Level 6 Diploma in Business and Administrative Management

Content

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This document provides key information on Level 6 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 A handbook "Delivering Qualifications". Further guidance and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the Delivering Qualifications Guide .

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.

The QAN number for this qualification is as follows:

Level 6 Diploma in Business and Administrative Management	601/2374/6

Entry Requirements

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

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

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at level 6. For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

For learners who have recently been in education or training the entry profile is likely to include:

  - one or two years study of Business, Management or related qualifications at a Higher Education Institution
  - a level 5 qualification in Business, Management or related subjects for example an Level 5 Diploma in Management
  - other equivalent international qualifications

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

Learners may also have relevant work experience.

Mature learners may present a more varied profile of achievement that is likely to include relevant work experience (paid and/or unpaid) with levels of responsibility, participation and/or achievement of relevant professional qualifications. This may be used for recognition of prior learning (RPL).

Please note that UK Visas and Immigration Department (UKVI) requires adult students to have acceptable English language ability before they can apply to become an adult student under Tier 4 (General) of the points-based system. As an education provider you must ensure that the applicant is competent in the English language at a minimum of CEFR level B2 for a RQF qualification at level 6 or above.

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners who undertake these qualifications have the necessary background knowledge, understanding and skills to undertake the learning and assessment at level 6. will review centre recruitment policies as part of their monitoring processes.

Introduction to Level 6 Diploma in Business and Administrative Management

The qualification in Business and Administrative management at Level 6 has been developed to conform to the requirements of the RQF, to meet the requirements of employers, the needs of learners of our centres. The qualification is not tied to any specific industry but delivers the skills, knowledge and understanding that are required by learners aspiring to roles in business and administrative management in different sectors on a domestic and international platform.

We provide a route for learners who have already achieved qualifications in Business and Administrative management at level 5 and for learners who do not have management qualifications, but have qualifications in other related areas at the same level and/or prior relevant experience in the work place.

The Diploma allows learners to acquire knowledge and understanding in a range of topics and to develop key skills they require to work in Business and Administrative Management. This is done through a large core of mandatory units together with a choice of options. Learners can select optional units in particular specialisms that are directly related to their current responsibilities or that meet a particular interest and support career development.

Support and Recognition

This qualification has been developed with the support of centres who are currently delivering qualifications at this level in Business and Administrative Management or who plan to do so in the future.

National Occupational Standards

The Level 6 qualification in Business and Administrative Management provides some of the underpinning knowledge and understanding for the National Occupational Standards in Management, Administration and Leadership.

Progression

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

Learners may progress to:
    an Level 7 Diploma in Strategic Management
        a postgraduate degree programme in a higher education institution
        employment in Business or related sectors

Recognition of Prior Learning (RPL)

The RQF is based on the principle of credit accumulation and transfer. Within this suite of qualifications, learners have the opportunity to build their achievements from a single unit into a full Diploma. There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and accredited.

Level 6 Diploma in Business and Administrative Management

Learners must complete 120 credits, consisting of four mandatory units worth 80 credits and a further 2 optional units worth 40 credits.

Unit Title	Level	Credit	GLH
Mandatory units			
Strategic Management	6	20	80
The Dynamics of Leadership	6	20	80
Management Information Systems for Business	6	20	80
Advanced Finance for Decision Makers	6	20	80
Optional units			
Marketing Management in Business	6	20	80
Customer Focus for Strategic Advantage	6	20	80
Leadership Skills	6	20	80
Managing Risk in Business	6	20	80

Unit Specifications

Unit Format
Each unit 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.

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 6 you would see words such as analyse and evaluate.

Strategic Management	
Unit aims	This unit focuses on the main elements of strategic management. It investigates how strategic analysis lays the foundations for strategy formulation and how strategy is implemented through organisational structures and processes. Learners will understand the general, competitive and internal organisational environments. The unit also investigates the role of administrative management in strategy formulation and implementation and deals with different approaches to strategic change. Learners who aspire to management positions involving strategic analysis, strategy formulation and implementation will develop knowledge, understanding and skills necessary for such job roles.
Unit level	6
Unit code	J/505/9232
GLH	80
Credit value	20
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. This is a substantive assignment brief and it is divided into sections with different and vocationally relevant tasks in order to facilitate achievement. The assessment criteria have a wide range of high level command verbs so the learner work must fulfil their differing requirements. In order to fully demonstrate understanding, the learner must use examples from their own experience of customer service, or from current or previous employment or from research completed on actual organisations.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the concept of strategic management	1.1 Explain the concept of strategy 1.2 Identify the elements of the strategic management process 1.3 Critically analyse the role of values, vision and mission statements in the strategic management of organisations 1.4 Evaluate different approaches to strategy formulation 1.5 Demonstrate how the external environment influence strategy formulation
2. Be able to conduct strategic analysis	2.1 Differentiate between organisations' general, competitive and internal environments 2.2 Critically appraise the tools available for the analysis of the general, competitive and internal environments 2.3 Apply appropriate tools to analyse organisational environments

3. Understand how to formulate organisational strategy to achieve competitive advantage	3.1 Compare and contrast different approaches to the formulation of organisational strategy 3.2 Assess the role of organisational strategy in achieving competitive advantage 3.3 Analyse how markets influence strategy formulation
4. Understand the implementation of organisational strategy	4.1 Critically analyse how organisational processes can support the implementation of organisational strategy 4.2 Evaluate the place of strategic control and reward systems in the implementation of organisational strategy 4.3 Evaluate different approaches to strategic change
5. Be able to assess the role of administrative management in strategy formulation and implementation	5.1 Critically analyse the role of administrative managers in designing and implementing organisational strategy 5.2 Assess how administrative management facilitates the implementation of strategy across the functional areas of organisations

The Dynamics of Leadership	
Unit aims	This unit examines the dynamics of leadership from a psychological point of view. It explores the interaction between leaders, followers and the situation in which they operate; the link between power and leadership; the relationship between leaders' personality, their personal values and the way they lead; the link between motivation, satisfaction and performance; the influence of leaders on group and team development; and how leaders ensure the success of organisational change. Learners who aspire to lead teams in organisations will develop knowledge and understanding necessary for such roles.
Unit level	6
Unit code	L/505/9233
GLH	80
Credit value	20
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 unit should be approached from a theoretical perspective. However in order to demonstrate understanding and achievement of the standards the learner will need to use a range of examples to illustrate and apply their work. They can be taken from a range of sources, including current or previous employment and research on individual leaders and organisations.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the concept of leadership	1.1 Differentiate between leaders and managers 1.2 Explain how leaders develop through experience and education 1.3 Evaluate methods and techniques to measure leadership success
2. Understand the leadership process	2.1 Explain different types of followership and the role of followers 2.2 Critically analyse the contribution of leaders as individuals 2.3 Investigate the relationship between leaders, followers and the environment in which they operate
3. Understand the role of power and influence in leadership	3.1 Distinguish between influence and power 3.2 Examine different sources of power 3.3 Critically assess leaders' motivation to influence and lead others
4. Understand the importance of values	4.1 Evaluate the concept of values 4.2 Analyse the impact of values on leadership 4.3 Explore the implications of cultural differences on leadership

5. Understand the impact personality on leadership	5.1 Analyse the relationship between personality and leadership 5.2 Analyse how different forms of intelligence influence the behaviour of leaders
6. Understand the links between motivation, satisfaction and performance	6.1 Assess how leaders influence follower motivation 6.2 Assess how leaders influence follower satisfaction 6.3 Evaluate the dynamic relationship between motivation, satisfaction and performance
7. Understand team or group leadership	7.1 Differentiate between groups and teams 7.2 Identify the stages of building highly performing groups and teams 7.3 Evaluate leadership as a group and team function 7.4 Explain how to lead virtual teams
8. Understand how situational factors influence leadership	8.1 Analyse how task interdependence, task structure, job characteristics and changes to these influence the behaviour and performance of leaders and followers 8.2 Analyse how organisational factors such as structure, design and culture influence leadership 8.3 Analyse the influence of legal, political and economic environment on leadership
9. Understand approaches to leading organisational change	9.1 Critically analyse the rational approach to organisational change 9.2 Critically analyse and evaluate the emotional approach to organisational change

Management Information Systems for Business	
Unit aims	This unit examines the use of information systems within business. It considers the contribution of information systems to organisations and to strategy, along with an analysis of the ethical implications of their use. The unit explores the importance of having an effective information technology (IT) infrastructure and evaluates the contribution of management information systems (MIS) to decision-making. It analyses key systems applications in the context of their role in businesses. It also considers the impact of e-commerce and the needs of global business. It assesses approaches to building secure and effective information systems in order to improve business performance and customer satisfaction. Learners who, in their present or future roles, need to understand and select appropriate management information systems will develop knowledge, understanding and analytical skills necessary for such tasks.
Unit level	6
Unit code	R/505/9234
GLH	80
Credit value	20
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 can approach their work from a theoretical perspective but they must show practical understanding of information systems and technology and the impacts on business, including e-commerce and global business. However they do not need to be experts in the design and implementation of management information systems. Learners will need to exemplify their work with the use of case study material from a variety of businesses.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of information systems in global business	1.1 Explain how businesses use information systems in a global context 1.2 Evaluate the role of information systems and technologies in transforming businesses 1.3 Evaluate the role of information systems in global e-business
2. Understand the relationships between information systems, business strategy and e-commerce	2.1 Examine the role of information systems in developing business strategy 2.2 Assess how information systems contribute to achieving competitive advantage 2.3 Explain the unique features of e-commerce 2.4 Evaluate the impact of internet technology e-commerce and social media on traditional business models

3. Understand how information technology impacts on business performance	3.1 Assess the need for and key components of an effective information technology infrastructure 3.2 Critically examine the reasons for building effective information systems 3.3 Evaluate the impact of key emerging information technologies on business performance
4. Understand how key information systems improve business performance and enhance decision-making	4.1 Evaluate how key information systems can improve business performance 4.2 Analyse the relationship between information systems and decision making
5 Know how to build and manage effective, secure information systems	5.1 Explain how to manage information systems projects 5.2 Assess the challenges to developing global information systems 5.3 Explain how a business can develop structures for global information support systems 5.4 Analyse the implications of ethical and social issues for managing information systems 5.5 Assess the security risks faced by information systems 5.6 Evaluate tools and technologies for the protection of information systems security

Advanced Finance for Decision Makers	
Unit aims	This unit demonstrates the links between business decision making, risk assessment and financial information. Once finance is placed in context, the unit covers financial reporting and the way financial performance is measured. It investigates how businesses are financed through their fixed and working capital requirements. It explains how the financial management of each organisation is influenced by its governance and ownership structure as well as accounting standards and the ethical basis on which financial reporting is organised. Learners who aspire to management positions will develop financial knowledge and understanding needed to make sound and responsible business decisions.
Unit level	6
Unit code	Y/505/9235
GLH	80
Credit value	20
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. This is an extensive unit covering a wide range of financial information and techniques and the relevance and implications for business. Learners must demonstrate understanding of the impact of various elements of financial information and analysis on risk assessment and decision-making. In addition learners need to show understanding of the relationship between finance and business ownership, governance and ethics. Learners will need to use published accounts to complete their work and where appropriate use examples from their own experience or from research to illustrate the points which are made.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of financial information and financial analysis in business risk assessment and decision-making	1.1 Examine the factors that guide and drive decision making in business 1.2 Assess the significance of financial factors in business decision making 1.3 Identify the characteristics of business risks that impact on financial and business decisions 1.4 Summarise financial priorities that should be considered in business decision making
2 Understand how financial statements and their structure provide a sound basis for business decision making	2.1 Compare the accrual and cash flow approaches to accounting and financial reporting and the implications of each for business decision making

	2.2 Explain the structure and content of final accounts and their uses for business decision making
	2.3 Interpret financial information in balance sheets, income statements and sources and applications of funds statements
	2.4 Differentiate between financial decisions relating to capital expenditure and those relating to revenue expenditure
	2.5 Calculate financial ratios from final accounts that can be used to support business decision making
3 Understand sources of finance and how businesses finance fixed assets and working capital	3.1 Differentiate between long-term financing needs and working capital needs for businesses
	3.2 Compare the sources of long-term financing and working capital financing for businesses
	3.3 Identify why access to working capital is critical to business continuity
	3.4 Examine critically the techniques needed to manage cash flow and the key business decisions on which cash flow impacts
	3.5 Evaluate methods for making capital expenditure or investment decisions and the criteria that may be applied in the evaluation.
	3.6 Explain the possible benefits and drawbacks of off-balance sheet financing
4 Understand how different ownership structures influence financial performance	4.1 Analyse critically the financial implications of different business ownership structures
	4.2 Analyse the corporate governance, legal and regulatory environments of different business ownership structures
	4.3 Compare and contrast the stakeholder interests of owners and managers in decision making
	4.4 Evaluate the significance of Return on Capital Employed (ROCE) and other overall performance measures for the long-term sustainability of businesses
	4.5 Examine the importance of Earnings Per Share (EPS) as a measure of business performance
5 Understand how accountability for financial reporting and the integrity of reporting are influenced by ethical, governance and accounting standards	5.1 Differentiate between business ethics, governance and accounting ethics as controls on business accountability
	5.2 Assess the role of the Director of Finance or the Chief Financial Officer as a guardian of business ethics

	5.3 Analyse the key concepts and principles of corporate governance that may impact on business decisions
	5.4 Examine the key national and international financial reporting standards relevant to business decisions
	5.5 Examine the key requirements for published accounts of a Public Limited Company (PLC)

Marketing Management in Business	
Unit aims	This unit examines the strategic role of marketing in business. It discusses how market segmentation, positioning and the marketing mix contribute to competitive advantage. It also explores the common elements and differences between marketing in the commercial and not-for-profit, including public sectors. Learners who aspire to marketing roles in commercial or not-for-profit organisations will develop knowledge, understanding and analytical skills necessary for such job roles.
Unit level	6
Unit code	K/505/9238
GLH	80
Credit value	20
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 format used to demonstrate that they have met the required standard is not prescribed.) The learner work requires application to a specific organisation and business situations and this should be reflected in the assessment. Learners might refer to their current or former place of work, a familiar organisation, research or a case study.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the concept and strategic role of marketing in business	1.1 Analyse the relationship between businesses' marketing strategy and their vision, mission and business strategy 1.2 Evaluate the tools and techniques available for analysing key areas of the marketing environment 1.3 Explain the tools and techniques which could be used to analyse the market environment in realistic business situations 1.4 Assess the role of market research in business decision making
2 Understand how to build marketing strategy	2.1 Critically analyse the relationship between marketing strategy, strategic market analysis, marketing goals and marketing actions 2.2 Explain how an overview of the strategic position of businesses and an understanding of their competitors impact on their marketing strategy 2.3 Critically analyse the links between growth strategies and the main types of strategic marketing objectives 2.4 Explain how marketing strategies contribute to sustainable competitive advantage

	2.5 Examine the factors influencing consumer choice and behaviour 2.6 Apply the main steps of marketing planning in practical business situations
3 Understand the concept and role of market segmentation and positioning	3.1 Differentiate between market segmentation and product differentiation 3.2 Compare and contrast different targeting approaches 3.3 Critically analyse the process and function of positioning
4 Understand the principles and function of the marketing mix	4.1 Assess the role of the marketing mix in the implementation of marketing strategy 4.2 Evaluate the role of product development and branding 4.3 Critically analyse the impact costing and pricing decisions have on competitive advantage 4.4 Critically analyse the role and purpose of marketing communication as part of the marketing mix 4.5 Explain how retailing and channel management, as part of the marketing mix, contribute to competitive advantage
5 Understand the difference between marketing in the commercial, not-for-profit and public sectors	5.1 Compare and contrast marketing strategies in commercial, not-for-profit organisations, and the public sector 5.2 Analyse the use of marketing techniques in the commercial, not-for-profit and public sectors 5.3 Evaluate the impact of marketing on social and political change

Customer Focus for Strategic Advantage	
Unit aims	This unit establishes a framework for the strategic development of customer service in order to gain competitive advantage. It explores the organisational activities and imperatives that come together to create and sustain customer focus. The unit covers processes and concepts that can be used at complete organisation or business unit level. It aims to introduce learners to the strategic framework which forms the foundation of effective customer focus that contributes to competitive advantage. This is particularly in markets where service is especially important to customers. Learners who aspire to management roles in customer service with or without previous experience in this sector will develop knowledge, understanding and evaluative and analytical skills necessary for such job roles.
Unit level	6
Unit code	M/505/9239
GLH	80
Credit value	20
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. This is a substantive assignment brief and it is divided into sections with different and vocationally relevant tasks in order to facilitate achievement. The assessment criteria have a wide range of high level command verbs so the learner work must fulfil their differing requirements. In order to fully demonstrate understanding, the learner must use examples from their own experience of customer service, or from current or previous employment or from research completed on actual organisations.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the strategic customer service aims of organisations and the customer service values	1.1 Critically analyse the links between customer focus and organisational values, vision, mission and objectives 1.2 Analyse customer expectations and preferences in the context of an organisation's service offer 1.3 Explain the connections between customer service strategy and an organisation's market positioning 1.4 Analyse how financial performance and business growth imperatives impact on customer service strategies 1.5 Compare the importance of customer retention and one-off customer satisfaction when sustaining and developing competitive advantage

2 Understand how being a listening organisation contributes to the achievement of a customer service vision	2.1 Examine the concept of a listening organisation and explain the importance of customer and employee feedback in achieving a customer service vision. 2.2 Compare the benefits to organisations of different methods of listening to customers 2.3 Evaluate measures that can be used to analyse information collected about customer opinions and experiences
3 Understand how customer service strategy and objectives contribute to the development of customer-driven processes	3.1 Consider how customer service strategy and objectives lead to the design of customer service processes 3.2 Critically analyse the contribution technology makes to the delivery of effective customer-driven processes 3.3 Explain the importance of continuous improvement and service chains to organisations' customer service processes
4 Understand the links between people development, empowerment and the implementation of customer service strategies	4.1 Critically examine approaches to people development in the context of customer service strategies 4.2 Assess leadership actions which contribute to empowerment in customer service 4.3 Analyse the connections between people development, empowerment and customer service strategies 4.4 Explain why empowerment is an important part of continuous improvement in customer service
5 Understand communication, recognition and reward actions that contribute to customer service strategies	5.1 Examine how managers use recognition and reward of staff to support customer service strategy 5.2 Explain how motivation and performance models and theories contribute to the achievement of customer service objectives 5.3 Evaluate the options available to communicate with key stakeholders about customer service strategies 5.4 Examine the reasons why it is important to present customer service strategies persuasively to stakeholders
6 Understand continuous improvement processes and their importance in sustaining competitive customer service advantage	6.1 Compare continuous improvement and service excellence approaches with financial and growth driven approaches to business development 6.2 Evaluate the roles of managers, team members and quality controllers in creating, implementing and promoting a continuous improvement programme

	6.3 Critically analyse the challenges of maintaining customer focus and a continuous improvement programme
	6.4 Demonstrate how the feedback loop is essential to continuous improvement
	6.5 Analyse the factors that determine the speed at which customer service improvements can be made

Leadership Skills	
Unit aims	The primary aim of this unit is to develop essential, practical leadership skills which are useful for learners in a variety of organisational settings. While completing this unit, learners practice how to develop the leader-follower relationship in realistic situations and thus support organisational strategy and objectives. Learners who aspire to lead teams develop capabilities and skills necessary for such job roles
Unit level	6
Unit code	D/505/9236
GLH	80
Credit value	20
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. This unit focuses on the development and application of skills needed by leaders. The unit requires learners to use actual practice to demonstrate achievement of the learning outcomes and produce the evidence needed to meet the standards. In order to provide the evidence learners will need to be in employment, work in a voluntary capacity or participate in relevant simulated activities in colleges. All of these situations must enable the learners to work at the right level, leading individuals or teams so that they can produce the evidence required.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to use fundamental leadership skills	1.1 Explain how to learn from past experience of leading individuals and teams in a variety of organisational situations 1.2 Use active listening skills in order to interpret messages from others in a variety of situations 1.3 Communicate, using the context and medium which meet the needs and expectations of the audience and the organisation 1.4 Demonstrate how to build effective working relationships with peers and superiors 1.5 Use stress management techniques appropriate to realistic leadership situations 1.6 Demonstrate how to build own credibility with individuals and within teams
2 Be able to develop the leader – follower relationship	2.1 Provide constructive feedback to individuals and groups 2.2 Design processes for receiving feedback from others 2.3 Act upon feedback with a positive and receptive attitude 2.4 Demonstrate how to delegate tasks and responsibilities

	2.5 Demonstrate how to build effective work teams 2.6 Demonstrate how to build highly performing executive teams 2.7 Agree and draw up development plans for individuals and teams 2.8 Design strategies for developing informal coaching skills 2.9 Design strategies for empowering others
3 Be able to deal with a variety of leadership situations	3.1 Share organisational values, vision and mission with others 3.2 Set goals for individuals and teams in realistic organisational situations 3.3 Demonstrate how to resolve conflicts and solve problems in organisational situations 3.4 Design strategies for improving creativity in organisations 3.5 Design processes for diagnosing problems related to performance 3.6 Design strategies for addressing issues which affect performance

Managing Risk in Business	
Unit aims	This unit examines the implications of risk for businesses. It explores the importance of risk assessment and risk management strategies, and considers measures and techniques for analysing and addressing risk. It discusses how effective risk management supports businesses in becoming market leaders. Learners who aspire to positions which involve responsibilities for risk management will develop knowledge, understanding and analytical skills necessary for such job roles.
Unit level	6
Unit code	H/505/9237
GLH	80
Credit value	20
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. This unit can be approached from a theoretical perspective and there are a range of different tasks in the sample assignment which are business related. Learners should use their current or former business experience or research on actual organisations to illustrate their work and demonstrate understanding of the LOs.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the role of risk management in business	1.1 Examine the role of risk management in identifying, analysing and controlling risk 1.2 Assess the function of risk management structures and activities
2 Understand how to assess and manage risk	2.1 Explain how various methods and techniques are used to measure and assess risk 2.2 Critically analyse the actions businesses can take to manage risk
3 Understand the different types of risk	3.1 Analyse the main types of risk facing businesses 3.2 Examine the key operations which expose businesses to risk 3.3 Appraise the different types of security risk 3.4 Assess which business areas are particularly vulnerable to security breaches and fraud
4 Understand the impact of the external environment on risk management	4.1 Assess the impact of external influences on managing operational risks 4.2 Explain how integrated risk management reduces the impact of external influences on businesses
5 Understand the role of a manager with overall responsibility for risk management and risk management systems	5.1 Identify the advantages and disadvantages of businesses having a risk management system

	5.2 Critically analyse the role and responsibilities of the manager with overall accountability for risk management 5.3 Evaluate critically the role of monitoring and budgeting in risk management
6 Understand contingency planning and crisis management	6.1 Analyse the links between contingency planning and crisis management 6.2 Examine why businesses are vulnerable to breaks in business continuity 6.3 Evaluate critically the contribution crisis management systems make to businesses
7 Understand risk in relation to marketing	7.1 Analyse the relationship between risk and marketing strategy 7.2 Examine critically the key areas in which businesses are vulnerable to marketing risk 7.3 Examine the use of benchmarking to reduce risk