



# Level 6 Certificates in Healthcare Management

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## ATHE RQF Qualifications at Level 6 in this Specification

This document provides key information on ATHE's suite of Level 6 qualifications in Healthcare Management, including the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the

ATHE handbook "Delivering ATHE Qualifications". Further guidance on curriculum planning and assessment is provided separately.

These qualifications have 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.

The QAN numbers for these qualifications are as follows:

ATHE Level 6 Award in Financial Decision Making for Managers	600/3413/0
ATHE Level 6 Award in Leading Organisational Equality and Diversity	600/3403/8
ATHE Level 6 Award in Managing Finance in the Public Sector	600/3415/4
ATHE Level 6 Award in Managing Stakeholder Engagement	600/3416/6
ATHE Level 6 Award in Risk Management	600/3412/9
ATHE Level 6 Certificate in Human Resource Management	600/3404/X
ATHE Level 6 Certificate in Healthcare Management	600/3420/8
ATHE Level 6 Certificate in Project Management	600/3417/8
ATHE Level 6 Certificate in International Healthcare Policy	600/3418/X
ATHE Level 6 Diploma in Healthcare Management	600/3406/3

## Entry Requirements

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

ATHE's policy regarding access to our qualifications is that:

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

## Introduction to ATHE's Level 6 Qualifications in Healthcare Management

Our new qualifications in Healthcare Management at Level 6 have been developed to conform to the requirements of the RQF and to meet the requirements of the sector.

These qualifications provide generic management skills for those planning to or working in the healthcare sector with the addition of units that are specifically targeted at those working in the public sector. The qualifications deliver the skills and knowledge that meet the needs of managers on a domestic and international platform.

We provide a flexible route for learners who have already achieved management qualifications at a lower level and for learners who do not have management qualifications, but may have qualifications in other areas and/or prior management experience in the work place.

Our suite of qualifications is designed to provide:

- maximum flexibility with a range of different sized level 6 awards and certificates for those who only wish or have the time to initially take smaller qualifications and then build up qualifications over time
- opportunities for learners to develop a range of knowledge and skills, personal qualities and attitudes essential for successful performance in working life
- awards and certificates in particular specialisms that are directly related to learners' current responsibilities or that meet a particular interest and support career development
- opportunities for learners who wish to undertake a full time course of study leading to a Diploma.

### Awards

Our awards allow learners to focus on the development of skills in a particular area.

### Certificates

Our Certificates allow learners to either focus on a particular skill area or develop broader skills in the areas of their choosing through a choice of options.

### Diploma

Our Diploma allows learners to develop all the key skills they need to work as a senior manager in the healthcare sector with a number of mandatory units together with a choice of options.

## Progression

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

Learners may progress to:

- larger qualifications at the same level eg. from an award to a certificate or to the Diploma in Strategic Management or the Diploma in Healthcare Management
- an MBA programme and claim exemptions for some of the units completed.

## ATHE Level 6 Award in Financial Decision Making for Managers

The ATHE Level 6 Award in Financial Decision Making for Managers is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Financial Decision Making for Managers	6	10	40

## ATHE Level 6 Award in Leading Organisational Equality and Diversity

The ATHE Level 6 Award in Leading Organisational Equality and Diversity is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Leading Organisational Equality and Diversity	6	10	40

## ATHE Level 6 Award in Managing Finance in the Public Sector

The ATHE Level 6 Award in Managing Finance in the Public Sector is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Managing Finance in the Public Sector	6	10	40

## ATHE Level 6 Award in Managing Stakeholder Engagement

The ATHE Level 6 Award in Managing Stakeholder Engagement is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Managing Stakeholder Engagement	6	10	40

## ATHE Level 6 Award in Risk Management

The ATHE Level 6 Award in Risk Management is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Risk Management	6	10	40

## ATHE Level 6 Certificate in International Healthcare Policy

The ATHE Level 6 Certificate in International Healthcare Policy is a 15 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
International Healthcare Policy	6	15	60

## ATHE Level 6 Certificate in Human Resource Management

The ATHE Level 6 Certificate in Human Resource Management is a 15 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Human Resource Management	6	15	60

## ATHE Level 6 Certificate in Project Management

The ATHE Level 6 Certificate in Project Management is a 15 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Project Management	6	15	60

## ATHE Level 6 Certificate in Healthcare Management

The ATHE Level 6 Certificate in Healthcare Management is a 25 credit qualification. Learners must complete the mandatory unit and at least one additional unit to achieve a minimum of 25 credits.

Unit Title	Level	Credit	GLH
<b>Mandatory Unit</b>			
International Healthcare Policy	6	15	60
<b>Optional Units</b>			
Learners must choose one of the units below			
Managing Quality and Service Delivery	6	10	40
Leadership & Management	6	15	60
Managing Finance in the Public Sector	6	10	40
Managing Stakeholder Engagement	6	10	40
Leading Organisational Equality & Diversity	6	10	40



## ATHE Level 6 Diploma in Healthcare Management

The ATHE Diploma in Healthcare Management is a 120 credit qualification. Learners must complete the 6 mandatory units plus a further 4 or 5 optional units.

### Mandatory Units (70 Credits)

Learners must complete six mandatory units totalling 70 credits. They must complete either Managing Finance in the Public Sector or Financial Decision Making for Managers.

Unit Title	Level	Credit	GLH
<b>Mandatory units</b>			
International Healthcare Policy	6	15	60
Managing Quality and Service Delivery	6	10	40
Leadership and Management	6	15	60
Research Project	6	10	40
Personal Leadership and Management Development	6	10	40
<b>Choose one from the following:</b>			
Managing Finance in the Public Sector	6	10	40
Financial Decision Making for Managers	6	10	40
<b>Optional units</b>			
Learners must complete a further 4 or 5 units from the list below to achieve a minimum of 120 credits for the Diploma.			
Human Resource Management	6	15	60
Project Management	6	15	60
Programme Leadership	7	10	40
Risk Management	6	10	40
Managing Sustainability in an Organisation	5	15	60
Strategic Planning	7	15	45
Managing Stakeholder Engagement	6	10	40
Leading Organisational Equality and Diversity	6	10	40

## Unit Specifications

### Unit Format

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

Each unit has the following sections:

### 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 ATHE 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.

### Learning Outcomes

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

### Assessment Criteria

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

### Unit Indicative Content

The unit indicative content section provides details of the range of subject material for the programme of learning for the unit.

## 6.13 International Healthcare Policy

<b>Aims</b>	To explore the international context for healthcare policy and organisation of healthcare. To understand contemporary issues and promotion of public health. Learners should understand the political, social and cultural issues that help to determine healthcare policy and be able to critically assess the policies and practice in one specific context.
<b>Unit Level</b>	6
<b>Unit Code</b>	K/503/5358
<b>GLH</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will need to produce a broad ranging but also a detailed assignment. There are a range of high level command verbs in the assessment criteria and learners must ensure they follow the direction given by these verbs. The completed assignment must include an in-depth study of one healthcare context with a national focus. The learner work must also demonstrate understanding of healthcare in international contexts. Exemplar material should be used throughout this assignment to illustrate the points which are made.
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand healthcare policy formation in an international context	1.1 Analyse approaches to healthcare policy formation in international contexts 1.2 Critically assess the influence of funding on policy formation in a national context 1.3 Critically evaluate healthcare policy in one national context
2. Understand the social and cultural context of healthcare	2.1. Assess the impact of culture on healthcare 2.2 Assess the impact of society on healthcare 2.3 Analyse attitudes to healthcare 2.4 Evaluate the cultural and social impacts on and attitudes towards healthcare in one national context
3. Understand healthcare provisioning	3.1 Describe how healthcare policy is translated into practice in international contexts 3.2 Analyse the organisations involved in healthcare on a national and international level 3.3 Explain the structure of healthcare delivery in a chosen national context 3.4 Analyse practical barriers to provision of healthcare in a national context
4. Understand the role of public health and health promotion in the provision of healthcare services	4.1 Assess national and international socio-political issues in the promotion of public health 4.2 Analyse the impact of international

	<p>campaigns and national policies on the demand for healthcare</p> <p>4.3 Evaluate the role of health promotion in determining healthcare service demand in a national setting</p>
<p>5. Understand contemporary issues in health and social care</p>	<p>5.1. Identify contemporary issues in health and social care</p> <p>5.2. Evaluate the impact of issues on national and international policy</p> <p>5.3. Evaluate practical responses to contemporary issues in the national and international context</p>

## **Indicative Content**

### **1. Understand healthcare policy formation in an international context**

#### Approaches

- National health services, private health services, local/national organisation, national priorities

#### Funding models

- Public funding, private funding, charity funding and mixed funding, non-governmental organisations

#### Policies

- Policies in different specific national contexts; study of approach and policy in one national context

### **2. Understand the social and cultural context of healthcare**

#### Impacts

- Cultural and religious beliefs, education, class structure, cultural and social priorities in healthcare

#### Attitudes

- Concept of what health is, concept of what illness is, importance of health, attitudes to health and medical professionals

#### National context

Contrast cultural and social priorities with national and policy priorities

### **3. Understand healthcare provisioning**

#### Practice

- Organisation of healthcare e.g. hospitals, GPs and other services; national, local, regional; public, private or mixture

#### Organisations

- National health organisations (e.g. NHS in UK); international health organisations (e.g. World Health Organisation); national and international private providers; pharmaceutical companies, their role and practices; charities promoting and practicing health; the aims, administration and funding of organizations

#### Structure

- How health care is organised and delivered in a national context; practical barriers – e.g. accessibility in terms of social and transport issues; funding issues e.g. cost of treatment, private health insurance cost; safety issues, for example, in war, conflict or natural disaster areas

#### **4. Understand the role of public health and health promotion in the provision of healthcare services**

##### Socio-political issues

- Attitudes to pharmaceutical companies, new drugs and testing of drugs; political agenda in public health

##### Campaigns and policy

- How public health is promoted, priorities in public health promotion, link between priorities and politics

##### Health care promotion

- Concept of public health and health promotion, development of health and healthcare services, development of different attitudes to health and demand for healthcare

#### **5. Understand contemporary issues in healthcare**

##### Contemporary issues

- Identifying contemporary issues in international and chosen national context; analysing and explaining issues (e.g. issues such as AIDS, obesity) and relative importance in different societies

##### Impact on policy

- How national and international policy reflects contemporary issues; involvement of charities and World Health Organisation e.g. food/diet guidance from government in UK to combat obesity, smoking bans etc.

##### Practical responses

- Attitudes and practical responses to different issues e.g. supply of condoms to combat AIDS

## 6.6 Managing Quality and Service Delivery

<b>Aims</b>	This unit aims to introduce the learner to the delivery of excellent customer service. The learner will also develop knowledge and understanding required for quality measurement and management of service delivery (for public service or healthcare management programmes the unit can be delivered in context).	
<b>Unit Level</b>	6	
<b>Unit code</b>	F/503/5351	
<b>GLH</b>	40	
<b>Credit Value</b>	10	
<b>Unit Grading Structure</b>	Pass	
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners can approach this unit theoretically across the sectors or in the specific content of public service or healthcare. Their work must be illustrated from the learner's own experience or research.	
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>	
1. Understand how to identify and meet stakeholder needs in service delivery	1.1 Identify stakeholder groups and their expectations for service delivery 1.2 Assess the impact of poor service quality for the organisation and stakeholders 1.3 Analyse how stakeholder needs are met	
2. Understand how to manage quality of service delivery	2.1 Analyse the concepts of quality and quality standards in relation to service delivery 2.2 Evaluate approaches to quality management in service delivery 2.3 Explain how quality standards are set and monitored	
3. Understand how to promote continuous improvement of service delivery	3.1 Analyse the concept of continuous improvement in service delivery 3.2 Evaluate the need for continuous improvement in service delivery 3.3 Explain how continuous improvement can be implemented	

## Indicative Content

### 1. Understand how to identify and meet stakeholder needs in service

#### delivery Identification of different stakeholder groups

- External customers, internal customers and other stakeholder groups including employees; perceptions, expectations and needs, how to be aware of them

#### Impact of poor service

- Organisation reputation; meeting organisational strategic aims; accountabilities e.g. public sector: stakeholders, government; private sector: shareholders, lenders; meeting standards; impact on stakeholders e.g. healthcare impacts of failure in delivering healthcare services; impact on bottom line

#### Meeting stakeholder needs

- Balancing needs of different stakeholder groups; delivering and measuring excellent service; setting service standards and Service Level Agreements; the importance of managing and monitoring service delivery; how to manage and record service delivery; customer driven management

### 2. Understand how to manage quality of service delivery

#### Quality and quality standards

- Defining quality; dimensions of quality for service delivery; quality systems, ISO9000/9001, other quality systems - e.g. IIP

#### Quality management

- Total quality management, implementing standards, excellence model, theories of quality – Deming, Juran, Crosby, quality strategies in service delivery, developing a quality led organisation, involving staff in quality management, roles in quality management

#### Setting and monitoring standards

- How standards are set, implementing ISO9000/90001, auditing quality, feedback mechanisms e.g. questionnaires, good practice in standard setting, methods for evaluating quality and service delivery

### 3. Understand how to promote continuous improvement of service delivery

#### Concept of continuous improvement

- Concept of continuous improvement; history in manufacturing and application to service delivery; theories and techniques (eg. Kaizen, total quality management, lean management, Deming cycle, benchmarking, Pareto analysis, force field analysis etc)

#### Need for continuous improvement

- To meet stakeholder needs, perceptions, expectations; investment in staff and resources; value for money; best practice

#### Implementation

- Encouraging staff involvement and rewarding it; competence standards; implementing change in organisation; managing and monitoring continuous improvement; performance management



## 6.14 Leadership and Management

<b>Aims</b>	The aim of this unit is to enable the learner to understand theories of leadership and management and how to use leadership and management skills to improve motivation and performance. The learner will also understand the development and effectiveness of teams.	
<b>Unit Level</b>	6	
<b>Unit code</b>	H/503/5200	
<b>Guided Learning Hours</b>	60	
<b>Credit Value</b>	15	
<b>Unit Grading Structure</b>	Pass	
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit the learner will need to demonstrate a full understanding of the concepts of leadership and management and the difference between them. Learners will need to evaluate the role and usefulness of teams within organisations. The work must be illustrated with exemplar material from research and from the learner's practical experience in employment, as a learner and from working in teams.	
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	
1. Understand theories of leadership and management	1.1 Analyse concepts of leadership and management 1.2 Evaluate key management and leadership theories 1.3 Assess the challenges of leadership and management practice	
2. Understand how to improve motivation and performance through the application of relevant leadership skills	2.1 Analyse key motivational theories and how they influence organisational success 2.2 Evaluate the role of leadership and management in employee motivation 2.3 Analyse the contribution of performance management techniques as organisational processes	
3. Understand the development and effectiveness of teams	3.1 Analyse the development of teams 3.2 Analyse roles and models of team leadership 3.3 Evaluate the role and usefulness of teams within the organisation	

## Indicative Content

### 1. Understand theories of leadership and

#### management Concepts of leadership and management

- Difficulties of defining leadership; classification of leadership (eg. dimensions, processes, personality); leadership as a process; power and influence; the importance of common goals; leaders and followers/ leadership of groups; leadership skills

#### Leadership and management theories

- Trait theories, process theories, functional leadership, leadership/management styles, situational theories, contingency theory, path-goal theory, transformational leadership, psychodynamic theory

#### Theory and practice

- Practical challenges of leadership and management, synthesis of theory and practice, gender, culture and leadership, leadership and management ethics, decision making

### 2. Understand how to improve motivation and performance through the application of relevant leadership skills

#### Motivational theory

- Taylorism, Mayo, Maslow, Herzberg, Broad theories (eg. temporal motivation theory), cognitive theory, power, behavioural theories; social constructivism

#### Leadership and motivation

- How leaders motivate; practical aspects of motivation

#### Performance management

- Goal setting, reward, performance measurement, job design and characteristics, employee needs

### 3. Understand the development and effectiveness of teams

#### Development of teams

- Group dynamics, teams versus groups, motivation of teams, role within teams

#### Team leadership

- Roles and models of team leadership, effective team leadership, managing conflict

#### Teams in the organisation

- Value of teams, how teams work and how teams don't work, communications, collaboration and team decision making, creativity of teams, measuring team success

<b>6.12 Managing Finance in the Public Sector</b>	
<b>Aims</b>	To provide the skills and techniques to analyse and control finance in a public sector environment. To explain accountability for public sector finance.
<b>Unit Level</b>	6
<b>Unit code</b>	F/503/5219
<b>GLH</b>	40
<b>Credit Value</b>	10
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Where possible real case studies and financial information should be used.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand accountability in the context of public sector finance	1.1 Analyse the different organisations in the public sector 1.2 Assess the accountability of public sector managers in relation to finance 1.3 Analyse financial information reported for different public sector organisations
2. Understand how to use financial information for decision-making and control	2.1 Analyse the financial information available and evaluate its use for decision-making and control 2.2 Assess areas to be monitored and demonstrate how this can be achieved 2.3 Analyse different types of financial decisions to be made and demonstrate techniques to support decision making
3. Understand how to manage a public sector tender process	3.1 Determine process by which projects are put out to tender 3.2 Analyse how public sector tenders are evaluated and suitable suppliers selected

## Indicative Content

### 1. Understand accountability in the context of public sector finance

#### The Public Sector

- Understand what the public sector is and difference from private sector; different public sector organisations and their structure in the UK, including local councils, Police Authorities, QUANGOS, Government agencies, NHS Trusts; international examples

#### Accountability

- Need for accountability – stakeholders including electorate, users and effective use of taxes paid; how accountability is achieved – audit, financial reporting, legislation, policies, procedures, equality issues; role of the electorate in accountability; value for money and measures/indicators used to assess effective use of finance

#### Information reported

- Sources of public sector income e.g. taxes, grants; reported financial and non-financial performance indicators; published reports for different organisations; other external reports – e.g. Care Quality Commission, Audit Commission, reports from Houses of Parliament

### 2. Understand how to use financial information for decision-making and control

#### Management accounting information

- Setting of budgets, costing and budgeting information, management accounts, information on proposed expenditure, capital projects including PFI, problems of annual financial cycle

#### Monitoring

- The budgetary process, monitoring variance from budget, monitoring expenditure (capital and revenue), monitoring the different revenue collection streams, review by politicians – local and national

#### Financial decision making

- Role of Central Government and funding, information available and required for decision making; indicators to meet organisational aims or given targets; non-financial factors in public sector decision making; capital projects and investment appraisal techniques (use to evaluate large items of expenditure); ratio analysis, cost benefit analysis

### 3. Understand how to manage a public sector tender process

#### Tender process

- Political issues; parameters for putting projects out to tender including government and international/EU requirements; using previously approved suppliers, process for approval of suppliers; process for putting projects out to tender and where to find them; importance of fair process including equality issues; case studies e.g.
- 
- Setting criteria to evaluate tenders; guidelines and parameters to be applied e.g. value for money guidelines; requirements in terms of contractor suitability e.g. financial stability; monitoring and recording of evaluation process; feedback to unsuccessful suppliers; case studies e.g. MoD contracts

## 6.8 Financial Decision Making for Managers

<b>Aims</b>	The aim of this unit is to develop the skills required for analysing financial information and making business decisions based on published financial information. Where appropriate, information about business structures and format of published financial statements can be taught in either a national or international context.	
<b>Unit Level</b>	6	
<b>Unit code</b>	A/503/5218	
<b>Guided Learning Hours</b>	40	
<b>Credit Value</b>	10	
<b>Unit Grading Structure</b>	Pass	
<b>Assessment Guidance</b>	<p>To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief.</p> <p>In order to achieve this unit the learner will need to demonstrate an understanding of the importance of finance in business decision making. The learner will need access to the financial information of actual organisations and will develop skills in analysing and interpreting the data.</p>	
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>	
1. Be able to analyse published financial statements for business decision-making purposes	1.1 Analyse different ownership structures and how they measure financial performance 1.2 Analyse published financial statements for decision making purposes 1.3 Calculate financial ratios from published accounts that can be used to support business decision-making	
2. Be able to analyse sources of finance available for long and short term business needs	2.1 Differentiate between long and short-term business finance needs 2.2 Evaluate the sources of finance available to businesses 2.3 Assess the implications of different sources of finance for the organisation 2.4 Make recommendations for sourcing finance for business projects	
3. Be able to analyse financial information for business decision making	3.1 Analyse budgets and cash flow for decision making purposes 3.2 Assess capital expenditure or investment projects using investment appraisal techniques 3.3 Make recommendations for managing business finance and expenditure	

## Indicative Content

### 1. Be able to analyse published financial statements for business decision-making purposes

#### Ownership structures

- Sole traders, partnerships, limited companies, public limited companies (plcs), public sector organisations; other less-used forms: charities, limited by guarantee, co-operatives; international business structures; implications for finance (share structures, availability of finance); control issues

#### Financial statements

- Structure of statements for each type of organisation; differences between organisations; reporting requirements (UK and/or international law and standards); structure, format and requirements of published accounts; role of auditors; published versus internal financial information; main published financial statements: statement of financial position, statement of financial performance (income statement), statement of cash flows; interpretation: comparisons between years and between companies, industry comparisons

#### Ratios

- Different ratios: profitability, liquidity, efficiency, capital, investor; using ratios: calculation and interpretation; industry benchmarking; limitations of ratio analysis

### 2. Be able to analyse sources of finance available for long and short term business needs

#### Business finance needs

- Long term – non-current assets; short-term – working capital; importance of working capital for business continuity

#### Sources of finance

- Range of sources, external and internal sources, long-term and short-term role of stock markets, advantages and disadvantages of each source

#### Implications

- Costs of finance, effect on financial statements – substance over form, risk

#### Recommendations

- Matching source of finance to project (long or short term, external or internal, asset backed finance etc.); making and supporting recommendations

### 3. Be able to analyse financial information for business decision making

#### Budgets and cash flow

- Cash flow forecasts, budgetary control systems and budget formation, managing cash flow

## Investment appraisal techniques

- Net present value, discounted cash flows, internal rate of return, payback, accounting rate of return

## Recommendations

- Analysing results, non-financial considerations, decision making, supporting recommendations

## 6.9 Research Project

<b>Aims</b>	This unit aims to develop the skills required to produce a research question and carry out independent research using appropriate research techniques. The unit also aims to enable the learner to analyse research findings, evaluate research methodology used and present findings.	
<b>Unit Level</b>	6	
<b>Unit code</b>	T/503/5119	
<b>Guided Learning Hours</b>	40	
<b>Credit Value</b>	10	
<b>Unit Grading Structure</b>	Pass	
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit learners must carry out a comprehensive piece of research on a chosen area. Learners will need to carefully select a topic for research and may require guidance from the tutor to ensure that it is appropriate and it will provide sufficient evidence to meet the Learning Outcomes and the standards required.	
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>	
1. Be able to recognise valid areas for research and develop research questions	1.1 Determine and validate appropriate areas for research 1.2 Determine a suitable research approach 1.3 Develop suitable research questions/ hypotheses for selected area of research	
2. Be able to carry out research relevant to research questions	2.1 Develop a detailed research proposal for chosen area of research and agree with supervisor/manager 2.2 Apply relevant research methods for area and type of research 2.3 Analyse ethical issues relating to research 2.4 Analyse research findings and generate valid conclusions	
3. Be able to evaluate research and present results and conclusions	3.1 Evaluate research methods, techniques and findings and comment on validity of research 3.2 Present results and conclusions in a suitable format for audience	



## Indicative Content

### 1. Be able to recognise valid areas for research and develop research questions

#### Areas for research

- First thoughts list, determining focus, agreeing/negotiating topic with research supervisor/manager

#### Approaches

- Surveys and sampling, case studies, ethnography, experiment, phenomenology, grounded theory, action research, using a mixture of approaches

#### Question/hypothesis

- Objectives or hypothesis? The five W's (What? Why? Who? Where? When?), developing the research question

### 2. Be able to carry out research relevant to research questions

#### Research proposal

- Format of proposal: objectives/hypothesis, approach, methods and techniques; gaining agreement: justifying the question and research methods

#### Research methods

- Questionnaires, interviews, focus groups, observations, documentary evidence, use and suitability of each method

#### Ethical issues

- Why ethics are important, managing ethical issues, taking account of ethical issues in research

#### Analysis

- Aims of analysis; quantitative data techniques: calculating (mean, median, mode), using graphs and charts, validation of data; qualitative techniques: approaches to analysis (narrative, discourse analysis, content analysis); recording sources and findings; advantages and disadvantages of each method

### 3. Be able to evaluate research and present results and conclusions

#### Evaluation

- Evaluation against research question, using feedback

#### Presenting research

- Writing up research; formats for presentation – e.g. written reports, oral presentation; referencing systems and bibliography; considering audiences

<b>6.7 Personal Leadership and Management Development</b>	
<b>Aims</b>	This unit aims to enable the learner to develop own personal leadership and management skills to support the achievement of own and organisational objectives.
<b>Unit Level</b>	6
<b>Unit Code</b>	A/503/5350
<b>Guided Learning Hours</b>	40
<b>Credit Value</b>	10
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. To achieve the standards for this unit, learners will be required to identify their own skills development needs for leadership and management based on real evidence. Learners must actually apply the plan which is produced so they may need an extended time to carry out this assignment.
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to analyse personal leadership and management skills to support achievement of organisational objectives	1.1 Analyse the impact of organisational objectives, values and culture on the leadership and management role 1.2 Evaluate the leadership and management skills required to support achievement of organisational objectives 1.3 Assess personal leadership and management skills and identify personal development required to support achievement of organisational objectives
2. Be able to manage development of personal leadership and management skills to support achievement of organisational objectives	2.1 Assess opportunities for development of leadership and management skills 2.2 Construct a personal development plan to develop leadership and management skills 2.3 Manage personal development of leadership and management skills
3. Be able to evaluate the effectiveness of personal development plans to develop management and leadership skills	3.1 Review personal development plan against original objectives 3.2 Evaluate the effectiveness of personal development of leadership and management skills 3.3 Analyse areas for further development and update personal development plan

## Indicative Content

## **1. Be able to analyse personal leadership and management skills to support achievement of organisational objectives**

### Organisational objectives

- Different organisational visions and aims e.g. financial, customer focused, product focused etc.; stakeholder requirements e.g. profitability, ethical operation, legal compliance; strategic plans; accountability of leaders and managers for organisational objectives; impact of organisational type, purpose, values and culture on leadership and management roles; wider environment requirements affecting organisation

### Leadership and management skills

- Leadership and management characteristics; skills, competence and knowledge required; behaviours and attitudes associated with effective leadership

### Personal skills

- Skills audit, role of appraisals/PDR, use of feedback

## **2. Be able to manage development of personal leadership and management skills to support achievement of organisational objectives**

### Development opportunities

- Coaching, mentoring, networking, professional bodies and professional recognition, formal training, education opportunities, formal qualifications; reflective learning models and techniques (e.g. deep and surface learning, ACT, learning transfer, double loop learning, Activity Theory); feedback – obtaining, evaluating and using feedback

### Personal development plans

- Contents of plans – activities, timescales, aims and objectives; writing objectives

### Personal development

- Continual review and reflection, learning from activities, using feedback on activities, recording achievement, sharing with others

## **3. Be able to evaluate the effectiveness of personal development plans to develop management and leadership skills**

### Review

- Review of original objectives; review of achievement against original objectives, competences and results; importance of review; identifying objectives not yet achieved

### Evaluation

- Measuring and evaluating effectiveness, benchmarking with others, identifying activities that were not effective, areas needing further development

### Further development

- Further development needs and opportunities, building on success, updating plans, importance of continuous development and reflection

<b>6.1 Human Resource Management</b>	
<b>Aims</b>	To develop skills and knowledge in the field of human resource management strategy. To look at contemporary issues which affect human resource strategy within organisations.
<b>Unit Level</b>	6
<b>Unit code</b>	L/503/5093
<b>Guided Learning Hours</b>	60
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will approach this unit from a theoretical perspective but examples from organisations will be required to illustrate the work. This is particularly the case for LO3 where the learner will need to relate their work to a particular organisation.
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the role and importance of human resource management in achieving organisational effectiveness	1.1 Define strategic human resource management 1.2 Explain the importance of human resource management in organisations 1.3 Analyse the framework of strategic human resource management
2. Understand the formulation and implementation of human resource strategies	2.1 Analyse the strategic human resource process 2.2 Assess the roles in strategic human resource management 2.3 Analyse the development and implementation of human resource strategies
3. Be able to assess a range of HR strategies that may be implemented within an organisation	3.1 Identify a range of HR strategies for an organisation 3.2 Assess HR strategies and their application in an organisation
4. Understand contemporary issues affecting strategic human resource management	4.1 Identify contemporary issues affecting strategic human resource management 4.2 Analyse contemporary issues affecting strategic human resource management

## Indicative Content

### 1. Understand the role and importance of human resource management in achieving organisational effectiveness

#### Definitions

- Definitions and models of strategic HR management (e.g. contingency model, best practice model, Harvard Framework, Ulrich's model, control based, resources based etc.), fundamentals and characteristics of strategic HR management, types of strategies (e.g. personnel, generalist, outsourced, centres of excellence etc.), approaches to strategy, criteria for successful strategy

#### Importance

- Legal requirements, contribution to the organisation, fit with corporate strategy, human capital management, improving organisational performance through strategic HR management, alignment of HR and corporate strategy

#### Framework (e.g. Harvard model)

- Stakeholder interests (shareholders, managers, employees, employee organisations and Government), situational factors (characteristics of workforce, business strategy, organisational culture, labour market and social context)
- HR policy choices (employee influence, work systems and reward systems)

### 2. Understand the formulation and implementation of human resource strategies

#### Process

- Setting strategic direction, Long term v short term, organisational design
- Audits, designing the management system, planning total workforce/demand forecasting, Generating required human resource, developing people and performance/reward management systems, assessing organisational, competence, performance/development strategies

#### Roles

- Role of top management/Board of Directors, stakeholders, Strategic HR role of front-line management, HR Function, HR specialists/consultants

#### Development and implementation

- Conducting a strategic review, setting out the strategic HR plan, Implementing HR strategies

### 3. Be able to assess a range of HR strategies that may be implemented within an organisation

#### Range of strategies

- Strategies for improving organisational performance (organisational, development, transformation, culture management, knowledge management, developing trust and reward); talent management, succession planning

#### Resourcing strategies (HR planning, flexibility, retention and talent management etc.)

Learning and development strategies (learning culture, learning, organisation, organisational learning strategies, individual learning), performance management (definition and purpose, scope, process and approaches)

Reward strategy (purpose, characteristics, structure, developing the strategy, effective strategies, impact on management)

Employee relations strategy (issues, background, HR approach, policies, partnership agreements, employee voice strategies)

Application

- How strategies apply in different organisations, measuring success of strategies and how they fit with organisational strategy, culture and mission

#### **4. Understand contemporary issues affecting strategic human resource management**

Contemporary issues should be identified and analysed to assess their impact on human resource management. Content here may change as issues change and can be contextualised to student's own country, organisation, environment

Topics below are given as examples

Internationalism and challenges for strategic HR management, diversity management and equal opportunities, downsizing and its strategic implications, legal, globalisation, culture/equality and diversity, work life balance, communication/IT

## 6.2 Project Management

<b>Unit aims</b>	To understand the process of identifying appropriate and feasible projects, and to be able to initiate and start a project. To be able to manage, monitor and control a project, including assessing, managing and controlling project risks and issues, project and team management and change management. To be able to evaluate the success or failure of a project.
<b>Unit level</b>	6
<b>Unit code</b>	J/503/5111
<b>GLH</b>	60
<b>Credit value</b>	15
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	<p>To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Where centres choose to create their own assignment this must be sent to ATHE for approval in accordance with our standard practice.</p> <p>Learners should plan and manage a real business project where possible. Where they do not have access to an appropriate business environment, they may use a project in an alternative environment, for example a building project on their home or a voluntary project with a local community group. Learners may also use a relevant case study. Learners may require guidance on selecting a project which can be carried out within the timetabled time available for completing the unit.</p>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Be able to analyse business objectives to identify feasible projects	1.1 Identify projects required from an appraisal of established business objectives 1.2 Produce project sub-divisions and high-level estimates of time, resources and costs 1.3 Evaluate a project methodology suitable for the specific project 1.4 Assess the feasibility of a proposed project
2. Be able to design systems and plans for initiating managing and controlling projects	2.1 Devise a structure for the management and administration of the project 2.2 Define the roles and responsibilities of the project manager 2.3 Prepare a detailed project plan
3. Be able to organise and manage a project	3.1 Assess alternative project team structures 3.2 Demonstrate the interpersonal skills required for effective project management 3.3 Design quality management processes to be used in a project 3.4 Design procedures for managing project change proposals
4. Be able to monitor and control the progress of projects	4.1 Identify issues and risks that may impede a project 4.2 Design systems for monitoring and appraising the status of a project

	4.3 Design control systems to detect and manage issues arising in the course of projects
5. Be able to review, evaluate and closeout a project	5.1 Identify issues and risks likely to be encountered in the final stages of a project. 5.2 Assess the necessary project tasks to be completed in the final stages of a project



## Indicative Content

### 1. Be able to analyse business objectives to identify feasible projects

#### Project initiation

- Analysing business needs, reviewing operations and procedures, alternative project cost-benefit analyses, project sub-division: work breakdown, identifying time scales, identifying resources, project budgeting, reporting and accountability

#### Outline project methodology

- Review of project and decide between appropriate models for project management e.g. traditional approach, PRINCE2, critical change approach or event change approach

#### Feasibility

- Risk Management - identifying risk, impact analysis, risk management/planning, review cost-benefit and risk equation for projects. Consider other issues impacting on project e.g. issues of globalisation (advantages and disadvantages of cross-country/culture projects)

### 2. Be able to design systems and plans for initiating managing and controlling projects

#### Evaluate project management framework

- Traditional approach, critical change approach, event change approach or proprietary/ formalised approaches e.g. PRINCE

#### Managing conflicts

- Role of Project Manager: managing team and stakeholders, setting schedule, budget and timing, developing the project plan, managing project risks, interfaces with other projects

#### Project plan

- Value proposition, sponsorship, accountability, deliverables, responsibilities, resource allocations, timeline, milestones, critical path

### 3. Be able to organise and manage a project

#### Team structures

- Hierarchical, virtual, networked, functional team, pure project teams, matrix management. Change control: formal change requests, review of critical path, impact on resources and timelines

#### Quality

- Status and plan documentation and regular monitoring meetings, defining responsibilities and accountability, communications, traceability and audit trails, formalized frameworks and stages

## Interpersonal skills

- Leadership, e.g. motivating others, delegation, and decision-making. Networking, e.g. network building, and communication skills, teamwork, e.g. collaboration, mentoring

## **4. Be able to monitor and control the progress of projects**

### Issues and risks

- Project creep, gaps in the scope or accountability of the project, changing dependencies (other projects, business conditions etc.), delays, planning errors, skills or other resource deficits

### Project monitoring

- Status and plan documentation and regular monitoring meetings, defining responsibilities and accountability, communications, traceability, formalized frameworks and stages

### Project conflict resolution

- Role of Project Manager and Sponsor, constructive vs. destructive conflicts, compromise, skill complementarities, goal congruence

## **5. Be able to review, evaluate and closeout a project**

### Project closeout risks

- Lack of ownership, communication failures, 'meaningless' plan without buy-in, no accountability, lack of employee empowerment

### Project closeout

- Formal evaluation of project and team performance, document learning points for future, assess success factors, post-implementation report, sign off on deliverables, hand over/archive documentation, contract closures, closing out financial accounts, reassign team

<b>7.6 Programme Leadership</b>	
<b>Aims</b>	To develop the skills to be able to plan and lead a programme of related projects and critically evaluate the programme.
<b>Unit Level</b>	7
<b>Unit code</b>	Y/503/5226
<b>GLH</b>	40
<b>Credit Value</b>	10
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit learners should lead a programme of related projects in an organisation. The work may be undertaken through the learners' employment or through voluntary work.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Be able to plan and agree a programme of related projects that support the strategic plans of an organisation	1.1 Analyse business strategy to identify programme objectives and benefits 1.2 Negotiate with identified stakeholders to establish a range of projects to deliver programme benefits 1.3 Plan and agree programme with programme management group 1.4 Plan and agree projects and activities with project managers
2. Be able to lead a programme of related projects	2.1 Lead the co-ordination of projects within a programme 2.2 Manage programme resources to achieve project and programme objectives 2.3 Review and monitor projects and address any issues that arise 2.4 Report programme progress and results to stakeholders 2.5 Close down projects and programme
3. Be able to evaluate a programme of related projects	3.1 Assess the success of projects with project managers 3.2 Review the success of the programme in delivering benefits and meeting objectives 3.3 Analyse areas for future improvement in programme management and leadership

## **1. Be able to plan and agree a programme of related projects that support the strategic plans of an organisation**

### Identifying programmes

- Definitions of projects and programmes and differences between them, the importance of analysing strategy, vision, goals of organisation, how projects and programmes help deliver business strategy/ growth, identifying suitable programmes

### Programme objectives

- Benefits of programmes

### Establishing the programme

- Role and responsibilities of the programme leader, negotiation skills, identifying stakeholders, defining projects from programme objectives

### Planning and agreeing programme

- Scope of programme and individual projects, resources – budgets, human resources, physical resources, timescales, accountability and responsibilities for programme and projects, co-ordination of projects, roles of the management team, programme leader, project manager and stakeholders etc. constraints on programme, contingency plans, documentation of programme, projects

### Project planning

- Project plans, activities within projects, briefing project managers, making managers accountable reporting structures, timescales

## **2. Be able to lead a programme of related projects**

### Co-ordination

- Leadership and management skills, communication structures and skills – with project teams, programme management team, stakeholders, monitoring programme progress and co-ordinating different elements, critical path analysis

### Resources

- Resource management – people, finances, physical resources time, co-ordination of resources, managing resource constraints/limitations

### Review and monitoring

- Designing monitoring systems, regular review, identifying issues, dealing with issues e.g. resources issues, timing issues etc. conflict resolution and re-negotiating goals/re-defining projects to ensure programme success

### Stakeholder reporting

- Stakeholder involvement – timing, frequency, methods of involving stakeholders (e.g. face to face or written), maintaining dialogue with stakeholders, reporting to stakeholders – timing, frequency and format

### **3. Be able to evaluate a programme of related projects**

#### Project evaluation

- Project evaluation techniques, appraisal and performance reviews, evaluating projects against objectives, evaluating projects against programme objectives, evaluation of programme management and control, identifying development areas for project managers, feedback from project team, managers and stakeholders and giving feedback to team, managers, stakeholders

#### Programme evaluation

- Evaluation against programme objectives, evaluation of own programme leadership skills – reflecting on own performance, obtaining, using feedback

#### Future improvements

- Analysing feedback for areas to improve, identifying training and development for project and programme teams, sharing knowledge, learning from project with organisation

<b>6.4 Risk Management</b>	
<b>Aims</b>	To raise business risk awareness and develop knowledge and understanding in the assessment, monitoring and control of business risks. To enable the learner to develop an appreciation of the implications of business risks.
<b>Unit Level</b>	6
<b>Unit code</b>	H/503/5097
<b>GLH</b>	40
<b>Credit Value</b>	10
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners will approach their work from a theoretical perspective and will need to use exemplar material to illustrate the points which are made. This may be taken from their own experience or from research.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the risk management function in business	1.1 Examine the role of the risk management function in business 1.2 Assess the role of business function in the management of risk
2. Understand how business risk is assessed and managed	2.1 Analyse the risk assessment process 2.2 Evaluate approaches to managing risk 2.3 Examine the risk management process
3. Understand the effects of business risks and how they can be managed	3.1 Analyse the main drivers of business risk 3.2 Appraise the impact of different types of risk for a business organisation 3.3 Assess which business areas are high risk 3.4 Analyse risk management strategies
4. Understand approaches to crisis management and business continuity planning	4.1 Analyse the vulnerability of businesses to breaks in continuity 4.2 Critically evaluate approaches to crisis management and business continuity planning

## **Indicative Content**

### **1. Understand the risk management function in business**

#### Role of risk management

- Purpose of risk management – why risks need to be managed, identifying risks, review of activities and internal environment, setting objectives, risk assessment (impact and likelihood), risk response plans and control, monitoring

#### Functions that have a role in managing risk

- Strategic planning, marketing, compliance operations, legal and accounting, insurance, treasury/accounting, management and quality assurance, internal audit, health and safety, environmental

### **2. Understand how business risk is assessed and managed**

#### Risk assessment

- Analysis, identification, description, estimation, control measures and evaluation, review

#### Risk management frameworks

- ERM programmes, COSO, ISO 3001, corporate governance/compliance, actuarial approaches, insurance, legal issues

#### Risk management process

- Risk assessment, risk reporting, decisions, risk treatment, residual risk reporting, monitoring – ongoing and formal audit, modification

### **3. Understand the effects of business risks and how they can be managed**

#### Drivers

- Strategic risks (e.g. competition, changes in society or markets), financial risks (e.g. liquidity, foreign exchange, credit risk), operational risks (e.g. product failure), hazard risks (e.g. natural Disasters), information risks (e.g. computer hacking).

Operations: Identifying risks in business operations (as above)

#### High risk areas

- Data, systems integrity, reputation, financial theft

#### Risk management strategies

- Employment practices, fraud prevention measures, health and safety policy, protection of physical assets and business continuity, process and product management, benchmarking, disaster management

#### **4. Understand approaches to crisis management and business continuity planning**

##### Vulnerability

- Factors – size of business, operating environment, physical environment etc. Impacts – loss of profits, loss of assets, inability to trade

##### Approaches

Business continuity planning, impact assessment, threat assessment, scenario definition, recovery solution design (including customer / stakeholder management), implementation and communication, testing



<b>6.10 Leading Organisational Equality and Diversity</b>	
<b>Aims</b>	The aim of this unit is to enable the learner to develop an understanding of the importance of managing equality and diversity within the organisation and to understand how to lead the approach to equality and diversity within an organisation.
<b>Unit Level</b>	6
<b>Unit code</b>	K/503/5120
<b>GLH</b>	40
<b>Credit Value</b>	10
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In order to achieve this unit the learner will need to demonstrate a full understanding of the importance of managing equality and diversity in organisations. The learners will need to apply their knowledge and understanding to specific organisations and this may be in the UK or in a selected country.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the importance of effectively managing equality and diversity	1.1 Analyse the legal requirements relating to equality within the organisation and in the organisations relationships with others 1.2 Evaluation the implications of guidance and codes of practice relating to equality and diversity in specific industry sectors 1.3 Analyse the implications of equality and diversity for the organisation 1.4 Analyse the needs and expectations of stakeholders in relation to an organisation's policy on equality and diversity
2. Understand the dynamics of leading and managing equality and diversity in an organisation	2.1 Determine how to gain commitment to equality and diversity within an organisation 2.2 Analyse policies and procedures that need to be in place to promote equality and diversity 2.3 Evaluate methods of communicating commitment, policies and procedures to relevant organisational stakeholders 2.4 Assess how to address equality and diversity issues 2.5 Analyse methods to review and monitor equality and diversity 2.6 Determine how to reach diverse stakeholder groups

## **1. Understand the importance of effectively managing equality and diversity**

### Legislation

- Definitions – equality, equality of opportunity, diversity, equality of opportunity, different types of discrimination (direct, indirect etc.), equality legislation (UK, EU, the international picture), human rights legislation, coverage of, legislation – employees, customers, stakeholders, industry requirements e.g. public sector, conflicts e.g. between law and religious or cultural beliefs

### Codes of practice and guidance

- Status of guidance and codes of practice e.g. voluntary, required and industry standards or requirements e.g. public sector requirements

### Benefits

- Benefits of equality and diversity in workforce and benefits of equality and diversity in stakeholder/customer base

### Needs

- Needs and expectations of those inside the organisation and needs and expectations of those outside the organisation

### Fairness and Justice

- Impact of prejudice and discrimination on groups and individuals

## **2. Understand the dynamics of leading and managing equality and diversity in an organisation**

### Commitment

- Creating a language and culture of commitment, how the behaviour, actions and words of those within the organisation support commitment to equality and diversity, the importance of showing respect and leading by example

### Policies and procedures

- Policies and procedures for legal compliance, policies and procedures to meet organisational aims and commitment, writing equality and diversity policies and how to ensure procedures help to meet policy

### Communication

- Importance of communicating commitment, policies and procedures, training staff and raising awareness of staff and stakeholders
- Ensuring suppliers are aware of commitment, policies and procedures e.g. website designers, printers consider accessibility issues in terms of language, size of text, facilities management consider suitability of premises access and use etc.

## Addressing equality and diversity issues

- Identifying issues e.g. individual prejudices or discrimination, organisational discrimination and addressing language, actions and behaviour that does not support equality and diversity. Dealing with conflicts (between individuals, between law and organisational aims, between law/organisation aims and religious or cultural issues), changing policies to address identified issues and using disciplinary action with employees if required

<b>6.11 Managing Stakeholder Engagement</b>	
<b>Aims</b>	The aim of the unit is to enable the learner to develop the knowledge and understanding required to engage with stakeholders and to learn how to manage stakeholders in projects and organisations.
<b>Unit Level</b>	6
<b>Unit code</b>	D/503/5213
<b>GLH</b>	40
<b>Credit Value</b>	10
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners must demonstrate an understanding of the critical role of stakeholders in projects and organisations. Learners will need to exemplify their work from research and from their own experience as a stakeholder in employment, as a learner and a consumer.
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to analyse key stakeholders	1.1 Analyse stakeholders and their needs and expectations for either an organisation or project 1.2 Evaluate and map stakeholder relationships 1.3 Assess the importance of stakeholder engagement
2. Understand how to build an effective stakeholder engagement strategy to implement policy	2.1 Analyse methods to engage stakeholders to validate the implementation of policies 2.2 Develop a communications strategy to effectively engage with stakeholders
3. Understand how to build and maintain stakeholder relationships	3.1 Explain how to build and maintain relationships with stakeholders 3.2 Analyse issues that may affect stakeholder relationships 3.3 Analyse potential conflict situations and possible resolution 3.4 Assess the importance of monitoring and reviewing stakeholder engagement
4. Understand how to engage with the stakeholder groups	4.1 Analyse methods to elicit stakeholder views on policy and other issues 4.2 Analyse how to gain stakeholder validation and agreement for policies and plans

## Indicative Content

### 1. Be able to analyse key stakeholders

#### Analysis

- The concept of stakeholder and underpinning principles, determinants of key stakeholders for a project, process or organisation, range of stakeholders e.g. internal and external stakeholders; other organisations, individuals (depending on organisation - patients, service users, customers), groups (interest groups, user groups, pressure groups etc.), statutory requirements to involve specific stakeholders, industry guidance on stakeholder involvement, change ineffective, lack of support for service, products etc.

#### Mapping and evaluation

- Stakeholder maps, grids, matrices, RACI analysis – responsible, accountable, consulted and informed and stakeholder roles

#### Importance

- Reasons to involve stakeholders – statutory, guidance, support for change implications of not engaging effectively with stakeholders

### 2. Understand how to build an effective stakeholder engagement strategy to implement policy

#### Ways to engage

- Establishment of long-term stakeholder groups, establishment of specific 'action' groups, role of communications and marketing specialists, ensuring comprehensive representation, equality and diversity issues and reaching 'hard to reach' groups and individuals

#### Communications strategies

- Methods of communication with stakeholders – face to face (meetings, presentations, focus groups, interviews); telephone (interviews, using questionnaires); electronic (email, social networking, websites etc.); written (questionnaires, reports), managing communications – in-house (is contact with organisational representatives important?); outside specialists (is, independence/ neutrality important?) and identifying suitable communications methods for specific stakeholder groups

### 3. Understand how to build and maintain stakeholder relationships

#### Building relationships

- Valuing stakeholders and making stakeholders feel valued, appropriate methods and timings of contact, maintaining contact – methods and importance and managing stakeholder expectations

#### Monitoring and review

- Importance of monitoring and reviewing stakeholder engagement e.g. to ensure still engaged with process, to gain continued support, to engage with new stakeholders that emerge and how to obtain feedback e.g. interviews, questionnaires and focus groups, reviews of policy, Importance of acting on feedback – re-engaging stakeholders where necessary and changing policies/strategies for engagement

## Issues

- Political and legal issues, economic and social issues, equality and diversity, resource issues, barriers to engagement – physical (location or spread of stakeholder group); non-physical (attitudes, disengagement, cultural, social)

## Conflict

- Conflicts that may arise e.g. between organisation goals and stakeholder expectations; between stakeholders; between resource availability and resource needs, Resolution of conflicts – dealing with conflicts on an individual and group level

## **4. Understand how to engage with the stakeholder groups**

### Methods of engagement

- Determining outputs required from engagement – opinions, ideas and agreement etc.

### Choosing suitable methods

- Methods and how to use them – meetings, presentations, focus groups, interviews, electronic methods, telephone methods, written methods, assigning responsibility and accountability, recording and analysing results, reporting and taking account of results

### Agreement

- Importance and relevance of stakeholder agreement e.g. is it required? How to elicit agreement or validation e.g. showing how issues and concerns have been dealt with and sign off and negotiation skills

<b>7.10 Strategic Planning</b>	
<b>Aims</b>	To develop the knowledge, understanding and skills necessary to develop an organisational strategic plan.
<b>Unit Level</b>	7
<b>Unit code</b>	H/602/2330
<b>GLH</b>	45
<b>Credit Value</b>	15
<b>Unit Grading Structure</b>	Pass
<b>Assessment Guidance</b>	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. This unit cannot be approached from a theoretical perspective with information gathered solely from public sources. In order to achieve the Learning Outcomes for the unit, the learner work must be produced for a specific organisation. This must be an organisation the learner knows well and ideally it should be an SME. Learners will require guidance in selecting a suitable organisation.
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the external environment affecting an organisation	1.1 Explain the importance of external factors affecting an organisation 1.2 Analyse the needs and expectations of stakeholders of an organisation 1.3 Analyse the major changes taking place in the external environment that will affect strategy
2. Be able to review existing business plans and strategies of an organisation	2.1 Use appropriate tools to analyse the effects of current business plans 2.2 Review the position of an organisation in its current market 2.3 Evaluate the competitive strengths and weaknesses of an organisation's current business strategies
3. Be able to develop options for strategic planning for an organisation	3.1 Use modelling tools to develop strategic options for an organisation 3.2 Develop a comparative understanding of activity from organisations in the market 3.3 Create options to form the basis of future organisational strategy
4. Be able to construct a strategy plan for an organisation	4.1 Propose a suitable structure for a strategy plan that ensures appropriate participation from all stakeholders of an organisation 4.2 Develop criteria for reviewing potential options for a strategy plan 4.3 Construct an agreed strategy plan that includes resource implications
5. Be able to examine factors affecting an organisational strategy plan	5.1 Compare core organisational values (ethical, cultural, environmental, social and business) with the current business objectives of an organisation 5.2 Develop appropriate vision and mission

	<p>statements for an organisation</p> <p>5.3 Produce agreed future management objectives for an organisation</p> <p>5.4 Develop measures for evaluating a strategy plan</p>
<p>6. Be able to plan for the implementation of a strategy plan</p>	<p>6.1 Develop a schedule for implementing a strategy plan in an organisation</p> <p>6.2 Create appropriate dissemination processes to gain commitment from stakeholders in an organisation</p> <p>6.3 Design monitoring and evaluation systems for the implementation of a strategy plan in an organisation</p>



## Indicative Content

### 1. Understand the external environment affecting an organisation

#### External factors

- Stakeholders, competitive environment, PESTLE

#### Stakeholder expectations

- Customer expectations, supply chain relationship, market and investor expectations

#### Changes

- Socio-political and legal changes, technological change and development, product development; analysis tools: TESTLE, SWOT; customer analysis, competitor analysis

### 2. Be able to review existing business plans and strategies of an organisation

#### Tools

- Value Chain analysis, SWOT analysis, Five Forces

#### Market position

- Market share analysis, life cycle analysis, Boston (BCG) Matrix

#### Competitiveness

- SWOT analysis, resource analysis, competitive analysis, skills and competencies audit, benchmarking

### 3. Be able to develop options for strategic planning for an organisation

#### Modelling tools

- Mintzberg, Ansoff, gap analysis, competitiveness strategies

#### Competitiveness analysis

- Benchmarking, portfolio analysis, market segmentation

#### Strategic options

- Corporate expansion, mergers and acquisitions, niche marketing, diversification, control of distribution channels, efficiency in production, technological leadership, market share

### 4. Be able to construct a strategy plan for an organisation

#### Structure

- Mission statement /corporate vision, corporate values and principles, SWOT analysis, competitive advantage, strategic goals / initiatives, strategy, scorecard, execution plan

## Assessment criteria

- Balanced scorecard; targets / interim targets / goals; success metrics

## Resources

- Resources, skills and competencies, roles, action plans, responsibilities and accountability

## **5. Be able to examine factors affecting an organisational strategy plan**

### Organisational values

- Corporate culture, corporate / brand image, organisational structure and staffing, operational abilities, market share, resources, patents and IP, corporate experience, contracts, licences and relationships

### Vision and mission statement

- Purpose of vision and mission statements, vision in relation to corporate values, vision statement audience (internal and external), mission statement goals and objectives, mission statement key success measures

### Management objectives setting

- Areas: financial, marketing, products/services, operations, resources, environment and community; ethical framework / CSR; smart objectives and success criteria

### Evaluating the plan

- Monitoring; responsibilities / accountability for monitoring; strategic changes/deviation; frequency of monitoring

## **6. Be able to plan for the implementation of a strategy plan**

### Implementation plan

- Establish plan with end user buy-in, establish tracking system, align budget, align departmental plans to strategy

### Stakeholder buy-in

- User participation in strategy process, tie departmental plans into strategic plan, align performance management and reward systems to strategy implementation

### Monitoring and evaluation

- Monthly strategy planning meetings, annual review meetings, role of celebration

### Issues

- Lack of ownership, communication failures, 'meaningless' plan without buy-in, no accountability, lack of employee empowerment.

<b>5.1 Manage Sustainability in an Organisation</b>	
<b>Unit aims</b>	To develop the knowledge, skills and techniques to be able to identify sustainability issues within an organisation and to put in place suitable management systems for legal compliance and corporate responsibility purposes.
<b>Unit level</b>	5
<b>Unit code</b>	F/503/5348
<b>GLH</b>	60
<b>Credit value</b>	15
<b>Unit grading structure</b>	Pass
<b>Assessment guidance</b>	Learners should carry out a sustainable development 'audit' on an organisation they work for or know and make recommendations for improvements. The exercise could also be carried out in the college environment or as a case study exercise.
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1 Understand the issues relating to sustainability of an organisation	1.1 Examine the principles of sustainable development 1.2 Analyse current issues in relation to sustainability 1.3 Assess key sustainability issues affecting a specific organisation
2 Be able to apply legislation, regulations and guidance on sustainability to organisations	2.1 Analyse legislation, regulations and guidance on sustainable development issues 2.2 Evaluate the relevance of legislation, regulations and guidance to the sustainability of a specific organisation 2.3 Explain the application of sustainable development legislation, regulations and guidance on a specific organisation 2.4 Explain how business objectives are affected by ethical considerations 2.5 Evaluate the implications for a business and its stakeholders to operate ethically 2.6 Explain how business objectives are affected by ethical considerations
3 Be able to 'audit' the sustainability of an organisation	3.1 Research the specific areas for improvement in relation to sustainability 3.2 Analyse and report the findings of research on sustainability 3.3 Recommend improvements to sustainability
4 Understand how to establish environmental management systems for organisations	4.1 Determine appropriate environmental management standards for an organisation 4.2 Analyse environmental management standards to assess how they can be applied to an organisation 4.3 Design an environmental management system for an organisation 4.4 Explain how an environmental management system could be implemented within the organisation

## Indicative Content

### 1. Understand the issues relating to sustainability of an organisation

#### Principles of sustainable development

- Concepts of sustainable development (Brundtland Report, Agenda 21)
- Corporate social responsibility and role of stakeholders
- Development of ideas around sustainable development
- Global and local issues
- Relationship to organizations
- Global organisations and interest – UN Earth summits etc.

#### Current issues

- Current focus of sustainability agenda
- Agenda 21 issues
- Examples of issues: climate change, fair trade, community issues, carbon footprints, carbon trading
- How issues relate to and affect organisations Codes of practice

#### Specific businesses

- Business activities and implications for sustainability
- Benefits to stakeholders
- Areas of relevance for specific businesses – global and local issues affecting and affected by business activities
- Examples of areas: carbon footprint, waste and water usage, use of natural resources, pollution, fair trade, organic farming, community issues, child labour issues
- An understanding of environmental legislation – national and international
- Act Local, Think Global idea
- Related costs e.g. taxation, cost of water use, cost of waste; importance to business of sustainability in relation to cost, social attitudes, compliance with law

### 2. Be able to apply legislation, regulations and guidance on sustainability to organisations

#### Legislation, regulations and guidance

- UK, European and/or international legislation (relevant to learner context)
- Areas of legislation and guidance e.g. carbon use, pollution, water use
- Planning issues
- Source of guidance and regulation – industry bodies, local authorities, government, organisations (e.g. soil association, climate change bodies)
- Influence of pressure groups, social attitudes, moral issues
- Environmental management standards
- Impact of legislation, guidance and regulation on business
- Corporate social responsibility

## Relevance and application

- Relevance of legislation to specific businesses – industry, national, international regulation affecting businesses
- Impacts in terms of operations and costs

### **3. Be able to 'audit' the sustainability of an organisation**

#### Research

- Carrying out a sustainability 'audit' for an organisation to identify areas of relevance
- Ensuring compliance with legislation, regulation, codes of practice etc.
- How sustainability can be improved – actions and policies to improve sustainability of business activities
  - Example areas: water, waste, supply of materials and goods, use of natural resources, sales policies, transport, management of land and facilities, fair trade issues

#### Reporting

- Report formats
- Making recommendations and indicating benefits
- Considering costs to the organisation

### **4. Understand how to establish environmental management systems for organisations**

#### Environmental management standards

- Appropriate standards e.g. ISO14000/14001
- Importance of standards
- Impact of standards
- Health and safety issues

#### Application of standards

- Buy-in from senior management and stakeholders
- Practical implications of applying standards
- Relevance to specific operations

#### Environmental management systems

- Systems design and implementation
- Reporting mechanisms to stakeholders

