Level 5 Diploma in Business and Administrative Management

Contents

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Level 5 Diploma in Business and Administrative Management

This document provides key information on 's Level 5 Diploma in Business and Administrative Management, including the rules of combination and guidance on assessment and curriculum planning. It should be used in conjunction with the handbook "Delivering Qualifications". Further guidance and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering Qualifications Guide and via the website.

This qualification has been accredited to the Regulated Qualifications Framework (RQF). Each qualification has a Qualification Accreditation Number (QAN). This number will appear on the learner's final certification documentation. Each unit within a qualification also has a RQF code.

Entry Requirements

These qualifications are designed for learners who are typically aged 18 and above.

The policy regarding access to our qualifications is that:

They should be available to everyone who is capable of reaching the required standards they should be free from any barriers that restrict access and progressionthere should be equal opportunities for all those wishing to access the qualifications

THE Level 5 Diploma in Business and Administrative Management

Learners must complete 120 credits. This includes all nine mandatory units, worth 100 credits, and two optional units with a minimum credit value of 20.

Unit Title	Level	Credit	GLH
Mandatory units			
Operations Management	5	15	60
Information for Strategic Decision Making	5	10	40
Advanced Finance for Business Managers	5	10	40
The Context of Corporate Governance	5	10	40
Organisational Analysis and Change	5	15	60
Human Resource Management	5	10	40
Knowledge Management Strategy	5	5	20
Leadership, Motivation and Group Dynamics	5	10	40
Business Research	5	15	60
Optional Units			
Economics for Business	5	15	60
Organisational Facilities Management	5	10	40
Islamic Finance	5	10	40
Financial Systems and Auditing	5	15	60
Small Business Enterprise	5	15	60
European Business	5	15	60
Business Ethics	5	15	60
Economics for Business	5	15	60
Organisational Facilities Management	5	10	40

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Guidance on Assessment

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

will provide a sample assignment for each unit which can be used as the assessment for the unit. We allow you to develop your own assignments so you have the opportunity to put assignments in a context that is appropriate for your learners. Any assignments that you devise will need to be submitted to for approval before delivery of the programme.

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

Methods of Assessment

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

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

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

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

Putting an Assessment Strategy in Place

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

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

learners are well-briefed on the requirements of the unit and what they have to do to meet them

assessors are well trained and familiar with the content of the unit/s they are assessing

there is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification

assessment decisions are clearly explained and justified through the provision of feedback to the learner

that work submitted can be authenticated as the learner's own work and that there is clear guidance on the centre's Malpractice Policy

that there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed

sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification

Quality Assurance of Centres

Centres delivering RQF qualifications must be committed to ensuring the quality of the assessment of all the units they deliver, through effective standardisation of assessors and verification of assessor decisions. will rigorously monitor the application of quality assurance processes in centres.

The quality assurance processes will involve:
centre approval for those centres who are not already recognised to deliver qualifications approval to offer RQF qualifications and units in Business and Administrative Management at Level 5 monitoring visits to ensure the centre is continuing to work to the required standards

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

Centres will be required to undertake training and standardisation activities as agreed with .
Details of quality assurance processes are provided in the Guide: "Delivering Qualifications" which is available on our website.

Malpractice

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own. Any instance of plagiarism detected by the External Verifier during sampling, will immediately be investigated and could lead to sanctions against the centre.

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

Guidance for Teaching and Learning

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

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

Top Tips for Delivery

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

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

Work Placements

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

Resources

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

Access and Recruitment

The policy with regard to access to its qualifications is that:

They should be available to everyone who is capable of reaching the required standard they should be free from any barriers that restrict access and progression there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to qualifications with integrity. This will include ensuring that all learners have appropriate information and advice about the qualifications. Centres should put in place appropriate systems to assess a learner's suitability for a programme, including their level of English, and make a professional judgement about their ability to successfully achieve the designated qualification. This assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

Access Arrangements and Special Considerations

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

Restrictions on Learner Entry

The Level 5 qualification in Business and Administrative Management is accredited on the RQF for learners aged 18 and above.

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Unit Specifications

Unit Format
Each unit in 's suite of level 5 qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

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

Unit Aims
The unit aims section summarises the content of the unit.

Unit Code
Each unit is assigned a RQF unit code that appears with the unit title on the Register of Regulated Qualifications.

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

Credit Value
The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

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

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

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

Assessment Criteria
The assessment criteria describe the standards a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 5 you would see words such as analyse and evaluate

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Operations Management	
Unit aims	This unit examines the strategic importance of operations management in its role of supporting activities in organisations. Learners will explore the contribution of the operations function to the success of organisations through the development of suitable strategies. This will include a consideration of setting and achieving operational performance targets and employing quality improvement techniques to help in delivering competitive advantage. Learners who aspire to positions in operations management will develop knowledge, understanding and analytical skills necessary for such job roles.
Unit level	5
Unit code	J/505/9229
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief. Learners will need to demonstrate their understanding of a range of functions of operations management. They can approach their work theoretically although application of theory to practice is essential. This is a particular requirement for LO4 and AC 4.4. Therefore, it is essential that learners have appropriate access to information relating to the impact of different quality improvement techniques utilised by different organisations.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of operations management within organisations	1.1 Explain the role and characteristics of operations management within organisations 1.2 Analyse how operations management supports organisational success
2 Understand the role of operations management and the importance of meeting operational performance targets	2.1 Identify the links between strategy and operational performance targets 2.2 Explain why there may be conflict between different performance targets 2.3 Assess the role of strategic operations management
3 Understand how and why organisations use performance evaluation	3.1 Assess a range of techniques used by organisations to evaluate performance 3.2 Analyse the role of Key Performance Indicators (KPIs) in operations management
4 Understand the impact of a range of quality improvement techniques on *competitive advantage*	4.1 Explain the concept of the value chain as a means to identify competitive advantage 4.2 Explain how quality improvement techniques are applied in managing operations

	4.3 Assess the role of standard setting bodies in quality improvement
	4.4 Evaluate the impact of quality improvement techniques on the competitive advantage of specific organisations

Information for Strategic Decision Making	
Unit aims	This unit examines how information supports strategic decision making in organisations. This involves making use of the appropriate management tools and models, including quantitative techniques Learners who aspire to positions where they will make strategic decisions based on information will develop knowledge and understanding necessary for such job roles.
Unit level	5
Unit code	A/505/9230
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief. Theoretical work is required in this unit. However in order to demonstrate their understanding the learner must include current examples of information systems and their application in business. Quantitative approaches to decision making should be explained in detail and exemplified by the learners' own experiences in their place of work, or other organisations that have been researched or through case study material.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of information systems in strategic decision making	1.1 Explain the role of information systems for strategic decision making 1.2 Assess the need for integrated knowledge to support decision making 1.3 Explain the need to align information systems with business plans 1.4 Explain the need for corporate systems strategy
2 Understand how information systems support the business	2.1 Evaluate the information systems used in strategic planning 2.2 Analyse how information-based services contribute to business functions
3 Understand the rationale for quantitative approaches and techniques in decision-making	3.1 Evaluate quantitative approaches to decision making 3.2 Explain the need for monitoring external factors for example competitor performance, the impact of government policy 3.3 Explain the contribution of quantitative techniques to business functions 3.4 Evaluate the reliability of quantitative techniques in strategic decision making
4 Understand how the systems approach is used to solve problems and make decisions	4.1 Compare and contrast decision making theories 4.2 Evaluate decision making models

	4.3 Assess the strategic models organisations may follow

Advanced Finance for Business Managers

Unit aims	This unit explores the concepts of cash flow forecasting, marginal costing, capital investment appraisal and financial ratios. It investigates how business managers use financial information to plan, control and make effective decisions. Learners who aspire to managerial positions in business will develop the financial knowledge, skills and understanding necessary for such job roles.
Unit level	5
Unit code	T/505/9257
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief. Learners will need to demonstrate that they understand and apply different aspects of financial information on businesses, using examples from their own experience or from research to illustrate their work. Learners will need to assess the financial performance and stability of a business by analysing the actual financial statements.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand how to assess the future cash flow position of a business	1.1 Examine the reasons for and problems with forecasting future cash requirements 1.2 Explain how to create and adjust cash budgets
2 Understand the impact of cash flow forecasts on decision making	2.1 Evaluate the impact of expected cash flow on management decision making
3 Understand how costing techniques contribute to decision making	3.1 Explain how suitable costing techniques can be used to assess the financial implications of short run decisions
4 Understand the financial implications of capital investment decisions	4.1 Analyse the financial consequences of capital investments decisions 4.2 Evaluate investment appraisal outcomes in relation to internally set criteria 4.3 Explain how quantitative findings and qualitative factors can be used to make recommendations to businesses
5 Be able to assess the financial performance and stability of a business	5.1 Analyse the recent financial performance and stability of a business by applying appropriate financial measures 5.2 Discuss the extent to which analysis of published accounts can help to anticipate the future performance of a business

	5.3 Explain why businesses need to manage financial information and systems in order to gain strategic advantage

The Context of Corporate Governance	
Unit aims	This unit examines the principles and practice of corporate governance. It investigates the role governance plays in ensuring that a company's business operations are compliant with accepted governance principles and the relevant Codes of Practice. Learners who aspire to management positions in a corporate setting will develop the knowledge and understanding related to good governance.
	5
Unit code	J/505/9246
GLH	50
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief. Most learners will approach this assignment from a theoretical perspective as they may not have practical experience of the area of study. The role of governance is critical for organisations so learners will need to show full understanding of the learning outcomes, using examples as appropriate to demonstrate the application of the knowledge.
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1 Understand the context and theory of corporate governance	1.1 Outline the meaning and purpose of corporate governance 1.2 Examine the need for effective corporate governance 1.3 Evaluate the development of corporate governance and corporate governance theory 1.4 Analyse theories of corporate governance
2 Understand the UK model of corporate governance and the role of Codes of Practice	2.1 Analyse the key influences on the development and implementation of corporate governance in the UK 2.2 Evaluate corporate governance codes of practice 2.3 Evaluate the current Combined Code and assess its impact on good corporate governance 2.4 Explain how the current UK Combined Code might affect business practice
3 Understand the role of the board of directors and how it is structured	3.1 Analyse the key purpose and responsibilities of the board of directors

	3.2 Evaluate the role of executive and non-executive directors and how they are remunerated
	3.3 Assess the impact of good corporate governance on corporate performance
	3.4 Examine different types of board structure
	3.5 Explain how the role of committees promote good corporate governance
4 Understand the role of stakeholders, shareholders and institutional investors	4.1 Explain the differences between stakeholders and shareholders
	4.2 Explore different types of stakeholder groups and evaluate the influence they can have on the development of corporate governance
	4.3 Analyse the role of institutional investors and assess their influence on corporate governance
	4.4 Evaluate the relationship between institutional investors and investee companies

Organisational Analysis and Change	
Unit aims	This unit explores how organisation and management theories support the practical analysis and structure of organisations. The unit also investigates the strategic importance of organisational change. It examines the factors that promote and limit the achievement of change objectives for the dynamic environment within which organisations operate. Learners who aspire to positions involving change management, organisational analysis and design will develop knowledge and understanding a necessary for such job roles.
Unit level	5
Unit code	R/505/9248
GLH	60
Credit value	15
Unit grading structure	
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief. To show achievement of the standards learners are required to provide examples from actual businesses. This will help to demonstrate understanding required by the LOs and link theory to practice. Learners can draw on their place of work, case studies or other organisations that have been researched to provide examples of organisational analysis and change practices.

Learning outcomes The learner will:		Assessment criteria The learner can:
1. Understand the evolution of and changing perspectives on organisation and management theory		1.1 Explain the main theories of management and organisational behaviour 1.2 Examine the historical development of organisation theory in analysing organisations 1.3 Apply organisation theory to the analysis, design and management of organisations
2. Understand the impact of a dynamic external environment on organisational structures and processes		2.1 Explain the different types of organisation structure within the organisational life cycle 2.2 Describe the external environment in which organisations operate 2.3 Analyse the impact of the environment on the need for organisations to act in a socially and ethically responsible manner
3 Understand the relationship between structure, culture and the strategic objectives of organisations		3.1 Explain the nature and implications of organisational culture 3.2 Identify different types of organisational culture and their relation to organisational structure 3.3 Evaluate the importance of the informal organisation to the effectiveness of organisations and to their culture 3.4 Analyse the effect of organisational strategy on organisational culture

4 Understand models for planning and implementing organisational change	4.1 Compare types and models of organisational change
	4.2 Analyse variables and their interaction in the implementation of change

Human Resource Management	
Unit aims	This unit examines the concept and practice of human resource management (HRM). It explores how the HRM function supports the achievement of an organisation's objectives and strategies. The unit also aims to introduce learners to appropriate concepts and theories that encapsulate this important corporate function. Learners who aspire to positions in human resource management will develop knowledge and understanding necessary for such job roles.
Unit level	5
Unit code	F/505/9231
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief. Learners will need to produce substantive pieces of work for this unit and pay attention to the range of command verbs which are stated in the assessment criteria. Learners will need to apply theory to practice and use examples from business to illustrate their work. They will need to apply their knowledge and understanding to a chosen organisation, when evaluating the difficulties of effective human resource planning implementation (AC3.4). Therefore, it is essential that learners have access to relevant HR information, policies, procedures and personnel when completing their research and assignments.

Learning outcomes The learner will:		Assessment criteria The learner can:
1 Understand the context and role of human resource management (HRM)		1.1 Define human resource management 1.2 Analyse the context, role and objectives of HRM 1.3 Analyse the influences on the development of HRM as a theory and management function
2 Understand the nature of strategic HRM		2.1 Evaluate the interface between HRM and strategic management 2.2 Analyse models of strategic HRM 2.3 Evaluate the extent to which strategic HRM influences business performance
3 Understand the role of human resource planning (HRP) in organisations		3.1 Identify the role and objectives of human resource planning 3.2 Examine the process of HRP 3.3 Identify different types of HR plans 3.4 Evaluate the difficulties of effective HRP implementation in a specific organisation
4 Understand the process of recruitment and selection		4.1 Identify the objectives of recruitment and selection in organisations 4.2 Analyse the recruitment and selection processes as a system

5 Understand the context of human resource development (HRD)	5.1 Identify the context of HRD in organisations 5.2 Analyse models of HRD 5.3 Examine learning theories 5.4 Describe the role of continuing professional development (CPD) and lifelong learning
6 Understand the role of performance management and reward in organisations	6.1 Identify the ways in which performance of individuals can be managed 6.2 Evaluate the ways in which performance of individuals can be measured 6.3 Explain strategies for rewarding employees in organisations
7 Understand the context of the relationship between the employee and the organisation	7.1 Explain the different types of formal contractual arrangements which exist between individuals and organisations 7.2 Examine the role of the psychological contract in organisations 7.3 Identify the importance of equality of opportunity and managing diversity in the employment relationship 7.4 Explain how the organisation deals with conflict situations through complaints, discipline and grievance procedures

Knowledge Management Strategy	
Unit aims	This unit explores the context and concept of knowledge management and its importance to organisations operating in the 21st century knowledge economy. It investigates if knowledge can be managed and how it can be used by business organisations to gain and sustain competitive advantage. Learners who aspire to positions in knowledge management will develop knowledge and understanding necessary for such job roles.
Unit level	5
Unit code	F/505/9245
GLH	20
Credit value	5
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief. Learners will approach the work for this unit from a theoretical perspective. However they should use examples from their own experience of business or from research, to link theory to practice and demonstrate achievement of the LOs.
Learning outcomes. **The learner will:**	**Assessment criteria.** **The learner can:**
1 Understand the concept of knowledge management in the organisation	1.1 Outline different views of the term knowledge management 1.2 Examine critically models of knowledge management 1.3 Explain the characteristics of the knowledge intensive firm 1.4 Explain how knowledge can be used as a source of competitive advantage by organisations
2 Understand the practice of knowledge management in an organisation	2.1 Explain the role of the knowledge worker in the organisation 2.2 Examine the role of the knowledge manager in the organisation 2.3 Examine the difficulties of managing knowledge successfully within different organisations
3 Understand the impact of knowledge management on business strategy	3.1 Examine the link between knowledge management and strategy formulation 3.2 Evaluate the ways in which knowledge management affects human resource strategy 3.3 Explain how knowledge management strategy can be implemented

Leadership, Motivation and Group Dynamics	
Unit aims	This unit examines the role of working groups and teams in organisations. It also investigates the role leadership plays in ensuring that the organisation is led, employees are engaged and motivated and groups and teams perform to their optimum capacity. Learners who aspire to work effectively in groups and teams or to lead teams will develop knowledge, understanding and skills to fulfil these aspirations.
Unit level	5
Unit code	L/505/9247
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief. Learners will usually approach this unit from a theoretical perspective. However learners should draw on their own experiences from employment or other activities and/or from other organisations that have been researched. This should enable learners to apply approaches to groups, teams, motivation and leadership to enhance organisational performance.

Learning outcomes The learner will:		Assessment criteria The learner can:
1 Understand the role of groups and teams in organisations		1.1 Differentiate between groups and teams 1.2 Differentiate between formal and informal groups and teams 1.3 Examine the stages in team formation and development 1.4 Examine the notion of team dynamics 1.5 Examine how team cohesiveness can be developed in organisations 1.6 Analyse the behaviour of individuals within groups and teams
2 Understand how groups and teams support organisational performance		2.1 Evaluate team roles and their effectiveness in maintaining balanced teams 2.2 Identify different types of teams 2.3 Analyse how the behaviour of individuals within groups and teams influences organisational performance 2.4 Evaluate how patterns of communication in groups and teams support organisational goals
3 Understand the role of motivation in organisations		3.1 Compare the content and process theories of motivation 3.2 Examine the link between the psychological contract and motivation

	3.3 Examine the role of job design in motivating employees
4 Understand the function of leadership in organisations	4.1 Differentiate between leadership and management 4.2 Examine the role of leadership in organisations 4.3 Compare theories of leadership 4.4 Assess the link between motivation and leadership
5 Understand the role of employee engagement in organisations	5.1 Examine the link between employee engagement and organisational performance 5.2 Evaluate strategies for measuring employee engagement

Business Research	
Unit aims	Learners are required to write a business project report. This report will pull together information from several functional areas, thus supporting learners in developing a holistic approach to business. Learners will become familiar with the theory that underpins research, with the elements of formal research and with research methods and techniques. This unit will support learners to complete research and report writing assignments in their present or future job roles.
Unit level	5
Unit code	Y/505/9249
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief. With tutor guidance the learner will need to carefully select an appropriate topic for research and carry out all the separate tasks needed to demonstrate achievement of the learning outcomes. The review of own learning and development needs to be completed in full and this will assist with research at higher levels of study.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to select a topic for research	1.1 Identify a suitable area for research 1.2 Justify your choice 1.3 Determine the aims and objectives of the research 1.4 Assess ethical considerations that apply to the chosen area of research
2 Understand how different research methods are used	2.1 Evaluate methods that can be used to collect data 2.2 Identify tools that can be used to analyse data 2.3 Explain the importance of validity and reliability of data within research
3 Be able to conduct research	3.1 Formulate a detailed plan, for conducting the research which develops research questions, identifies sources of information and support for conducting the research and provides timescales 3.2 Conduct research, using identified research methods 3.3 Record and collate data
4 Be able to analyse research findings	4.1 Use data analysis methods to analyse data 4.2 Draw conclusions from findings 4.3 Make recommendations related to area of research

5 Be able to present the research outcomes	5.1 Use an agreed format and appropriate media to present the outcomes of the research to an audience
6 Be able to evaluate the research outcomes	6.1 Evaluate the findings of the research and the process used 6.2 Review own learning and development from research

Economics for Business	
Unit aims	This unit provides an understanding of the relationship between economic principles and business operations in their domestic and international environment. As a starting point the unit examines the nature of economics as a discipline, its relationship to business and the market economy. The area of microeconomics is then developed to explore features of individual plants and firms, followed by a macroeconomic analysis of the operation of the economy as a whole. The unit also investigates the impact of economic policies on business, industry and trade within the context of the European Union and a framework of global actions, developments and institutions. Learners who wish to develop a deeper and wider understanding of the environment within which businesses operate will find this unit useful.
Unit level	5
Unit code	H/505/9254
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1 Understand the principles of economics and how they relate to business	1.1 Explain the fundamental principles of economics. 1.2 Explain the relevance of these fundamental principles to different types of business
2 Understand how markets operate in a market economy	2.1 Compare different types of market based economies and their alternatives 2.2 Explain the concept of utility and its relation to demand 2.3 Discuss the relationship between demand, supply and price 2.4 Employ the concept of elasticity of demand to assess changes in price and income
3 Understand the relationship between costs, supply and production	3.1 Evaluate the impact of costs on production and supply 3.2 Use models of market competition to explain the behaviour of firms 3.3 Explain the relationship between wages and labour
4 Understand the nature and determinants of national income	4.1 Employ the model of circular flow to explain national income 4.2 Discuss the purpose of national income accounts 4.3 Evaluate the impact of multiplier effects on the economy

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5 Understand the business objectives of economic policy	5.1 Evaluate the main objectives of government macroeconomic policy 5.2 Discuss trends and fluctuations in the economy of a named country 5.3 Explain the nature and purpose of demand and supply side policy
6 Understand the impact of global economics on business	6.1 Evaluate the impact of the international environment on businesses 6.2 Evaluate the impact of membership of a trading bloc on businesses within and outside the bloc 6.3 Discuss how exchange rates and the balance of payments affect businesses

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Organisational Facilities Management	
Unit aims	This unit examines the scope and strategic importance of facilities management in organisations. It investigates how to provide the best services for the best value, while retaining the quality of service in organisations as required by their stakeholders. It also deals with the implications of health and safety legislation, environmental management and the role of corporate social responsibility in facilities management. Learners who aspire to positions in facilities management will develop knowledge, understanding and skills necessary for such job roles.
Unit level	5
Unit code	A/505/9373
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief. Learners will need to demonstrate understanding of different aspects of facilities management including outsourcing of services and what this involves. In completing this work learners should provide examples from their place of work, other organisations they know or have researched. In LO2 learners are required to apply their knowledge and understanding and actually develop a facilities management strategy for an organisation. Ideally learners should choose an organisation they know well. Learners may require guidance with this choice so that they can achieve the LO and the standards required.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the scope of and rationale for the facilities management function in organisations	1.1 Review the scope and rationale of the facilities management function in organisations 1.2 Investigate approaches to facilities management 1.3 Examine the scope of the informed client function (ICF) 1.4 Examine how to achieve the best value for money when managing facilities in organisations 1.5 Analyse the risks organisations face when managing facilities
2 Be able to develop a facilities management strategy for an organisation	2.1 Develop strategic objectives for the facilities management function of an organisation 2.2 Develop a business plan for the facilities management function of an organisation
3 Understand the relationship between achieving best value and retaining or outsourcing services	3.1 Evaluate the attributes of the services organisations need in order to achieve best value

	3.2 Examine the direct and indirect costs of in-house and outsourced service provision 3.3 Assess the relationship between organisational control and outsourcing services
4 Understand how to manage the quality, performance and value of services provided to organisations	4.1 Assess the role and scope of service specifications as quality and performance management tools 4.2 Assess the role and scope of service level agreements as quality and performance management tools 4.3 Evaluate the role of quality systems in facilities management
5 Understand the management of service providers	5.1 Outline the various types of service provider arrangements 5.2 Assess the risks and costs of different service provision 5.3 Assess the advantages and disadvantages of the employment of total facilities management companies
6 Understand the implications of health and safety legislation, environmental management and the role of corporate social responsibility in facilities management	6.1 Analyse the implications of health and safety legislation for facilities management 6.2 Analyse the implications of sustainability and environmental management for facilities management 6.3 Analyse the role of corporate social responsibility in facilities management

Islamic Finance	
Unit aims	This unit examines the relationship between risk and liquidity management in Islamic financial institutions. It also investigates the issues faced by Islamic asset and fund management, the way Islamic insurance works and the government challenges of Islamic financial institutions. Learners who aspire to positions in Islamic financial institutions will develop knowledge, understanding and analytical skills necessary for such job roles.
Unit level	5
Unit code	K/505/9255
GLH	40
Credit value	10
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand risk and liquidity management within Islamic finance	1.1 Analyse the nature of risk faced by Islamic banks 1.2 Evaluate the risk management challenges and processes in Islamic banks 1.3 Explain why liquidity management is an important pillar of risk management 1.4 Explain how to manage risks associated with Islamic funds
2 Understand Islamic asset management	2.1 Investigate the dynamics of Islamic fund management 2.2 Analyse different types of funds 2.3 Examine the investment strategy of Islamic equity funds
3 Understand the role of corporate governance in Islamic financial institutions	3.1 Explain why corporate governance is important for Islamic financial institutions 3.2 Analyse the corporate governance of Islamic banks 3.3 Analyse corporate governance challenges faced by Islamic financial institutions
4 Understand the principles and models of Islamic insurance	4.1 Investigate the notion and ethical foundations of Islamic insurance 4.2 Examine the prohibited elements in Islamic Insurance 4.3 Evaluate different types of Takaful models 4.4 Examine the key Takaful products 4.5 Analyse the objectives and processes of re-Takaful

Financial Systems and Auditing	
Unit aims	This unit deals with the evaluation of the accounting systems of a business using both computerised and manual records. Learners will apply fundamental accounting concepts, analyse the management control systems of a business and evaluate their effectiveness, particularly in terms of controls and safeguards against error and fraud. Learners will develop audit skills by contributing to the planning and performance of an audit, and the preparation of an audit report.
Unit level	5
Unit code	R/505/9251
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the importance of keeping effective accounting systems within a business	1.1 Explain the purpose and use of the different accounting records 1.2 Assess the importance and meaning of the fundamental accounting concepts 1.3 Evaluate the factors which influence the nature and structure of accounting systems
2 Be able to analyse the management control systems of a business	2.1 Identify the different components of business risk 2.2 Analyse the control systems in place in a business 2.3 Evaluate the risk of fraud within a business suggesting methods for detection
3 Be able to contribute to the planning and conduct of an audit assignment	3.1 Plan an audit with reference to scope, materiality and risk 3.2 Identify and use appropriate audit tests 3.3 Record the audit process in an appropriate manner
4 Be able to prepare audit reports	4.1 Prepare a draft audit report 4.2 Draft suitable management letters in relation to a statutory audit

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Small Business Enterprise	
Unit aims	The aim of this unit is to give learners the opportunity to focus on the processes involved, through change management, of reviewing and improving the performance of a small business enterprise. This unit is designed primarily for learners who are interested in small business enterprises and looks at the development and expansion of these businesses. The unit will be particularly appropriate for learners currently working in a small business enterprise. The unit is also appropriate for learners who have had work placements or work experience in small businesses and for learners who wish to pursue careers in the small business sector of the economy. The unit draws together many of the topics covered in other units and allows learners to practise the business skills needed in reviewing and managing the performance of a small enterprise.
Unit level	5
Unit code	T/505/9372
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.
Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to investigate the performance of a selected small business enterprise	1.1 Produce a profile of a selected small business identifying its strengths and weaknesses 1.2 Carry out an analysis of the business using comparative measures of performance
2 Be able to propose changes to improve management and business performance	2.1 Recommend with justification, appropriate actions to overcome the identified weaknesses in the business 2.2 Analyse ways in which existing performance could be maintained and strengthened 2.3 Recommend with justification, new areas in which the business could be expanded
3 Be able to revise business objectives and plans to incorporate proposed changes	3.1 Produce an assessment of existing business objectives and plans 3.2 Revise business plans to incorporate appropriate changes 3.3 Prepare an action plan to implement the changes
4 Be able to examine the impact of change management on the operations of the business.	4.1 Explain the impact of the proposed changes on the business and its personnel 4.2 Plan how the changes will be managed in the business 4.3 Monitor improvements in the performance of the business over a given timescale

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European Business	
Unit aims	This unit provides learners with an understanding of the importance of international trade and in particular UK trade with the European Union (EU). As an open economy, the UK not only engages in international trade but is dependent upon that trade for its very survival. Despite having a sophisticated and highly productive agricultural sector, we can feed only approximately fifty per cent of our population. It is important, therefore, that learners seeking employment in the business world realise that if we do not export sufficient goods or services we cannot afford to import the food and raw materials we need to maintain our economic wellbeing. The first part of the unit focuses on international trade in general and the balance of payments as a monitoring device, whilst the second part concentrates on the EU and the economic theories that underpin its creation. The unit then examines the role and significance of the main EU institutions, particularly in relation to their policy-making and implementation functions. Finally, the unit requires learners to research a particular area of economic activity and then apply the discipline of action planning to a hypothetical UK company seeking to begin operating within the EU.
Unit level	5
Unit code	L/505/9250
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	Assessment guidance for this unit will be updated shortly.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the significance of International Trade and the Balance of Payments to Open Economies such as the UK	1.1 Explain the importance of International Trade to an Open Economy such as the UK 1.2 Assess the significance of Comparative Advantage, Absolute Advantage, the Terms of Trade and Exchange Rates 1.3 Explain the structure of the Balance of Payments 1.4 Explain the terms Surplus and Deficit and the significance of long term deficits to Open Economies
2 Understand the economic rationale underpinning the European Union (EU)	2.1 Explain the role played by Exchange Rates in International Trade 2.2 Analyse the advantages attributed to the adoption of a single European currency 2.3 Explain the difference between Free Trade and Protectionism and the role played by tariffs, quotas and deregulation within the EU 2.4 Evaluate the importance of Geographic and Occupational Mobility in wealth creation
3 Understand the role of the major EU Institutions	3.1 Explain the role of the main EU Institutions in determining and legitimising policy

	3.2 Assess the role played by EU Directives 3.3 Evaluate the structure and purpose of the main EU funding streams such as the ERDF and the ESF
4 Be able to develop an action plan for a specific UK company wishing to trade within the EU	4.1 Produce a profile of the EU as a trading bloc 4.2 Evaluate the significance of linguistic, cultural, logistical and environmental barriers to EU operations 4.3 Carry out an audit of possible EU funding streams that may be available and relevant Directives 4.4 Produce an action plan which lists the actions necessary to begin such a venture

Business Ethics	
Unit aims	The aim of this unit is to introduce learners to the concept of business ethics and to examine its relevance when considering business objectives and responsibilities. Most businesses today are concerned about the impact of their activities on the business environment. Ethical concerns and greater consumer awareness have resulted in many businesses promoting their social values to ensure competitive advantage. Business ethics embraces corporate social responsibility and ethics relating to accounting practices, marketing, human resource management, and production.
Unit level	5
Unit code	D/505/9253
GLH	60
Credit value	15
Unit grading structure	Pass
Assessment guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the sample assignment brief. The learner can approach their work for this unit from a theoretical perspective. However the theory must be related to actual examples from business, in order to demonstrate achievement of the standards. This is evident across the LOs and AC and is a particular requirement for LO4.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand different ethical perspectives in business	1.1 Explain the background and development of theoretical ethical approaches 1.2 Compare and contrast absolute and relative ethics 1.3 Explain the ethical issues which can affect the operational activities of a business
2 Understand business objectives from an ethical perspective	2.1 Explain how business objectives are affected by ethical considerations 2.2 Evaluate the implications for a business and its stakeholders of operating ethically
3 Understand ethics in workplace relationships	3.1 Assess the role of the company acting as moral agent 3.2 Analyse the development of mechanisms for achieving employee involvement and empowerment
4 Be able to assess a current ethical issue in a business	4.1 Research a current ethical issue affecting a selected business 4.2 Report on how the business could improve the ethics of their operations whilst meeting objectives and ensuring good employer/employee relationships 4.3 Design a suitable ethical code