



## **IQ IAM Level 5 Diploma in Business and Administrative Management (VRQ)**

### **Specification**

**Regulation Number: 601/6549/2**

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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](http://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](http://www.industryqualifications.org.uk))

Enquiries: 01952 457452

## Version number

Please ensure that you have the latest and most up to date version of documents. Please check the website for the most up to date version. To check which version you have please see the footer which will give you the version number.

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

The IQ IAM Level 5 Diploma in Business and Administrative Management is aimed at administrative and business managers at a senior level, providing them with the knowledge, skills and understanding to work at this tactical level. The qualification has four mandatory units: Strategic Management, Finance for Decision Making, Management Information Systems for Business and Human Resources Management. 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
<b>Mandatory Units</b>						
1	T/507/3837	Operations Management	5	70	142	15
2	T/507/3840	Management Accounting	5	70	145	15
3	F/507/3842	Leadership and Management	5	80	162	17
4	J/507/3843	Learning and Development	5	75	151	16
<b>Optional Units</b>						
5	L/507/3844	Analysis of Financial Accounts for Managers	5	70	145	15
6	D/507/1905	Finance for Decision Making	6	80	157	16
7	F/507/1914	Business Regulation (UK)	5	60	145	15
8	Y/507/3846	Business Ethics and Corporate Social Responsibility	5	65	131	14
9	J/507/1915	Managing Information and Knowledge in Organisations	5	60	127	13
10	D/507/3847	Project Management	5	75	143	15
11	R/507/1917	Business Research	5	80	200	20
12	H/507/3848	Innovation and Entrepreneurship	5	70	142	15
13	M/507/1911	Marketing Communications Strategy	6	80	158	16

## Delivery

**Total qualification time (TQT)** are 1143 -1260 hours. TQT is the sum of guided learning (formal learning/ tutor contact time) plus directed study plus dedicated assessment. **Guided learning hours (GLH)** are 550 to 610 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. In addition to the GLH it is expected that learners will spend considerable time in private study and research.

## 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)
<b>Mandatory Units</b>					
1	T/507/3837	Operations Management	Assignment**	12.5%	
2	T/507/3840	Management Accounting	Examination*	12.5%	3 hours
3	F/507/3842	Leadership and Management	Assignment**	12.5%	
4	J/507/3843	Learning and Development	Assignment**	12.5%	
<b>Optional Units</b>				12.5%	
5	L/507/3844	Analysis of Financial Accounts for Managers	Examination*	12.5%	3 hours
6	D/507/1905	Finance for Decision Making	Examination*	12.5%	3 hours
7	F/507/1914	Business Regulation (UK)	Examination*	12.5%	3 hours
8	Y/507/3846	Business Ethics and Corporate Social Responsibility	Assignment**	12.5%	
9	J/507/1915	Managing Information and Knowledge in Organisations	Assignment**	12.5%	
10	D/507/3847	Project Management	Assignment/Project **	12.5%	
11	R/507/1917	Business Research	Assignment/Project **	12.5%	
12	H/507/3848	Innovation and Entrepreneurship	Assignment**	12.5%	
13	M/507/1911	Marketing Communications Strategy	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@industryqualifications.org.uk](mailto:info@industryqualifications.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:

- 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 they 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 be 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 6 Diploma in Business and Administrative Management
- Degrees in areas business, business management, business administration
- Business and management undergraduate courses
- Membership of professional bodies
- Managerial roles such as operations director, business development manager or company secretary

## 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 6 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	

<p>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:</p> <ul style="list-style-type: none"> <li>• make a practical decision</li> <li>• demonstrate the required knowledge, understanding, and skills in organisational contexts.</li> </ul>	<p>apply calculate create (in an applied context) demonstrate/ demonstrate how design estimate investigate plan prepare propose use</p>
<p><b>Analysis</b></p>	
<p>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:</p> <ul style="list-style-type: none"> <li>• select data relevant to tasks</li> <li>• organise data relevant to tasks</li> <li>• break down data/texts to their elements</li> <li>• respond to data/text that contains several elements</li> </ul>	<p>analyse / critically analyse clarify compare differentiate between examine explain identify why, how, reasons, characteristics investigate select summarise</p>
<p><b>Evaluation</b></p>	
<p>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:</p> <ul style="list-style-type: none"> <li>• provide supported decisions or conclusions</li> <li>• make a reasoned case</li> <li>• make comparisons based on valid and relevant reasons and evidence</li> <li>• set up arguments based on valid reasons and evidence</li> </ul>	<p>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?</p>

## 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/](http://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: Operations Management - T/507/3837**

Guided Learning Hours: 70

**Unit description:** This unit covers the administrative management of operations in business organisations and the management of the supply chain. Candidates will explore the concepts and strategies for operations and supply chain management. They will examine the need for the measurement of operations performance and the approaches to operations improvement.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criteria - The learner can:</b>	<b>Indicative Contents:</b>
1. Understand the concept of administrative operations management in organisations	1.1 Explain administrative operations management in organisations	<p><b>Operations Management:</b> Definitions of operations management: operations management as one of three core functions i.e. operations, product or service development; marketing and sales; operations management in all types of organisations both profit and non-profit making organisations; input-transformation-output process; process hierarchy; characteristics of operations processes – volume, variety, variation and visibility; activities of operations management; operations management model. <b>Management of operations in service organisations:</b> What is service operations management; challenges facing service operations managers; different service operations – B2B, B2C, internal services, public services (G2C), not-for-profit services; different types of service process; capability versus commodity processes; factors influencing the success of a service operation.</p>
	1.2 Evaluate the importance of administrative operations management in organisations	<p><b>Importance of operations management:</b> in all types of organisations both profit and non-profit making organisations; input-transformation-output process; process hierarchy; characteristics of operations processes – volume, variety, variation and visibility; activities of operations management; operations management model</p>
	1.3 Analyse the role and contribution of administrative operations management	<p><b>Administrative operations management:</b> operations management refers to the administration of business practices to create the highest level of efficiency possible within an organization; Schroeder (1993) definition of operations managers – primarily a decision making role; Schroeder's framework for operations decisions i.e. decisions in five areas of quality, process, capacity, inventory and people(workforce); how size and type of business will influence the role and contribution of administrative managers; tasks undertaken by operations manager – management of a cost centre, controlling short and long term efficiency, managing technology, control of subsystems, maintaining the balance between finance and productivity; managing the transformation process and managing complexity</p> <p><b>Contribution of administrative management:</b> facilitating the range of activities that ensure operations add value for customers – customer service, achieving efficiencies, keeping costs down, developing staff to enable production of high quality goods and services; supporting business performance and how this impacts on market share, customer satisfaction and profits; role in facilitating successful product or service development; importance of time to market (TTM); managing the interaction between operations management and the customer</p>

2. Understand quality management and assessment in organisations	2.1	Explain the role of quality management in organisations	<b>Role of quality management:</b> importance; quality functions in organisations such as quality control, quality assurance, TQM etc.; how quality is managed; methods; impact of poor quality; measuring quality – importance; role of quality managers and operations managers.
	2.2	Analyse how the concept of quality differs within and across organisations	<b>Concept of quality:</b> how concept of quality varies between different industries and businesses and within these; relative importance of quality across different businesses and industries; quality of products, services, operations etc. Impact of culture on quality, Kaizen, Dale & Lascelles – 6 levels of commitment.
	2.3	Analyse approaches, methods and techniques for the assessment of quality	<b>Approaches, methods, techniques:</b> use and limitations of each; e.g. Total Quality Management; Quality management systems; Strategic quality management; ISO 9000; Six Sigma; quality gurus (W. Edwards Deming, Kaoru Ishikawa, Dr Joseph Juran, Philip Crosby, Dr John Oakland); EFQM; Balanced Scorecard; Benchmarking. Evaluation of quality; implications of ignoring/ non-conformance to quality; improvements to be made; controls and systems to be implemented; making recommendations.
3. Understand how to measure and improve operations performance in organisations	3.1	Analyse approaches for measuring operations performance in organisations	<b>Operations Performance:</b> How operations performance is vital for any organisation; main purposes/reasons for performance measurement – communication, motivation, control and improvement; Stakeholder interests in operations activities; Five operation performance objectives –quality, speed, dependability, flexibility and cost; internal and external benefits of excelling in performance objectives of operations; trade-offs between performance objectives; Balanced Scorecard and measures for operations managers and service operations managers.
	3.2	Analyse approaches for improving operations performance in organisations	<b>Operations improvement:</b> Why improvement is important in operations management; service quality; reconciling customers’ views of quality; Porter’s Value Chain ; key elements of operations improvement – radical change, continuous improvement, improvement cycles (Deming), customer-centricity , quality systems etc.; approaches to managing improvement – TQM , lean, JIT, BPR, Six Sigma; techniques used for improvement – SPC, scatter diagrams, process flow charts, cause-effect diagrams, Pareto analysis, Why-why analysis.
4. Understand supply chain management in organisations	4.1	Analyse the role of supply chain management	<b>Supply chain:</b> What is supply chain management, supply chain management objectives; activities of supply chain management, logistics, continuity of supply, responsiveness to demand, cost management and outsourcing decisions; supplier selection; supply chain and CSR; benefits of supply chain management; benefits of established supply chain relationships
	4.2	Assess the contribution of supply chain management to competitive advantage	<b>Contribution of supply chain management:</b> Quantitative (orders placed, lead times, price savings, reduced administration costs) and qualitative performance measures (long term collaboration, JIT, E-procurement etc.); KPIs and consequences of suppliers failing to meet these; SLAs; impact on competitive advantage of supplier performance systems

## Unit 1 Guidance on Delivery and Assessment

### Delivery

This unit develops the learner's knowledge and understanding of the concept of administrative operations management in organisations; quality management and assessment in organisations; how to measure and improve operations performance in organisations and supply chain management 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 where 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: Management Accounting - T/507/3840**

Guided Learning Hours: 70

**Unit description:** This unit is aimed at managers who are not accountant specialist and aims to provide candidates with an in-depth understanding of management accounting techniques and their application in organisational decision making. Candidates will learn about the contribution of cost accounting information for budgeting and forecasting purposes in the management of a business. They will examine the use of absorption and marginal costing techniques and will learn about cost-plus pricing and pricing on the basis of relevant/marginal cost. In addition candidates will understand the financial implications of investment appraisal decisions.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Indicative Contents:
1. Understand the use of costing techniques in decision making	1.1 Explain the different classifications of cost	<b>Cost classifications</b> - variable costs, fixed costs, semi-variable costs, direct costs, indirect costs, relevant costs; decision making; pricing decisions; cost control; responsibility; cost allocation
	1.2 Define costing techniques	<b>Costing techniques:</b> Absorption costing, marginal costing; Activity based costing
	1.3 Apply absorption and marginal costing techniques	<b>Applying costing techniques:</b> absorption costing and marginal costing, interpret calculations and provide information to enhance decision making; how to set pricing at cost-plus; pricing on the basis of relevant/marginal cost
2. Understand the use of budgeting in decision making	2.1 Discuss the objectives of budgets	<b>Objectives of budgets:</b> To provide structure; planning; co-ordination; link with strategic plans and achievement of organisational objectives; communicate objectives, opportunities and plans; predict cash flows; resource allocation; model scenarios; performance review
	2.2 Explain the benefits of budgeting to organisations	<b>Benefits of budgeting:</b> planning and coordination; clarification of authority and responsibility; communication; motivation; help monitor and control operations; promote forward thinking; provide a framework for evaluating performance of managers in meeting individual and department targets; as an early warning system by highlighting where investigation and appropriate corrective action is necessary; price setting; capital and credit procurement
	2.3 Prepare simple budgets	<b>Prepare simple budgets</b> (from the information provided): sales budget, production budget, materials budget, labour budget, flexible budget
3. Understand the use of budgetary control techniques in an organisation	3.1 Explain standard costing and variance analysis	<b>Standard costing and variance analysis:</b> standard costs, actual costs, the importance of standard (costs) costing; definition of variance analysis; comparison of actual and



			standard; adverse and favourable variances; types of variances – labour, material, overhead; reasons for variances; corrective measures
	3.2	Conduct a variance analysis	<b>Conduct a variance analysis and make recommendations:</b> calculate simple material, labour and overhead variances and provide reasons for their existence together with corrective measures that can be taken; suggesting possible solutions or actions to be taken
4. Understand the use of cash flow forecasts in decision making	4.1	Explain the importance of forecasting future cash requirements	<b>Importance of forecasting future cash requirements:</b> What is cash and cash flow; How profit is not cash; reasons for forecasting future cash requirements (liquidity and solvency, investment decisions); problems with forecasting future cash requirements; impact of expected cash flows on management decision making
	4.2	Prepare a cash flow forecast from information provided	<b>Prepare a cash flow forecast by determining:</b> cash inflows or receipts; cash outflows or payments; timings of cash receipts and payments,; net cash flows,; opening cash balance; closing cash balance
	4.3	Make recommendations based on cash flow forecast	<b>Recommendations based on cash flow forecast:</b> Steps to take if a cash shortfall or a cash surplus is forecast; Cash <b>shortfall</b> e.g: pre-arranged loan or overdraft, postponing capital expenditure, seeking alternatives to outright purchase i.e. rent, lease, review costs, seek to increase sales, issue shares; cash <b>surplus</b> e.g: investment, reinvestment, pay off debts
5. Understand the use of investment appraisal in decision making	5.1	Explain the importance of Investment appraisal in project evaluation	<b>Investment appraisal:</b> Decisions are long term and capital intensive; time value of money; identifies potential rewards; risk appraisal
	5.2	Evaluate projects using different appraisal techniques	<b>Investment appraisal techniques and their use in decision making:</b> Payback Period, Accounting Rate of Return, Net Present Value, Internal Rate of Return; pays back within specified period; meets the company's hurdle rate for return; positive/negative NPV, acceptable IRR; choosing between alternative projects.
	5.3	Make recommendations based on projects appraisals	<b>Recommendations based on projects appraisals:</b> Pays back within specified period, meets the company's hurdle rate for return, positive/negative NPV, acceptable IRR. Choose between alternative projects.

## Unit 2 Guidance on Delivery and Assessment

### Delivery

This unit develops the learner's knowledge and understanding costing techniques, budgeting, cash flow forecasts and investment appraisal in decision making; it also covers control techniques in an organisation.

### Assessment

This unit is assessed by an externally set examination which must be held under exam conditions.

**Unit 3: Leadership and Management - F/507/3842**

Guided Learning Hours: 80

**Unit description:** This unit examines the similarities and differences between management and leadership. Its aim is to enable candidates to analyse and evaluate the application of leadership and motivation approaches within organisations and the ethical considerations of leadership and management. Candidates will examine performance management techniques and the leadership role in the management of change.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criteria - The learner can:</b>		<b>Indicative Contents:</b>
1. Understand the concepts of leadership and management	1.1	Explain the differences between leadership and management	<b>The differences and similarities between management and leadership:</b> Definitions of management and leadership; the activities involved in management and leadership; the extent to which managers lead and leaders manage; Drucker's view that management is doing things right, leadership is doing the right things; Mintzberg's management roles; Kotter's view that management and leadership are different but complementary
	1.2	Analyse theories of and approaches to management	<b>Theories of and approaches to management:</b> Fayol's principles of management, Taylor and the principles of scientific management, human relations perspective, systems approach, contingency approach to management; the advantages and disadvantages of each approach the impact of using an inappropriate approach
	1.3	Analyse theories of and approaches to leadership	<b>Theories of and approaches to leadership:</b> Action centred leadership – Adair, the trait approach, the behavioural approach – McGregor's theory X and theory Y, leadership styles – Lewin, Likert, Blake and Mouton's managerial grid, situational leadership – Hersey and Blanchard, Tannebaum and Schmidt's leadership continuum, (contingency theory - Fiedler – Fiedler's contingency model), the 21 <sup>st</sup> century leader – relating, sense making, visioning, inventing; engaging leadership model; transaction and transformational leadership; the advantages and disadvantages of each approach; the impact of using an inappropriate approach
	1.4	Analyse the impact of ethics on leadership and management	<b>Ethical considerations in leadership and management:</b> espoused/rhetorical theory v theory in use, the importance of trust in the employment relationship, the impact of loss of trust on the psychological contract, acting with integrity, acting with honesty and fairness, working within the organisation's values, ethical decision making, managing competing tensions between organisational stakeholders
2. Be able to evaluate an organisation's approach to	2.1	Evaluate an organisation's approach to management	<b>Approaches to management:</b> what is approach of selected organisation; the advantages and disadvantages of approach; its effectiveness; alternative approach if applicable

management and leadership	2.2	Evaluate an organisation's approach to leadership	<b>Approaches to leadership:</b> what is approach of selected organisation; the advantages and disadvantages of approach; its effectiveness; alternative approach if applicable
3. Understand the contribution and importance of motivation in the leadership and management of others	3.1	Evaluate the contribution of motivation in the leadership and management of others	<b>Contribution of motivation:</b> definition of motivation, intrinsic and extrinsic motivation, the link between motivation, commitment and performance, creating a positive psychological contract, creating discretionary effort. Factors that inspire engagement and build employee motivation: respect, trust, empowerment, autonomy, collaboration, employee involvement and participation.
	3.2	Analyse the main theories of motivation	<b>Theories of motivation:</b> Content theory: Maslow's hierarchy of needs, Herzberg's two factor theory, Alderfer's ERG theory; <b>Process theory:</b> McGregor's Theory X and Theory Y; Expectancy theory: Vroom's three factor theory, Adam's equity theory, Locke's path goal theory; Modern theory: Ouchi's Theory Z; usefulness of theory in motivating employees.
	3.3	Assess an organisation's approach to motivating employees	<b>Motivation approach of a selected organisation:</b> communication, feedback and praise, staff suggestion schemes, empowerment, training and development, career progression, financial and non-financial rewards, participation in decision making, removing barriers to good performance; how effective it is; how it could be improved or different approached used; Use of employee engagement, psychological contract and commitment.
4. Understand the role of leadership and management in building and maintaining effective teamwork	4.1	Discuss the characteristics of an effective work team	<b>Characteristics of effective work team:</b> Difference between a group and a team: definitions of a group, definitions of a team, the need for a team to focus on the achievement of common objectives, the allocation of tasks and responsibilities within a team <b>An effective work team:</b> team purpose, cohesion, synergy, role clarity, SMART goals, regular performance review, recognition of individual strengths and weaknesses, clear lines of communication, regular team meetings <b>Characteristics of an effective team:</b> definitions of a group, definitions of a team, the need for a team to focus on the achievement of common objectives, the allocation of tasks and responsibilities within a team, team purpose, cohesion, synergy, role clarity, SMART goals, regular performance review, recognition of individual strengths and weaknesses, clear lines of communication, regular team meetings
	4.2	Discuss the role of leadership and management in maintaining group dynamics	<b>Role of leadership and management in maintaining group dynamics:</b> Belbin's team roles, Tuckman's stages of group development, the link between leadership styles and team development, managing changes in the team, supporting the team.
5. Understand the role of leadership and management in performance management	5.1	Discuss organisational performance management techniques	<b>Performance management techniques:</b> The performance management cycle, performance reviews: competency rating or critical incident review, scoring mechanisms, (balanced) Balanced Scorecard (scorecard) approach. Links between performance management and talent management and succession planning.

	5.2	Analyse the role of leadership and management in performance management	<p><b>The role of leadership and management in performance management:</b> Conducting <b>performance reviews:</b> preparing for the meeting, conducting a review meeting, objective setting, providing feedback, and identifying training and development needs.</p> <p><b>Managing poor performance:</b> identifying performance gaps, examples of performance gaps, setting clear standards of future expected performance, agreeing action – training, development, coaching, devising a performance improvement plan, regularly reviewing performance.</p>
6. Understand the role of management in leading and managing change	6.1	Discuss the role of leadership and management in promoting change	<p><b>The role of leadership and management in promoting change:</b> recognising the need for organisational change, drivers of change, internal and external triggers, Rosabeth Moss Kanter – the integrative approach to change management, the segmentalist approach to change management, Lewin’s force field theory, incremental v transformational change.</p> <p><b>Skills for leading change:</b> creating a sense of urgency, recruiting change agents/supporters, creating a clear vision, support the team in achieving the change, thinking out of the box for new ideas, learn from mistakes, reward individual and team effort</p>
	6.2	Explain the role of leadership and management in overcoming resistance to change	<p><b>Barriers to change and strategies to overcome them.</b> Barriers to change: mindsets, groupthink, lack of communication, organisational culture, fear of job loss, lack of resources, loss of energy and enthusiasm for the change, changes not built into organisational systems, lack of monitoring and evaluation.</p> <p><b>Strategies to overcome barriers to change:</b> appointing a change agent, allocating required resources, regular review, monitoring and evaluation, involving the team in the change, provision of support and training, regular transparent communication, celebrating success, thanking and rewarding contributors</p>

## Unit 3 Guidance on Delivery and Assessment

### Delivery

This unit develops the learner's knowledge and understanding of the concepts of leadership and management, the contribution and importance of motivation in the leadership and management of others; the role of leadership and management in building and maintaining effective teamwork, in performance management and in leading and managing change; it also covers being able to evaluate an organisation's approach to management and leadership.

### 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 where 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 4: 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.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criteria - The learner can:</b>		<b>Indicative Contents:</b>
1. Understand the importance of learning and development in organisations	1.1	Analyse the national context of learning and development in organisations	<b>National context of learning and development:</b> 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.	<b>Organisational context of learning and development:</b> 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	<b>Learning and development theories:</b> 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	<b>Learning and development methods:</b> 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	<b>Learning and development plans for individuals and organisations:</b> 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	<b>Evaluation of learning and development:</b> 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	<b>Lifelong learning:</b> learning throughout life; personal and professional development; organisations and lifelong learning; supporting lifelong learning. <b>CPD:</b> 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	<b>Links between lifelong learning and CPD:</b> 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	<b>Importance of lifelong learning and CPD:</b> 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 4 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 where 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: Analysis of Financial Accounts for Managers - L/507/3844**

Guided Learning Hours: 70

**Unit description:** This unit develops the candidate's understanding of financial statements and published company reports. Candidates will learn how to analyse and interpret financial statements and to assess the implications of their findings for organisations. The unit is useful for managers who wish to interpret financial and company information for the purposes of investment in businesses, purchasing shares, assessing the viability of suppliers or customers, assessing competition, takeovers and mergers etc.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Indicative Contents:
1. Understand the financial statements and company reports produced by organisations	1.1 Explain the purposes of the financial statements and company reports prepared by organisations	<b>Purpose of the main Financial Statements:</b> Provide information about the results of operations, financial position, and cash flows of an organization; meet regulations and legislation.
	1.2 Identify the users of the financial statements and company reports of organisations	<b>Users of the main financial statements:</b> shareholders, managers, directors, employees, customers, suppliers, banks, competitors, local organisations, government, pressuregroups, potential investors/buyers etc; reasons for use: investment in businesses, purchasing shares, assessing the viability of suppliers or customers, assessing competition, takeovers and mergers etc.
	1.3 Explain the information presented in financial statements and company reports of an organisation	<b>Financial Statements and company reports:</b> Income Statement/Profit & Loss Account (Classification of income, presentation and calculation of Income & Expenses, Gross Profit, Net Profit & Profit after taxation – accruals concept etc.); Statement of Financial Position/Balance Sheet (presentation and calculation of Assets & Liabilities, Non-Current Assets, Current Assets, Equity and Reserves, Current Liabilities and non-current liabilities etc.); Statement of Cash Flows/Cash Flow Statement (Cash Flows from Operating Activities, Cash Flows from Investing Activities, Cash Flows from Financing Activities etc.). Non-financial information included in published company reports (Auditor's report, Chairman's report, Finance Director's report, Environmental and Social Reports, Operating & Financial Review etc.).
2 Be able to use ratios to analyse financial statements	2.1 Conduct a ratio analysis for an organisation	<b>Ratio analysis for an organisation:</b> Profitability Ratios, Efficiency Ratio's, Liquidity Ratio's and Investment Ratio's
	2.2 Interpret the results of the ratio analysis	<b>Results of a ratio analysis:</b> Trading difficulties, cash flow issues, changes

		in income and expenses, use of assets/funds, changes in debt/equity etc.
3. Be able to interpret information in financial statements and company reports	3.1 Evaluate an organisation company in its business context	<b>Evaluate organisation:</b> making comparisons (across businesses, within industry, across industries etc.); assess company Increase/decrease in profit; trading difficulties, implications of receiving credit, cash flow issues, cost of obtaining debt etc. Calculation of trends, comparison with competitors, causes and implications of results.
	3.2 Make recommendations for users of financial statements in given scenarios.	<b>Recommendations:</b> Recommendations for given scenarios e.g. supply and demand, cash flow concerns of competitors, suppliers, creditors, risk in investment, return on investment, competition etc; justifying recommendations using findings from analysis.

## Unit 5 Guidance on Delivery and Assessment

### Delivery

This unit develops the learner's knowledge and understanding of the financial statements and company reports produced by organisations and well as being able to use ratios to analyse financial statements and to interpret information in financial statements and company reports.

### Assessment

This unit is assessed by an externally set examination which must be held under exam conditions.

**Unit 6: Finance for Decision Making - D/507/1905**

Guided Learning Hours: 80

**Unit description:** This unit is a financial awareness unit aimed at non-accountant decision makers who are likely to be senior administrative or business managers. Candidates will learn about financial factors underpinning business decision making at senior levels within the organisation. They will analyse given information that could be used as the basis for high level decision making in business. They will learn the techniques of financial analysis and evaluation that will enable them to make high level business decisions.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the contribution of financial information and financial analysis when taking decisions	1.1	Examine factors that underpin decision making in business	<b>Factors that underpin decision making in business:</b> Types of business decisions at senior level made by administrative and business managers; links and differences between financial, regulatory, customer service factors; interests of shareholders, managers (administrative and business) and other stakeholders.
	1.2	Assess the significance of business risk and financial factors in business decision making	<b>Significance of business risk and financial factors in business decision making at senior level:</b> Shareholders' interests; creditor protection; accountant vs economist view of income, capital and value; inflation; categories of business risk (e.g. credit, market, operational; regulatory, reputational, financial; strategic, compliance, environmental, employee risk management, political instability, health and safety, commercial); risk assessment in financial decision making; risk disclosure.
	1.3	Discuss the factors which have financial implications for business decisions	<b>Factors which have financial implications for business decisions at senior level:</b> Importance of access to cash; importance of governance, ethical, environmental economic, technological, legal and social factors.
	1.4	Analyse the concepts and principles of corporate governance that impact on business decision making	<b>Key concepts and principles of corporate governance:</b> Implications of different ownership structures and stakeholder interests (shareholders, administrative and business managers, employees, government); need for governance guidance; director and stakeholder responsibilities; impact on senior decision making.
2. Understand sources of finance available for the acquisition of business assets and working capital	2.1	Analyse the sources of finance available to a business	<b>Sources of finance available to a business:</b> External and internal sources of finance (overdraft, trade creditors, factoring, shares/investment, loans, debentures, mortgage, HP/Leasing, grants, retained profits, trade debtors); government interventions; equity and debt; what it means to be listed on stock exchange; different share types (preference, ordinary shares); importance of working capital and cash flow and implications of not managing efficiently; techniques for managing working capital; off-balance sheet financing; techniques for managing working capital; long and short term finance needs.

	<p>2.2 Evaluate implications of accessing different sources of finance to a business</p>	<p><b>Evaluate implications of sources of finance:</b> Advantages and disadvantages of different sources of finance (access, cost, availability, effect on gearing and importance of this); how to list on stock exchange; cost of capital calculations; WACC and usefulness of this: calculation of financial gearing and associated risks; selecting finance to suit the purpose (long-term/short-term);</p>
	<p>2.3 Assess methods for making capital expenditure and investment decisions</p>	<p><b>Business investment decisions:</b> Investment appraisal: Accounting Rate of Return (ARR), Payback, Net Present Value (NPV), Internal Rate of Return (IRR); profitability indices; effects of tax and inflation on investments; decisions about asset life and depreciation policies and impact of these; how organisations select criteria on which to base capital investment decisions; benefits and limitations of each investment appraisal technique (ARR, Payback, NPV, IRR); how these effect the viability of investment.</p>
<p>3. Understand how financial statements are used to provide a basis for senior decision making</p>	<p>3.1 Explain requirements for financial statements and how these relate to decision making in business</p>	<p><b>Key requirements for financial statement:</b> Structure and content of financial statements including published accounts; reporting requirements; accrual and cash flow approaches; difference between capital and revenue; historical cost convention; accounting principles for reporting; characteristics of financial statements most relevant to decision making; use of financial statements for analysing financial trends.</p>
	<p>3.2 Calculate financial ratios and explain their significance for making business decisions</p>	<p><b>Main financial ratios:</b> Liquidity, capital structure, investment, profitability and efficiency ratios (including ROCE and EPS); indicators of financial health of business and decision making; capital and revenue investment decisions; industry and inter-firm comparison of ratios.</p>

## Unit 6 Guidance on Delivery and Assessment

### Delivery

This unit develops the learner's knowledge and understanding of the contribution of financial information and financial analysis when taking decisions, sources of finance available for the acquisition of business assets and working capital and how financial statements are used to provide a basis for senior decision making. 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

This unit is assessed by an externally set examination which must be held under exam conditions.

**Unit 7: 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: <ul style="list-style-type: none"> <li>• Contract Law</li> <li>• Consumer Law</li> <li>• Banking and consumer finance</li> <li>• Imports and exports</li> </ul>	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: <ul style="list-style-type: none"> <li>• Contract Law</li> <li>• Consumer law</li> <li>• Banking and consumer finance</li> <li>• Imports and exports</li> </ul>	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.



<p>2. Understand the regulation of business operations</p>	<p>2.1</p>	<p>Analyse legislation and regulations that impact on organisations' business operations in:</p> <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Environmental issues</li> <li>• Data protection and confidentiality</li> <li>• Food safety</li> <li>• Employment</li> <li>• Equality and human rights</li> </ul>	<p>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.</p>
	<p>2.2</p>	<p>Assess the impact of legislation and regulation on organisations' business operations for</p> <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Environmental issues</li> <li>• Data protection and confidentiality</li> <li>• Food safety</li> <li>• Employment</li> <li>• Equality and human rights</li> </ul>	<p>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.</p>
<p>3. Understand government regulation of business</p>	<p>3.1</p>	<p>Analyse government regulations that impact on organisations in</p> <ul style="list-style-type: none"> <li>• Business legal structures</li> <li>• Application of tax</li> <li>• Accounting regulation</li> <li>• Corporate governance</li> <li>• Competition law</li> <li>• Stock exchange listing</li> <li>• Government regulatory bodies</li> </ul>	<p>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.</p>

	3.2	<p>Assess the impact of government regulation on organisations in</p> <ul style="list-style-type: none"> <li>• Business legal structures</li> <li>• Application of tax</li> <li>• Accounting regulation</li> <li>• Corporate governance</li> <li>• Competition law</li> <li>• Stock exchange listing</li> <li>• Government regulatory bodies</li> </ul>	<p><b>Impact of UK government regulation on organisations:</b> 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.</p>
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## Unit 7 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 8: Business Ethics and Corporate Social Responsibility - Y/507/3846**

Guided Learning Hours: 65

**Unit description:** This unit looks at the importance of business ethics and corporate social responsibility (CSR). Candidates will analyse the ethical issues that face organisations and consider their corporate social responsibilities. They will research and explore issues and CSR for a specific organisation or industry and make recommendations as to how ethical policies and practices can be put in place and corporate social responsibilities can be met. The unit is useful to all managers who, in today's business environment, need to be aware of the impact of ethical business practice and CSR.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criteria - The learner can:</b>		<b>Indicative Contents:</b>
1. Understand business ethics in organisations	1.1	Assess the need for business ethics in the business environment	<b>The need for business ethics in today's global business environment:</b> Definitions of business ethics; Distinguish between ethics and law; The importance of ethics to business and consequences of being ethical or non-ethical; Ethical challenges facing business; The triple bottom line; Sustainability; Consequences of actions (ethical and other)
	1.2	Analyse different ethical theories and models in organisations	<b>Analyse different ethical models:</b> Different ethical theories e.g. Consequentialism, deontology, virtue ethics, justice and rights-based theories. Ethical decision-making models, influences on decision-making - individual and situational. Advantages and disadvantages, relevance and implications of use. Application of models in different organisations.
	1.3	Evaluate the implications of implementing ethical policies and practices in organisations	<b>Evaluate the implications of businesses operating ethically:</b> The benefits, challenges and consequences to an organisation when implementing ethical policies and practices. Adapting business behaviour; responding to ethical pressures implementing ethical practices; influence of stakeholders and pressure groups; impact on competitiveness; reputation; public image; ethical trade; complying with relevant legislation and codes of practice, e.g. UK law, EU law or other local legislation; costs; implications of non compliance with legislation for individuals and organisations (fines, imprisonment, reputation etc.).
2. Understand the link between Corporate Social Responsibility and Business Ethics	2.1	Evaluate the role of Corporate Social Responsibility in the business environment	<b>The role of Corporate Social Responsibility:</b> Definition of Corporate Social Responsibility (CSR) and why it is important to today's organisations; Overview of CSR; Future of the corporation; Stakeholder theory and CSR; Corporate Accountability; Corporate Citizenship; Legal requirements and implications of non-compliance.
	2.2	Evaluate the link between ethics and Corporate Social Responsibility in organisations	<b>Link between ethics and Corporate Social Responsibility:</b> whether ethical behaviour links to the CSR activities of an organisation; Ethics and CSR; theories of CSR; CSR and developing economies; CSR and globalisation; Accountability

3. Understand how to manage the ethical issues and corporate social responsibilities for an organisation	3.1	Analyse ethical issues and corporate social responsibilities for an organisation	<b>Suitability of different ethical practices:</b> Identifying ethical issues and corporate social responsibilities for an organisation; identifying suitable ethical decision making models; the importance of situational influences on ethical decision making; factors to consider when shaping ethical decision making; apply and justify relevant ethical decision making theory to specific business organisations or situations; relevant legislation and regulations.
	3.2	Recommend approaches to managing ethical issues and CSR for an organisation	<b>Managing ethical issues and corporate social responsibilities:</b> approaches, policies and practices to manage identified ethical issues and corporate social responsibilities; implementing policies; complying with legislation; barriers to implementation and how to overcome them.
	3.3	Evaluate the impacts of implementing recommended approaches	<b>Impacts of implementing recommended approaches:</b> impact on organisation; changes in organisational culture; impact on stakeholders; cost and resource implications; implications for operations; impact on perception of organisation and reputation.

## Unit 8 Guidance on Delivery and Assessment

### Delivery

This unit develops the learner's knowledge and understanding business ethics in organisations, the link between Corporate Social Responsibility and Business Ethics and how to manage the ethical issues and corporate social responsibilities for an organisation.

### 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 where 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 9: Managing Information and Knowledge in Organisations J/507/1915**

Guided Learning Hours: 60

**Unit description:** This unit explores the role of information and knowledge in organisations. It examines how information and knowledge can be managed and can be used to support business improvement. Candidates will learn about the use of management information systems, why organisations need knowledge and information, the need for information and knowledge to be effectively managed and the role of technology in managing information and knowledge in organisations. The unit also examines the links between information and knowledge management, organisational learning and business improvement.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criteria - The learner can:</b>		<b>Indicative Contents:</b>
1. Understand the need for information and knowledge management in organisations	1.1	Assess the need for information management in organisations	<b>The need for information management in organisations:</b> Definitions of data and information; concept of quality information; requirements of management information systems; essential nature of information; importance of managing information effectively; benefits of information management; implications for business of not having information; importance of ensuring that the information is relevant, timely, accurate etc. and consequences if not e.g. information overload; implications of regulation if information is not properly managed e.g. Data protection, Computer Misuse implications etc.; Financial, loss of efficiency implications etc.
	1.2	Assess the importance of knowledge management in business organisations	<b>The importance of knowledge management in organisations:</b> Concept of knowledge (tacit and explicit); requirements of knowledge management; relationship between data, information and knowledge; how information becomes knowledge; importance of knowledge management; relationship between information, knowledge and business strategy and business improvement.
2. Understand the application of ICT in information and knowledge management	2.1	Assess types and nature of organisational information systems	<b>Types of technology and systems used to manage information:</b> Types of information systems (Transaction Processing Systems, Decision Support Systems, Expert, Management Information Systems, etc.); Information systems for different administrative areas e.g. (finance, HR, marketing etc.); use of different types of technology e.g. mobile technology, computer systems, software, communications systems; Nature of the types and advantages and disadvantages for use in different areas; how technology affects communication for organisations; how poor information systems design will not result in valuable knowledge being gained.

	2.2	Evaluate the use of ICT in disseminating knowledge in organisations	<b>Use of systems for disseminating knowledge:</b> Benefits and limitations; use in decision making; contribution to digital business and global business; enhancement of business processes; barriers to use of systems (global barriers, technological, cultural); supporting competitive advantage; developing business strategy and business capability; improving business performance;
3. Understand the relationship between knowledge management strategies, organisational learning and business improvement	3.1	Analyse how knowledge management strategy facilitates organisational learning	<b>How knowledge management strategy facilitates organisational learning:</b> Roles and importance of knowledge; learning organisation or a learning culture (one which captures information from employees and systems and uses that information for business improvement); Links between strategy and learning; importance of capturing knowledge from individuals and processes; barriers to organisational learning and not capturing or not making make use of that information.
	3.2	Assess strategies and processes that support organisational learning	<b>Strategies and processes that support organisational learning:</b> Types of strategies and processes to build a learning organisation (push and pull strategies); learning culture; ways to facilitate organisational learning; e.g. information sharing, no blame culture, promoting and rewarding expertise.
	3.3	Analyse the contribution of organisational learning to business improvement	<b>Contribution of organisational learning to business improvement:</b> The concept of competitive advantage; how organisational learning supports business improvement and the contribution that makes, leading to competitive advantage.



## Unit 9 Guidance on Delivery and Assessment

### Delivery

This unit develops the learner's knowledge and understanding of the need for information and knowledge management in organisations; the application of ICT in information and knowledge management and the relationship between knowledge management strategies, organisational learning and business improvement. 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 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 where 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 10: 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.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criteria - The learner can:</b>		<b>Indicative Contents:</b>
1. Understand approaches to project management	1.1	Explain the principles of project management	<b>Principles of project management:</b> 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	<b>Approaches to project management:</b> 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	<b>Determining project objectives:</b> 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	<b>Risk analysis:</b> 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: <ul style="list-style-type: none"> <li>• Aims and objectives</li> <li>• Stakeholders</li> <li>• Costs</li> <li>• Timescales</li> <li>• Human resources</li> <li>• Physical resources</li> <li>• Tasks to be completed</li> <li>• Documentation required</li> <li>• Milestones and deliverables</li> </ul>	<b>Project plan:</b> 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	<b>Project stakeholders:</b> 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	<b>Managing a project:</b> 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	<b>Factors affecting success:</b> 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	<b>Key indicators:</b> 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	<b>Evaluation of project:</b> 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 10 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 learner will also be able to produce a project plan.

### Assessment

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

Please note that this unit is barred with unit 11 Business Research, learners can only complete one of these units as there is overlap of content.

**Unit 11: Business Research - R/507/1917**

Guided Learning Hours: 80

**Unit description:** This unit will introduce candidates to the theory that underpins research and research methods and techniques. Candidates will select a topic for research, carry out research and produce a research project report. This report will pull together information from several business functional areas, thus supporting candidates in developing a holistic approach to business. Research will include both primary and secondary research.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Be able to plan research project reports	1.1	Select a suitable research project topic	<b>Selecting a research topic:</b> Generating ideas e.g. by brainstorming; ways of refining ideas; selection of suitable topics; ethical considerations; identifying focus of report
	1.2	Select and use appropriate research methodologies, approaches and strategies	<b>Research methodologies, approaches and strategies:</b> <b>Methodologies:</b> quantitative, qualitative <b>Approaches:</b> deductive, inductive and combined; <b>Strategies:</b> case study, survey, ethnography, action research etc.; ensuring suitability of methodology, strategies and approaches for specific projects; justify choice of methodology, strategies and approaches.
	1.3	Conduct a literature search and review	<b>Literature search:</b> Preparing by carrying out literature search to identify articles, books, reports etc. relevant to research topic and ensure sufficiency of sources. <b>Literature Review</b> reading and making notes e.g. mind maps, relevance trees etc.; examining validity and sufficiency of literature; concept of plagiarism and how to avoid plagiarism; referencing using Harvard alphabetic system.
	1.4	Formulate research question, hypothesis and objectives	<b>Research question, hypothesis and objectives:</b> Importance of formulating questions, hypotheses and objectives; writing objectives based on research question/s and hypothesis/es.
	1.5	Write project specification	<b>Project specification:</b> Format of project specification; purpose of project/report; planning the project (title, background, research questions, objectives, hypothesis, research methods, timescales.
2. Be able to conduct research for project reports	2.1	Conduct primary or secondary research in accordance with project specification taking account of ethical issues	<b>Conducting research:</b> Accessing data; ethical issues re: access; confidentiality and data protection issues including relevant legislation; features of primary and secondary research; quantitative and qualitative data; collection of data through e.g. interviews, questionnaires, observation etc.; sampling techniques (probability sampling e.g. random; and non-probability sampling e.g. purposive); graphical formats for representation of data; data analysis techniques. In the case of candidates conducting <b>secondary research</b> , it is essential to utilise multiple

			sources of secondary data.
3. Be able to evaluate research outcomes	3.1	Evaluate research outcomes against project specification	<b>Evaluating research outcomes:</b> Importance of evaluating against project specification; assessing how far outcomes address project objectives and research questions; identifying areas where research does not address objectives and questions and reasons for this; identifying where further research may be required.
4. Be able to present research project reports	4.1	Produce a research project report suitable for intended audience	<b>Research project reports:</b> Structure (abstract, introduction, literature review, research methodology with justification, results and discussion, conclusions and recommendations, references and bibliography and appendices); Avoiding plagiarism; Harvard referencing convention; using appropriate language and style for audience; importance of accurate grammar, spelling and punctuation; use of plain English.

## Unit 11 Guidance on Delivery and Assessment

### Delivery

This unit develops the learner's knowledge skills and understanding of planning project reports; conducting research for project reports; evaluating research outcomes and presenting project reports. 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 project/assignment in the form of a project. The project will include selecting a research project, planning and conducting primary and secondary research as well as producing a report.

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 where 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.

Please note that this unit is barred with unit 10 Project Management, learners can only complete one of these units as there is overlap of content.

**Unit 12: Innovation and Entrepreneurship - H/507/3848**

Guided Learning Hours: 70

**Unit description:** This unit explores how to maximise creativity, innovation and entrepreneurship within the organisation. It investigates why organisations need innovation and entrepreneurship and examines how to foster entrepreneurship within an organisation. It also considers the leadership skills that are necessary for creativity and innovation together with what is involved in managing the entrepreneurial organisation and measuring innovation performance.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the need for creativity, entrepreneurship and innovation within an organisation	1.1	Explain the relationship between creativity, entrepreneurship and innovation	<b>Relationship between creativity, entrepreneurship and innovation:</b> Distinguishing between creativity and innovation. Innovation and its importance. Innovation as the specific tool of entrepreneurs (Drucker). Entrepreneurship is fundamentally about innovation. Entrepreneurism in practice, new start-up venture or established organisation. Internal entrepreneurs (entrepreneurs). Social entrepreneurship. Entrepreneurism and risk. Innovation and failure. Innovation and knowledge.
	1.2	Explain the four dimensions of innovation space	<b>4P's (categories) of innovation space / change:</b> i.e. <b>product innovation</b> – changes in the products/services which an organisation offers; <b>process innovation</b> – changes in the ways in which products/services are created and delivered; <b>position innovation</b> – changes in the context in which the products/services are introduced; <b>paradigm innovation</b> – changes in the underlying mental models which frame what the organisation does. Examples of each
	1.3	Assess the contribution of innovation to organisation's competitive advantage and value added services	<b>Contribution of innovation to organisation's competitive advantage:</b> Link between survival and innovation. Sources of innovation. Private and public sector – scope for innovation and entrepreneurship. Strategic advantages through innovation e.g. novelty in product /service offering or process, robust/platform design, value added services, efficient delivery of existing ones etc.
2. Understand how to foster entrepreneurship within the organisation	2.1	Evaluate the features of an innovative (entrepreneurial) organisation	<b>Features of an innovative (entrepreneurial) organisation:</b> Shared vision, leadership and willingness to innovate. Organisation structure that enables creativity, learning and interaction. The significance of key enabling individuals or innovation champions. Different aspects of innovation - incremental or radical innovation (Kaizen v BPR), discontinuous innovation.
	2.2	Explain how to foster entrepreneurship	<b>How to foster entrepreneurship:</b> High involvement in innovation. Encouraging and rewarding idea generation. Challenging assumptions. Effective team work. Creative climate for innovation. Internal and external customer orientation. Extensive networking. Creative thinking and generating ideas. Overcoming the barriers to creativity. Theorists on innovation (e.g. Kline, Cooper, Hicks)



3. Understand the leadership skills required for creativity and innovation	3.1	Analyse the leadership skills and traits for creativity and innovation	<b>Leadership skills and traits for creativity and innovation:</b> Energy, commitment, enthusiasm, support, providing feedback, open communication. Motivator. Facilitator. Influencing and negotiating skills. Willingness to accept ideas. Propensity to risk taking. Acceptance of failure as an opportunity for learning and development. Change agents. Proactive decision makers.
	3.2	Examine the leadership style required for creativity and innovation	<b>Leadership style required for creativity and innovation:</b> Transformational v transactional leadership and their impact on creativity and innovation. Other leadership styles and their contribution to entrepreneurship e.g. directive and empowering
4. Understand what is involved in managing the entrepreneurial organisation	4.1	Analyse the role of the entrepreneurial manager	<b>The role of the entrepreneurial manager:</b> Link between management, entrepreneurship and creativity; Creating and pursuing opportunities; reviewing, developing supporting activities; establishing strategic mission and priorities. Linking innovation to key strategies. Blue ocean innovation strategies. Decision making in the innovation process. Pursuing opportunity and driving change. Ability to think cross-functionally/organisationally. Funding innovation. Developing risk management strategies and approaches. Capturing and sharing innovation learnings.
	4.2	Explain performance management within the entrepreneurial organisation	<b>Performance management within the entrepreneurial organisation:</b> Measuring innovation performance in terms of inputs, outputs and process. Measuring and developing innovation management capability. Return on talent. Measuring service innovation – Strategy, Process, Organisation, Tools/Technology and System (SPOTS).

## Unit 12 Guidance on Delivery and Assessment

### Delivery

This unit develops the learner's knowledge and understanding of the need for creativity, entrepreneurship and innovation within an organisation; how to foster entrepreneurship within the organisation; the leadership skills required for creativity and innovation and what is involved in managing the entrepreneurial organisation.

### 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 where 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 13: Marketing Communications Strategy- M/507/1911**

Guided Learning Hours: 80

**Unit description:** This unit looks at the development of organisational marketing strategy and the development of competitive advantage. Candidates will look at the role of strategic marketing, the analysis of external and internal factors, marketing communications and the formulation of effective marketing strategy.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the role of strategic marketing and how it is developed	1.1	Evaluate the role that strategic marketing plays in organisations	<b>Role that strategic marketing plays in organisations:</b> Knowing what marketing strategy and strategic marketing are; role in the organisation (underpins marketing planning and activities); concept of product and customer in different organisations; resources and implementation; monitoring and control; links between corporate strategy and marketing strategy; linking marketing strategy to corporate mission and vision; meeting corporate objectives with marketing strategy; corporate social responsibility and marketing.
	1.2	Discuss how marketing strategy is developed in an organisation	<b>Developing a marketing strategy:</b> Setting objectives; dynamic strategy – flexibility for change, stages in process (research, market analysis, competitor analysis, company analysis, identify your target customers, segmentation, positioning, identifying product USPs and benefits, communication, marketing mix); competitive positioning; difficulties in research and determining marketing mix.
2. Understand analysis of the strategic marketing environment	2.1	Review approaches for analysing the strategic marketing environment	<b>Approaches to internal analysis:</b> Resource-based; performance; value chain; functional. <b>Approaches to external analysis:</b> Macro environment; micro environment; competitor analysis; wider external factors including Government, economic climate); fit between external and external environment.
	2.2	Analyse the external and internal marketing environment for an organisation	<b>Analyse the external and internal marketing environment for an organisation:</b> Carrying out analysis for organisation. External analysis: external environmental analysis using PESTLE (identifying political, economic, social, technological, legal and environmental factors that could affect marketing); customer analysis (identifying segments, customer motivation, unmet needs); competitor analysis (identify competitors, put in strategic groups, evaluate performance, image, their objectives, strategies, culture, cost structure, strengths, weaknesses); market analysis (market size, projected growth, profitability, entry barriers, cost structure, distribution system, trends, key success factors); Internal analysis: SWOT (strengths, weaknesses, opportunities, threats); product portfolios, growth/share analysis.

3. Understand how strategic marketing choices are made	3.1	Analyse the strategic marketing choices that need to be made in organisations	<b>Strategic marketing choices that need to be made in organisations:</b> Corporate decisions; vision and mission of organisation; directional strategy for marketing; Porter's generic strategies/Ansoff's Matrix; identifying generic strategies for organisation and business units; how the strategy informs corporate activities.
	3.2	Evaluate approaches to the competitive positioning of organisations	<b>Competitive positioning:</b> Marketing objectives; risk; market leader, market challenger, market follower, market niche; value propositions - concentration on operational excellence, product leadership or customer intimacy.
	3.3	Review the impact of strategic marketing choices on the business and functions of an organisation	<b>Impact of strategic marketing choices:</b> Business unit and functional level; how corporate strategies translate to unit and function level; decisions to be made at unit and function level; setting objectives for unit and functional level; marketing and other functions: finance, human resources, research.
4. Understand how to formulate a marketing strategy for competitive advantage	4.1	Formulate marketing strategy to contribute to competitive advantage in an organisation	<b>Formulate a marketing strategy:</b> Marketing strategies; segmentation, targeting and positioning; relationship strategies; product innovation and development; branding; service marketing; pricing and distribution; E-marketing; applicability for organisation and environment; resources; implementation; management; implications; justification.
	4.2	Formulate a communication strategy to support implementation of marketing strategy	<b>Communications Strategy:</b> MARCOMS strategic process; setting objectives; media choices; role of public relations; cost decisions; frequency; operations and measurement; international communications; implementation, organisation and control; monitoring and evaluation; justify choice of communications mix.
	4.3	Evaluate the potential impact of a marketing strategy on an organisation's competitive advantage	<b>Potential impact of a marketing strategy on an organisation's competitive advantage:</b> Impacts of marketing strategy on organisation, resources and competitive advantage; evaluation of potential impacts; conclusion; recommendations for managing and sustaining competitive advantage.

## Unit 13 Guidance on Delivery and Assessment

### Delivery

This unit develops the learner's knowledge and understanding of the role of strategic marketing and how it is developed; analysis of the strategic marketing environment; how strategic marketing choices are made and how to formulate a marketing strategy for competitive advantage. 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 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 where 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 ‘3<sup>rd</sup>’ 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/instruct/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](http://www.instam.org)

### Resources and Useful websites

Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
The National Archives (For all UK legislation)	<a href="http://www.legislation.gov.uk">http://www.legislation.gov.uk</a>
Equalities and Human Rights Commissions	<a href="http://www.equalityhumanrights.com">http://www.equalityhumanrights.com</a>
General business education website with some useful articles	<a href="http://www.bized.co.uk">www.bized.co.uk</a> –
Useful news and business articles	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
Useful case study examples	<a href="http://www.times100.co.uk">www.times100.co.uk</a>
Business dictionary	<a href="http://www.small-business-dictionary.org">www.small-business-dictionary.org</a>
Various business sections offer business information plus Various government departments have useful information	<a href="http://www.gov.uk">www.gov.uk</a>
Websites of individual companies offer information about their structure, culture, management and systems. For example: Business information including information about corporate responsibility	<a href="http://www.barclays.co.uk">www.barclays.co.uk</a> <a href="http://www.british-airways.com">www.british-airways.com</a>
Talk about their ethical stance	<a href="http://www.co-operativebank.co.uk">www.co-operativebank.co.uk</a>
Case studies, company information, mission statements, aims and objectives	<a href="http://www.vodafonefoundation.org">www.vodafonefoundation.org</a>
Financial Times	<a href="http://www.FT.com">www.FT.com</a>
Relevant Ted Talks	<a href="http://www.ted.com">http://www.ted.com</a>