that LO. In making their judgements assessors will continue to check whether the command verbs stated in the AC have been delivered.

There is no requirement for learners to produce the additional work required for the higher grades and the tutor may advise the learner to work to the pass standard, where this is appropriate. The assessor should record their judgements on the ATHE template, stating what grade the learner has achieved and providing evidence for the judgements. The internal verifier can also use the ATHE IV template but the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work, including any extension activities which have been completed. Assessment judgements always require care to ensure that they are reliable and that there is sufficient and specific feedback to the learner to show whether he or she has demonstrated achievement of the LO at the specified standard. The additional grades mean that assessors must take even greater care to assure the validity of their judgements. They must provide specific feedback to learners, on whether the additional evidence provided has or has not met the standard for merit and distinction grades. Assessment is therefore more complex.

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. An integrated assignment must show which learning outcomes and assessment criteria from which units are being covered.

Recording Assessment Judgements

Assessors are required to record assessment judgements for each student by unit. ATHE has provided a template for centres to use to record their judgements and this form should be used. The form enables the centre to record any adjustments due to special considerations or reasonable adjustments. Any adjustments following appeals should also be recorded. These records must be retained as they will be checked at external verification visits. All learner work must be retained for a minimum of 4 years after certification has taken place.

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 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.

Please note all centre devised assessments must be sent to ATHE for approval prior to being issued to learners.

Putting an Assessment Strategy in Place

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

- devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet
- that the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate, synthesise
- that the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The RQF 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

Grading

Grading System

The grading algorithms and overall grade thresholds published in any ATHE specification may be subject to change where this is necessary to maintain standards.

This qualification involves assessment using judgements against 'Pass', 'Merit' and 'Distinction' Assessment Criteria to make a decision about whether a learner has met the required standard. Our grading system is straightforward and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment and quality assurance arrangements.

The ATHE grading system where a qualification result can be either Pass, Merit, Distinction or Fail is as currently follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit standards stated in the assessment criteria in a unit > Learner gains a Merit for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit and Distinction standards stated in the assessment criteria in a unit > Learner gains a Distinction for the unit

- Learner does not meet all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Fail for the unit
- Learner meets the rules of combination in a qualification and points for achieving units are added up > points are converted to an overall qualification grade > learner meets minimum number of points required > learner achieves a Pass, Merit or Distinction for the qualification
- Learner does not meet the rules of combination in a qualification and/or points for achieving units are added up > points are converted to an overall qualification grade
- Learner does not meet rules of combination or minimum number of points required > learner achieves a Fail for the qualification but may receive unit credit certification for those units achieving a Pass.

Qualification Grading Structure

Determining the overall grade of the qualification

Each unit is graded pass, merit or distinction. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. Each unit is equally weighted. The formula for establishing the overall grade is as follows.

Points for each 15-credit unit are allocated as follows:

- Pass (achieves Learning Outcomes at the standards stated in pass assessment criteria) 45 points
- Merit (achieves Learning Outcomes at the standards stated in pass and all merit assessment criteria) – 60 points
- Distinction (achieves Learning Outcomes at the standards stated in pass, all merit and all distinction Assessment Criteria) – 75 points

Total points required for each grade

Level 7 Diploma in Strategic Management (60 credits)

- Pass 180 224
- Merit 225 284
- Distinction 285 300

Level 7 Extended Diploma in Strategic Management (120credits)

- Pass 360 434
- Merit 435 554
- Distinction 555 600

Quality Assurance of Centres

Centres delivering ATHE 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 include:

- centre approval for those centres who are not already recognised to deliver ATHE qualifications
- approval to offer ATHE RQF qualifications and units in Management at Levels 6 and 7

monitoring visits to ensure the centre is continuing to work to the required standards

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 be investigated and could lead to sanctions against the centre.

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

Guidance for Teaching and Learning

Learners normally improve their understanding 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 ensure learners are engaged in the learning, as this facilitates understanding and progress. Learners should be encouraged to take responsibility for their learning and should be able to demonstrate a high degree of independence in applying the skills of research and evaluation. You can facilitate this by using engaging methods of delivery that involve active learning rather than relying on traditional methods of lecture delivery to impart knowledge.

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

Top Tips for Delivery

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

There is further guidance on teaching and learning in the Delivering ATHE Qualifications Guide.

Resources

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

Unit Specifications

Unit Format

Each unit 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 unit code that will appear on the qualification certificate

Level

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

Guided Learning Hours (GLH)

Guided learning hours is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

Total Qualification Time (TQT)

TQT represents the total time required for a learner to complete a qualification.

Credit Value

The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit at the specified standard.

Learning Outcomes

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

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 6 you would see words such as analyse, evaluate, synthesise.

Strategic Planning						
Unit aims	The aim of this unit is	to develop the knowledge	e. understanding and			
		skills necessary to develop an organisational strategic plan				
Unit level	7	, , , , , , , , , , , , , , , , , , , ,				
Unit code	M/615/2675					
GLH	60					
Credit value	15					
Unit grading structure	Pass/Merit/Distinction					
Assessment guidance	To achieve this unit, le	arners must achieve the	learning outcomes and			
	meet the standards sp	ecified by the assessmer	nt criteria for the unit.			
		t guidance is provided on				
		unit cannot be approach				
		nation gathered solely fro				
		earning Outcomes for the				
		to a specific organisation				
		er knows well and ideally				
		uidance in selecting a su	itable organisation.			
Learning outcomes.	Assessment criteria.					
The learner will:	The learner can:		District to			
4	Pass	Merit	Distinction			
Understand the foundations for	1.1 Explain the relationship between	1M1 Evaluate the				
foundations for	mission, vision,	impact of a named organisation's vision				
developing organisational	strategy and business	_				
strategy	plans	strategy				
Strategy	1.2 Analyse named	Strategy				
	organisations'					
	mission and vision					
	statements					
2. Understand the	2.1 Explain how external		2D1 Analyse how			
external	factors affect		external influences			
environment	organisations		affect organisational			
affecting	2.2 Evaluate how		strategy in a named			
organisations	stakeholder		organisation			
	expectations					
	influence					
	organisations					
	2.3 Explain how changes					
	in the external					
	environment affect					
	organisational					
2 Po oblo to rovious co	strategy	3M1 Review the	2D1 Analysis the			
3. Be able to review an	3.1 Explain the importance of review	position of an	3D1 Analyse the			
organisation's	·	•	competitive strengths and weaknesses of			
strategy and business plans	in the development of organisational	organisation in its current market using	an organisation's			
pusitios piatis	strategy and business	3	current business			
	plans	appropriate tools	strategy and			
	3.2 Evaluate the tools		business plans			
	which can be used to		Sacinoso plano			
	review organisational					
	strategy and business	3				
	chalogy and bacinoo					

		plans		
4.	Be able to develop strategy options for an organisation	Use modelling tools to develop strategy options for an organisation Develop criteria for reviewing the potential strategy options	4M1 Apply the criteria and evaluate the options as the basis for delivering the strategic direction of the organisation	
5.	Understand how to create a strategic plan to meet business objectives		5M1 Create monitoring systems to ensure the successful implementation of a strategic plan	5D1 Construct a strategic plan for a named organisation

Indicative Content

- 1. Understand the foundations for developing organisational strategy
 - Explanations of organisational vision, mission, strategy and business plans; the differences and the interface between them
 - Core organisational values e.g. ethical, environmental, client centred; cultural diversity; drivers e.g. business growth; profit; market share; workforce expectation
 - Objectives and measures: SMARTER (specific, measurable, achievable, realistic, timebased, evaluate, re-evaluate) objectives; stakeholder involvement
- 2. Understand the external environment affecting organisations
 - External factors: needs and expectations of stakeholders e.g. customer groups, shareholders, suppliers and sub-contractors, the workforce and the community
 - The success and direction of competitors and changes in the market sector as a whole in the short and long term e.g. product design; political changes and developments; legal changes; trends and expectations; exchange rates; trading agreements
 - Use of external surveys and statistics; customer analysis and feedback; use of tools e.g. SWOT (strengths, weaknesses, opportunities, threats) analysis, STEEP (social, technological, economic, environmental and political) analysis; market research including primary and secondary information; feasibility
- 3. Be able to review an organisation's strategy and business plans
 - The purpose of review and what this will entail; tools e.g. Value Chain analysis, SWOT analysis, Porter's Five Forces; internal surveys and statistics

- Market position; market share analysis; life cycle analysis; Boston growth share BCG Matrix
- SWOT analysis, resource analysis, competitive analysis, skills and competencies audit, benchmarking sustainable competitive advantage; pricing strategies; resource analysis; economies of scale and scope for this; market equilibrium
- **4.** Be able to develop strategy options for an organization

Strategic planning options:

- Ansoff Matrix Strategies; corporate expansion; integration i.e. vertical, backwards and forwards; horizontal; differentiation; Porter's generic strategies
- Diversification, control of resources, distribution channels; Mintzberg's strategies (deliberate, emergent)
- Strategic alliance; merger, acquisition; competitive strategies
- Value-based strategy; contingency strategy; maintaining/increasing market share, niche markets; market segmentation
- Adding value; workforce competence development; product portfolio; reconfiguration; gap analysis; profitability; portfolio analysis; benchmarking
- Criteria for judging options; feasibility studies; risk assessments

Fi	Finance for Strategic Managers						
Ur	nit aims		The learners will develop knowledge, understanding and skills that will				
		enable them to analyse internal and publicly available financial					
		information. This will help to inform strategic decision making.					
Unit level			7				
-	nit code		A/615/2677				
	LH		60				
	edit value		15				
	nit grading structure		Pass/Merit/Distinction		la a maina a conta a mana a con al		
Assessment guidance			meet the standards sp Additional assessment assignment brief. Lear understanding of the u making. Learners can of businesses from the	earners must achieve the secified by the assessment guidance is provided on mers will need to demonsuse of financial information use their own experience eir research to exemplify the ded to access and interpresent to exemple the ded to access and interpresent to exemple the ded to access and interpresent to exemple the ded to access and interpresent the ded to access and interpretable the ded to access and access access access and access	the ATHE sample strate their full n in business decision or provide examples the points which are		
Le	earning outcomes.	As	sessment criteria.				
Th	ne learner will:		e learner can:				
		Pas		Merit	Distinction		
1.	importance of financial data in formulating and delivering business strategy	1.2	Evaluate the sources of financial data which can be used to inform business strategy. Assess the need for financial data and information in relation to business strategy. Analyse the risks related to financial business decisions	1M1 Assess the impact of 'creative accounting' techniques when making strategic decisions			
2.	Be able to analyse financial data for an organisation in order to inform strategic decision making purposes		Interpret financial statements to assess the viability of an organisation Conduct comparative analysis of financial data using ratio analysis	2M1 Make recommendations to an organisation based on the analysis and interpretation of the financial information 2M2 Assess the limitations of ratio analysis as a tool for strategic decision making	2D1 Recommend, with justifications, methods and tools that allow businesses to analyse financial data for strategic decision making purposes		
3.	Be able to evaluate proposals for strategic decisions on capital expenditure in an organisation		Review methods for appraising strategic capital expenditure projects and strategic direction Evaluate business proposals for capital	3M1 Assess the importance of cash flow management when evaluating proposals for capital expenditure	3D1 Assess the impact of a business proposal on the strategic direction of a business organisation		

expenditure in an organisation using appropriate financial techniques.	
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Indicative Content

- 1. Understand the importance of financial data in formulating and delivering business strategy
 - Sources of financial information: Internal (internal accounting systems, payroll etc.), External (suppliers, Companies House, the Budget etc.)
 - Financial information: Profitability, Cash flow, Business value, Financial stability, Cost projections.
 - Need for financial information: Assessing finance requirements, obtaining finance, reporting to owners, shareholders and stakeholders, Setting and meeting targets, appraising new projects, Managing risk, Internal needs v External needs.
 - Business risks: Strategic, Market, Compliance, Operational, Risk modelling.
- 2. Be able to analyse financial data for an organisation in order to inform strategic decision making purposes
 - Published accounts: Purpose, Provide information to shareholders/stakeholders, Users for example, shareholders, potential shareholders, managers, employees, lenders, creditors, suppliers, customers, community, competitors, Annual reports, including main financial statements (statements of financial position, income statements, sources and statements of cash flows), director's report, audit report, notes to accounts etc., Internal management accounts versus published financial accounts, Structure of financial statements content and requirements, Limitations of published accounts.
 - Comparative analysis: Comparison between years, Comparison between businesses, Industry comparisons, Benchmarking.
 - Ratio analysis: Reasons for using ratios, advantages and limitations, Ratio categories, including profitability, liquidity, efficiency, capital and investor.
- 3. Be able to evaluate proposals for strategic decisions on capital expenditure in an organisation
 - Types of expenditure, difference between capital and revenue expenditure (definitions, decision making, treatment in financial statements)
 - Investment appraisal techniques: Payback, Accounting rate of return, Net present value, Internal rate of return, Discounted cash flow, Cost benefit analysis, Value for money.
 - Long term and short-term finance: Definitions of long term and short term, Importance of matching finance to project.
 - Sources of finance: Range of sources, External and internal sources, Role of markets, Role
 of government, Long term and short term, Advantages and disadvantages of each source,
 Implications of each source, for example gearing.

•	Cash flow management: Cash flow forecasts v Cash flow statements, Managing inventory, trade payables, trade receivables, etc., Budgetary control processes – budgets and variances.

Research for Strategic	Dev	elopment				
Unit aims		The aim of this unit is to develop the knowledge, understanding and				
		skills required to carry out research to meet the needs of strategic				
		business management.				
Unit level		7				
Unit code		F/615/2678				
GLH Cradit value		60				
Credit value Unit grading structure		15 Pass/Merit/Distinction				
Assessment guidance			earners must achieve the	learning outcomes		
Assessment guidance			ds specified by the assess			
			sment guidance is provide			
			ief. In order to achieve th			
			nsive piece of research or			
		relating to strategic bu	siness development. Lea	rners must ensure that		
			en provides sufficient evi			
			nd the standards required	1 .		
Learning outcomes.	_	sessment criteria.				
The learner will:		e learner can:	Na wit	Distinction		
Be able to formulate	Pas	Identify a valid area	Merit	Distinction		
a research proposal	1.1	for research to	1M1 Justify the research area chosen			
relating to strategic		support the strategic	in order to achieve			
business		development of a	strategic business			
development		business area	development			
•	1.2	Explain the aim,	·			
		scope and				
		objectives for a				
		chosen area of				
		research in strategic				
		business				
	1 3	development B Formulate a				
	1.0	research proposal				
	1 4	Establish success				
		criteria for the				
		achievement of the				
		research proposal				
	1.5	Prepare a project				
		plan that identifies				
		key milestones and				
O. Do oblete		critical pathways	OMA location to			
2. Be able to use	2.1	Review different literature sources to	2M1 Justify the research			
different research		find those most				
methodologies to gather sufficient and		appropriate for the	methodologies chosen			
valid data		chosen area of				
valia data		research				
	2.2	2 Use appropriate				
		research				
		methodologies to				
		gather sufficient				

			information from		
			information from primary and secondary sources to make valid		
			conclusions		
3.	Be able to present research findings in an appropriate format for a target audience		Prepare a report that provides a comprehensive explanation of the purpose, methodologies, findings and recommendations Reference all sources using a recognised system Use the information collected to justify conclusions and recommendations	3M1 Respond orally to questions on research findings	3D1 Analyse how the findings of the research can be used in an actual strategic business context
4.	Be able to evaluate	4.1	Review own skills	4M1 Produce a plan to	4D1 Implement the
	own skills while undertaking research	4.2	linked to own research using personal reflection and feedback Make	improve own research skills	plan and assess the impact on own personal progress
			recommendations on ways to improve own skills while undertaking research		

Indicative Content

1. Be able to formulate a research proposal relating to strategic business development

Research proposal:

 Possible questions or hypothesis; different formats for research proposals; aims of research; scoping research projects; SMART objectives; terms of reference; rationale for selection; ethical issues

Information for strategic development of business area:

 Examples may include analysis of organisation; structure, culture; planned growth strategy, marketing, operational issues; SWOT analysis, PEST analysis, analysis of customers and key stakeholders, competitor analysis

Success criteria:

Linked to purpose, objectives and outcome, SMART

Project planning:

 Key milestones, resources, risk assessment and management, critical pathways, contingency, accessing relevant information, project goals, schedule, communication systems, sensitivity of information gathered e.g. intellectual property, data protection

Link to Business Development:

- Rationale for chosen research linked to stated business development needs
- 2. Be able to use different research methodologies to gather sufficient and valid data

Research methodology:

- Research methods e.g. survey, questionnaire including manual and electronic, observations; ways to test sufficiency, reliability and validity; definitions of data e.g. primary and secondary sources, qualitative and quantitative; literature search and review – its credibility, use and acceptance; ways to reference sources
- Size and sufficiency of data, reliability and validity of information gathered
- 3. Be able to present research findings in an appropriate format for a target audience

Research findings:

- Report format e.g. title, acknowledgements, contents page, introduction, summary of literature review, research methods used, findings, recommendations, references, bibliography, appendices e.g. questionnaires, surveys
- Referencing e.g. Harvard system

Analysis of data and application of statistical methods:

- Qualitative interpretation of records, feedback, processes, categories, trends and relationships
- Quantitative e.g. mean, median, mode, variability e.g. range, standard deviation, application to business data, reliability of estimates from samples, trends and forecasting

Presentation of findings:

- Methods for statistical data e.g. graphs, charts, statistical tables; chosen audience e.g. colleagues, Board members, external stakeholders; use of language in report appropriate to the chosen audience; power point presentations
- 4. Be able to evaluate own skills while undertaking research

Methods of self-evaluation:

• Personal reflection, constructive feedback from range of sources, evaluation forms, use of electronic equipment e.g. recording interviews, SWOT analysis. Balanced judgements

Improving own research skills:

 Examples may include courses or qualifications, mentoring, coaching, conferences, secondments, application in future research

•	Plan with specific actions, timescales, success criteria, resource implications, milestones. The plan is realistic but challenging and can be implemented. It addresses areas of weakness and builds on strengths

Organisational Behaviour						
Unit aims		The aim of this unit is to help learners develop an understanding of how organisational behaviour, structure, culture, motivation, creativity				
		and leadership impact on an organisation's effectiveness and efficiency.				
Unit level		7				
Unit code		A/615/2680				
GLH		60				
Credit value		15				
Unit grading structure		Pass/Merit/Distinction				
Assessment guidance			earners must achieve the			
			pecified by the assessmen			
			t guidance is provided on			
			learner will need to demo			
		standards required for	plex theories and concep	ts to meet the		
Learning outcomes.	۸۵	sessment criteria.	triis uriit.			
The learner will:	_	e learner can:				
	Pa		Merit	Distinction		
1. Understand		Evaluate different	1M1 Analyse how			
leadership		leadership	different leadership			
behaviour theory		behaviour theories	behaviours impact on			
and practice	1.2	? Analyse theories	organisations			
		relating to work				
		relationships and				
O I la de rete e d h e co	0.4	interaction	ONA Francisco the			
Understand how organisational	2.1	Analyse characteristics of	2M1 Evaluate the relevance of			
structures and		different	organisational culture			
culture impact on		organisational	theory in developing			
the effectiveness of		structures	organisational			
the organisation	2.2	Explain how the	effectiveness			
		culture of an				
		organisation can				
		impact on the				
		effectiveness of the				
Understand how	2.4	organisation		2D4 Analyses the		
3. Understand how organisations can	3.1	Assess the impact of learning on the		3D1 Analyse the		
improve employee		effectiveness of		process and outcomes of		
effectiveness to		employees				
respond to business	3.2	Praluate how		change on the effectiveness of		
opportunities		working in teams				
		can improve		employees		
		employee				
		effectiveness				
4. Understand how	4.1	,	4M1 Analyse how	4D1 Evaluate how a		
organisations can		and issues with	motivational theory	named organisation		
motivate employees		involving employees	can inform employee motivation	motivates its		
in order to improve their efficiency and		in organisational decision making	mouvauon	employees		
men emolerity and	4 2	Explain different				
	т.2	. Explain dilloront	1			

effectiveness	ways to motivate	
	employees	

- 1. Understand leadership behaviour theory and practice
 - Leadership versus management
 - Leadership behaviour theory including personal leadership traits, trait theories (e.g. Allport. Eysenck Cattell), 'great man' theory of leadership, contingency theories (e.g. Fiedler, cognitive resource theory), situational theories (e.g. Hersey and Blanchard, Vroom and Yetton), behavioural theories (e.g. role theory, managerial grid/leadership grid), participative theories (e.g. Lewin/Likert, transformational v transactional leadership, emotional intelligence).
 - Working relationships and interaction e.g. 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, hierarchical, matrix, liquid devolved decision making powers, networked and atomised organisations, virtual organisations, line, staff & functional structures, formal and informal organisations, designing organisation structure, centralisation, decentralisation.
 - Organisational culture: Harrison power, role, person, task cultures, Likert autocratic, benevolent autocratic, consultative participative, Mintzberg simple, machine bureaucracy, divisional, adhocracy, Pedlar et al the learning organisation.
 - How structure and culture impact on effectiveness
 - Leader as a change agent
 - **3.** Understand how organisations 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.
 - Change processes and outcomes: Changes (reorganisation, restructuring, merger and acquisition, downsizing), involving stakeholders, communicating and managing change.

- **4.** Understand how organisations can motivate employees in order to improve their efficiency and effectiveness
 - Motivational theory including Taylorism, Mayo, Maslow, Herzberg, McGregor, Broad theories (e.g. temporal motivation theory), cognitive theory.

Personal Development	for I	eadership and Strateg	ic Management			
Unit aims		This unit aims to help learners develop their own personal leadership				
		and management skills	in the context of the crea	tion and achievement		
		of organisational vision and strategic direction.				
Unit level		7				
Unit code		J/615/2682				
GLH		60				
Credit value						
Unit grading structure		Pass				
Assessment guidance			the learning outcomes ar			
			ment criteria for the unit.			
			s provided on the ATHE s			
			andards for this unit, learr ledge and skills needed b			
			n to achieve these qualiti			
		•	the plan can be reviewe			
Learning outcomes.	Δς	sessment criteria.	Tano pian oan bo reviewe			
The learner will:	_	e learner can:				
	Pa		Merit	Distinction		
Understand how		Analyse the	1M1 Justify a ranking	1D1 Evaluate the		
knowledge and		knowledge and skills	order of the	leadership and		
skills in leadership		in leadership and	leadership and	management		
and strategic		strategic	management	knowledge and		
management		management which	knowledge and skills	skills required for		
support the creation		are required to	required to	the successful		
and achievement of		support the creation	successfully create	achievement of		
organisational vision		and achievement of	and achieve	organisational		
and strategy		organisational vision	organisational	operations versus		
	1,0	and strategy	strategy	the creation and		
1.2		Assess the contribution that		achievement of		
		factors other than		organisational		
				strategy		
		knowledge and skills in leadership and				
		strategic				
		management make to				
		the achievement of				
		organisational vision				
		and strategy				
2. Understand how to	2.1	Analyse the factors	2M1 Evaluate the key			
develop and		which impact on the	factors needed to gain			
communicate		creation of	the commitment of			
organisational vision		organisational vision	internal stakeholders			
	2.2	Assess the different	when communicating			
		approaches to	the vision			
		developing vision				
	2.3	Evaluate the key				
		factors which impact				
		on the communication				
		of vision to external				
2 Po oble to manage	2.4	stakeholders	2M4 luctifu have tha	2D1 Cormunit		
3. Be able to manage	3.1	Review theories of	3M1 Justify how the	3D1 Carry out		

	development of own personal knowledge and skills in leadership and strategic management to support achievement of personal and organisational vision and strategy	3.3	leadership and management and assess the implications for your personal development Carry out an audit of own personal leadership and management knowledge and skills which facilitate the creation and achievement of organisational vision and strategy Set objectives to meet personal development needs in the context of strategic organisational needs Prepare a personal development plan to develop own leadership and management skills and to support the creation of organisational vision and strategy	objectives and the plan selected for personal development support achievement of organisational vision and strategy	appropriate personal development activities to develop knowledge and skills identified in the audit
4.	Be able to reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy		Assess the benefits of review and explain when this tool can be used in the achievement of personal and organisational strategy Evaluate the sources of information needed to review progress with achieving personal development plans		4D1 Review progress and outcomes of the personal development plan against the objectives set

- 1. Understand how knowledge and skills in leadership and strategic management support the creation and achievement of organisational vision and strategy
 - Meaning of vision and strategy and their interrelationship
 - Knowledge and skills required visioning, describing possible futures with clarity, creating,

giving direction, specificity, providing motivation, planning, communicating and listening at different levels, synthesizing, analysing, empathy, decision taker, link between vision and strategy, bringing about effective change, emotional intelligence, developing and leading high performance teams, consistency and reliability, delegation, dealing with conflict, gaining alignment.

- Contribution to organisational vision and strategy. Leadership and management knowledge
 and skills can be insufficient. Other factors which come into play include financial situation,
 political uncertainty, availability of human and physical resources, and instability in the
 market.
- Ranking order produced from criteria leading to determination of high, medium and lesser importance.
- Similarities, difference and importance of knowledge and skills needed by strategic managers compared to operational managers.
- 2. Understand how to develop and communicate organisational vision
 - Factors impacting on organisational vision history of the organisation, external and internal business environment, capacity of the organisation, anticipating potential barriers, skills and ambition of leadership team
 - Approaches to developing vision Two way, top down bottom up, timing, clarity, specificity, quality of information, presentation, dialogue, culture understanding and, feedback loops, involvement,
 - Factors which impact on the communication of vision to internal and external stakeholders size of organisation, organisational development, culture and diversity, size, complexity and boldness of vision, communication systems, dissemination and cascading processes
- Be able to manage development of own personal knowledge and skills in leadership and strategic management to support achievement of personal and organisational vision and strategy
 - Theories of leadership and management and their application Transformational Leadership, Transactional Leadership, tri-dimensional leadership theory, charismatic leadership, situational leadership
 - Audit of personal skills and knowledge linked to creation and achievement of organisational vision and strategy
 - Objectives and personal development plan- specific, clear, challenging, achievable
 objectives linked to audit, directly related to plan with stated outcomes, tasks, time frames,
 deadlines, monitoring points. Plan could include formal learning leading to qualifications,
 training courses, work shadowing, and job rotation or mentoring. Plan could include informal
 learning e.g. reading texts, learning from successes and mistakes, using diagnostic tools e.g.
 Myers Briggs; development of emotional intelligence, ability to learn, systems thinking
- **4.** Be able to reflect on the benefits of personal development in the achievement of personal growth and organisational vision and strategy
 - Benefits of review reviewing performance, learning from experience, repeating what is good, dealing with weaknesses, acknowledging success. Review can be used frequently in order to improve e.g. at key milestones, at the outset and conclusion of tasks, at the end of a meeting, after a difficult problem.
 - Sources of information appraisal outcomes, 360-degree feedback systems, client feedback, staff/colleague/superiors' feedback, personal observations, data, KPIs, business results.

International Business	Env	ironment				
Unit aims		The unit will enable learners to explore the changing international				
		business environment and develop knowledge and understanding of				
Unit level		how organisations respond.				
Unit level Unit code		7 R/615/2684				
GLH		60				
Credit value		15				
Unit grading structure		Pass/Merit/Distinction				
Assessment guidance		To achieve this unit, le	earners must achieve the	learning outcomes by		
		unit.	s specified by the assess			
			t guidance is provided or	•		
			learner will need to demo			
			alisation and internationa			
		_	anisations. Learners sho wn experience and resea			
		work.	wii expelielice aliu lesea	iron to support their		
Learning outcomes.	As	sessment criteria.				
The learner will:	Th	e learner can:				
	Pa	ss	Merit	Distinction		
1. Be able to analyse	1.1	Evaluate business	1M1 Assess the	1D1 Evaluate the		
the international		techniques used to	extent to which	risks involved in		
business		analyse the	working in the	operating in an		
environment		international	international	international		
		business environment	environment impacts on the success of an	environment		
	1.2	2 Analyse the micro	individual business			
	1.2	and macro	organisation			
		environment of a	- Garmounon			
		specific business				
		organisation which				
		operates on an				
		international level				
2. Understand the	2.1	Assess the impact	2M1 Explore the			
impact of		of globalisation and	organisational			
globalisation and international trade		international trade on national	structures of			
international trade		economies	businesses operating in global and			
	22	2 Assess the benefits,	international markets			
		opportunities and	international markets			
		challenges of				
		globalisation and				
		international trade				
		for a specific				
		business				
O Un do voto o d the c	2.4	organisation		2D4 Command		
3. Understand the	3.1	Analyse the		3D1 Compare and		
international markets in which		implications for businesses of the		contrast		
businesses operate		cultural and		management approaches to		
pusinesses operate		regulatory diversity		sustainability in		
		rogulatory divorsity		Gastaniasinty III		

	in international	business
	markets	organisations
3.2	Evaluate the	
	potential conflicts	
	between corporate	
	strategy and ethical,	
	social and	
	sustainable	
	responsibilities	
3.3	Assess the	
	importance of	
	corporate social	
	responsibility and	
	sustainability in	
	supporting business	
	• • •	
	success	

- 1. Be able to analyse the international business environment
 - Analysis techniques: Environmental analysis and diagnostics, Environment 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 conditions, Political opinion, Legal environment (national and international), Cultural environment, Resources, for example capital, people and natural, Technology.
 - International business environment: Culture, Corporate Social Responsibility, Politics, Environmental Issues, Globalisation.
- 2. Understand the impact of globalisation and international trade
 - History: Economic theory, Dependency theory, Non-western cultures, Maritime European empires, Industrialisation, Trade and empire, Bretton Wood, Development of communications, Information technology.
 - Extent of globalisation Trade, labour movement, cultural exchange, technical development and exchange and 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
 - Operations: International business conduct, Competition in different markets, International brand development, Protection of IP, Trade partnerships, Politics and regulation, Security, Ethics.
- 3. Understand the international markets in which businesses operate

- Sustainability
- Moral and Ethical issues: Organisation purpose, Nature of business ethics, Corporate
 responsibility, Social responsibility, Corporate accountability, Corporate governance, Cultural
 conflict (For example: nature of bribes and rewards), Different economic models, Different
 ethical frameworks (theories: deontological and utilitarianism), Hofestede, 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, for example fishing agreements; institutions; codes of practice and guidelines from international (e.g. OECD, ISGN), and industry (e.g. ISAR) bodies, reporting mechanisms (audit standards)

Developing Organisation	onal	Vision and Strategic [Direction		
Unit aims		To enable learners to improve their knowledge and understanding of			
		how organisations develop vision and strategic direction. The unit			
		may be of particular interest for learners aiming for leadership roles in			
Heit level		either private or public	sector organisations.		
Unit level Unit code		7 D/615/2686			
GLH		60			
Credit value		15			
Unit grading structure Pass/Merit/Distinction					
Assessment guidance			earners must meet the le	arning outcomes at the	
			the assessment criteria		
		assessment guidance	is provided on the ATHE	sample assignment	
		brief.			
			w that they understand th		
			ion and how this impacts		
		organisations and/or a	learners should use the	ii own experience in	
Learning outcomes.	Δε	sessment criteria.	io consumers.		
The learner will:		e learner can:			
	Pa		Merit	Distinction	
Understand how to		Explain the	1M1 Create a vision	1D1 Determine and	
develop an		processes involved	for a named	explain the strategic	
organisational vision		in creating a shared	organisation and	direction for a named	
and strategic		vision for an	explain the reasons	organisation	
direction		organisation	behind your thinking		
	1.2	? Analyse factors that			
		impact on			
		organisations and their vision			
	1.3	3 Analyse the			
		relationship			
		between vision,			
		strategic direction			
		and strategic			
		planning			
2. Understand how to	2.1	Analyse methods		2D1 Produce a plan	
communicate the		of communicating		to communicate	
vision and strategic		an organisation's		vision and strategic	
direction to stakeholders		vision and		direction to internal and external	
Stakeriolders		strategic direction to stakeholders		stakeholders	
	22	Assess how to build		Stationoliders	
	2	support for the			
		organisation's vision			
		and strategic			
		direction			
	2.3	Assess the			
		challenges and			
		pressures faced by			
		organisations when			
		communication			

	vision and strategic direction to stakeholders		
Understand how to implement organisational vision and strategic direction	 3.1 Analyse how leadership behaviour promotes the achievement of organisational vision and strategic direction 3.2 Outline the process for implementing the vision and strategic direction for an organisation 	3M1 Evaluate the ways in which an organisation might respond to negative factors affecting the implementation of the vision and strategic direction	3D1 Analyse how to embed organisational vision in an organisation

- 1. Understand how to develop an organisational vision and strategic direction
 - Processes involved in creating a vision: Written vision and mission statements, Values and culture, Language, Purpose, Good practice.
 - Factors that impact on organisations and their vision: PESTLE Political, Economic, Social, Technological, Legal and Environmental, Government Policy, Legal Requirements, Regulatory and Accountability issues, Best practice and industry trends, Global factors, Data gathering.
 - Relationships between vision, strategic direction and strategic planning: Strategic goals, Evaluation of key factors, Criteria for analysis, Knowledge to set strategic direction, Strategic planning techniques.
- 2. Understand how to communicate the vision and strategic direction to stakeholders
 - Communication methods: Understanding audiences, Methods, for example, presentations, formats, media etc., Attitudes – enthusiasm, stressing importance, gaining agreement and acceptance, corporate style, etc. Communication systems, External support and expertise, Embedding vision,
 - Stakeholders: Identification of different organisations and their structure, Identification of key stakeholders, for example, employees, managers service users, customers, funding bodies, local and national Government, Stakeholder groups needs and wants, Stakeholder roles in organisations, Stakeholder mapping and methods of engaging stakeholders.
 - Communicating with external stakeholders: Promoting the vision, Benefits analysis and promotion, Format and language to promote, Feedback mechanisms, Cost / Benefit analysis.
 - Building support: Communicating clearly and effectively, Equality issues, challenging behaviours, Language, Attitudes that do not support organisational vision, Negotiation skills, Changing systems, Procedures, Models of change.

- 3. Understand how to implement organisational vision and strategic direction
 - 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 e.g. top down, bottom up, consultative styles etc. Identification of procedures, activities, values, language not consistent with vision and replacing them, Organisational culture.
 - Setting strategic direction; Links between vision and objectives, Strategic objectives format, content, writing objectives, etc., Role of stakeholders.

Strategic planning process; Format and contents of strategic plan, Development of strategic plan, Resource allocations, Targets, Criteria for success.

International Finance			
Unit aims	international corpor to consider the imp the international fin businesses and org the role of internation risks for organisation context. Learners w	to gain an understanding of rate financial manager. The ortance of International Accancial environment for decisionisations. Particular attentional financial markets in creons, especially those operativill gain experience in assestriate recommendations.	unit will allow learners ounting Standards and sion making within tion is paid to analysing ating opportunities and ling in a multinational
Unit level	7		
Unit code	K/615/2688		
GLH	60		
Credit value	15		
Unit grading structure Assessment guidance	Pass/Merit/Distincti	on t, learners must meet the lea	
	standards specified assessment guidan brief. In this unit learners theoretical perspect work.	by the assessment criteria ace is provided on the ATHE can approach all learning of tive, using appropriate exan	for the unit. Additional sample assignment outcomes from a
Learning outcomes.	Assessment criteria.		
The learner will:	The learner can: Pass	Merit	Distinction
Understand the causes and consequences of the evolution of international accounting standards	 1.1 Describe and assess the objectives of developing International Accounting Standards 1.2 Identify the relevar International Accounting Standards to be applied to specified financial situations 1.3 Discuss the effect on financial statements of the application of specified International Accounting Standards 	d	
2. Be able to analyse the potential impacts of the international financial environment on	Standards 2.1 Examine the key features of international financiand the major institutions involved in the international	forward contracts, currency futures,	2D1 Evaluate interest rate management using swaps, forward rate agreement and guarantees and interest rate options

decision making	envi 2.2 Ass conf inter finar and instr sour 2.3 Ana excl mar impo	tribution of rnational ncial markets financial ruments as rces of finance	money market hedge	
3. Understand capital requirements and working capital management in an international context	requence contents and contents are contents	ermine capital uirements in the text of a tinational erprise luate the tribution of ncial theory in eloping capital ctures in the text of a tinational erprise	3M1 Assess the planning, monitoring and management of short term assets for a named multinational enterprise	3D1 Evaluate working capital management strategies and their consequences for a named multinational enterprise
4. Be able to assess the key issues and approaches to international financial management	4.1 Ana envi mac envi facto inter finar deci 4.2 Ana inter and polici relei finar finar finar envi	lyse the micro- ironmental and cro- ironmental ors influencing rnational ncial nagement ision making	4M1 Assess the influence of foreign government fiscal and monetary policies for global financial flows	4D1 Evaluate the benefits and risks of cross-border mergers and acquisitions for international financial management

- Understand the causes and consequences of the evolution of international accounting standards
 - Accounting Standards: Principles, concepts and conventions, going concern, matching, consistency, materiality, prudence, substance over form, aggregation and offsetting, Comparative information, Importance of true and fair view, Use of business entity, historical cost and revaluation as features of a recording system.
 - International Accounting Standards (IAS): IAS 1 Presentation of financial statements, IAS 2 Inventories, IAS 7 Statement of cash flows, IAS 8 Accounting policies, IAS 10 Events after the reporting period, IAS 16 Property, plant and equipment, IAS 18 Revenue, IAS 23 Borrowing costs, IAS 33 Earnings per share, IAS 36 Impairment of assets, IAS 37 Provisions, contingent liabilities and contingent assets, IAS 38 Intangible assets.
 - Impact on financial statements: Income statement, Statement of financial position, Cash flow statement, Statement of changes in equity.
 - **2.** Be able to analyse the potential impacts of the international financial environment on decision making
 - Features of international finance: Currencies, Accounting rules, Stakeholders, Legal framework, Taxation, Regulatory framework, Political risk, Intellectual property rights.
 - International monetary institutions: International Monetary Fund, World Bank, Bank for International Settlements, International stock exchanges, International credit-rating agencies.
 - International sources of finance: Financial instruments and international trade bills of
 exchange, forfaiting, letters of credit, factoring, invoice discounting, securitisation, options,
 futures and swaps (see below), Eurocurrency markets, Euro-paper and Euro-note markets,
 Eurobond markets, Sharia-bond markets, Futures and options markets, International equity
 markets.
 - The foreign exchange market: The importance of exchange rates, Floating exchange rate systems, Fixed exchange rate systems, Adjustable-peg exchange rate systems, Common currencies, International clearing systems, Purchasing power parity, Foreign currency futures versus forward contracts, Forwards and futures in commodities, Speculative positions in forward contracts, Arbitrage and the determination of spot and future rates, Exchange rate forecasting, Foreign currency swaps, Foreign currency options.
 - Techniques for dealing with global exchange rate and interest rate risks: Internal and external
 hedging techniques, Hedging FOREX transactions exposure, operating exposure and its
 management, Difficulties in choosing between fixed and floating rates of interest, Interest
 yield curve and its role in interest rate exposure management, Potential exchange rate risk –
 scenario analysis.
- 3. Understand capital requirements and working capital management in an international context
 - Role of multinationals within the international business and financial environment; Types and objectives of multinationals, Constraints – environmental, regulatory and ethical, Benefits gained – economies of scale, sources of lower production costs, market share, diversification,

new skills and experience, Risk exposures – operational restrictions, discriminatory practices, loss of assets, confiscation, expropriation, nationalisation, trade related disputes, corruption, labour problems.

- Investment Decisions; Investment appraisal processes, mutually exclusive projects and capital rationing, Real options including abandonment options, Management of risk, Decision processes – certainty equivalents and sensitivity analysis, Portfolio theory, Systematic v unsystematic risk.
- Working Capital Management; Importance of the working capital cycle, Use of cash, Cash budgeting and control, Treasury management practices, Stock, cash and credit controls, Short term investment opportunities, Working capital management strategies.
- Planning, monitoring and managing short term assets; Features of international trade financing – accounts receivable financing, cross border factoring, acceptances etc., International issues of cash management – reasons for holding cash, cash pooling, interest rate influences, managing blocked funds, Criteria for obtaining short term funds, Influences of foreign currency stability.
- **4.** Be able to assess the key issues and approaches to international financial management
 - International financial management; Cross-listing on foreign stock exchanges, International liquidity and market integration, Transfer pricing, International taxation, International dividend policies, Off-shore banking and financial centres.
 - Government monetary and fiscal policies and international financial management; Monetary policies, Fiscal policies, Financial interdependence, Growth of global financial flows, Impacts of global financial flows, Control of global financial flows, Economic unions.
 - Methods of internationalisation and international financial management; Export-based methods direct and indirect exporting, Non-export-based methods licencing and franchising, Joint ventures and alliances, Cross border mergers and acquisitions.

Qı	uantitative Methods					
_	nit aims		This unit will enable learners to further develop understanding and			
			• •	of quantitative methods	appropriate to support	
			decision-taking in organisations.			
	nit level		7			
GI	nit code		K/615/2691 60			
	edit value		15			
_	nit grading structure		Pass/Merit/Distinction			
	ssessment guidance		To achieve this unit, le	earners must achieve the	learning outcomes and	
	earning outcomes.	A C	meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The learner will need to demonstrate a full understanding of quantitative methods and they will need to be applied in context to business decision-taking.			
	e learner will:	_	sessment criteria. e learner can:			
- 1	io iodinici Willi.	Pas		Merit	Distinction	
1.	Understand the types of data which can be used by organisations to monitor and improve their performance		Evaluate the different types of data which can be gathered by organisations to monitor and improve their performance Distinguish between alternative sampling methods and measurement scales			
2.	Be able to analyse and evaluate raw business data to inform decision taking		Analyse and evaluate quantitative raw business data from a range of examples using appropriate quantitative methods Analyse and evaluate qualitative business data using a range of examples and appropriate quantitative methods	2M1 Evaluate the differences in application between descriptive statistics, inferential statistics and measuring association	2D1 Evaluate the differences in application between methods of descriptive, exploratory and confirmatory analysis of business data to support decision taking	
3.	Be able to apply a range of quantitative methods to support effective business decision taking	3.1	Apply a range of quantitative methods for business decision taking for quality, inventory and	3M1 Justify and evaluate the application of appropriate quantitative methods used by specific	3D1 Make judgements and recommendations for business decisions based on the application of	

	capacity management	organisations	quantitative methods
4. Be able to report on data and communicate findings to inform decision taking	 4.1 Explain different ways of summarising and presenting a set of business statistics 4.2 Construct appropriate tables and charts with a commentary, utilising summary data 	4M1 Justify the rationale for choosing the methods for communicating the data	4D1 Evaluate the use of different types of charts and tables for communicating given variables in order to inform decision taking

- 1. Understand the types of quantitative data which can be used by organisations to monitor and improve their performance
 - The nature of data and types of data such as qualitative and quantitative, and of information, how data can be turned into information and information used to inform decision making.
 - Interpreting data from a variety of sources using different methods of analysis with advantages, disadvantages and limitations of each
 - Use and comparison of sampling techniques including random sampling with and without replacement; stratified sampling; cluster sampling; systematic sampling and other types of sampling techniques
- 2. Be able to analyse and evaluate raw business data to inform decision taking
 - Quantitative methods that are used to analyse and evaluate data
 - Descriptive statistics:
 - Measures of central tendency (e.g. mean, median)
 - Measures of variability (e.g. range, standard deviation)
 - Application to business data (e.g. finding average earnings, measuring)
 - Variability in business processes such as queuing times and customer arrival rates
 - Inferential statistics, the difference between sample and population and reliability of estimates from samples
 - Measuring association:
 - o Use of scatter plots, correlation and regression analysis (linear), simple forecasting
 - Business applications such as the association between output and cost, advertising and sales
 - Evaluating use of software such as Excel and SPSS to perform raw data analysis
- 3. Be able to apply a range of quantitative methods to support effective business decision taking
 - Probability distributions and application to business decisions, Normal distribution (e.g. weights and measures regulations and statistical process control), Poisson distribution (e.g. customer arrival rates) and binomial distribution (e.g. inspection sampling), Inference (e.g. margins of error and confidence limits)
 - inventory management including optimum inventory and economic order quantities

- capacity management and factors effecting capacity and maximum output rates, forecast capacity and the use of decision trees
- The issue of variability in business processes (e.g. arrival rates of customers and time taken to deal with customers), and how this leads to a trade-off between waiting time and process utilisation
- Quantitative methods used to analyse trends over time such as time series analysis and index numbers and how they support planning and decision making
- 4. Be able to report on data and communicate findings to support decision taking
 - Identifying data: numerical, both discrete and continuous; Categorical data -nominal or ordinal
 - Levels of measurement nominal, ordinal, interval, ratio
 - Centre, and spread of data, ordering, frequency and scatter plots, ranking.
 - Levels of measurement nominal, ordinal, interval, ratio
 - Time series analysis, indices, histograms, charts, tables, bar and line graphs and their use in representing and interpreting data
 - Choosing the most effective ways analysing data and of communicating the results of the analysis and information for decision taking using tables and charts with appropriate limitations conclusions and recommendations given
 - Utilising Software for producing charts/tables

Strategic Marketing				
Unit aims		This unit enables learners to develop knowledge and understanding of marketing at a strategic level and how this is		
	applied in practice inc			
Unit level	7			
Unit code	T/615/2693			
GLH	60			
Credit value	15			
Unit grading structure				
Assessment guidance			J	
	outcomes and meet the assessment criteria for			
	guidance is provided			
Learning outcomes.	Assessment criteria.	on the ATTIE sample	c assignment blick	
The learner will:	The learner can:			
	Pass	Merit	Distinction	
Understand the	1.1 Analyse the		1D1 Evaluate the	
principles of	relationship between		relationship	
strategic marketing	corporate strategy and marketing		between strategic intent, strategic	
marketing	strategy		assessment,	
	1.2 Analyse the		strategic choice and	
	development of		their impact on the	
	marketing strategies		formulation of	
	1.3 Explain how different		marketing strategy	
	marketing strategies			
	can contribute to competitive			
	advantage			
2. Understand how	2.1 Evaluate approaches			
to carry out a	to conducting an			
strategic	internal			
marketing analysis	environmental			
	analysis 2.2 Evaluate approaches			
	to conducting an			
	external			
	environmental			
	analysis			
	2.3 Assess the			
	integration of internal and external			
	analyses			
3. Understand the	3.1 Analyse the role of	3M1 Analyse		
role of customer	the marketing	the influences		
behaviour in	research process and	on and the		
marketing	its relationship to	psychology of		
strategies	consumer behaviour	consumer		
	•	penaviour		
	1			
	B2B and B2C			
strategies	3.2 Explain the different types of consumers and their behaviour in	consumer behaviour		

	markets and factors underpinning customer loyalty 3.3 Evaluate the role of relationship marketing in customer behaviour analysis		
4. Understand how to develop an implementable strategic marketing plan	 4.1 Analyse the factors to be taken into account in the development of a marketing plan 4.2 Develop an implementable plan for a given organisation 4.3 Design monitoring systems that are capable of identifying performance deviations from the plan's original objectives 4.4 Anticipate the need for contingency plans 	alternative marketing mix related action plans that address the selected objectives and selected strategies	
5. Understand how to create a marketing strategy to meet business objectives	 5.1 Evaluate the requirements of a marketing strategy 5.2 Explain the relationship between a marketing strategy and a corporate strategy 5.3 Explain how the marketing strategy should address competitive forces and their likely impact 5. 4 Design a dissemination process to ensure internal stakeholders are informed and committed to the marketing strategy 	5M1 Create monitoring systems to ensure the successful implementation of a marketing strategy	5D1 Construct a marketing strategy for a named organisation

1. Understand the principles of strategic marketing

Role of strategic marketing

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 and monitoring, control

Corporate strategy and marketing strategy

 Corporate strategy; linking marketing strategy to corporate mission and vision; defining the business and conducting a situation audit meeting corporate objective with marketing strategy; corporate social responsibility; marketing

Development of a marketing strategy

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

Way in which strategies can contribute to competitive advantage

- Segmentation; targeting and positioning; relationship strategies; product innovation and development; principles of branding; service marketing; pricing and distribution; E-marketing
- 2. Understand how to carry out a strategic marketing analysis

Internal environmental analysis

• Resource-based, performance, value chain, functional

External environmental analysis

 Macro environment; micro environment; competitor analysis; wider external factors including government

Integration

- Fit between internal and external environment
- Understand the role of customer behaviour in marketing strategies

Marketing research

 Defining the need with respect to consumer behaviour; data collection, organisation and interpretation; primary and secondary research; methodologies

Customer/consumer behaviour

 Definitions of customers and consumers; concept of consumer behaviour; buyer behaviour and factors affecting it; B2B and B2C; concept of customer loyalty

Customer behaviour analysis

 Principles of relationship marketing and its use; concepts of customer retention and customer relationship management

Psychology of consumer behaviour

- Models: Pareto efficiency, Black Box model; stages of the buying process; purchasing decisions; demographics; culture; psychographics
- 4. Understand how to develop an implementable marketing plan

Marketing audit

• Identify current competitive position (leader, follower, challenger, nicher, defensive); coherence with existing business strategies and plans; their cost-effectiveness; marketing and communication methodologies, SWOT analysis

Strategy formulation

 Information requirements; setting SMART objectives, success and evaluation criteria; identify strategic alternatives and establish specific courses of action

Implementation

 Identify alternative marketing action plans relating to the marketing mix and communication plans.

Monitoring systems

 Key Performance Indicators (KPIs) and marketing metrics; milestones; response mechanisms; budget monitoring

Contingency planning

- Nature of possible events; risk identification and assessment; response strategies; impact of changes to plans
- 5. Understand how to create a marketing strategy to meet business objectives

Requirements

 Strategic marketing planning process; planning models and stages; gap analysis techniques and uses; concepts of social responsibility, societal and ethical marketing and their strategic impact

Alignment

 Strategies for achieving coherence with corporate strategies and plans; who should be consulted

Internal/external environment

 Use of tools and techniques to achieve coherence with the environment; market entry strategies: reseller, distributor, sales outsourcing; market entry timing: wave, waterfall, sprinkler

Competitive forces

 Forces: threat of substitute products, power of customers, power of suppliers, potential for new competitors, current competitors; nature and scale of their likely impact

International Marl	keting				
Unit aims	This unit enables learners to understand the requirements of international marketing, in particular, the financial considerations to be taken into account in entering and operating in international markets. Learners will also be able to develop an international marketing strategy and understand the implications and requirements of international marketing communications				
Unit level	7				
Unit code	J/615/2	2696			
GLH	60				
Credit value Unit grading structure		Merit, Distinction			
Assessment guidance	standa assess Learne require	nieve this unit, learners must a ards specified by the assessm sment guidance is provided o ers should provide exemplar r ed by the LOs.	nent criteria for the un n the ATHE sample a	nit. Additional assignment brief.	
Learning outcome	_	Assessment criteria			
The learner will:		The learner can:			
		Pass	Merit	Distinction	
Understand the implications of international marketing for organisations		1.1 Assess the market research requirements for international marketing 1.2 Analyse how the business case for international marketing can be justified 1.3 Assess the risks which must be considered for international marketing	1M1 Evaluate different methods of international marketing	1D1 Analyse the way in which financial and pricing issues may affect international operations	
Understand how to develop an international marketing strategy		2.1 Analyse the features of international markets 2.2 Evaluate the operational considerations that should be taken into account when developing an international marketing strategy 2.3 Analyse the characteristics of an international marketing strategy	2M1 Evaluate the legal implications associated with developing and implementing an international marketing strategy	2D1 Evaluate an organisation's international marketing strategy	
3. Understand the requirements of international marketing communications		3.1 Evaluate the way in which local customs, culture, language and ethical considerations may affect marketing communications 3.2 Assess the role of technology in		3D1 Analyse the concept of "glocalisation" and review its impact on communications	

international marketing communications 3.3 Assess the implications and requirements of different sales and marketing communications	
strategies	

1. Understand the implications of international marketing for organisations

International market research

 Validity of data produced in developing markets; international marketing information systems and their integration into organisation-wide systems; suitability of different marketing research methods in an international context; use of environmental scanning tools in an international context

Resource investment

 Advantages, disadvantages and requirements of different methods of market entry; international agencies; multinational trading groups; role of UKTI, BIS and international development agencies in overseas trade; accommodation; availability of local labour and skills; international logistics, distribution networks and environmental/political conditions affecting them

Business case

- Reasons for market entry; associated issues; nature, size and maturity of local markets; barriers to success, return on investment. Start-up and ongoing costs; methods of financing international marketing; sources of finance; availability of local incentives; international insurance; multinational financial systems. Design of pricing structures; exchange rates and options; international insurance; shipping and import costs; factors affecting financial risk and their strategic implications: e.g. market conditions, customers' creditworthiness, local government involvement in the economy; identification of financial risk; risk maps; financial risk treatment options; risk management in an international context (identifying issues, range of risk treatment options); local laws; foreign monetary policies and reducing exposure; risk sharing options; Suitability of different risk treatment options; role of foreign exchange markets; arbitrage; spot and forward exchange rates; hedging.
- 2. Understand how to develop an international marketing strategy

Nature of the market

 Local economic and political conditions; impact of foreign business cultures on local communities; ethical considerations; potential for friction between local marketing objectives and strategies and corporate objectives and strategies; history of the market

International marketing methods

 Strategic international marketing planning; factors affecting the selection of marketing methods in an international context e.g. need for local endorsement, availability of technology and distribution networks, relationship management considerations

Local conditions

 Size and nature of the local market; presence and reputation of local and international competitors and rival products/services; local sensitivities; suitability of management styles for locally recruited employees; delivery models e.g. joint ventures, franchising and licensing, agents

Operational considerations

 International market segmentation, targeting and positioning; international marketing mix; standardisation v adaptation in the international marketing mix; organisational structures, locus of decision making powers and their potential impact; management control (centralised v decentralised)

Legal considerations

- Implications for marketing, product; materials, safety, branding. Promotions; cultural regulations, restrictions. Distribution; PDM, use of agents. Market research. Pricing; tariffs
- 3. Understand the requirements of international marketing communications

Marketing communications

 Culture, ethics, local beliefs and practices; language issues; need for acceptance by community leaders and influencers; cultural and advertising taboos

Role of technology

 Integration of country marketing information systems into an international marketing information system; availability, reliability and functionality of technology; alternative methods of marketing communications

Implications and requirements

 Implications of cultural and language factors on operational management (e.g. recruitment and training of staff); availability and sophistication of local facilities to support sales and marketing communications strategies and activities

Glocalization

 Globalization and glocalization; advantages and disadvantages of glocalization; Brooks & Nomore; Govindarajan and McCreary

Corporate Communication	tion s	Strategies			
	Unit aims This unit will enable learners to develop knowledge and				
Onit anns					
		understanding of the importance of corporate communications and the link with corporate objectives.			
				cills in auditing	
		Learners will have the opportunity to develop skills in auditing corporate communications and planning a corporate communication			
		strategy.			
Unit level		7			
Unit code		L/615/2697			
GLH					
Credit value		60 15			
Unit grading structure		Pass/Merit/Distinction			
Assessment guidance			earners must meet the lea	arning outcomes at the	
Assessment guidance			the assessment criteria		
			is provided on the ATHE		
			tcome 1, learners will app		
			ve and will need to use ex		
			nich are made. This may b	be taken from their own	
		experience or from res		o required to plan	
			es 2 and 3, learners will be		
			tion audits and an approp		
			ould use an organisation		
		personally, where they are employed, work in a voluntary capacity of			
L complement contractions	Α	where they are curren	tiy studying.		
Learning outcomes.		sessment criteria.			
The learner will:		learner can:	B. 8 - 1124	Distinction	
4	Pas		Merit	Distinction	
Understand the		Explain the purpose	Merit	1D1 Review the	
importance of		Explain the purpose of corporate	Merit	1D1 Review the importance of	
importance of corporate	1.1	Explain the purpose of corporate communications	Merit	1D1 Review the importance of corporate	
importance of	1.1	Explain the purpose of corporate communications Assess how	Merit	1D1 Review the importance of corporate communications to	
importance of corporate	1.1	Explain the purpose of corporate communications Assess how corporate	Merit	1D1 Review the importance of corporate communications to the success of a	
importance of corporate	1.1	Explain the purpose of corporate communications Assess how corporate communications link	Merit	1D1 Review the importance of corporate communications to	
importance of corporate	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate	Merit	1D1 Review the importance of corporate communications to the success of a	
importance of corporate	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives	Merit	1D1 Review the importance of corporate communications to the success of a	
importance of corporate	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the	Merit	1D1 Review the importance of corporate communications to the success of a	
importance of corporate	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship	Merit	1D1 Review the importance of corporate communications to the success of a	
importance of corporate	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate	Merit	1D1 Review the importance of corporate communications to the success of a	
importance of corporate	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate communications	Merit	1D1 Review the importance of corporate communications to the success of a	
importance of corporate	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate communications and corporate	Merit	1D1 Review the importance of corporate communications to the success of a	
importance of corporate communications	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate communications and corporate branding		1D1 Review the importance of corporate communications to the success of a named organisation	
importance of corporate communications 2. Be able to plan	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate communications and corporate branding Analyse the reasons	2M1 Conduct an	1D1 Review the importance of corporate communications to the success of a named organisation	
importance of corporate communications 2. Be able to plan corporate	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate communications and corporate branding Analyse the reasons why business	2M1 Conduct an internal corporate	1D1 Review the importance of corporate communications to the success of a named organisation 2D1 Conduct an external corporate	
importance of corporate communications 2. Be able to plan corporate communications	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate communications and corporate branding Analyse the reasons why business organisations	2M1 Conduct an internal corporate communications audit	1D1 Review the importance of corporate communications to the success of a named organisation 2D1 Conduct an external corporate communications	
importance of corporate communications 2. Be able to plan corporate	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate communications and corporate branding Analyse the reasons why business organisations conduct internal and	2M1 Conduct an internal corporate communications audit for a named	1D1 Review the importance of corporate communications to the success of a named organisation 2D1 Conduct an external corporate communications audit for a named	
importance of corporate communications 2. Be able to plan corporate communications	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate communications and corporate branding Analyse the reasons why business organisations conduct internal and external corporate	2M1 Conduct an internal corporate communications audit	1D1 Review the importance of corporate communications to the success of a named organisation 2D1 Conduct an external corporate communications	
importance of corporate communications 2. Be able to plan corporate communications	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate communications and corporate branding Analyse the reasons why business organisations conduct internal and external corporate communication	2M1 Conduct an internal corporate communications audit for a named	1D1 Review the importance of corporate communications to the success of a named organisation 2D1 Conduct an external corporate communications audit for a named	
importance of corporate communications 2. Be able to plan corporate communications	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate communications and corporate branding Analyse the reasons why business organisations conduct internal and external corporate communication audits	2M1 Conduct an internal corporate communications audit for a named	1D1 Review the importance of corporate communications to the success of a named organisation 2D1 Conduct an external corporate communications audit for a named	
importance of corporate communications 2. Be able to plan corporate communications	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate communications and corporate branding Analyse the reasons why business organisations conduct internal and external corporate communication	2M1 Conduct an internal corporate communications audit for a named	1D1 Review the importance of corporate communications to the success of a named organisation 2D1 Conduct an external corporate communications audit for a named	
importance of corporate communications 2. Be able to plan corporate communications	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate communications and corporate branding Analyse the reasons why business organisations conduct internal and external corporate communication audits Plan an internal corporate	2M1 Conduct an internal corporate communications audit for a named	1D1 Review the importance of corporate communications to the success of a named organisation 2D1 Conduct an external corporate communications audit for a named	
importance of corporate communications 2. Be able to plan corporate communications	1.1	Explain the purpose of corporate communications Assess how corporate communications link to corporate objectives Analyse the relationship between corporate communications and corporate branding Analyse the reasons why business organisations conduct internal and external corporate communication audits Plan an internal	2M1 Conduct an internal corporate communications audit for a named	1D1 Review the importance of corporate communications to the success of a named organisation 2D1 Conduct an external corporate communications audit for a named	

	2.3	organisation Plan an external corporate communications audit for a named organisation		
3. Understand the purpose and it of a corporate communication strategy	impact e ons	Explain the strategic objectives of a corporate communications strategy Assess the desired impact of a corporate communications strategy on different audiences	3M1 Develop appropriate measures to monitor the effects of a planned corporate communication strategy	3D1 Evaluate the effectiveness of current levels of organisational corporate communications for a named organisation

- 1. Understand the importance of corporate communications
 - Purposes of corporate communications: Providing information to stakeholders, communicating corporate vision and strategy, Reinforcement of public image – acts as an effective bridge between organisations and the general public, allows effective and timely distribution of information, Links to Public Relations strategy, Emphasises the importance of two-way communication.
 - Corporate communications and corporate branding: Promote the organisational brand and brand image, Reinforces the stakeholders' view of organisational performance and value, emphasises confidence in organisational quality and performance, Demonstrates adherence to the organisational corporate brand guidelines, Clarifies: Brand Strategy, Brand Position, Brand Identity, Brand Message.
 - Corporate communications and corporate objectives: Communication and reinforcement of organisational strategic objectives, Reinforcement of corporate culture, promotes accountability, Prioritisation of stakeholder communication and influence, Promotes transparency and accountability of communications
- 2. Be able to plan corporate communications audits
 - Planning: Selection of appropriate research techniques, Identification of formal and informal internal and external information and communication flows, Identification of information and data management processes, Identification of knowledge management processes, Identification of information channels and barriers, Identification of communication risks,
 - Conducting an audit Internal: Informal versus formal, for example, water-cooler, email, video conferencing and meeting, Vertical versus horizontal, for example, management communications, corporate newsletters, departmental, interdepartmental and team meetings, Control of organisational information and data, Processing data.

- Conducting an audit External: Supplier and customer communications, for example, networking, conferences, partnerships and JVs, Public communications, for example, marketing and advertising, news items and online, for example, 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, for example, supply chain integration and crowd sourcing.
- Evaluating Effectiveness: Benchmarking, Questionnaires, Focus groups, Participant observation / ethnography, Surveys, Interviews, Processing research.
- 3. Understand the purpose and impact of a corporate communications strategy
 - Strategic Objectives: Strategy formulation, Strategy implementation, Strategy measurement, monitoring of strategic aims, Communications as infrastructure, Strategic drift, Monitoring versus evaluation, Feedback processes, Planned and emergent strategies.
 - Audience Analysis: Stakeholder analysis, International and cultural issues, Evaluation of communication channels (relating to stakeholder groups).
 - Planning Processes: Setting and measuring outcomes, Action plans, Timescales, Cost / Benefit analysis, Feedback systems, Control loop, Formal and informal knowledge channels, Quantitative and qualitative measures.
 - Monitoring, Review and Feedback: Development of communication and stakeholder engagement plans, Surveys, Focus Groups, Interviews, measuring communication outcomes, Monitoring online customer interaction, Quantitative and qualitative measures, Measuring ROI.

Strategic Human Resou	ırce	Management				
Unit aims		The aim of this unit is to help learners acquire knowledge and				
		understanding of human resource management strategy and its				
		impact on the efficiency of an organisation.				
Unit level		7				
Unit code		F/615/2700				
GLH		60				
Credit value		15				
Unit grading structure		Pass/Merit/Distinction				
Assessment guidance		To achieve this unit, learners must achieve the learning outcomes and				
			ecified by the assessmer			
			t guidance is provided on			
			ners will approach this ur			
			ive using examples to de			
			particularly the case for a			
			ed to relate their work to a	a particular		
Loorning outcomes	A 0.0	organisation				
Learning outcomes. The learner will:		sessment criteria. e learner can:				
The learner will.	Pas		Merit	Distinction		
Understand the		Analyse the effect of	1M1 Analyse the	1D1 Evaluate the		
factors affecting	1.1	organisational	impact of government	factors affecting		
human resource		structure and culture	legislation on human	human resource		
management		on human resource	resource management	management in a		
strategies in		management	strategies	named organisation		
organisations		strategies in	- c.i.a.eg.ee	namea ergameanen		
3. g		organisations				
	1.2	Assess the				
		importance of				
		financial resources				
		in creating a human				
		resource				
		management				
		strategy				
2. Understand how	2.1	•	2M1 Evaluate different			
strategic human		models of strategic	models of preparing			
resource		human resource	strategic human			
management	0.0	management	resource management			
contributes to the	2.2	Explain how human	plans for an			
achievement of the		resource	organisation			
strategic plans of		management				
organisations		contributes to the achievement of				
3. Understand how to	2 1	strategic plans Assess factors to be	3M1 Discuss how	3D1 Evaluate the		
prepare human	5.1	considered when	internal and external	model used by an		
resource		preparing human	factors impact on the	organisation in the		
management		resource	elements of human	development of its		
strategies for		management	resource management	human resource		
organisations		strategies	strategies	management		
0.93030110	3.2	Evaluate key	3.1.2.5.0.5	strategy		
		elements of a		3,5,1,5,1,5		

		human resource management strategy	
huma mana strate	an resource agement egy for an nisation	Develop a human resource management strategy for an organisation Explain how the proposed human resource management strategy will support achievement of business objectives	4D1 Assess the potential barriers to the implementation of a human resource management strategy

- 1. Understand the factors affecting human resource management strategies in organisations
 - Organisational structure and culture; flexible working practices, seasonality, mission, leadership styles, size of the organisation, national, international, nature of the business function, hierarchical, flat, functional, centralised and de-centralised, product based, project, matrix, liquid, theories Handy, Mintzberg, Weber
 - Impact of financial resources; availability of labour, skills needs v shortages, cost of labour, productivity, minimum wage, nature of workforce, seasonality, nature of contracts, remuneration packages, reward systems
 - Government legislation affecting human resource management strategies such as rights for disabled workers, equal opportunities legislation, data protection laws, health and safety laws, contracts of employment, breaks and holiday entitlement, redundancy and dismissal, maternity arrangements, race relations, sex discrimination
 - Current organisational situation, competitive and financial environment, culture of the
 organisation, organisation strategy, need for human resources, human resource plans and
 policies e.g. recruitment and selection, learning and development, performance
 management, staffing adjustments, talent management
- 2. Understand how strategic human resource management contributes to the achievement of the strategic plans of organisations
 - HRM models e.g. best practice, contingency, Harvard Framework; Guest, Patterson, HRM and personnel management, HRM activities
 - Contribution to achievement of strategic plans- alignment of organisation and SHRM plans, human capital, SHRM and organisational performance e.g. growth of the business, reduction in business, change to business function, moving sites, impact of technology, labour market competition, increase in efficiency, reduction in overall budget
 - Factors to consider government policies e.g. employment, education, training, industrial, regional; personnel requirements e.g. numbers, skill sets, training, experience; internal and external factors e.g. workforce profiles, skills availability, labour market competition, Outsourcing, forecasting, gap analysis

- Planning: purpose of plan e.g. identifying need for new talent, re-skilling and up-skilling employees; resources required e.g. new equipment, software and associated training; criteria for success; financial implications; SMART targets; key milestones, contingency plans
- Planning models e.g. human capital strategy, People Maturity Model, top down bottom up, goal based, issue based, alignment, scenario, organic, 5-P model
- 3. Understand how to prepare human resource management strategies for organisations
 - Factors to consider government policies e.g. employment, education, training, industrial, regional; personnel requirements e.g. numbers, skill sets, training, experience; internal and external factors e.g. workforce profiles, skills availability, labour market competition, Outsourcing, forecasting, gap analysis Government legislation affecting human resource management strategies such as rights for disabled workers, equal opportunities legislation, data protection laws, health and safety laws, contracts of employment, breaks and holiday entitlement, redundancy and dismissal, maternity arrangements, race relations, sex discrimination
 - Current organisational situation, competitive and financial environment, culture of the
 organisation, organisation strategy, need for human resources, human resource plans and
 policies e.g. recruitment and selection, learning and development, performance
 management, staffing adjustments, talent management
- 4. Be able to develop a human resource management strategy for an organisation
 - Decision on the model which will be used, business factors e.g. location of operations, technology, productivity, competition, employee development, business growth, contraction, financial implications and skills requirements. Alignment of SHRM to strategic plan and business objective. External factors, demand and supply of labour, Government policy. Monitoring, performance indicators, quantitative and qualitative measures
 - Barriers to implementation e.g. finance, trade union influence, skill availability, resistance to change, lack of alignment, communications, consultation process, timescales, works councils

Managing Continuous Organisational Improvement					
Unit aims		To enable learners to develop the knowledge, understanding and			
		skills required to create a culture of continuous improvement in an			
		organisation. The learners will have the opportunity to develop the			
Unit level		skills required to plan organisational change.			
Unit code		L/615/2702			
GLH		60			
Credit value		15			
Unit grading structure		Pass/Merit/Distinction			
Assessment guidance			earners must meet the lea		
			the assessment criteria		
		•	is provided on the ATHE	sample assignment	
		brief.	u annunaada Laamaina Oud		
			n approach Learning Out		
			e, using examples to illust ne unit learners will be re		
			nge within an organisatio		
			ould use an organisation		
			ork in a voluntary capacity		
		currently studying.		•	
Learning outcomes.	_	sessment criteria.			
The learner will:		e learner can:			
	Pa		Merit	Distinction	
Understand how	1.1	Describe the	1M1 Evaluate how	1D1 Assess the	
organisations create a culture of		features of organisational	leadership and management styles	importance of continuous	
continuous		culture that	facilitate continuous	improvement in	
improvement and		encourage and	improvement in	supporting	
acceptance of		allow for continuous	organisations and the	organisational	
change		improvement	embedding of change	success	
	1.2	2 Analyse approaches			
		that facilitate the			
		introduction and			
		acceptance of			
		organisational			
	1:	change B Evaluate different			
	1.0	approaches to			
		continuous quality			
		improvement			
2. Be able to analyse	2.1	Analyse sources of	2M1 Review	2D1 Evaluate the	
opportunities for		information used by	information to identify	potential benefits of	
improvement to		organisations which	areas for improvement	the proposed	
organisational activities		help to identify the	in a named	changes to	
activities		improvements needed	organisation	organisation activities in a named	
	22	P Explain Big Data		organisation	
	۷.2	and evaluate its		27941110411011	
		contribution to			
		organisational			
		improvement			
		•			

	strategies		
Be able to plan change for organisational improvement	 3.1 Evaluate the factors that create the need for change in a named organisation 3.2 Explain the changes required by a named organisation in order to achieve improvements 3.3 Prepare a plan for a named organisation to implement the proposed improvements 	3M1 Analyse the monitoring processes which need to be in place to ensure changes lead to planned improvements	

- 1. Understand how organisations create a culture of continuous improvement and acceptance of change
 - Organisational Features; Business culture, Business Structure, Input from employees, Communication structures (one and two-way communication), Communication with stakeholders, Role of Governance, Legal requirements, Research and Development.
 - Leadership and Management Styles; Consultative, democratic, autocratic, laissez faire, pioneer, driver, integrator, management styles, Supporting communication team meetings, discussion groups, receiving suggestions etc., Acceptance of risk, 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.
 - Continuous Quality Improvement: 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 e.g. 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, monitoring of organisational activities and suggestion schemes, Benchmarking, External audits, Feedback from stakeholders including appraisals/PDR, Complaints.

- Analysing Information: Reliability of the 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, for example, systems, people, procedures, resources etc., Timescales of change, Resources required implementing change and investment analysis.
- Big Data; Four dimensions volume, variety, velocity and veracity, Different types of data text, machine generated, audio, twitter, video, internet, sensory techniques, Stages of analysis checking, cleaning, sorting, modelling, mining, characteristics, analytics, Technological challenges, for example memory storage space, physical location, scope of data.
- Evaluation; Stakeholders who will the improvement/change affect? Achievement of business objectives, how will it affect stakeholders? Cost benefit analysis.
- 3. Be able to plan change for organisational improvement
 - Organisational 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, Project management techniques including PRINCE2, Documentation, Communication, setting criteria to monitor and measure improvement, Timescales.
 - Systems design management; Resources, Documentation, Communication, Policies and procedures.
 - Process Review; Importance of monitoring, Using feedback, Performance measurement.