IQ IAM Level 4 Diploma in Business and Administrative Management (VRQ)

Specification

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Industry Qualifications

IQ is approved by the UK's national regulator of qualifications Ofqual and by the Scottish regulator SQA Accreditation. It was launched in 2011 to provide users and learners with the objective of achieving the highest levels of assessment integrity, customer service and sector engagement. Uniquely, it is a membership based awarding organisation bringing together the best of UK vocational education in a not for profit environment.

Further information can be found on the IQ web-site www.industryqualifications.org.uk

IQ acquired the Institute of Administrative Management (IAM) in January 2014. The Institute has been re-registered and will focus on membership services. IQ uses the IAM brand for its suite of management qualifications.

Introduction

This specification is intended for trainers, centres and learners. General information regarding centre approval, registration, IQR (IQ's candidate management system), assessment papers, certification, reasonable adjustments, special consideration, appeals procedures, are available from the website. This document should be read in conjunction with the IQ QMS Centre guide available from the website.

Website: www.industryqualifications.org.uk)

Enquiries: 01952 457452

Version number

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About this Qualification (Description, Objectives, Aims, Purpose)

The IQ IAM Level 4 Diploma in Business and Administrative Management is aimed at administrative and business managers at an operational level, providing them with the knowledge, skills and understanding to work at this level. The qualification has four mandatory units: Administrative Management, The Business Environment, Finance and Accounting for Administrative Managers and Managing People in Organisations. Learners also have to select and complete four of the optional units.

This qualification is part of a suite of qualifications from level 3 through to level 6, providing progression for candidates: Level 3 is foundation level, level 4 is operational, level 5 is tactical, and level 6 is strategic.

Objectives	meeting relevant programmes of learning, preparing learners for employment, supporting a role in the workplace, and giving learners personal growth and engagement in learning, preparing to progress to further learning (HE)
Purpose	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B2. Develop knowledge and/or skills in a subject area
Sector	15.3 - Business management

Structure (Rules of Combination, Guided Learning Hours)

To achieve this qualification learners have to complete all four mandatory units plus four of the optional units.

		Unit	Level	Estimated Guided Learning	Estimated Total Qualification Time	Estimated Nominal Credit
		Mandatory Units				
1	H/507/8595	Administrative Management	4	60	145	15
2	K/507/8596	The Business Environment	4	60	150	15
3	T/507/8598	Finance and Accounting for Administrative Managers	4	93	163	17
4	A/507/8599	Managing People in Organisations	4	75	160	16
		Optional Units				
5	H/507/8600	Quantitative Methods for Administrative Managers	4	63	133	14
6	A/507/8618	Marketing Concepts	4	60	135	14
7	F/507/8619	Facilities Management	4	78	133	14
8	T/507/8620	Managing Events*	4	60	145	15
9	D/507/3847	Project Management*	5	75	143	15
10	F/507/1914	Business Regulation (UK)	5	60	145	15
11	J/507/3843	Learning and Development	5	75	151	16

Barred Units*

*Units within this qualification are barred. Barred units exist to allow learners greater choice in how to meet the required number of units achieve a qualification. However, because barred units feature a significant overlap of content, learners are not allowed to take more than one unit of a barred set. The following table displays all of the optional barred units

that can be taken within this qualification; only one (the highest score) unit from each pair/set can count towards the learner's qualification.

Unit Numbers	Barred Against
Project Management	Managing Events

Delivery

Total qualification time (TQT) are 1162-1202 hours. TQT is the sum of **guided learning** (formal learning/ tutor contact time) plus **directed study** plus **dedicated assessment.** GLH are 531 to 579 and are the sum of guided learning plus examination assessment time. It is the responsibility of training centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of hours can vary from one training centre to another according to learners' needs.

Assessment

There are two types of assessment for this qualification: assignments** and examinations* (see table below). Assignments are all externally set, internally marked and awarded by IQ; exams are all externally set and marked and awarded by IQ and must be held under exam conditions.

The assessment for each unit covers a minimum of 80% of the assessment criteria in that unit.

			Unit	Assessment method	Weighting	Time allowed (exams only)
			Mandatory Units			
1	H/507/8595		Administrative Management	Assignment**	12.5%	
2	K/507/8596		The Business Environment	Assignment**	12.5%	
3	T/507/8598		Finance and Accounting for Administrative Managers	Examination*	12.5%	3 hours
4	A/507/8599		Managing people and organisations	Assignment**	12.5%	
			Optional Units		12.5%	
5	H/507/8600		Quantitative Methods for Administrative Managers	Examination*	12.5%	3 hours
6	A/507/8618		Marketing Concepts	Assignment**	12.5%	
7	F/507/8619		Facilities Management	Examination*	12.5%	3 hours + 15 minutes reading time
8	T/507/8620		Managing Events	Assignment/Project **	12.5%	
9	D/507/3847		Project Management	Assignment/Project **	12.5%	
10	F/507/1914		Business Regulation (UK)	Examination*	12.5%	3 hours
11	J/507/3843		Learning and Development	Assignment**	12.5%	

Examined units:

The assessment for these units must be held under exam conditions. Examination papers are available for centres to book via the IQR Registration System, which is provided upon centre approval to offer the qualification. **Please see the IQR Guide for further information.** Examination papers are sent, upon assessment booking confirmation, to centres approximately up to 5 working days before the date of the exam. **Please see the IQ Guidance for Examinations for further information.**

Once the candidate has completed the examination, all assessment documentation must be sent to IQ within 48 hours:
- Centres in the UK must send the documentation by post (secure postage is recommended);
- International centres must scan and email the documentation to info@industryqualificaitons.org.uk (centres must keep all original documentation which may be required at a later stage.

Moderated units:

Assignments are available for centres to book via the IQR Registration System, which is provided upon centre approval to offer the qualification. Assignment briefs, mark schemes and marking forms, which include marking guidance, are sent to centres upon assessment booking confirmation. **Please see the IQR Guide for further information**.

There are two types of assignment for centres to select from (except for the project units):
1) An assignment brief which provides a scenario that the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief where the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief Own 101XX02

It is essential that the correct assignment is selected when booking. The assignments and relevant MS for use with own company will have "Own" in the title.

Once the candidate has completed an assignment this must be marked by the centre using the mark scheme, marking form and guidance provided and then submitted to IQ for moderation before the end of the moderation series. The moderation and examination timetable is available from the IQ website.

Grading

This qualification is graded, successful learners can achieve: pass, merit or distinction.

The UMS system is used to ensure that standards can be maintained within units across different assessments. Unit UMS scores are aggregated to arrive at a qualification UMS total, and a final grade is awarded accordingly, subject to a minimum cap that ensures that each unit must be achieved at Pass before the qualification can be achieved.

The design of this qualification uses a compensatory approach which means that better performance in some areas of the assessment can compensate for lesser performance in other areas, subject to the condition that **each unit must be passed in order to achieve an overall pass.**

The qualification has a maximum of 800 UMS marks, 480 are required for a Pass, 560 for a Merit and 640 for a Distinction.

General guidance: Before starting an assignment/project it is essential to ensure that candidates will be able to access the information necessary to complete the assignment and that (if applicable) the assignment is suitable for the organisation they work for.

When completing the assignments and projects it is essential that the candidate:
- Shows knowledge and understanding of the subject area
- Uses analysis and evaluation in the answers
- Applies concepts and working practice through the use of relevant contemporary organisational examples
- Shows knowledge and understanding of the syllabus for this unit, including any mandatory or recommended reading as well as any IQ IAM study materials

- Addresses the learning outcomes and assessment criteria, and includes analysis and evaluation of the issues and topics discussed
- References appropriately and provides a bibliography (e.g. references, bibliography and websites).
- Demonstrates theoretical knowledge of the relevant theories and concepts as per LO/AC and indicative content

Each assignment brief contains advice and guidance on writing the assignments /projects (see example - appendix A).

Interviews

IQ reserve the right to call candidates for an interview for example for borderline candidates. Results for candidates called for interview will not be released until this has taken place. The interview can be either face to face or electronically.

Word Count

In each assignment brief the word count is clearly indicated; in the absence of a word count, none applies. For example, those tasks featuring a series of brief questions often do not specify a word count. On the other hand, for example where a writing sample is required, a word limit will be formally stipulated.

The word count does not include referencing, repeating the question/s or the learning outcomes and or assessment criteria. It only applies to the actual answer submitted by the candidate.

Submissions that are under or over the word count will have marks deducted on a sliding scale.

Age range and Geographical Coverage

This qualification is approved for learners 19 plus in England, Wales and Northern Ireland.

Learner entry requirements

There are no formal entry requirements. However, learners must able to work at this level and have sufficient command of English Language. It is the centres responsibility to assess candidates at enrolment to ensure that this level of qualification is appropriate for them; ensuring that learners can work, have sufficient maturity, and also that they have sufficient capabilities in the English language at this level. Centres must keep a record of the initial assessment for quality assurance purposes. As an example candidates whose English is not their first language are expected to be working at a standard of C1 (on the Common European Framework) on the Home Office's list of recognised English tests and qualifications.

Progression

Learners who achieve this qualification can progress to, for example:
- IQ IAM Level 5 Diploma in Business and Administrative Management
- IQ IAM Level 6 Diploma in Business and Administrative Management
- Degrees in areas business, business management, business administration
- Business and management undergraduate courses
- Membership of professional bodies

Tutor requirements

All trainers delivering this qualification must have
- Appropriate teaching qualification e.g. Level 3 Award in Education and Training
- Sector competency and suitable qualifications in Business and Administration at level 5 or above
- Relevant CPD

Centre Requirements

Centres must be approved by IQ in order to offer this qualification.

Assessment terminology

The table below includes the terminology used in all types of assessment. It includes IQ's explanation of the meaning of these terms in the contexts of assessments.

Knowledge/understanding	
These are foundation skills. Assessment tasks in this category require candidates to demonstrate their knowledge and understanding of the required subject content. They assess basic learning.	define describe list name outline state
Application	
Candidates must show an ability to demonstrate the understanding of the specified knowledge content in practical business contexts. Assessment tasks in this category require candidates, for example, to: • make a practical decision • demonstrate the required knowledge, understanding, and skills in organisational contexts.	apply calculate create (in an applied context) demonstrate/ demonstrate how design estimate investigate plan prepare propose use
Analysis	
Candidates must be able to break down situations, statements, theory, and numerical and non-numerical data into components or essential features. For higher level analysis candidates should incorporate relevant concepts and theory into their arguments. Assessment tasks in this category require candidates to: • select data relevant to tasks • organise data relevant to tasks • break down data/texts to their elements • respond to data/text that contains several elements	analyse / critically analyse clarify compare differentiate between examine explain identify why, how, reasons, characteristics investigate select summarise
Evaluation	

The most advanced cognitive skill is that of evaluation. At this level, candidates make connections, present judgements, and opinions and draw conclusions that are supported by valid reasons and evidence. Evaluation involves reflective thinking. Assessment tasks in this category require candidates to give detailed responses and while doing so: • provide supported decisions or conclusions • make a reasoned case • make comparisons based on valid and relevant reasons and evidence • set up arguments based on valid reasons and evidence	advise argue for and against compare, contrast and reach a judgement criticise discuss evaluate identify the most important interpret investigate e.g. the effectiveness of justify reason for and against recommend solve summarise …to what extent?

Plagiarism

Candidates commit plagiarism when they copy, very closely imitate, paraphrase or cut and paste someone else's work, ideas, and/or language and present it as their own.

It is the centres responsibility to:
• explain what plagiarism is and why it is wrong to plagiarise
• explain the concept of intellectual property; the ownership of words, concepts, electronic materials, etc.
• develop centre policies to prevent plagiarism
• explain the consequences of committing plagiarism
• explain the importance of referencing and teach the use of referencing systems
• set differentiated, individual assignments for each candidate

When writing assignments, candidates need to be aware that they can quote from other texts but that these must be referenced to where the quotes have been obtained from. However, intentional use of other people's work without providing references is classed as plagiarism. Plagiarism is a form of cheating. Plagiarism is not permitted and if plagiarism is detected this will result in a fail and penalties may be imposed. Examiners and moderators are well aware of this issue and they are experts in their subject matter. Therefore they are very likely to recognise any extensive passage, which has been taken from a book, journal, website etc. There are also a number of computer programmes that can detect plagiarism.

It could be argued that the biggest issue with plagiarism is that students who do this are denying themselves the opportunity to better themselves. By using other people's work, they are not developing themselves as reflective learners. From a tutor's point of view, this is very frustrating as their job is to help students to become analytical and reflective learners, not cutting and pasting experts.

IQ puts scripts through a plagiarism checker programme and any scripts that contain plagiarised sections (paragraphs or quotes that are not referenced appropriately) will be treated as such and this will result in a fail and penalties may be imposed.

IAM Membership

The IAM is the only professional body in the United Kingdom specialising in the promotion of Administrative Management.
Our membership includes directors, accountants and company secretaries, people concerned with specialist functions, general managers and executives with operational and administrative responsibilities in both the public and private sector.

Student membership

By being enrolled on an IQ IAM qualification learners are entitled to apply for a year's free student membership of the Institute of Administrative Management (IAM). For more information on what this entails and how to claim your membership, contact the IAM or visit www.instam.org/

Membership Benefits

Our range of membership benefits include:
- post-nominal designatory letters
- access to top academic journals
- continuing professional development (CPD)
- discounts on our events and online learning courses
- eligible to countersign passports
- membership card
- newsletters to keep you up to date on sector developments
- UK tax relief
- plus many more!

(Benefits may vary depending on the level of membership you apply for)

Membership routes and routes

There are two routes into professional membership of the IQ IAM, based on:

- taking IQ IAM professional qualifications
- previous experience and knowledge

Both routes have equal status and all members are encouraged to undertake Continuing Professional Development (CPD).

There are several grades of membership please see IAM website for details:
http://www.instam.org/membership/membership-levels

- Student
- Affiliate
- Associate (AInstAM)
- Member (MInstAM)
- Fellow (FInstAM)

Unit 1 Administrative Management - H/507/8595

Guided Learning Hours: 60

Unit description: This unit explores the context, role, function and contribution of administrative management to organisations and its links to other management functions. Candidates will consider the skill set required by administrative managers and examine the systems and communication to support administrative management within organisations. Candidates completing the unit will have the skills to support and improve the efficiency of administrative management functions within their organisation

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the context of administrative management in organisations	1.1	Examine the historical and theoretical perspectives of administration and administrative management	Historical and theoretical perspectives of administration and administrative management: Introduction to management theory, schools of management, the classical theory of administration management, Fayol's five functions of management (planning, organising, coordinating, directing/leading, controlling). The impact of globalisation, technological advances and other forces for change that have impacted on the organisation and administration.
	1.2	Explore the function of administration in organisations	Function of administration in the organisation: Definitions of administration, characteristics of administration, differences between administration and administrative management; enhancing organisational productivity and efficiency through the coordination of information, resources, systems, procedures and services; administration has an underpinning and overarching corporate function; support for other corporate functions.
	1.3	Examine the role of administrative management in organisations	Role of administrative management: Effective and efficient management of the administration function; providing an effective service; administrative management in different types of organisation e.g. SMEs, multinationals, geographically-dispersed etc; managing the administration function via planning, organising, coordinating, directing/leading and controlling organisational activities. The cost and benefits of effective administrative management and consequences of ineffective admin management; quality in terms of timeliness, accuracy and cost.
	1.4	Assess the contribution of administrative management in an organisation	Contribution of administrative management: How it applies the principles of administrative management to achieve the efficient organisation of people, information and other resources to accomplish organisational objectives and strategy; the extent to which administrative management underpins all processes and functions within the organisation; how managers at all levels carry out some component of administrative management in their job roles; characteristics of and differences between administration and management; administrative management and the functions of management – Fayol and Mintzberg approaches; contribution of administrative management to different types of organisations (e.g. profit making, non-profit making, charities, large, SMEs, etc.).

	1.5	Analyse the role of the administrative manager	**Role of administrative manager:** Depending on the type of organisation administrative managers may be involved in a variety of responsibilities e.g. business planning, project management, information management, governance and business regulation, budgetary control, people management and development, achieving improvements in cross-business activities including quality, facilities, and ICT etc.
	1.6	Analyse the skills required by administrative managers	**Skills required by an administrative manager: e.g.** Technical, human and conceptual (Katz); Skills required will vary according to level and organisation: operational, tactical and strategic levels. Types of skills: e.g. communication, time management, problem solving and decision making, information management, financial, analytical, planning and organising, leadership etc.; how these skills support administrative management within different organisations.
2. Understand administrative systems in organisations	2.1	Explain the main features of administrative systems in organisations	**Features of administrative systems:** Main features of administrative systems; purpose of administrative systems; systems approach (open and closed systems); types of administrative systems are typically sales, purchasing, wages and payroll, accounts, stock control, credit control, HR etc.; contribution of administrative systems to organisations of different types and size; centralised and decentralised administrative services The cost and benefits of effective administrative systems and consequences of ineffective systems: quality in terms of timeliness, accuracy and cost. How the management of information is central to administrative management.
	2.2	Explain how organisations manage information flows for effective administrative management	**Managing information flows:** What is information, data and knowledge. What information flow is, the cost and benefits of effective information flows and consequences of ineffective or incorrect info flow; quality in terms of timeliness, accuracy and cost. Information flows within organisations; how information flows are managed within organisations; contribution of information flows within organisations; knowledge management, tacit and explicit knowledge; information supply chain, process improvement, information overload, presenting information.
	2.3	Assess the role of information and communications technology in supporting administration and other business functions	**Role of ICT in in supporting administration and other business functions:** how ICT is used e.g. internal databases, intranet for internal communications, decision support packages and spreadsheets, routine transaction processing, internet and external databases for research; voice mail, fax, electronic data interchange (EDI), electronic catalogues, E-Procurement, Electronic Funds Transfer (EFT), bar coding and electronic point of sale (e-pos) etc. role of ICT in supporting administration – increasing the flexibility of administrative systems; coordinates flow of information; contribution of ICT in supporting administrative management - speedier and more comprehensive way of accessing organisational data, provides powerful tools to analyse data, support for key functions of planning, control and decision making etc., access to past data such as sales information, allows extrapolation of data, helps makes forecasts more accurate, provides information and analysis of current activities such as sales levels, output levels, quality standards and employee turnover, enables electronic communication within the organisation and outside the organisation.
3. Understand the role of	3.1	Analyse how communication	**Communication and administrative management:** Models of communication e.g. Shannon & Weaver,

communication in administrative management for organisations		supports administrative management in organisations	Schramn etc.; Role of communication within organisations (formal and informal):– purpose and necessity, internal - between managers and employees, within departments, between departments etc. and external – suppliers, shareholders, existing and potential customers, third parties etc.; communications systems used in organisations –telephone, fax, email, internet, instant messaging (IM), videoconferencing, Skype, meetings, team briefings, social media, downward, upward, lateral etc.; how communication supports administrative management – provision and transfer (transmission) of information; networked communication systems; adds value to administration; involves all stakeholders, systems, processes, products and services.
	3.2	Assess the impact of poor communication on administrative management	Impact of poor communication: weaknesses within communications systems; causes of weaknesses within communication systems; problems caused by weaknesses in communication; impact on administrative management and the organisation.

Unit 1 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of the context of administrative management in organisations, administrative systems in organisations and the role of communication in administrative management for organisations.

Assessment

Assessment for this unit is by externally set assignment. There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **Own** 101XX02

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Unit 2 The Business Environment - K/507/8596

Guided Learning Hours: 60

Unit description: This unit provides an overview of the environment within which organisations operate. Candidates will consider the nature of organisations, the national environment and the international environment in which they operate. They will gain an appreciation of the effect that the business environment and how changes therein affect their organisation. Candidates will gain a more strategic outlook of the administrative management environment by taking this unit. It will give them a comprehensive understanding of the national and international business environment and the ability to act appropriately in response to this environment which will help in improving the efficiency and competitive advantage of their organisation

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the national environment in which organisations operate.	1.1	Explain how the national economy impacts on organisations	Overview of following which impact on national economy and how they do: Allocation of scarce resources; economic system (command, free enterprise, mixed, transitional etc.); globalisation and the knowledge economy; size of economy; (gross domestic product, gross national product); balance of payments; balance of trade; population; labour force; growth; inflation; recession; exchange rates; government borrowing; impacts on consumer behaviour and on organisations e.g. investment, risk, spend/save behaviour etc.
	1.2	Assess the impact of government policies on organisations	Impact of government policies: Policies, issues and changes that affect organisations and the impact these (or changes to these) have eg. organisations have to pay tax, changes to rate of VAT, austerity policy, cuts in in funding, the budget etc): taxation issues (eg avoidance, evasion corporate etc); government spending; public sector borrowing; public sector net cash requirements; interest rates; quantitative easing; competition policy and legislation (e.g. in UK Competition Act 1998, Enterprise Act 2002); fair trading; sector regulation (e.g. in UK Ofcom, Ofwat, Ofgem, etc.).
	1.3	Explain the market environment of organisations	Market environment (types plus forces): **Market types:** (oligopoly, monopoly, perfect competition, monopolistic competition, competitive advantage etc.); **market forces:** supply and demand; what elasticity of demand and supply is; customer perceptions and actions; pricing policies; economies of scale; short and long-run; organisational responses to markets.
2. Understand the international environment in which organisations operate	2.1	Assess how international factors impact on organisations	Impact of international factors: Globalisation and the knowledge economy, international trade and the national economy; protectionism; World Trade Organisation; (emerging markets – 'BRIC economies (Brazil, Russia, India, China); Trade alliances and agreements e.g. EU membership (policies, legislation, business regulation); international competitiveness; international politics; international issues e.g. climate change (Kyoto Protocol, Rio Earth Summit), third world poverty, the group of 20 (G-20). Time zones, language, cultural factors, currency, distance e.g. transport costs etc.
	2.2	Assess the impact on organisations of international	Impact of international flows of capital and resources: Global economy; labour movement; workforce skills; exchange rates; monetary unions; customs unions; impacts of trade agreements and free trade areas; trade

		flows of capital and resources	duties, levies and tariffs etc.; taxation regimes; investment incentives; costs of capital; labour costs.
3. Understand the nature of organisations	3.1	Analyse the different legal structure of organisations	Business legal structures: Legal structures e.g. private limited company, limited liability partnership, public limited company, sole traders, partnerships, co-operatives, social enterprise, charity, public sector organisations etc.; features of each structure; advantages and disadvantages of each structure; industry sectors – public, private and not for profit. Compare and contrast suitable structures for different types or organisation.
	3.2	Analyse the aims of business organisations and how they meet stakeholder expectations.	Aims of business organisations: Vision and mission statements; aims and objectives e.g. profit, market share, values, growth, customer satisfaction, corporate responsibility, ethical issues etc.; aims and objectives of non-profit making organisations; aims and objectives of public sector organisations. Meeting stakeholder expectations: stakeholders (owners, employees, customers, suppliers, lenders, banks etc.); interests and expectations of different stakeholder groups; reconciling any conflict of stakeholder expectations; prioritising and representing stakeholder expectations when setting organisational objectives.
	3.3	Explain the legal, ethical and corporate responsibilities of organisations.	Responsibilities of business organisations: Legal, ethical and corporate and responsibilities to stakeholders; **legal** responsibilities (e.g. health and safety, equality, consumer protection, environmental etc.); **ethical** issues e.g. environment, fair trade, climate change; industry codes of practice. **Corporate** responsibility; social responsibility.

Unit 2 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of the national and international environment in which organisations operate in and the nature of organisations.

Assessment

Assessment for this unit is by externally set assignment. There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **Own** 101XX02

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Unit 3 Finance and Accounting for Administrative Managers - T/507/8598

Guided Learning Hours: 93

Unit description: This unit aims to provide candidates with an awareness of finance and financial techniques and the importance of financial information in organisations. It introduces the candidate to the concepts of management accounting and financial accounting. Candidates will understand the importance and contribution of financial information to planning, control and taking decisions. The unit also provides candidates with the opportunity to undertake some financial calculations in costing and budgeting. The unit will give candidates the skills they need to discuss finance and accounting with the finance function within their organisation and to manage finance issues within their own control. They will develop some basic financial numerical skills that will support them in their administrative management role. Organisations will benefit from candidates' increased financial understanding which will help them contribute to financial decision making and cost efficiency.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the purpose and importance of finance and financial information for organisations	1.1	Explain the purpose of financial information in organisations	Purpose of financial information in organisations: Financial information used (accounting, costing, budgeting, investing etc.); requirements to keep accounting records – legal, taxation etc; measurement of business worth and performance; improving performance efficiency; cost control; financial planning.
	1.2	Explain the importance of working capital and capital employed	Working capital and capital employed: Definition of working capital; working capital cycle and its link to profitability; difference between cash and profit; importance of working capital; definition of capital employed; importance of capital employed; calculations of each.
	1.3	Explain the purposes of financial and management accounting	Financial Accounting: Measuring the value and performance of the organisation; legal requirement to keep records and produce accounts; look at business as a whole; can be used for investment decisions and to support lending applications. Management Accounting: Introduction to management accounting; how it is concerned with collecting detailed financial data and supplying information to managers for internal purposes; as a tool to help mangers to plan, control, make decisions, measure performance and meet objectives of the business; cost accounting as a branch of management accounting.
2. Understand the structure and importance of financial statements	2.1	Explain the structure and purpose of the main financial statements	Main financial statements: Statement of financial position (balance sheet); assets and liabilities (current and non-current); capital; statement of financial performance (income statement, profit and loss account); cost of sales; gross profit; expenses; profit before tax; profit for year (net profit); profit and cash; importance of cash flow; capital and revenue expenditure; compilation of basic set of accounts; terminology; difference between capital, revenue, expenditure etc.
3. Understand the use of costing techniques in organisations	3.1	Explain how costing is an essential element of business planning and decision making	Costing: Definition of cost; elements of cost – materials, labour and expenses; cost classification and terminology – direct and indirect costs, prime costs, cost behaviour – fixed, variable and semi-variable; cost centres; cost allocation; cost apportionment; how managers use cost accounting to support business planning and decision making aimed at cutting costs, improving profitability and setting prices; marginal

			costing; activity based costing.
	3.2	Use costing techniques	Costing techniques: Identifying costs; cost allocation and absorption techniques; techniques to apportion costs; break even and marginal costing techniques; benefits and limitations of costing techniques.
4. Understand budgeting and management control techniques	4.1	Explain the main types of budgets	Definition of a budget: Purposes and benefits of a budget ; budgets e.g. sales, cost of sales, expenses, overheads, master budget ; functional budgets; budget inter-relationships; behavioural aspects; budget preparation; principal or limiting factor; fixed, flexible and cash budgets; usefulness of cash budgets. Advantages and disadvantages of each / when to use.
	4.2	Explain how budgets, budgetary control and responsibility centres are used as management control techniques.	Budgetary control and responsibility centres: Definition of budgetary control; definition of responsibility centres; budget variances – favourable and adverse; using flexible budgets for control purposes; use of cash budgets to manage cash flow; types of responsibility centres – cost centres, revenue centres, profit centres, investment centres; use of responsibility centres as management control techniques. Budget preparation and approval within responsibility areas in conjunction with the accounting function in line with corporate objectives.
	4.3	Prepare a budget	Budget preparation and presentation: Identifying items to be included (revenues, expenses etc.); comparing budget to actual results; calculation and explanation of variances; preparation of simple cash budgets for planning and control; make recommendations when cash budget results in deficits or surpluses.

Unit 3 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of the purpose and importance of finance and financial information for organisations; the structure and importance of financial statements; the use of costing techniques in organisations and budgeting and management control techniques

Assessment

Assessment for this unit is by externally set examination which must be held under exam conditions.

Unit 4 Managing People in Organisations - A/507/8599

Guided Learning Hours: 75

Unit description: This unit will provide candidates with a theoretical basis for their management role. Candidates will explore management and leadership processes and examine their impact on managing people within organisations. They will look at the role and functions of managers, leaders and teams, examine organisation structure and culture and look at how these impact on how people are managed in organisations. They will discuss individual attitudes and differences and motivation and performance at work.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand management and organisational theories and how they influence people management	1.1	Give an overview of historical and modern management and organisational theories	Historical and modern management and organisational theories: Pre classical, classical, human relations, systems, contingency. An overview and examples of each and how they influenced the management of people, e.g. scientific management (Taylor), the Hawthorne Experiments (Mayo) and Theory X and Y (McGregor). How the schools/theories have influenced people management.
	1.2	Discuss contemporary theories of people management in organisations	Contemporary theories of people management in organisations: Definitions of personnel management and human resource management; how the human relations school influenced the development of personnel and human resource management. The evolution of HRM from personnel management. The importance of effective employee resourcing: recruiting, utilising, developing and retaining individuals. Benefits of human resource planning in people management.
2. Understand the role of managers and leaders in managing people in organisations	2.1	Assess the role and functions of managers in people management	The role of managers in people management: Definitions of management. Managing in the global arena. Fayol's five functions of management; levels of management: Top (strategic), Middle (tactical) and first level (operational) management; Mintzberg's managerial roles (interpersonal, informational, decisional) and how they influence people management. Corporate social responsibility; ethical people management. Promoting effective communication, feedback and employee relations. Managing performance and underperformance. Developing corporate citizenship.
	2.2	Analyse the role of leaders in promoting effective people management	The role of leaders in promoting effective people management: Definitions of leadership; roles (coaching, supporting, mentoring, learning and development, supervising, monitoring, evaluating); leadership traits; managerial power; links to organisational culture; managing employee conflict (diffusing anger, responding positively to criticism, negotiation skills, assertiveness, communication); gaining agreement and commitment to change; leading change; effective change management.
3. Understand the impact of organisational culture and structure on the management of people	3.1	Explain how theories of organisational culture and structure influence how people are managed	Theories of organisational culture and structure and how these influence how people are managed: Organisational culture: Definitions of organisational culture; Handy's culture types (power, role, task, person); forward looking/backward looking; suitability of different cultures and structures for an organisation. National cultures: Hofstede and Trompenaars; Lewis cultural model. Managing culture change and

			resistance to change. Organisational structure: Definitions of organisation structure; different structural configurations (hierarchical, matrix, shamrock, functional, divisional, network, bureaucratic, geographically-dispersed etc.); tall, flat structures; span of control; organisation charts; their influence on how people are managed.
	3.2	Analyse how organisational culture and structure impact on the management of people in an organisation	Impact of structure and culture on management of individuals at work: Job design; work specialisation; departmentalisation; chain of command; span of control; reporting structures; communication lines; centralisation/decentralisation; formalisation (how far work is driven by rules and procedures), decision making and empowerment, culture and performance.
4. Understand the factors that influence individual behaviour and performance at work	4.1	Discuss how individual differences and attitudes to work influence behaviour, performance and people management	Individual differences and attitudes to work: personality theory; traits; job performance; ability, aptitude, attitudes to work; emotional intelligence and resilience; emotional quotient (EQ) vs intelligence quotient (IQ); job satisfaction; job involvement; organisational commitment and citizenship; loyalty; values; perception; person-organisation fit and person–job fit; social and cultural factors, health. Managing diversity; advantages of a diverse workforce; challenges of managing a diverse workforce; strategies to promote and celebrate diversity in organisations.
	4.2	Analyse the relationship between employee engagement, motivation, individual behaviour and performance at work	Relationship between employee engagement, motivation, individual behaviour and performance at work: Definitions of employee engagement: models of employee engagement; CIPD types of engagement (intellectual, affective, social); impact on performance; relationship to the psychological contract. Definitions of motivation. Motivation and individual behaviour and performance: theories of motivation (e.g. Maslow, Herzberg, Alderfer, McGregor, Vroom); how motivation theories apply to managing people; needs and expectations of individuals – how these influence individual behaviour and the management of performance; importance of motivation and morale for individual performance; extrinsic motivation and performance – tangible rewards and incentives, monetary and non-monetary reward; intrinsic motivation and performance– psychological rewards such as sense of challenge and achievement, opportunities to use ability, receiving appreciation and positive recognition; Managing stress; link to underperformance.
5. Understand team management and the contribution of teams to organisations	5.1	Explain how teams are managed within organisations	Teams in organisations: Informal and formal groups; purpose of teams; virtual teams; nature and importance of teamwork for an organisation; stages in team development – Tuckman and Jenson; Belbin team roles – strengths and allowable weaknesses of each role: Team building; multi-disciplinary teams; team dynamics; group norms; team decision making; team cohesiveness; dysfunctional teams; working practices and behaviours; the influence of leadership on effective team working; time management and negotiating skills as key team management skills.
	5.2	Assess the contribution that teams make within organisations	Contribution that teams make within an organisation: Value of effective work teams. Impact of effective teams on organisational performance. Positive contribution: improve performance, productivity, negative contribution; areas that could be improved; Influence of team roles on optimising organisational performance.

Unit 4 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of management and organisational theories and how they influence people management; the role of managers and leaders in managing people in organisations; the impact of organisational culture and structure on the management of people; the factors that influence individual behaviour and performance at work; and team management and the contribution of teams to organisations

Assessment

Assessment for this unit is by externally set assignment. There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **Own** 101XX02

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Unit 5 Quantitative Methods for Administrative Managers - H/507/8600

Guided Learning Hours: 63

Unit description: The aim of the unit is to introduce candidates to statistical and mathematical techniques used in organisations. This unit will cover mathematical techniques and statistical tools to allow the candidates to calculate and analyse specific information used in business.

Employers across different sectors see numerical skills as essential skills for managers, enabling them to carry out work tasks more effectively and to better understand and communicate key information. The numerical skills that candidates gain from this unit will support them to become much more effective in their management role and give them an advantage over managers who lack these numerical skills.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand data and data sampling techniques used in organisations	1.1	Explain how data is used in organisations	Use of business data: Sources of data (primary and secondary data); types of data e.g. quantitative and qualitative data; discrete and continuous data; financial, marketing, employee data etc.; use of data for decision making, forecasting, understanding results, pricing decisions etc.
	1.2	Assess the importance of data integrity for organisations	Integrity of data: Accuracy, relevance, complete, valid; importance of data integrity; implications of using inaccurate, irrelevant, incomplete or invalid data.
	1.3	Analyse different sampling methods and techniques used in organisations	Sampling methods: Systematic sampling, random sampling, stratified sampling, multistage sampling etc.; Techniques: Direct observation surveys interviews, questionnaires etc. Features of above and advantages and disadvantages, use in different situations and for different purposes.
2. Understand how to present data effectively	2.1	Construct graphs and charts for use in organisations	Graphs and charts: Including frequency and cumulative frequency distributions, bar charts, line graphs, pie charts etc.
	2.2	Interpret and evaluate the information provided in the graphs and charts	Information provided in graphs and charts: Interpreting information; making decisions based on the information features in the graphs and charts; use and abuse of statistical representation.
3. Understand the use and interpretation of statistical techniques in organisations	3.1	Use pay off tables and decision trees for decision making	Pay off tables: Expected monetary values, calculate probability (addition and multiplication rules); explain the outcomes using maximax rule, minimax rule, maximin, expected values: Decision trees: Construct decision trees; calculate and explain the expected outcome; interpretation of results and usefulness and limitations of techniques.
	3.2	Assess the measures of central tendency and dispersion in business situations	Measures of central tendency: Calculate and interpret mean, median, mode; treatment of extreme/ anomalous values. Measures of dispersion: Calculate and interpret variance, standard deviation, interquartile range; use to compare and interpret raw data; usefulness and limitations; importance of data integrity.

4. Understand how to apply statistical methods to investigate inter-relationships and patterns in business data	4.1	Analyse the relationship between two sets of business data	Relationship between sets of data: Scatter diagrams (construction and use, data sets required); Pearson's coefficient of correlation and Spearman's 'rank' correlation coefficient (calculate and interpret the results); regression (calculate line from given data, interpret the results); usefulness and limitations.
	4.2	Produce forecasts for business using time series analysis	Time series analysis: Calculate trends, cyclical variation, seasonal variation and random variation; estimate trend forecast future values; provide information based on the results; interpretation, usefulness and limitations.
5. Understand how organisations can use probability and probability distributions	5.1	Explain the use of probability and probability distributions in organisations	Probability: Looking at likelihood of different outcomes of a business decision; probability of something occurring e.g. hazards and risks; relative frequency approach. Probability distributions: normal distributions only: e.g. sales forecasting, risk evaluation.
	5.2	Apply basic laws of probability to a business problem	The laws of probability: Addition Law, Multiplication Law. The basic rules of probability: Mutually exclusive events, Non - mutually exclusive events, Independent events, dependant events; interpretation of results; assessment of validity and usefulness; limitations.
	5.3	Apply probability distribution techniques in business decisions	Probability distribution techniques: Normal distribution; conditions under which they may be used; application to compute probabilities; characteristics of normal distributions and application to compute probabilities; interpretation of results and usefulness and limitations of techniques.

Unit 5 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of data and data sampling techniques used in organisations; how to present data effectively; the use and interpretation of statistical techniques in organisations; how to apply statistical methods to investigate inter-relationships and patterns in business data; how organisations can use probability and probability distributions.

Assessment

Assessment for this unit is by externally set examination which must be held under exam conditions.

Unit 6 Marketing Concepts - A/507/8618

Guided Learning Hours: 60

Unit description: This unit provides an introduction to basic principles and concepts of marketing and focuses on understanding the needs of customers and developing an appropriate marketing strategy. Candidates will explore the tools and techniques for the analysis of customer needs and the organisation's ability to meet those needs. The unit looks at the marketing mix and approaches to developing a marketing strategy. The skills that candidates gain will support them in making decisions about marketing issues and allow them to contribute to improving the competitive advantage of their organisation.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand marketing and the marketing process	1.1	Explain the concept of marketing to organisations	Concept of marketing: Definitions of marketing (e.g. Chartered Institute of Marketing definition; American Marketing Association definition); satisfying customer wants and needs; how marketing has changed over time; costs and benefits of marketing; limitations of marketing.
	1.2	Assess the importance of identifying and satisfying customer needs	Identifying and satisfying customer needs: Who are the organisation's customers; importance of satisfying customer wants and needs; customer value and customer satisfaction; characteristics of a customer focused organisational culture; factors affecting customer satisfaction; principles of good customer service; customer relationship management; links between marketing orientation and building customer satisfaction; customer retention.
	1.3	Analyse the marketing process in organisations	Marketing process: Overview of process – market research, market analysis, market planning; marketing audit; environmental analysis; SWOT analysis; setting marketing objectives; marketing mix; scope and constraints of marketing; marketing strategy (what it is); marketing plans; evaluation of marketing strategy and plans.
	1.4	Analyse the internal and external factors that influence marketing objectives	Internal and external factors: e.g. globalisation; the global marketplace; sustainability; social responsibility; legislation e.g. Sale of Goods Act, prohibited items, pricing regulations/constraints, licences, trading hours, Trade Descriptions Act, Advertising Standards etc.; use of technology; use of internet and related technologies; social networking; internal issues e.g. integration of marketing, internal marketing; changing role of marketing; value based marketing.
2. Understand how to analyse the marketplace	2.1	Explain how to analyse the marketing environment	Analysing the marketing environment: Micro and macro environment; internal and external environment; the organisation's resources and capabilities, the market place; competitor analysis; SWOT (strengths, weaknesses, opportunities, threats); PESTLE (political, economic, socio-cultural, technological, legal, environmental); Porter's Five Forces Model; Social trends (e.g. price sensitivity, health and well-being concerns, life styles, preferences, environmental awareness, privacy concerns, time-poor society); Supply chain factors.

	2.2	Analyse market research and information management processes	Market research and information management: Market research process; relationship management; customer information; primary market research techniques (e.g. observation, experimentation, surveys, interviews, telephone research, focus groups, panels, field trials, piloting); secondary market research - internal data e.g. customer data, accounts, product information, loyalty schemes, point of sale information, website monitoring, sales figures, Delphi technique; external data e.g. government data, industry data, company reports, agencies (Mintel, Dun and Bradstreet), trade journals etc; quantitative and qualitative research; suitability of different techniques; advantages and limitations of techniques.
	2.3	Analyse consumer buyer behaviour	Consumer buyer behaviour: Consumer and business markets; roles (initiator, influencer, decision maker, buyer, user); buying decisions (problem/need recognition, information search, evaluation of alternatives, purchase, post purchase evaluation); consumer analysis (generation, income, gender, ethnicity, education etc.); models of purchase behaviour; consumer profiling; brand loyalty; repeat purchases.
3. Understand the importance of marketing mix and marketing strategy	3.1	Assess the importance of the marketing mix to organisations	Marketing mix: 4 'P's' - price (e.g. perceived value, context, strategies, demand and elasticity, competition, costs); place (e.g. distribution, supply chains, selection of channels, logistics, customer convenience, availability), product (e.g. features, advantages, benefits, total product concept, product mix, adoption, product life cycles, new products), promotion (e.g. image, marketing communications, push and pull strategies, advertising, public relations, sponsorship, direct marketing, packaging, branding, online marketing); 7 'P's' - extended marketing mix to include people (e.g. management, employees, customer service orientation, organisational culture), physical evidence (e.g. facilities, infrastructure, service delivery), process (e.g. service consumption, uniformity of services offered, delivery of services); ethical issues with each factor; how to ascertain suitable mix for different markets (consumer, business, service, global).
	3.2	Explain the need for and approaches to marketing strategy	Need for and approaches to marketing strategy: Need for clear marketing objectives; definition of marketing strategy; key elements of a successful marketing strategy; types of marketing strategies - undifferentiated product-market strategy, market segmentation, differentiated product-market strategy; segment-specific, focus and niche strategies; Porter's low cost and differentiation marketing strategies; Porter's focus strategy; Drucker's niche strategies.

Unit 6 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of marketing and the marketing process; how to analyse the marketplace; and the importance of marketing mix and marketing strategy.

Assessment

Assessment for this unit is by externally set assignment. There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **Own** 101XX02

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Unit 7 Facilities Management - F/507/8619

Guided Learning Hours:　　　　　78

Unit description: This unit will develop candidates' knowledge and understanding of the management of business facilities. This includes exploring the purpose, nature, and scope of facilities management, and its contribution to the business; the responsibilities of a facilities manager, management of business accommodation; health and safety requirements etc. The unit will allow candidates to effectively manage and improve the management of facilities within their organisation and to fully meet the needs of other business functions in relation to facilities management.

Learning Outcome - The learner will:		Assessment Criteria - The learner can:	Indicative Contents:
1. Understand the purpose, nature and scope of facilities management	1.1	Assess the purpose and nature of facilities management	Purpose and nature of facilities management: Definition of facilities management. Strategic role of facilities management. Facilities management driven by political and social pressure, productivity, performance values and legislative changes. Identify that many organisations employ a facilities manager or facilities management team to provide all the services or manage outsourced service providers brought in under contract (e.g. cleaning, catering).Other organisations outsource their facilities management services to specialist facilities management providers. Impact act of globalisation e.g. need to be 24/7; Home and remote working
	1.2	Explain the scope of facilities management	Scope of facilities management: To meet the needs of stakeholders (shareholders, employees, customers, local community and suppliers) and includes property management, space management, contract management, building maintenance, communications, workplace facilities, energy management, access and security, environmental issues, health and safety.
2. Understand the contribution of facilities management to organisations	2.1	Explain the need for facilities management in organisations	Need for facilities management: Competition, higher energy costs, higher cost of space and other economic issues. The development of facilities management also influenced by increase in flexible working, remote working and virtual teams; legislation and government policies; employee needs and expectations; management and customer perceptions.
	2.2	Evaluate the benefits of facilities management	Benefits of facilities management: Effective and efficient property and energy management can reduce costs, effective use of IT in core business activities, provision of more flexible premises, economic operation of the organisation, ensuring that the facilities comply with those regulations and controls that apply to the provision and management of facilities, maximizing the use of an organisation's assets. Contribution to competitive advantage.
3. Understand the operational management of facilities in organisations	3.1	Analyse the role of the facilities manager	Role of facilities manager: Role and responsibilities (e.g. managing resources, allocation of space, managing capacity, essential services and supplies, maintenance and repair, development and refurbishment of facilities, security); organisation of people and resources; delivering customer service in

			facilities management (customer needs and expectations, internal/external customer relations, customer care); relationship to other management functions; role within administrative management.
	3.2	Explain approaches to operational facilities management	**Techniques and strategies for managing facilities:** Outsourcing vs in-house provision (definition and implications of each); development of strategy (analysis of needs, development of solutions, implementing strategy); approaches to management; issues; service specifications and service level agreements; cost considerations; acquisition and disposal; internal and external communications; workplace facilities – energy efficiency, waste management, noise and vibration control, comfortable and secure workplace with correct temperature and lighting, proper desks, equipment and fireproof partitions, catering and cleaning; space management - measuring and planning space, partitioning, cabling, workplace options, circulation, adjacencies, group planning, office aesthetics, churn, hot desking; building maintenance - planned preventative maintenance, maintenance of heating, lighting, ventilation, air conditioning and other internal facilities and equipment; access and security – access controls such as passwords, swipe cards, photo ID and biometric verification, CCTV; contracts - maintenance and service contracts; fixed asset management; ethical practice in facilities management sustainability and corporate responsibility.
	3.3	Analyse administrative systems to support facilities management	**Administrative systems to support facilities management:** Communication systems; management information systems; customer records; property management systems; human resources planning; financial provision; planning and scheduling; records of equipment/assets; use of ICT.
	3.4	Assess the impact and application of the regulations and controls on the provision of facilities management	**Regulations and controls in the provision of facilities management**: Health and safety requirements and legislation; environmental issues - waste, recycling and waste disposal, energy efficiency and thermal insulation; CSR; equalities legislation; risk assessments including fire risk; any rules and obligations of the planning acts and regulations; facilities manager will need to estimate costs and prepare revenue expenditure and capital expenditure budgets.

Unit 7 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of the purpose, nature and scope of facilities management; the contribution of facilities management to organisations; and the operational management of facilities in organisations.

Assessment

Assessment for this unit is by externally set examination which must be held under exam conditions.

Unit 8 Managing Events - T/507/8620

Guided Learning Hours: 60

Unit description: This unit introduces candidates to the role planning an event. Candidates will learn how the successful management of events can support organisations to meet their objectives. The unit will equip candidates with the skills, knowledge and understanding to effectively plan and manage events within their organisations. Organisations will benefit from the candidates skill to plan events and their knowledge of how to manage events in a professional manner. Candidates will produce an event plan as part of the assessment for the unit.
N.B. Candidates are NOT required to actually carry out an event, only to plan the management of an event.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the skills and techniques required to plan and manage events	1.1	Analyse the skills, role and responsibilities of the events manager	Skills required: Good time management skills, ability for creative thinking, public relation skills, negotiating skills, motivating and delegating skills, communication skills, decision making skills, prioritising skills. Role of the events manager: Assessing and balancing positive and negative impact of the event; planning and co-ordination; overall responsibility for outcomes; identify and manage a diverse range of stakeholder expectation; engage the emotions of the participants. Responsibilities of the events manager: Establish event goal and objectives, organise a team, set a date, branding the event, create a master plan, determine administrative procedures, identify and establish partnerships and sponsors, creating a publicity and marketing plan, prepare, negotiate and control a budget, management of human resources, engaging the events team through regular communication, holding regular meetings, risk management, logistics, staging the event, project management of the event, monitoring and controlling, taking corrective action to keep the project (event) on schedule, determining and executing evaluation process. Links to administrative management via Fayol's functions of management i.e. planning, organising, controlling, communicating and coordinating.
	1.2	Explain how to select an events team and assign responsibilities	Events team: Identifying the requirements, preparing an organisational chart, event roles and responsibilities, role clarification, importance of previous experience, knowledge and skills requirements of team members, motivated, trained, enthusiastic and willing team members, balancing the team Assigning responsibilities: The need to delegate responsibility, assigning areas of responsibility – venue, speakers, entertainment, publicity, sponsors etc, and clarifying expectations, provision of support, review and monitoring of delegated tasks.
	1.2	Evaluate project management techniques that can be used in event management	Project management techniques to manage events: Project life cycle of an event; events happen at specific time and place; dynamic nature of events; linkages between tasks; tools of scheduling and mapping – Gantt charts, network analysis (critical path analysis); select planning tools and techniques (project management tools); identification of project (event) deliverables with dates e.g. aims and objectives; theme and date; location/venue selection; agenda – activities/entertainment; logistics; publicity/promotion; accommodation

			and travel arrangements; contracts and permits; catering; speakers and entertainment; audio visual equipment; printing; registration; gifts and rewards; human resources, sponsors etc.; list key tasks under each deliverable with time durations and resources required, allocation of responsibilities, building contingency into the plan; monitoring tools and techniques; identifying criteria to measure success.
2. Be able to plan an event to meet organisational objectives	2.1	Select an event in line with organisational objectives	Suitable organisational events: Types, of events, and rationale for event, identify an event opportunity - meeting, conference, seminar, exhibition, team building event, trade show, award ceremony, product launch, shareholder's meeting, charitable event etc.; select a suitable event, establish event goal and objectives; identify stakeholders and sponsors/donations; consider previous events – history and previous event management experience; organisational benefits from the event; brand the event – event theme; select location/venue and date, determine event duration; identify participants/attendees.
	2.2	Carry out planning activities	Planning for an event: Budget - prepare an event budget and monitor spending, cash outflow considerations – payment for venue, suppliers, contractors, food and beverage, ticket printing etc., cash inflow considerations – ticketing strategies, sponsorships and donations, budgetary control mechanisms; venue – select a venue and date for the event; transportation and parking; event agenda – aim and objectives, develop event timeline (including lead times), book entertainment and event host (MC) if needed; sponsorship - identify potential sponsors; marketing & promotion- design and distribute promotional material; participant registration and invitations; tickets and pricing and payment collection (if a paid event); permits & licences (if required)- food, noise permit for any music, approval to erect promotional signage, road closures; contractors – staging, portable toilets, generators etc.; insurance; risk management; contingency plans; security; essential services – notify (if necessary) police, ambulance service and fire brigade; waste management; traffic management; food vendors (if required). Health & safety carry out health and safety risk assessment, RIDDOR- accidents, ill health and dangerous substances, emergency arrangements, first aid, disability issues including access, equal opportunities, data protection, child protection; contracts and agreements: copyright, contract law, agreements with partners, quotes and purchase orders; design plan of venue / event site; organise volunteers and staff; organise (if required) awards / trophies / certificates & decorations; on the day responsibilities; after the event - removal of all equipment and rubbish, thank you letters to sponsors, staff, volunteers, performers; evaluation / debrief with key stakeholders; close off budget; hold a de-brief session to look at ways of improving the event. Contingency plans: Conduct risk assessment, create contingency plan – group potential risks under headings such as, e.g. human resources, marketing, sponsorship, budgeting and control, legal, logistics, staging the event; prioritise the risks and develop suitable countermeasures; produce contingency plan; Risks include - stakeholder engagement, cultural and environmental barriers, supplier problems, sponsorship, staff absence, lack of financial support, failure to engage target audience, wet weather, low attendance, traffic disruptions etc.
	2.3	Complete a plan for the event	Plan: Selecting suitable project planning techniques; contents to cover all areas e.g. objectives, attendees,

		using appropriate project planning techniques	venue, staffing, resources, costs, timings, agenda, invitations, attendees, monitoring of event, risks and contingency plans etc; suitable format for plan.
3. Understand how to evaluate the success of the event	3.1	Identify the key indicators of success for the event	Key indicators: Attendee satisfaction, monetary outcomes – sales, money raised if charitable event; registration numbers, media and press hits if publicity is a goal, social media mentions if event aim is to drive awareness, sales or general interest; costs, time and resources as indicators of success.
	3.2	Explain how to evaluate the event	Evaluation: Importance of the evaluation process, de-briefing meetings, de-brief reporting, gathering feedback, advice and recommendations, assessing the success of the event and achievement of event objectives, analysis of the project plan, analysis of marketing activity, budget analysis, positive and negative outcomes and how to address them, implications for future events.

Unit 8 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of the skills and techniques required to plan and manage events and how to evaluate the success of the event; learners will also be required to plan an actual event to meet organisational objectives.

Assessment

Assessment for this unit is by externally set assignment. Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Please note that this unit is barred with unit 9 Project Management, learners can only complete one of these units as there is overlap of content.

Unit 9 Project Management - D/507/3847

Guided Learning Hours: 75

Unit description: This unit introduces candidates to project management and develops the knowledge and skills required to plan, manage and evaluate projects within organisations. Candidates are required to plan a suitable project and discuss how they would manage the project, deal with contingencies and evaluate the project outcomes.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand approaches to project management	1.1	Explain the principles of project management	Principles of project management: What a project is (scope, defined objectives, constraints etc.); project lifecycle (definition, planning, execution, delivery); business case; deliverables; project sponsors; role of project manager; business impact; projects and programmes; project control; role of project manager.
	1.2	Analyse approaches to project management	Approaches to project management: Traditional approach (step by step: initiation, planning, execution, monitoring, and completion); PRINCE2; critical chain project management; process-based management; agile project management; lean project management; extreme project management; benefits realisation management.
2. Be able to produce a project plan	2.1	Determine the objectives of a project	Determining project objectives: Project scope and definition; stakeholder requirements; project sponsors; deliverables; goals and objectives; fit with organisational objectives; fit with other projects.
	2.2	Carry out a risk analysis for a project	Risk analysis: Importance of risk analysis; stages of risk analysis (risk identification, qualitative risk analysis, quantitative risk assessment, risk response planning, risk monitoring and control); documenting risks.
	2.3	Develop a project plan including: • Aims and objectives • Stakeholders • Costs • Timescales • Human resources • Physical resources • Tasks to be completed • Documentation required • Milestones and deliverables	Project plan: Format of plan; aims and objectives; identifying stakeholders; calculating costs; planning timescales and deadlines; critical paths; determining required resources; breaking down project to individual tasks; documenting the project; identifying milestones and deliverables; dealing with risks; contingency planning; meeting relevant regulatory and/ or legislation and health and safety requirements.

		Risks and how to minimise them	
3. Understand how to manage a project	3.1	Assess the importance and extent of stakeholder involvement in the planned project	Project stakeholders: Different types of stakeholders; different aims and objectives of stakeholders; importance of stakeholder buy-in; reporting to stakeholders (initially, ongoing, project outcomes etc.); involvement of stakeholders.
	3.2	Select suitable approaches and techniques for managing and monitoring the planned project	Managing a project: Selecting a suitable approach (see 1.2) and appropriate tools and techniques; importance of monitoring on an ongoing basis; day to day management of project; importance of team work and leadership; project closure.
	3.3	Analyse factors that could impact on implementation of the planned project and how these can be addressed	Factors affecting success: Identifying factors that could affect success of project (e.g. unintended changes to scope, waning enthusiasm, attitudes and lack of buy in etc.); addressing factors.
4. Understand how to evaluate project outcomes	4.1	Analyse key indicators of project success for planned project	Key indicators: Identifying critical success factors and performance measures; original project aims and objectives; cost, time and resources as indicators of success.
	4.2	Select suitable measures to evaluate planned project	Evaluation of project: Measures to evaluate project; measuring against objectives; control of costs, time and resources; degree to which critical success factors have been achieved; positive and negatives outcomes and how to address them; implications for organisation; implications for future projects.

Unit 9 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of approaches to project management, management of a project and how to evaluate project outcomes. The leaner will also be able to produce a project plan.

Assessment

Assessment for this unit is by externally set project/ assignment.

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Please note that this unit is barred with unit 8 Managing Events, learners can only complete one of these units as there is overlap of content.

Unit 10 Business Regulation (UK) - F/507/1914

Guided Learning Hours: 60

Unit description: This unit gives candidates an overview of the regulatory environment for businesses within the UK. Candidates will identify the main legislation and regulation that applies to everyday business activities and organisations and affects administrative and business management processes. They will look at how legislation and regulation impacts on business relations with suppliers, competitors, customers and the UK Government. They will also look at how regulation and legislation affects the way the business is operated and what organisations need to do to ensure compliance. This unit is not intended to give detailed coverage of legislation and regulation but to cover those areas that administrative and business managers need an awareness of, in order to ensure compliance in their management role. This will include an awareness of the existence of regulations and legislation in the areas included in the specification plus knowledge of the main issues and impacts on business in those areas.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand legislation and regulation of business transactions	1.1	Analyse legislation and regulations that impact on organisations' business transactions in: • Contract Law • Consumer Law • Banking and consumer finance • Imports and exports	Features of legislation and regulations in the UK that impact on business transactions: Law of contract (features of a valid contract, basic contract law, offer, acceptance, consideration, intention to create legal relations, capacity, legality); Consumer law (main provisions of sales of goods and services legislation; main issues re: safety of goods and services, trading standards); Banking and consumer finance (validity of finance agreements, banking codes, loans to business and from business); import and export main regulations; awareness of differences in legislation and regulation across the nations e.g. contract law.
	1.2	Assess the impact of legislation and regulation on organisations' business transactions in: • Contract Law • Consumer law • Banking and consumer finance • Imports and exports	Impact of UK legislation and regulation on organisations and their business activities: Compliance, implications of non-compliance (fines, imprisonment, implications for reputation and trading) and impact of legislation and regulations (cost of compliance; procedures for compliance, policies, employee training); impacts on administrative and business management processes.

2. Understand the regulation of business operations	2.1	Analyse legislation and regulations that impact on organisations' business operations in: • Health and safety • Environmental issues • Data protection and confidentiality • Food safety • Employment • Equality and human rights	Features of UK legislation and regulations that impact on business operations: Health and safety (main legislation and regulations affecting businesses: health, safety and welfare at work, fire regulations, manual handling, machinery, Display Screen Equipment, PPE, COSHH, RIDDOR, management of health and safety), Employer's Liability (compulsory insurance), tort (vicarious liability, negligence); environmental issues (air pollution/pollution, waste disposal, litter, soil contamination, sustainability); main data protection and confidentiality issues covered by law (data protection, freedom of information, computer misuse); food safety (training, procedures); basic employment law and regulation (contracts of employment, employment relations, working hours); equality and human rights (protected characteristics, definitions of discrimination and harassment); awareness of differences across the nations e.g. food safety regulations.
	2.2	Assess the impact of legislation and regulation on organisations' business operations for • Health and safety • Environmental issues • Data protection and confidentiality • Food safety • Employment • Equality and human rights	Impact of UK legislation and regulation on organisations and their business activities: Compliance, implications of non-compliance (fines, imprisonment, implications for reputation and trading, claims against business) and impact of legislation and regulations (cost of compliance; procedures for compliance, policies – health and safety, food safety, equality and diversity - employee training); impacts on administrative and business management processes.
3. Understand government regulation of business	3.1	Analyse government regulations that impact on organisations in • Business legal structures • Application of tax • Accounting regulation • Corporate governance • Competition law • Stock exchange listing • Government regulatory bodies	Features of UK government regulation that impact on organisations and their business activities: Business legal structures (e.g. sole trader, partnership, limited company, plc, charity, franchise, association, co-operative); Application of tax (areas of tax and tax reporting e.g. income, corporation tax, VAT, PAYE/ NIC, capital gains); main accounting regulations (audit and reporting, companies house reporting); corporate governance (Financial Reporting Council; corporate governance code, directors responsibilities); main competition law (mergers and acquisitions, EU trade agreements and regulation); requirements of stock exchange listing (investment, share dealings and share issue); main roles of government regulatory bodies (e.g. Ofcom, Ofgem, Ofwat, Financial Conduct Authority, Health and Safety Executive etc.); awareness of differences across the nations e.g. tax laws.

	3.2	Assess the impact of government regulation on organisations in • Business legal structures • Application of tax • Accounting regulation • Corporate governance • Competition law • Stock exchange listing • Government regulatory bodies	**Impact of UK government regulation on organisations:** Compliance, implications of non-compliance (fines, imprisonment, implications for reputation and trading, claims against business) and impact of legislation and regulations (cost of compliance; procedures for compliance, policies triple bottom line/3 Ps for corporate governance, implications of the different legal structures, costs and implications of listing on stock exchange); impacts on administrative and business management processes.

Unit 10 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of legislation and regulation of business transactions; the regulation of business operations and the government regulation of business in the UK.

Note that the unit is not intended to give detailed coverage of legislation and regulation but to cover those areas that administrative and business managers need an awareness of in order to ensure compliance in their management role. This will include an awareness of the existence of regulations and legislation in the areas included in the specification plus knowledge of the main issues and impacts on business in those areas. It is recommended that this unit is delivered by a combination of face to face and tutor lead activities; the learner will also have to undertake a considerable amount of private study, background reading and research.

Assessment

Assessment for this unit is by externally set examination held under examination conditions.

Unit 11 Learning and Development - J/507/3843

Guided Learning Hours: 75

Unit description: This unit will explore learning and development in organisations. It will examine why learning and development is important to organisations and the national context of learning and development. It will explore models, theories and methods of learning and development and will look at how these can be applied in organisations and at how learning and development can be measured and evaluated. The unit will also examine the importance of continuing professional development and lifelong learning for individuals and organisations. The unit is aimed at managers who wish to understand learning and development within their area of responsibility.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the importance of learning and development in organisations	1.1	Analyse the national context of learning and development in organisations	National context of learning and development: National skills shortages, industries and their requirements, government/national training and development policies, funding etc. e.g. in UK Leitch report; European focus on lifelong learning.
	1.2	Analyse the organisational context of learning and development.	Organisational context of learning and development: Purpose and importance of learning and development within organisation; requirements of learning and development (skills development, career development, succession planning etc.); link between organisational learning and development, individual learning and development and organisational and individual performance.
2. Understand the principles and practice of learning and development in organisations	2.1	Examine learning and development theories and models	Learning and development theories: e.g. learning styles (Kolb et al, Honey and Mumford); the learning cycle; transformational learning; the psychological contract; the learning organisation; the learning and development cycle (identify, plan, implement, evaluate); models of organisational learning (e.g. single, double and triple loop learning) and the organisation; knowledge management.
	2.2	Evaluate different learning and development methods for use within organisations	Learning and development methods: Classroom learning, distance learning, blended learning, coaching and mentoring, internal/external training, on the job training, formal/informal learning, one-to-one/group learning; resource based learning etc. how to select appropriate theories and methods of learning and development to use in organisation; looking at purpose of learning, organisational culture and expectations of stakeholders.
	2.3	Analyse learning and development plans	Learning and development plans for individuals and organisations: Contents of learning and development plan (skills gaps/learning needs, learning activities, deadlines for achievement etc.); identifying areas for learning and development; importance of documenting learning plans; format of plans; implementing learning plans; importance of review and evaluation; amending plans.
	2.4	Explain how to evaluate the	Evaluation of learning and development: Models and levels of evaluation (Kirkpatrick; Hamblin and

		effectiveness of learning and development in the organisation	Whitelaw); methods of measuring learning and impact of learning, performance appraisal, assessment, responsibility for evaluating learning; the transfer of learning
3. Understand the importance of lifelong learning and continuing professional development (CPD)	3.1	Analyse the characteristics and purpose of lifelong learning and CPD	Lifelong learning: Learning throughout life; personal and professional development; organisations and lifelong learning; supporting lifelong learning. CPD: What is CPD; benefits of CPD; professional body requirements; managing development; tracking and documentation; self-management of CPD; reflective practitioner; identifying areas for development; development opportunities.
	3.2	Explain the links between lifelong learning and CPD	Links between lifelong learning and CPD: CPD as part of lifelong learning; organisational support for CPD and lifelong learning.
	3.3	Evaluate the importance of lifelong learning and CPD for individuals and organisations	Importance of lifelong learning and CPD: Benefits and limitations of lifelong learning and CPD for individuals and organisations e.g. motivation, employee engagement, interest, professional development, individual and organisational performance improvement etc.

Unit 11 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of the importance of learning and development in organisations and of lifelong learning and continuing professional development (CPD) as well as the principles and practice of learning and development in organisations.

Assessment

Assessment for this unit is by externally set assignment. There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **Own** 101XX02

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Appendix A

General Guidance on Assignment Writing

Writing your Assignment

This section is intended as a practical guide to writing your assignment and addressing some of the questions learners often have and looking at how you need to approach an assignment. Academic writing requires a number of skills.

These skills are developed by:
- Practice
- Tutor feedback
- Researching different writing styles

Initial Questions

There are a number of questions you should ask yourself before starting to write:

1. **Who am I writing for?**
   Make sure you understand who your audience is. Of course you are writing for your tutor to mark but, if the question says you are to write as if you are writing a report to board members of an organisation, you should make sure you write your answer in this way.

2. **What are the assessment criteria I need to cover?**
   It is worth taking time before writing to understand what the assessment is looking for. If there is anything you do not understand, you need to find out before you start.

3. **What are the questions that need to be answered?**
   This might sound an odd question to be asked, but experienced tutors will tell you how distressing it can be when someone has spent a lot of time and effort on an assignment and not really answered the question which has been set!

4. **How can I plan the work?**
   Make a list of everything you need to do, and plan when you need to complete each stage by e.g. research, plan of written work, first draft etc. Plan out your written work before you start as it will save time if you know which order you are going to write things in at the start. Then, stick to your plan.

5. **What are the key words in the question?**
   Pay particular attention to the key words in the question e.g. analyse, explain, describe and make sure you are doing what the question asks you to do. If you describe something when the question asks for an analysis, you will not get the marks.

6. **What do these key words mean?**
   Make sure you know what the different key words mean. If you are not sure, ask your tutor so you can be sure you are doing the right thing when you are answering the question.

7. **What critical review and reflection needs to take place?**
   You should always critically review your own work and think about how you can improve it. Ideally, you will have time to do this before you hand it in for marking, but you should also review it and reflect on the process after you have received your assignment and mark back. Think about what you could have done better and what you have learned from the process that you can use next time.

Examples. If the questions asks for "examples" or "differences" (in the plural) you should provide a minimum of two unless otherwise stated; however if it asks for the "main issues" or "key points" you must provide these however many there are.

Approach to researching and writing assignments

Plan: this is perhaps the most important part of the process. You may find it useful to begin by brainstorming ideas and sources of information essential for successful completion of the assignment with other students. It is always useful to receive feedback on the initial plan from your tutor.

Read: you are expected to show evidence of reading relevant texts and journals to support your arguments and demonstrate an awareness of appropriate sources of information.

Experience and research: You are asked to use examples to illustrate points in your assignment. To do this you should draw on your own experience, expertise and opinions and on the research into organisations that you have carried out.

Style: your writing style should be clear, accurate and succinct. The style of writing should flow and paragraphs should be linked. You may choose to use appendices if inclusion of data in the main text would disturb the flow of the report. The presentation of the assignment should be of a high standard with accurate spelling, punctuation and grammar. The use of relevant tables, diagrams and charts is encouraged, and these should be correctly labelled and numbered.

Writing to be in the '3rd' person, hence avoid words like 'I' and 'my'. Instead use 'this assignment shows' or 'in researching for this assignment it was found that' rather than 'in my opinion or I found'. Write in full words i.e. is not, do not, rather than isn't or don't. Avoid conversational phrases and metaphors such as 'lots of' or 'loads of', use 'a considerable number' or 'the majority of'.

References and bibliography: any references to books, journals, articles or web research should be made accurately and included in a bibliography using the Harvard system.

Review criteria: you will find it very useful to re-check your assignment against the assessment criteria to ensure that you have included everything that will be assessed.

References and bibliography

Remember to reference any books, journals, websites or other resources you use in your work.
When starting to word process your work, type in the title and introduction. On the next line type in bibliography. By doing this your reference section is always underneath your typing. You can then easily get into the habit of putting your reference in here each time you quote within the text. This saves you the frustration of having to look up references when you have completed the work.

The Harvard system is used for referencing. Examples of bibliographic notation and how they should appear referenced in the text or in the bibliography at the end of a piece of work are set out below.

Referencing

Citing in the Body of the Text: When reference is made in the text to a particular document, the author or editor, compiler or translator, individual or organisation with the year of publication inserted in brackets. This concept is discussed by Jones, B (1998).

Quotations

1. Short quotations may be run into the text with name and date following the quotation.
   - Singe, P (1990) p5 said that "Learning organisation is possible"

2. Longer quotations should be separated from the rest of the text by means of indentation and optional size reduction.
   - "*Learning organisations are possible because, deep down, we are all learners. No one has to teach an infant to learn. In fact no one has to teach infants anything. They are intrinsically inquisitive, masterful learners, who learn to walk, speak, and pretty much run their households all on their own*." Senge P. (1990) p5
3. Note in all cases the page number(s) should appear after the date in the text.

Book References

1. **Author(s) and Editors**
   - Surname first, followed by first name(s) or initials (be consistent) Senge P.
2. **Year of publication**
   - If not known use n.d. or if unsure put a question mark by date (1997?).
3. **Title**
   - Capitalise the first letter of the first word and any proper nouns.
   - Use bold, italics or underline but be consistent.
4. **Edition**
   - Only include if not first edition.
5. **Place of publication and publisher**
   - Use a colon to separate these elements.
   - If not given use: s.l. (no place) and s.n. (no publisher)
6. **Page numbers**
   - Include if referring to a specific quotation.

Example: Senge, P. (1990) **The Fifth Discipline**: The Art and Practice of The Learning Organisation: Century Business London

Sections/Chapter in book edited by another

Notes above are relevant but there are additional elements
   - Author(s) of section
   - Year of publication
   - Title of section use normal type followed by 'In'
   - Author/Editor of whole book
   - Title of whole book
   - Place of publication and publisher
   - Page number of section

Example: Dobbins, H. (1992) **The Cost of Software Quality**: p5: In Schulmeyer, G. Mcmanus, J. (1992) **Handbook of Software Quality Assurance** (Second Edition): Van Nostrand Reinhold: New York.

Journal References

   - Author
   - Year of publication
   - Title of article
   - Title of journal (use bold, italic or underlined – as for complete books)
   - Volume number
   - Issue number and/or date
   - Page number

Example: Stone, K (2005) **Influential People in 'Manager'** The British Journal of Administrative Management. June/July 2005 p15

Web Page References

- Author of the page if known (use the first few words of the page title if not known)
- As far as possible use the same information as you would provide for a print reference (author, date, title)
- Web address
- Date retrieved

Example: Abolish Politicians Website (no date) Retrieved on 30th August 2000
Example: Grassian, E (1999). Thinking Critically about World Wide Web Resources. Retrieved on 18th August 2000 from the World Wide Web: / stop http://www.libray.ucla.edu.libraried/college/insttruct/wev/crital.htm

Plagiarism

When writing assignments, you need to be aware that you can quote from other texts but you must reference where you have obtained these quotes. However, intentional use of other people's work without providing references is classed as plagiarism. Plagiarism is a form of cheating. Plagiarism is not permitted and if plagiarism is detected this will result in a fail and penalties may be imposed. Examiners are well aware of this issue and they are experts in their subject matter. Therefore they are very likely to recognise any extensive passage, which has been taken from a book, journal, website etc. There are also a number of computer programmes that can detect plagiarism.

It could be argued that the biggest issue with plagiarism is that students who do this are denying themselves the opportunity to better themselves. By using other people's work, they are not developing themselves as reflective learners. From a tutor's point of view, this is very frustrating as their job is to help students to become analytical and reflective learners, not cutting and pasting experts.

IQ puts scripts through a plagiarism checker programme and any scripts that contain plagiarised sections (paragraphs or quotes that are not referenced appropriately) will be treated as such and this will result in a fail and penalties may be imposed.

Research

When researching for an assignment or project report, you will be looking at books, journals, and articles and using the internet. You need to ensure that the work you use has credibility. As you complete the work in this unit you will have become aware of many of the names related to Business and Administration. Work completed by these people has credibility.

Internet

The internet is a useful tool in research, but you need to think carefully about the sources you use. As you progress with your research, you will begin to recognise authors who are prominent in the field of administration. You will also begin to understand which internet sources are the most reliable. This is not to say that you cannot use other sources; however you need to ensure that the information is valid.

Word count

Each assignment or question will have a word count. If this word count is exceeded marks will be deducted proportionate to the word excess. A 10% leeway is permitted before marks are deducted.

Each Assignment document should contain

- A title page, stating your centre, candidate number, unit title and number
- A declaration that states that the work is your own work and you are aware of plagiarism and have not plagiarised anything. The declaration must be signed and dated. An example is available at the end of this document that you can use
- Your candidate number on each page e.g. In the footer
- A table of contents or numbered tasks or questions
- The number of words and the names of the company researched, where appropriate, should be stated on the assignment
- Numbered pages and diagrams
- A bibliography if appropriate
- Appendices if appropriate.

Advice on level of tutor guidance

Tutors may advise learners at the following stages of assignment preparation:
1. An initial discussion/s in class and/or individually – discussion on what is expected
2. Learner choice of named company to research – suitability can be discussed
3. Once the learner has completed their preparation and work plan this can be discussed and feedback provided including pointing out areas not covered in plan etc.
4. When final assignment submitted - at this stage only a clerical check is allowed e.g. check page numbering, that candidate number is on all pages, there is a declaration etc. No other guidance is allowed.

Submitting the assignment

Once you have completed your assignment this must be submitted to your tutor for marking. Please ensure that you have a cover page and have signed the declaration.

Resources

Training Resources

Centres may use their own, or published learner support materials in delivering the qualification. Whatever support materials centres choose to use, they should ensure that their delivery methodology adequately prepares the learner for assessment.

For learning resources, please consult the learning resources section in the Student Members' Login area of the IQ IAM website. www.instam.org

Resources and Useful websites

Health and Safety Executive	www.hse.gov.uk
The National Archives (For all UK legislation)	http://www.legislation.gov.uk
Equalities and Human Rights Commissions	http://www.equalityhumanrights.com
General business education website with some useful articles	www.bized.co.uk –
Useful news and business articles	www.bbc.co.uk
Useful case study examples	www.times100.co.uk
Business dictionary	www.small-business-dictionary.org
Various business sections offer business information plus Various government departments have useful information	www.gov.uk

Websites of individual companies offer information about their structure, culture, management and systems. For example: Business information including information about corporate responsibility

www.barclays.co.uk

www.british-airways.com

Talk about their ethical stance	www.co-operativebank.co.uk
Case studies, company information, mission statements, aims and objectives	www.vodafonefoundation.org
Financial Times	www.FT.com
Relevant Ted Talks	http://www.ted.com