Level 7 Award in Programme Leadership

Contents

ATHE RQF Qualifications at Level 7 in this Specification

This document provides key information on ATHE's suite of Level 7 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 7 Award in Programme Leadership	600/3401/4
ATHE Level 7 Award in Sustainable Business Strategy	600/3400/2
ATHE Level 7 Certificate in Developing Organisational Vision and Strategic Direction	600/3410/5
ATHE Level 7 Certificate in Manage Continuous Organisation Improvement	600/3411/7
ATHE Level 7 Certificate in Research for Senior Managers	600/3399/X
ATHE Level 7 Certificate in Healthcare Management	600/3419/1
ATHE Level 7 Diploma in Healthcare Management	600/3405/1

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 New Level 7 Qualifications in Healthcare Management

Our new qualifications in Healthcare Management have been developed to conform to the requirements of the RQF, 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 in different sectors 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 healthcare 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 7 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 with a number of mandatory units together with a choice of options.

Recognition

These qualifications have been developed with the support of the sector skills council, the Council for Administration. The Healthcare titles also have the support of Skills for Health.

National Occupational Standards

The ATHE Level 7 qualifications in Healthcare Management provide much of the underpinning knowledge and understanding for the National Occupational Standards in Management and Leadership

Progression

On successful completion of a Level 7 qualification in Healthcare Management there are a number of progression opportunities.

Learners may progress to:

- larger qualifications at the same level e.g. 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 7 Award in Programme Leadership

The ATHE Level 7 Award in Programme Leadership is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Programme Leadership	7	10	40

ATHE Level 7 Award in Sustainable Business Strategy

The ATHE Level 7 Award in Sustainable Business Strategy is a 10 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Sustainable Business Strategy	7	10	40

ATHE Level 7 Certificate in Developing Organisational Vision and Strategic Direction

The ATHE Level 7 Certificate in Developing Organisational Vision and Strategic Direction is a 15 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Developing Organisational Vision and Strategic Direction	7	15	60

ATHE Level 7 Certificate in Manage Continuous Organisation Improvement

The ATHE Level 7 Certificate in Manage Continuous Organisational Improvement is a 15 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Manage Continuous Organisational Improvement	7	15	60

ATHE Level 7 Certificate in Research for Senior Managers

The ATHE Level 7 Certificate in Research for Senior Managers is a 25 credit qualification. Learners must complete one mandatory unit.

Unit Title	Level	Credit	GLH
Research for Senior Managers	7	25	60

ATHE Level 7 Certificate in Healthcare Management

The ATHE Level 7 Certificate in Healthcare Management is a 30 credit qualification. Learners must complete two of the three units to achieve a minimum of 30 credits.

Unit Title	Level	Credit	GLH
Organisational Behaviour	7	15	60
Manage Continuous Organisational Improvement	7	15	60
Developing Organisational Vision and Strategic Direction	7	15	60

ATHE Level 7 Diploma in Healthcare Management

The ATHE Diploma in Healthcare Management is a 120 credit qualification. Learners must complete the six mandatory units totalling 95 credits plus a further two or three units from the list of optional units to achieve a minimum of 120 credits for the Diploma. At least 80 of the credits for the qualification as a whole must be at level 7.

Mandatory Units (95 Credits)
Learners must complete the six mandatory units totalling 95 credits.

Unit Title	Level	Credit	GLH
Mandatory Units			
Organisational Behaviour	7	15	60
Managing Finance in the Public Sector	6	10	40
International Healthcare Policy	6	15	60
Manage Continuous Organisational Improvement	7	15	60
Developing Organisational Vision and Strategic Direction	7	15	60
Research for Senior Managers	7	25	60

Optional Units
Learners must complete a further 2 or 3 units from the list below to achieve a minimum of 120 credits for the Diploma.

Unit Title	Level	Credit	GLH
Human Resource Management	6	15	60
Project Management	6	15	60

Programme Leadership	7	10	40
Strategic Resource Management	7	15	60
Risk Management	6	10	40
Managing Stakeholder Engagement	6	10	40
Corporate Communications Strategies	7	10	30
Leading Organisational Equality and Diversity	6	10	40
Sustainable Business Strategy	7	10	40
Managing Quality and Service Delivery	6	10	40

Unit Specifications

Unit Format

Each unit in ATHE's suite of level 7 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

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 7 you would see words such as analyse, evaluate and synthesise.

Unit Indicative Content

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

7.1 Organisational Behaviour	
Aims	To explore the importance of different forms of organisational behaviours in organisational effectiveness and efficiency. To understand the importance of organisational structure, culture, motivation, creativity and leadership.
Unit Level	7
Unit Code	J/503/5092
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The learner will need to demonstrate their understanding of complex theories and concepts to meet the standards required for this unit. Learners should use actual examples from their own experience and research to support their work. The learner must also apply their understanding to specific organisations in order to achieve LO2 and LO4.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand effective leadership behaviour theory and practice	1.1 Evaluate leadership theories 1.2 Evaluate the impact of managerial styles on organisational effectiveness 1.3 Analyse how motivational theory can inform employee motivation 1.4 Analyse theories relating to work relationships and interaction
2. Understand how organisational structures and culture impact on the effectiveness of the organisation	2.1 Analyse the characteristics of different organisational structures 2.2 Evaluate the importance of organisational culture theory in developing organisational effectiveness 2.3 Analyse the culture and structure of one organisation and evaluate how they impact on its effectiveness
3. Understand how the organisation can improve employee effectiveness to respond to business opportunities	3.1 Analyse how organisation can facilitate innovation and creativity 3.2 Assess the importance of learning in organisations 3.3 Evaluate the effectiveness of team working 3.4 Analyse the effective management of change in organisations
4. Understand organisational decision making	4.1 Analyse approaches to organisational decision making 4.2 Assess approaches to risk and uncertainty in decision making

	4.3 Evaluate the effectiveness of organisational decisions in a specific organisation

Indicative Content

1. Understand effective leadership behaviour theory and practice

Leadership versus management
Leadership theory

- Personal leadership traits, trait theories (e.g. Allport. Eysenck Cattell); 'great man' theory of leadership; contingency theories (e.g. Fiedler, cognitive resource theory); situational theories (e.g. Hersey and Blanchard, Vroom and Yetton); behavioural theories (e.g. role theory, managerial grid/leadership grid); participative theories (e.g. Lewin/Likert, transformational v transactional leadership, emotional intelligence

Managerial styles

- Autocratic, democratic, paternalistic, laissez-fair

Motivational theory

- Including Taylorism, Mayo, Maslow, Herzberg, McGregor, Broad theories (eg. temporal motivation theory), cognitive theory

Working relationships and interaction

- Power, behavioural theories, social constructivism

2. Understand how organisational structures and culture impact on the effectiveness of the organisation

Organisational structure

- Bureaucracies, stakeholders, re-engineered corporation, modular, networked and atomised organisations, virtual organisations, line, staff & functional structures, formal and informal organisations, designing organisation structure, centralisation and decentralisation

Organisational culture

- Harrison - power, role, person, task cultures; Likert – autocratic, benevolent autocratic, consultative participative; Mintzberg – simple, machine bureaucracy, divisional, adhocracy; Pedlar et al – the learning organisation

How structure and culture impact on effectiveness

Leader as a change agent

3. Understand how the organisation can improve employee effectiveness to respond to business opportunities

Innovation and creativity

- Organisational culture, integration / interaction of disciplines and teams, attitude to risk, rewards

Organisational learning

- The learning, learning culture, knowledge capture and management, technical knowledge versus experiential knowledge, technology

Measuring performance
- Metrics, KPI, business scorecard, working in teams, group dynamics, teams versus groups, communications, collaboration and team decision making, motivation of groups

Managing change
- Changes (reorganisation, restructuring, merger and acquisition, downsizing), communicating and managing change

4. Understand organisational decision making

Decision making approaches
- Normative, prescriptive and descriptive approaches, economic or rational choice model, Simon's bounded rationality model, incremental bargaining method, well managed model (Peters and Waterman), quantitative approaches

Risk and uncertainty
- Role of stakeholders, attitudes to risk, risk identification and analysis, risk management planning, enterprise risk management

Effectiveness of decision making
- Analysis and comparison of management decisions, evaluating decisions

6.12 Managing Finance in the Public Sector	
Aims	To provide the skills and techniques to analyse and control finance in a public sector environment. To explain accountability for public sector finance.
Unit Level	6
Unit code	F/503/5219
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Where possible real case studies and financial information should be used.

Learning outcomes The learner will:	Assessment criteria The learner can:
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 how the public sector is and difference to 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. Thames link railway contract

Evaluation of tenders

- 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 contract

6.13 International Healthcare Policy	
Aims	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.
Unit Level	6
Unit Code	K/503/5358
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the 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.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
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 campaigns and national policies on the demand for healthcare 4.3 Evaluate the role of health promotion in determining healthcare service demand in a national setting
5. Understand contemporary issues in health and social care	5.1 Identify contemporary issues in health and social care 5.2 Evaluate the impact of issues on national and international policy 5.3 Evaluate practical responses to contemporary issues in the national and international context

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 organisation

Policies

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

2. Understand the social context of healthcare

Impacts

- E.g. 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 organisations

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. costs 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
- E.g. 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

Possible resources

Textbooks
Adams, R., Foundations of Health and Social Care, Palgrave Macmillan 2007
Birne, A et al, Textbook of International Health: Global Health in a Dynamic World, OUP USA 2009

Journals
Global Public Health, Routledge

Websites
NHS policy in UK: www.connectingforhealth.nhs.uk
World Health Organisation: www.who.int/

7.8 Manage Continuous Organisational Improvement	
Aims	To develop the knowledge and skills required to create a culture of continuous improvement and to plan change for improvement within an organisation.
Unit Level	7
Unit Code	T/503/5203
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. In this unit learners can approach LO1 from a theoretical perspective, using examples to illustrate their work. For the remainder of the unit learners will be required to actually consider and plan change within an organisation. In order to meet the standards learners should use an organisation they know well; where they are employed, work in a voluntary capacity or where they are currently studying.

Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand how to create a culture of continuous improvement	1.1 Analyse features of organisations that encourage and allow continuous improvement 1.2 Analyse leadership and management styles that facilitate continuous improvement 1.3 Analyse features of the learning organisation 1.4 Analyse approaches to introduce and embed change within an organisation 1.5 Analyse approaches to quality improvement
2. Be able to analyse opportunities for improvement to organisational activities	2.1 Assess sources of information likely to identify opportunities for improvement 2.2 Analyse information to identify areas for improvement 2.3 Assess the impact of proposed changes to organisational activities 2.4 Evaluate proposed changes to organisational activities
3. Be able to plan and lead change within an organisation	3.1 Determine changes required to introduce improvements to organisational activities 3.2 Agree proposed changes with stakeholders 3.3 Produce a plan for the proposed changes and communicate to stakeholders 3.4 Design systems and procedures to support the changes 3.5 Review the change process for an organisation

Indicative Content

1. Understand how to create a culture of continuous improvement

Organisational features
- Culture including equality issues, type of organisation e.g. co-operatives; structure, encouraging input from employees, communication structures (two-way communication), communication with all stakeholders, role of Government/legal requirements, research and development

Leadership and management styles
- Encouraging discussion and consultation, consultative management styles, leadership style, supporting communication – team meetings, discussion groups, receiving suggestions etc., acceptance of risk

Learning organisations
- Cross organisational and collaborative working, team working and learning, seeking feedback; shared values, goals, beliefs, strategy; learning incorporated into practice, encouragement of new ideas, information systems to support learning and knowledge management, investment in staff development

Approaches to change
- Top down/bottom up, Kotter and Schlesinger – education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and co-option, implicit and explicit coercion, incremental and transformational change, use of external standards e.g. ISO 14000 and ISO 9001

Quality
- Total quality management, Kaizen, PDCA, continuous quality improvement, including six sigma, benchmarking, quality circles, 5Ss, SPC

2. Be able to analyse opportunities for improvement to organisational activities

Sources of information
- Environmental audits – political, legal, economic, social, technological, environmental (PESTLE analysis); organisational analysis – strengths and weaknesses in organisation; internal management accounts/standard costing; quality management, monitoring of organisational activities and suggestion schemes, benchmarking, external audits, feedback from stakeholders including appraisals/PDR, complaints

Analysing information
- Evaluating information e.g. source of information, how widespread is a specific problem, systemic errors versus one-off errors, use of external consultants, criteria to select areas for improvement

Impact
- Strategic fit, what will need to change within the organisation e.g. systems, people, procedures, resources etc.; timescales of change, resources required implementing change and investment analysis

Evaluation
  • Stakeholders - who will improvement/change affect? How will it affect stakeholders? Cost benefit analysis

3. Be able to plan and lead change within an organisation

Changes required
  • Resources, leadership and management abilities, job roles and responsibilities, equipment, procedures, activities, culture

Agree Changes
  • Identifying stakeholders – those involved in change and those affected by change; communication with stakeholders – appropriate format, feedback processes, negotiation, PR; gaining agreement – negotiation skills, formal agreement requirements

Plan
  • Project planning and project management techniques including PRINCE2, documentation, communication, setting criteria to monitor and measure improvement, timescales

Systems design management
  • Resources, documentation, communication, policies and procedures

Review the change/improvement process
  • Importance of monitoring, using feedback, performance measurement

7.11 Developing Organisational Vision and Strategic Direction	
Aims	To develop skills and knowledge to develop a vision and direction for an organisation or division within an organisation. The unit is particularly useful for leadership in public service organisations and links with the NHS leadership framework.
Unit Level	7
Unit Code	R/503/5211
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Assessment should be based around an organisation or a division within an organisation. Learners need to show that they understand the importance of a vision for an organisation. They need to create a vision for an actual organisation and then show how this can be communicated and implemented. In their work learners should use their own experience as employees and consumers.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to develop a vision for an organisation	1.1. Assess the role of key stakeholders in relation to the vision 1.2. Analyse factors that will impact on the organisation and its vision 1.3. Create a vision for an organisation 1.4. Determine the strategic direction for the organisation
2. Understand how to communicate the vision to stakeholders	2.1. Analyse methods to communicate the vision to engage and inspire others within the organisation 2.2 Assess how to build support for the vision within the organisation 2.3 Assess ways of communicating the vision to external stakeholders
3. Understand how to implement the vision and strategic direction within the organisation	3.1 Analyse leadership behaviour to promote the vision within the organisation 3.2 Assess how the vision can be embedded within the organisation 3.3 Translate the vision into organisational objectives to set the strategic direction 3.4 Outline the strategic planning process for an organisation

Indicative Content

1. Understand how to develop a vision for an organisation

Stakeholders
- Identify different organisations and their structure; identify who stakeholders are – employees, managers, service users, customers, funding bodies, general public, Government (should customers/users be first?), stakeholder needs and wants, stakeholder roles in organisation and activities, stakeholder mapping, methods of engaging stakeholders

Factors
- Political, social, environmental, economic, legal, technological factors (PESTLE), Government policy and legal requirements, regulatory and accountability factors, best practice and industry trends, global factors, gathering data on factors

Strategic direction
- Strategic goals, evaluating factors, criteria for analysis, using knowledge to set strategic direction, strategic planning techniques

Vision
- Written vision and mission statements, values and culture, language, purpose, good practice, creating a suitable vision

2. Understand how to communicate the vision to stakeholders

Communication methods
- Understand audiences, methods – presentation, format, media; attitudes – enthusiasm, stressing importance, gaining agreement and acceptance, corporate style; communication systems, external support and expertise, embedding the vision

Building support
- Communicating clearly and effectively, equality issues, challenging behaviours, language, attitudes that do not support vision, negotiation skills, changing systems, procedures, models of change

Communicating with external stakeholders
- Promoting the vision, benefits analysis and promotion, format and language to promote, feedback mechanisms, cost benefit analysis

3. Understand how to implement the vision and strategic direction within the organisation

Leadership behaviour
- Leadership and management styles, managing the change, acting as a role model to promote and embed the vision, challenging behaviours, attitudes, values etc. that do not support the vision, importance of personal credibility and belief

Embedding the vision
- Models for approaching change in the organisation e.g. top down, bottom up, consultative styles etc.; identifying procedures, activities, values, language not consistent with vision and replacing them; organisational culture

Setting strategic direction
- Links between vision and objectives, strategic objectives – format, content, writing objectives; role of stakeholders

Strategic planning process
- Format and contents of strategic plan, development of plan, resource allocations, targets and criteria for success

7.5 Research for Senior Managers	
Aims	To develop the skills required to carry out strategic level research on a particular issue and analyse and report the results of the research.
Unit Level	7
Unit Code	F/503/5091
GLH	60
Credit Value	25
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 ATHE sample assignment brief. In order to achieve this unit learners must carry out a comprehensive piece of research on a chosen strategic area. Learners will need to carefully select a topic for research and may require guidance from the tutor to ensure that it is sufficiently strategic and the relevant information is available.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to develop an appropriate research question for a business research project	1.1 Identify a suitable area of research 1.2 Explain the aim, scope and objectives of the project 1.3 Establish success criteria for the research 1.4 Develop a detailed research question 1.5 Justify the choice of research question
2. Be able to develop a research proposal	2.1 Evaluate research techniques to assess their suitability for the project 2.2 Select suitable research techniques 2.3 Develop a detailed research proposal
3. Be able to undertake a literature review	3.1 Identify sources of information and literature relevant to the research question 3.2 Critically review literature to inform the development of the research proposal or the research project 3.3 Record and report literature review in an appropriate format for the project
4. Be able to use data and information collection and analysis techniques	4.1 Collect and analyse data and information to inform research 4.2 Synthesise data and information to support results and conclusions of research
5. Be able to present research with conclusions and make recommendations based on research carried out	5.1 Summarise findings of research project 5.2 Draw conclusions and identify any recommendations from research findings 5.3 Present research in a suitable format

Indicative Content

1. Be able to develop an appropriate research question for a business research project

Research areas
- Parameters for choice (what is required, what is possible), given terms of reference/ hypothesis, relevance and suitability of chosen area, areas of interest, accessibility of information, subjects of research

Aims, scope and objectives
- Feasibility of research, achievability of aims and objectives; scope of project – reducing scope if required; resource implications, consultancy projects

Success criteria
- Measuring success, breaking project down into stages and separate objectives, monitoring the project, application of theory, writing success criteria, value

Research question
- Definition, format of question, developing a suitable question, copyright and plagiarism issues

Justification
- Give reasons for choice, assess relevance of choice, link choice to given parameters and terms of reference

2. Be able to develop a research proposal

Research techniques
- Primary and secondary research techniques; confidentiality of data;, quantitative research techniques (data collection, statistical analysis, trends and forecasts from data, electronic analysis, presentation of quantitative data in graphs, charts etc., recording quantitative data); qualitative research techniques (interviewing, bias in qualitative data, focus groups, interpretation, recording qualitative data, analysing qualitative data)

Selection
- Matching techniques to project, identifying likely data to be required, choosing suitable mix of techniques, cost and accessibility considerations

Proposal
- Contents (question, methodology, timelines, success criteria, initial literature review, justification, how the project meets required parameters); format – suitable for project, audience

3. Be able to undertake a literature review

Sources
- Books, journals, papers, conferences, libraries, web research, Government information, other published research, media; indicators of credibility of sources, checking credibility of sources, gaining access, checking copyright

Review of literature
- Credibility of literature, validity and reliability, acceptance of conclusions, relevance for research

Recording and reporting
- Suitable formats for recording and reporting, references (styles and details), bibliographies

4. Be able to use data and information collection and analysis techniques

Collecting and analysing data and information
- Planning collection of data and information – different methods; data collection and recording including reliability and validity; capturing qualitative data (e.g. audio/video recording); analysis techniques – use of statistics, analysing qualitative data

Synthesising data
- Consideration of evidence to support or contradict research question; identify themes and conclusions; ethical issues

5. Be able to present research with conclusions and make recommendations based on research carried out

Summarise findings
- Present findings in suitable format – narrative, tables, graphs etc.; identify key and supporting information; organise information to include in main report and appendices

Conclusions and recommendations
- Draw conclusions from findings and identify any recommendations to be made

Present research
- Suitable formats – written, oral, audio, video presentations; organisation of information/different report structures; report summary including executive summaries; presenting to different audiences

6.6 Managing Quality and Service Delivery

Aims	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).
Unit Level	6
Unit code	F/503/5351
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
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 and methods for evaluating quality, service delivery

3. Understand how to promote continuous improvement of service delivery

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

7.3 Strategic Resource Management	
Aims	To explore the mechanisms for managing resources to achieve the business objectives of organisations. To understand the roles and strategies used in acquiring, managing, and developing human, physical and technological resources. To understand the importance of marketing in achieving business aims and objectives, and the roles, strategies and processes used to manage the marketing function
Unit Level	7
Unit Code	D/503/2019
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The learner must demonstrate understanding of strategic resource management in general and carefully select one organisation to focus on certain aspects including the role of HR management, HR planning, recruitment and retention strategies, employee development, physical resource management and planning, and marketing operations.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of human resource management in supporting business strategy	1.1 Investigate how human resource management contributes to the achievement of organisational objectives 1.2 Critically evaluate the role of human resource management within an organisation 1.3 Appraise the processes that an organisation uses to plan its human resource requirements
2. Know how to develop human resources in organisations	2.1 Evaluate the recruitment and retention strategies used in an organisation 2.2 Critically assess the techniques that are used for employee development in an organisation 2.3 Evaluate the contribution of human resource development techniques in ensuring employee engagement 2.4 Systematically analyse the effectiveness of human resource management strategies in supporting organisational strategy

3. Understand the role of physical resource management in supporting business strategy	3.1 Investigate how physical resource management contributes to the achievement of organisational objectives 3.2 Critically evaluate the role of physical resource management within an organisation 3.3 Systematically appraise the processes that an organisation uses to plan its physical requirements
4. Understand the role of marketing in supporting business strategy	4.1 Investigate how marketing activities contribute to the achievement of organisational objectives 4.2 Critically evaluate the role of marketing operations within an organisation 4.3 Systematically appraise the processes that an organisation uses to develop its markets
5. Understand the role of information systems management in supporting business strategy	5.1 Investigate how information systems management contributes to the achievement of organisational objectives 5.2 Critically evaluate the role of information systems management within an organisation 5.3 Systematically appraise the processes that an organisation uses to plan its information systems requirements

Indicative Content

1. **Understand the role of human resource management in supporting business strategy**

Organisational forms; definition and characteristics of HR management approach; role of HR management function (e.g. development of role from welfare to personnel to HR); strategic HR management; HR models (e.g. contingency, best practice, Harvard Framework, Guest, Patterson); models of HR management roles (e.g. Legge, Tyson and Fell); key HR management activities: employee engagement, performance management, building organisational capabilities, organisational learning, policies and procedures

2. **Know how to develop human resources in organisations**

Recruitment metrics and return on investment (cost, speed of recruitment, acceptance rate etc.); monitoring and evaluating recruitment and retention; bonus and remuneration policy; employee and group performance metrics; skills audits, training needs analysis, training, job design, and employment law, HR evaluation, enablement of learning

3. **Understand the role of physical resource management in supporting business strategy**

Identifying and evaluating physical assets/investments, assessing return on investment, assets control, logistics (inbound and outbound), security, operational performance and evaluation, outsourcing, resource allocation, physical resource optimisation

4. **Understand the role of marketing in supporting business strategy**

External and internal environmental analysis, strategic marketing objectives, role of marketing and marketing plan, cross-functional interaction of marketing, marketing audit; marketing metrics and measuring marketing performance e.g. return on investment, post investment appraisal, performance versus objectives, profile targets, brand evaluation, customer lifetime value models

5. **Understand the role of information systems management in supporting business strategy**

Identifying business and information processes, evaluating IT investment, IT strategy, benchmarking, IT spending, DCF, outsourcing, knowledge management, managing change, crowd-sourcing, evaluating new technologies

6.1 Human Resource Management	
Aims	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.
Unit Level	6
Unit code	L/503/5093
Guided Learning Hours	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
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
- Conducing 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	
Aims	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.
Unit Level	6
Unit Code	J/503/5111
GLH	60
Credit Value	15
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the 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. 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
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

7.6 Programme Leadership	
Aims	To develop the skills to be able to plan and lead a programme of related projects and critically evaluate the programme.
Unit Level	7
Unit Code	Y/503/5226
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the 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.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
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
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

Indicative Content

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 and projects

Project planning
- Project plans, activities within projects, briefing project managers, making managers accountable, reporting structures and 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 eg. resource issues, timing issues etc.; conflict resolution, re-negotiating goals/re-defining projects to ensure programme success

Stakeholder reporting
- Stakeholder involvement – timing, frequency, methods of involving stakeholders (eg. 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, giving feedback to team, managers and stakeholders

Programme evaluation

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

Future improvements

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

6.4 Risk Management	
Aims	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.
Unit Level	6
Unit code	H/503/5097
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
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 sin 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

7.7 Corporate Communication Strategies	
Aims	To understand the importance of corporate communication and how it links to corporate objectives. To conduct an audit internal and external corporate communications, and to be able to develop an effective corporate communications strategy.
Unit Level	7
Unit Code	M/602/2086
GLH	30
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. Learners can approach LO1 from a theoretical perspective, using examples to illustrate their work. For the remainder of the unit learners will be required to actually conduct internal and external corporate communications audits and plan an appropriate communications strategy for an organisation. Learners should use an organisation they know well; where they are employed, work in a voluntary capacity or where they are currently studying.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of corporate communication	1.1 Discuss the purpose of corporate communication strategies 1.2 Assess how corporate communications link to corporate objectives 1.3 Analyse the relationship between corporate communication and corporate branding
2. Be able to conduct an internal corporate communications audit	2.1 Plan an internal corporate communications audit 2.2 Conduct an internal corporate communications audit 2.3 Critically evaluate the effectiveness of current levels of practice
3. Be able to conduct an external corporate communications audit	3.1 Plan an external corporate communications audit 3.2 Conduct an external corporate communications audit 3.3 Critically evaluate the effectiveness of current levels of practice
4. Be able to plan the development of a corporate communication strategy	4.1 Plan the objectives of a corporate communication strategy 4.2 Select audiences to influence with a corporate communications strategy 4.3 Plan appropriate measures to monitor a planned corporate communications strategy

Indicative Content

1. Understand the importance of corporate communication

Aims of corporate communications
- Provides information to stakeholders, communicates corporate vision and strategy, reinforces public view of the organisation, links to PR strategy

Reinforcing corporate objectives
- Communicates and reinforces strategic objectives, reinforces corporate culture, promotes accountability, prioritises stakeholder communication and influence

Reinforcing corporate branding
- Promotes brand and reinforces stakeholders' view of company performance and value(s), prevents dilution / erosion of the corporate brand and identity / links to brand management strategy

2. Be able to conduct an internal corporate communications audit

Planning
- Selecting appropriate research techniques, identifying formal and informal internal information and communication flows, Identifying information and data management processes, identifying knowledge management processes

Conducting an internal audit
- Informal versus formal, e.g. water-cooler, email, conferencing and meeting; vertical versus horizontal, e.g. management communications, corporate newsletters, departmental, interdepartmental and team meetings; control of information and data, processing data

Evaluating effectiveness
- Benchmarking, questionnaires, focus groups, participant, observation/ethnography, surveys and interviews

3. Be able to conduct an external corporate communications audit

Planning
- Selecting appropriate research techniques, identifying external information and communication flows, identifying information channels and barriers, identifying communication risks

Conducting an external audit
- Supplier and customer communications, e.g. networking, conferences, partnerships and JVs; public communications, e.g. marketing and advertising, news items and online e.g. web-pages, forums, social media such as Twitter, Facebook, Tumblr etc., institutional relationships (including professional, government and industry bodies, universities and communities); knowledge development and management e.g. supply chain integration, crowd sourcing, collaboration

Evaluating effectiveness

Surveys and interviews, questionnaires, focus groups, participant observation/ ethnography, processing research

4. Be able to plan the development of a corporate communication strategy

Strategic objectives

- Strategy formulation, implementation, measurement and monitoring of strategic aims

Audience analysis

- Stakeholder analysis, international / cultural issues, evaluating communication channels (in respect of stakeholder groups)

Monitoring, review and feedback

- Developing communication and stakeholder engagement plan, surveys, focus groups and interviews, measuring communication outcomes, monitoring online customer interaction, quantitative and qualitative measures, measuring ROI

7.9 Sustainable Business Strategy	
Aims	To raise awareness of sustainable development issues and how they impact on the strategic development of the business.
Unit Level	7
Unit code	F/503/5141
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the ATHE sample assignment brief. The learner will need to demonstrate their understanding of sustainability and its effect on business organisations. To support their work learners should use actual examples from their own experience in employment or as consumers and from their research.

Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the global sustainability agenda	1.1 Analyse the global sustainability agenda and how it translates into national practice 1.2 Analyse the forces for change in the sustainable business environment 1.3 Evaluate the impact of current sustainability issues on business organisations
2. Understand the concept of the sustainable business organisation	2.1 Determine the extended boundaries of the sustainable business organisation 2.2 Evaluate the impact on business structure and objectives of becoming a sustainable business organisation
3. Understand sustainable strategic planning	3.1 Determine change required within business organisations to meet the sustainability agenda 3.2 Analyse the concept of the triple bottom line and how it is implemented in business organisations 3.3 Review the process of sustainable strategic business planning

Indicative Content

1. Understand the global sustainability agenda

Sustainability agenda
- Concept of sustainability and why it is important; current agenda e.g. Agenda 21, the earth summits on global sustainability issues; current issues e.g. climate change, social inequality, energy issues, ecological footprints, population growth, droughts, fair trade; national responses to sustainability issues – legal frameworks, guidance to business and target setting (national and corporate)

Forces for change
- Economic, social/cultural/religious/ environmental/scientific, implications of change, and analytical techniques to understand change

Impact of current sustainability issues
- Social attitudes to sustainability in business, consumer interests, legal and regulatory framework around sustainable business, impact on profitability and other business objectives

2. Understand the concept of the sustainable business organisation

Extended boundaries
- How sustainability issues extend the boundaries of the enterprise; consideration of those external to organisation e.g. suppliers, manufacturers, communities, government, international bodies; consideration of whole supply-chain and whole life-cycle for products, services and organisation

Impacts
- Changes in management and leadership, new techniques and considerations e.g. supply chain management, consumers; risks and impacts for shareholders and managers, monitoring and evaluation of performance in wider sustainable enterprise, conflicts between corporate and sustainability objectives

3. Understand sustainable strategic planning

Change
- Cultural change, role of Government (national and international), new management and leadership skills, new vision and strategic approach, managing changes required

Triple bottom line
- Concept of triple bottom line (people, planet and profit), stakeholders versus shareholders, managing the triple bottom line, measurement of triple bottom line, conflict between sustainability and business objectives

Sustainable strategic planning
- Identifying sustainable strategic objectives and financial return, negotiating agreement to sustainable objectives, resolving conflicts between sustainability and corporate needs, management of sustainable strategic planning

6.11 Managing Stakeholder Engagement	
Aims	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.
Unit Level	6
Unit code	D/503/5213
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
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

6.10 Leading Organisational Equality and Diversity	
Aims	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.
Unit Level	6
Unit code	K/503/5120
GLH	40
Credit Value	10
Unit Grading Structure	Pass
Assessment Guidance	To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. Additional assessment guidance is provided on the 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.

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
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

Indicative Content

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