Business Management
Regulated Qualification

Specification and Teaching Guidance

Level 4 Diploma
Level 5 Diploma
Level 6 Diploma

v1.1

www.abma.uk.com

To all our Recognised Centres,

The success of an ABMA learner is dependent on a number of factors. The dedication of the learner to their studies, the devotion of the teaching staff to deliver the knowledge and skills effectively and the commitment of the Awarding Organisation to continually ensure that the skills obtained by the learner throughout their studies are relevant, in demand and extremely valuable.

This syllabus has been created with the support of industry and education experts and, coupled with the teaching expertise of your staff, will ensure that ABMA learners continue to demonstrate talent, capability and experience in their chosen industry.

The structure of this syllabus has been created specifically to ensure ease of delivery for lecturers, helping learners progress their knowledge at each level while at the same time gaining exciting skills that far surpass not only the competition but also the expectations of well-established industry employers.

I wish your learners good luck in their studies and look forward to hearing about the achievements of ABMA learners in the near future.

Kind regards,

Alan Hodson
ABMA Education Senior Executive

Vocational Qualifications, our Strength, your Future

Contents

Qualification Aim and Objectives		page 3
Key Features		page 7
Relationship to Regulatory Frameworks and FHEQ Level Descriptors		page 7
Relationships to Occupational and Educational Standards		page 8
Teaching and Learning		page 8
Programme Design		page 12
Assessment Strategy		page 14
Entry Requirements		page 15
Appendix A	Level 4 Unit Descriptors	page 17
Appendix B	Level 5 Unit Descriptors	page 53
Appendix C	Level 6 Unit Descriptors	page 90
Appendix D	Mapping to National Occupational Standards – Functions	page 126
Appendix E	Mapping to National Occupational Standards – Behaviours	page 127
Appendix F	Mapping to Quality Assurance Agency – Knowledge, Understanding and Skills	page 128
Appendix G	Approach to Grading	page 129

Qualification Aim and Objectives

Qualification Aim

The ABMA Education (hereafter known as ABMA) qualification in Business Management is aimed at students who wish to study a vocational pathway where academic knowledge and understanding are applied to a variety of business situations. This approach will enable learners to pursue a career in a related discipline where knowledge, skills and understanding provide the intellectual foundations to be successful in business.

In addition, each level of the Business Management qualification provides the basis for progression onto higher levels of learning. This could be based on an ambition to focus on subject specific disciplines or to progress onto master's level study.

Qualification Objectives

To achieve this aim, the Business Management qualification has 10 objectives. These are shown below.

1. Equip learners with the necessary skills and competencies to enable them to gain meaningful employment.
2. Encourage a critical approach to knowledge acquisition where learners have the confidence to challenge established theories and concepts when these are applied in different contexts.
3. Develop, in learners, the confidence to challenge and improve workplace activity where the outcome is both positive and beneficial to an organisation.
4. Develop an awareness of the global influences on business where organisational cultures and a diverse workforce are constantly evolving.
5. Promote the benefits to an organisation of entrepreneurial activity, enterprise and creativity.
6. Allow for flexibility in teaching, learning and assessment so that local and/or specialist requirements are met.
7. Meet the aspirations of learners who may wish to develop further knowledge, whether that is specialised or at higher levels.
8. Provide a balance between developing the knowledge, skills and understanding for learners to succeed academically and those required when entering employment.
9. Promote an interactive teaching and learning environment which is challenging yet rewarding.
10. Present to learners, assessments which are transparent and achievable whilst at the same time offering an appropriate level of challenge.

Who should study this Business Management qualification?

The vocational and applied nature of the qualification means that different types of learners would benefit from attending a programme of study and achieving the qualification.

Learners who have recently completed compulsory education and have chosen to follow a career in business management or a related vocation will be able to acquire the fundamental skills and knowledge to successfully enter the workplace. Whereas, those already in employment will be able to build on existing workplace competencies which will provide an opportunity to make an immediate and positive impact on an organisation and how it conducts its business. In addition, obtaining this qualification would be beneficial for those who are re-entering employment after a period of absence and for those who are seeking a career change.

Qualification Structure

The ABMA qualification in Business Management is separated into three levels: level 4, level 5 and level 6. Each level meets the requirements and expectations of appropriate regulatory frameworks (see below) where there is a combination of mandatory and optional units.

The mandatory units provide the fundamental knowledge and understanding which anyone working in a business management role should possess. The optional units provide learners with an opportunity to fine-tune their study so they can pursue related subjects which will support progression into a specific area of employment or further study.

Each unit, irrespective of the level, requires 150 hours Total Unit Time (TUT)[1]. TUT consists of direct contact with learners such as classroom based activities, directed and independent study such as research and reading, time to prepare for assessments and time taken to complete assessments.

At level 4 there are three mandatory units and four optional units. Learners can select any two optional units. At levels 5 and 6 there are two mandatory units and five optional units. Learners can select any three optional units at levels 5 and 6. Learners should, however, consider the relationship between each optional unit within each level. Learners should also ensure that if they opt for units at levels 5 and 6 that sufficient knowledge and understanding has been acquired at levels 4 and 5. This is necessary to help ensure a learner has the best possible chance of succeeding.

In instances where appropriate underpinning knowledge and understanding are not present, then centres are advised to offer additional teaching or direct learners to appropriate reference material *before* starting a programme of study. This is of particular importance should learners opt for a level 6 unit where sufficient and prior knowledge and understanding of that subject is not present. The following provides a summary of each level of study and an outline of each unit at each level.

Level 4

This level of the qualification provides a broad introduction to business management as a subject. The mandatory units provide the basis on which to develop fundamental research and study skills whilst also introducing learners to the fundamentals of how organisations are designed, structured and managed. The optional units provide, for the first time in the qualification, an opportunity for learners to select specialist subjects. The following units form level 4 of the qualification.

Mandatory Units

Unit 1 - Preparing for Study and Employment
Unit 2 - The Dynamics of Organisational Design
Unit 3 - Leading and Managing in the 21st Century

Optional Units

Unit 4 - Interaction and Co-operation for Organisational Success
Unit 5 - Contemporary Finance and Accounting and Management
Unit 6 - 21st Century Economics
Unit 7 - Using Information to Support Business Operations

Full unit descriptors can be found in Appendix A to this specification.

[1] Total Unit Time – the estimated number of hours which are required to demonstrate a level of attainment in any given unit of study.

On successful completion of level 4 learners can progress to level 5 or exit the qualification with a level 4 qualification in Business Management.

Level 5

Whilst the two mandatory units focus on subjects which apply to all organisations: operations and strategy, the optional units provide opportunities for learners to begin developing the knowledge and understanding required to become competent in subjects which are of specific interest to them. These units will use the knowledge gained from study at level 4 (or equivalent workplace learning) as the basis to explore more complex and more focused disciplines. In addition, any combination of optional units, when combined with the mandatory units, will help to ensure learners succeed when progressing to level 6 or, if they chose, to enter the workplace.

The following units form level 5 of the qualification.

Mandatory Units

Unit 1 - Strategic Planning in Contemporary Business Environments
Unit 2 - Improving the Supply Chain through Effective Operations Management

Optional Units

Unit 3 - Leading Change in Dynamic Environments
Unit 4 - Contemporary Issues in HRM
Unit 5 - Enterprise and Entrepreneurship
Unit 6 - Contemporary Marketing
Unit 7 - Legal Rights and Responsibilities in Business Law

Full unit descriptors can be found in Appendix B to this specification.

On successful completion of level 5, learners can progress to level 6 or exit the qualification with a level 5 qualification in Business Management.

Level 6

At level 6 learners are expected to think and respond to teaching more critically and with a greater emphasis on the strategic aspect of business management. As such, both of the mandatory units have a strategic bias; as do three of the optional units. The knowledge and understanding gained through the mandatory units should enable learners to support organisations to gain competitive advantage whilst considering the global environmental influences. The optional units, when linked to similar units at levels 4 and 5 (or their equivalent), will provide a stepping stone to the bespoke pathway which learners may have selected.

The following units form level 6 of the qualification.

Mandatory Units

Unit 1 - Globalisation: An Opportunity for Strategic Growth
Unit 2 - Strategy and Planning for Competitive Advantage

Optional Units

Unit 3 - Strategic Financial Management

Unit 4 - Strategic Economics for the 21st Century
Unit 5 - Project Management for Organisational Success
Unit 6 - Supporting Strategy through Effective Decision Making
Unit 7 - Marketing in a Global Context

Full unit descriptors can be found in Appendix C to this specification.

On successful completion of level 6, learners will be awarded a level 6 qualification in Business Management.

Level 4: Learners must complete five units **Unit (number and title)**	**Mandatory/ Optional**
1 Preparing for Study and Employment	M
2 The Dynamics of organisational Design	M
3 Leading and Managing in the 21st Century	M
4 Interaction and Cooperation for Organisational Success	O
5 Contemporary Financial and Accounting Management	O
6 21st Century Economics	O
7 Using Information to Support Business Operations	O
Level 5: Learners must complete five units **Unit (number and title)**	**Mandatory/ Optional**
1 Strategic Planning in Contemporary Business Environments	M
2 Improving the Supply Chain through Effective Operations Management	M
3 Leading Change in Dynamic Environments	O
4 Contemporary Issues in Human Resource Management	O
5 Enterprise and Entrepreneurship	O
6 Contemporary Marketing	O
7 Legal Rights and Responsibilities in Business Law	O
Level 6: Learners must complete five units **Unit (number and title)**	**Mandatory/ Optional**
1 Globalisation: An Opportunity for Strategic Growth	M
2 Strategy and Planning for Competitive Advantage	M
3 Strategic Financial Management	O
4 Strategic Economics for the 21st Century	O
5 Project Management for Organisational Success	O
6 Supporting Strategy through Effective Decision Making	O
7 Marketing in a Global Context	O

Key Features

The ABMA qualification in Business Management has been developed following consultation with a range of stakeholders. These include employers, learning providers, industry experts and nationally recognised qualification and subject experts. As such, learners can be assured that the qualification is contemporary and robust and therefore have confidence in its strong position within the regulated environment in which it is located.

Following consultations with the stated stakeholders and on completion of the design and development of the qualification, the following seven key features have been identified:

- A qualification which has its foundations in academic rigour but with a strong emphasis on vocational learning.
- An opportunity for learners to use the knowledge and understanding gained from this qualification to progress into further study.
- A straightforward structure which enables learners to follow subject pathways whilst maintaining a focus on core competencies.
- A qualification designed to meet the current needs of employers whilst also providing skills which will enable learners to adapt to a changing business world.
- A transparent approach to quality assurance which will instil confidence in all stakeholders who will be satisfied that those awarded the qualification have met the required standards.
- An approach to teaching, learning and assessment which is engaging, dynamic, flexible and contemporary.
- A demand-led approach to curriculum design and assessment which provides the best opportunity possible for learners to gain meaningful employment in a business discipline.

Relationship to Regulatory Frameworks and FHEQ Level Descriptors

Throughout the United Kingdom and Europe there are different regulatory frameworks which determine, amongst other matters, the level within a framework in which a qualification and its levels are located. Each area and region within Europe can determine its own level descriptors and therefore where, within its framework, any qualification is located. It is important, therefore, that comparisons are made within this document so that centres and learners appreciate where the ABMA qualification in Business Management is located and which regulators and frameworks apply.

The ABMA qualification in Business Management is regulated by the Office of Qualifications and Examinations Regulation (Ofqual) and is benchmarked to Ofqual's Regulated Qualification Framework (RQF). Ofqual regulate qualifications which are delivered, primarily, in England and Northern Ireland.

To establish parity with other frameworks and qualifications which are located within them, the ABMA qualification in Business Management has also been benchmarked to the Scottish Credit and Qualifications Framework (SCQF), the Framework for Higher Education Qualifications and the European Qualifications Framework (EQF).

The following table indicates where each level of the ABMA qualification is located in the RQF, SCQF, FHEQ and EQF.

ABMA	RQF	SCQF	FHEQ	EQF
4	4	7	4	5
5	5	8	5	5
6	6	9	6	6

Relationship to Occupational and Educational Standards

One of the main reasons for achieving a qualification is so that a graduate of a programme of study can demonstrate they have reached a level of knowledge and understanding based on a specific and stated set of content.

To help ensure the knowledge, skills and understanding which a learner acquires from achieving the ABMA qualification in Business Management are relevant to industry requirements and meet employer expectations, the content of this qualification has been mapped to the following standards:

- The National Occupational Standards (NOS) for Management and Leadership developed by Skills CFA
- The Quality Code for Higher Education developed by the Quality Assurance Agency (QAA)

The NOS standards are sub-divided into two categories, behaviours and functions. A detailed indication of the relationship between each unit and the specific elements of the NOS for Management and Leadership can be found in Appendices D and E.

Detailed mapping to the knowledge, understanding and skills expectations prescribed by the QAA can be found in Appendix F.

Teaching and Learning

Teaching and Learning Strategy Statement

ABMA recognises the relationship between strategy development, policy creation and how these are effectively implemented through workplace practice and procedures. ABMA's teaching and learning strategy will enable it to meet the current educational and commercial challenges, as well as positioning itself to deliver a flexible and emergent response to the changing demands of the education sector.

The strategy is informed by, and developed in response to, a range of internal and external requirements. Externally, this strategy seeks to meet the expectations of the RQF, Ofqual and the specific expectations of ABMA accredited centres.

The overarching aim of ABMA's Teaching and Learning Strategy is to provide direction and support to centres to better enable them to engage learners in a dynamic, interactive and reflective experience thereby effectively preparing learners to successfully engage in assessment. This experience will stimulate academic engagement, develop challenging yet constructive discourse and encourage learners to reflect on their own performance in preparation for a professional career. ABMA will encourage and support centres to expose learners to autonomous and independent learning which will help to enable learners develop those academic skills, experiences and techniques required as they progress from one level of study to another.

With a distinctive focus on employability, the strategy will deliver curricula which embeds employability, have a strong commitment to ethics and diversity, and will encourage the use of contemporary as well as seminal research as part of learning and teaching. ABMA will identify with the expectations of employers and society. ABMA will be informed by external benchmarks such as Sector Skills Councils, National Occupational Standards and relevant professional and statutory bodies. In so doing, graduates of ABMA will have the attributes,

skills, principles and behaviours which will enable them to make a valuable contribution to local, national and international commerce.

ABMA recognises and values the contribution learners make to their own experiences alongside the experience of their peers. Student engagement and the student voice form a significant aspect of a student's life. ABMA will encourage accredited centres to counsel student opinions on a range of teaching and learning matters which will be used to inform and enhance future practice within a centre as the primary source of learning, and within ABMA as the awarding organisation.

To help ensure the Teaching and Learning Strategy is delivered effectively, efficiently and based on strong academic foundations, the strategy is committed to supporting and developing those who are at the primary interface with ABMA's registered learners - the teaching teams. Through effective monitoring, observations and feedback, centre appraisal will focus on supporting individual lecturers to deliver a challenging, vibrant, informative and enjoyable teaching and learning experience.

An accredited centre's lecturers will be required to engage in their own professional development to encourage research - informed teaching. This will help ensure contemporary, as well as seminal, knowledge is shared with learners. Lecturers will be encouraged to reflect on their performance and engage in continuing professional development giving consideration to how this will improve and enhance future practice.

Unit Structure

All units, irrespective of level, have the same structure. This provides a consistent approach to teaching, learning and assessment. Below is an outline of the main sections of a unit descriptor with an explanation for each.

- Credit Value
    - This indicates the number of credits which a learner will be awarded on successful completion of a unit. All units at all levels have a credit value of 15. .

- Total Unit Time
    - As mentioned above, each unit, irrespective of the level, requires 150 hours Total Unit Time (TUT) which consists of a number of elements (including Guided Learning). These elements include:
        - direct contact with learners such as classroom based activities
        - directed and independent study such as research and reading
        - time to prepare for assessment
        - time taken to undertake the assessment.
    - Schemes of Work and Lesson Plans are available to centres. These provide guidance on how to structure a programme of study and how to build into that programme opportunities for directed and independent study. The amount of TUT which centres allocate to assessment should reflect the assessment method which it has chosen to use and the level of the unit which is being assessed.

- Guided Learning
    - This is the recommended number of hours which should be teacher led and is likely to be directly related to classroom contact. It is, however, acceptable to reduce the number of direct contact hours but only where teaching is delivered by another, appropriate method. Teaching could, for example, be delivered via a virtual learning environment, but this must be interactive (live)

and not pre-recorded and must be designed and presented in such a way that learning takes place. Guided Learning forms part of the Total Unit Time and therefore the Total Qualification Time.

- Unit Aim
    - This is a summary of what the unit is expected to achieve and what knowledge and understanding a leaner is expected to gain after studying the unit.

- Unit Objectives
    - This section indicates some of the key aspects of the unit which will be used to achieve the unit's aim. This section also provides an indication of the relationship of the unit to further study and to employability.

- Learning Outcomes
    - All units, at all levels, have four learning outcomes. Each learning outcome uses a command verb appropriate to the level of the unit in which it is located within the qualification. The use of command verbs, at an appropriate level, will direct centres to deliver teaching to the required depth and to design assessments which can be consistently graded.

- Grading Criteria
    - The grading criteria is informed by the benchmark statements contained within the published RQF which has been established by Ofqual.
    - The grading criteria provides a holistic description of behaviours which a learner must demonstrate to achieve a pass, merit or distinction at a given level of study.
    - The achievement of a pass, merit or distinction for all units at all levels will be based on the marks allocated for each element of assessment for each unit. The grade boundaries are shown, in percentage terms, in each unit descriptor.

- Indicative Content
    - The indicative content is shown in relation to each of the learning outcomes. As the title of this section suggests, the content is indicative not comprehensive. It is expected that centres will introduce learners to other topics which relate to the learning outcome.
    - When developing assessments for a unit is important that the learning outcomes are assessed based on the content which is taught for that learning outcome.

- Teaching and Learning
    - In all units, this section provides some broader guidance on what is expected of centres when delivering teaching and engaging with learners. Individual units have specific guidance which centres can use to enhance teaching and learning activities and develop a bespoke learning experience for that unit.

- Recommended Reading
    - This section of the unit descriptor is sub-dived into three parts:
        - text books
        - journals
        - websites.

- All recommended textbooks and journals are available through centre and student access to the online hosting service Ebsco. Access is available to accredited centres and registered learners at no additional cost to the centre or learner. These free resources are only the minimum recommended readings which learners should engage with. Centres are encouraged to identify further readings and/or direct learners to the vast range of alternative resource material available.
- Further learning material can be accessed through the indicated websites. Again, these are only the minimum recommend ones. Learners should research other online sources of reference material to support their studies.

- Assessment
  - Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector.
  - Each assessment is taken under specified conditions, then marked or, where assessment is marked by the centre, quality assured by ABMA Education and a grade awarded. Learners must achieve all mandatory units at pass grade or above. Learners are permitted to resit any external assessment only once during their programme.
  - The styles of external assessment used for qualifications in the Business suite are:
  - examinations – all learners take the same assessment at the same time, with a written outcome
  - set tasks and individual essays – learners take the assessment during a defined window and demonstrate understanding through completion of a task. Some external assessments include a period of preparation using set information.

Supporting Teaching and Learning

As indicated in the Teaching and Learning Strategy statement, there is an expectation that lecturers delivering the ABMA qualification in Business Management will engage in their own professional development. This will require support from the centre which is expected to facilitate internal development opportunities in addition to supporting lecturers in research activities and external engagement in continuing professional development (CPD) opportunities. The minimum expectation is that lecturers delivering this qualification will be able to evidence 30 hours of CPD per academic year.

Both lecturers and learners will benefit from a centre's initial and continual investment in appropriate teaching and learning environments which could include access to on-site IT facilities. These facilities would provide access to online reference material and augment traditional sources of information held in libraries.

Centres are encouraged to localise teaching and learning. This means that centres should endeavour to require learners to apply their knowledge and understanding to local organisations which are readily accessible and situations which can more easily be explored, analysed and evaluated. This presents an opportunity for learning to be made relevant to local environmental issues and factors but within a wider national or global context.

Programme Design

Planning an effective programme of study is necessary if teaching and learning is to be challenging yet rewarding, dynamic and contemporary. Programme design should consider the requirements and expectations of each cohort of learners where learning styles, level of study and resource availability are key factors in the units which learners study and the order units are sequenced.

In addition, the learner voice and the knowledge and experience of teaching teams are also factors which should be considered by those responsible for planning and designing a programme of study. This planning should also take into account unit assessments so that these are embedded into a programme where the aim is to avoid, wherever possible, excessive workloads for both learners and lecturers.

As such, centres could establish a forum where the views of various stakeholders are presented and considered. This example of best practice should help to ensure that teaching is rewarding for lecturers and learning is enjoyable for learners.

When planning and designing a programme of study, consideration should also be given to the holistic use of virtual learning environments, field trips, the use of guest speakers and real world case studies. This should engender a contemporary learning environment where traditional education is enhanced through online, remotely accessible, learning.

Sequencing Unit Delivery

All units within a level have the same depth of demand and broadly the same depth of content and levels of expectations. This does not, however, mean that units within a level can be delivered in any order. It is advisable that the sequencing of units considers those units which provide fundamental knowledge and understanding to learners at the start of a programme of study. This should provide stronger foundations and foundation knowledge which learners can use in later units. As a result, success and achievement is likely to be high.

For example, Level 4, Unit 1 - Preparing for Study and Employment, provides the basis for all learning in the ABMA qualification in Business Management and should be the first unit which all learners engage with. At Level 5, Unit 1 - Strategic Planning in Contemporary Business Environments introduces learners to the concept of strategy and to the issues associated with the business environment. Both are supportive of other units at this level. At Level 6, Unit 1 - Globalisation: an Opportunity for Strategic Growth should be delivered before Unit 7 - Marketing in a Global Context. The former introduces the key concepts of globalisation; the latter places this knowledge in a marketing context.

Condensed or Expanded Teaching and Learning

The ABMA qualification in Business Management can be delivered through either, what is referred to as, a condensed programme of study or through an expanded programme. The former provides an opportunity for focused teaching and learning where single units are studied and assessed consecutively. The latter provides an opportunity for learners to research and absorb knowledge over a protracted period of time. One key advantage to the condensed approach is that learners are able to gain early success and achievement and respond more rapidly to feedback. This will enhance their self-efficacy and self-confidence and enable lecturers to recognise the individual ability of all learners and provide additional support where required. The disadvantage is that it assumes that the availability of lecturers and other resources can accommodate this approach. Below is an example of this approach for level 4 of the ABMA qualification in Business Management.

Unit	Assessment	Unit	Assessment	Unit	Assessment	Unit	Assessment	Unit	Assessment
1		2		3		6		5	

The alternative to the condensed programme is the expanded programme. In this approach to programme design, lecturers would have more time to provide specific support which could result in high success and achievement. Two disadvantages are that learners have to wait longer for assessment results and, therefore, a delay in receiving assessment feedback which could be usefully employed in other units. Below are two examples of this approach for level 4 of the ABMA qualification in Business Management.

Example 1

Unit	Assessment set at the end of all teaching and learning.
1	
2	
3	
6	
5	

Example 2

Unit 1
Unit 2
Assessment units 1 and 2
Unit 3
Unit 6
Unit 5
Assessments units 3, 6 and 5

It is here where the introduction and use of a planning forum is most beneficial. Listening to the views of learners and lecturers, alongside other information such as lecturer availability, will enable programme designers and planners to decide on the most appropriate approach to utilise.

Mandatory and Optional Units

All units, whether mandatory or optional, which form the ABMA qualification in Business Management are to be delivered through face-to-face contact. It is expected, however, that this approach to teaching and learning is augmented through the use of online material available through a virtual learning environment.

Mandatory units are those which all learners must study at a specific level. The subjects have been selected and the units designed based on feedback from a range of stakeholders which include employers, teaching institutions and learners. These units provide an opportunity to gain the knowledge and understanding which all those who wish to have meaningful careers in business (no matter which discipline) should have. These units must be successfully completed by learners. Compensatory passes are not available for these units.

Optional units provide an opportunity for learners to follow a bespoke route through the qualification where there is an interest in a specific discipline. For example, a learner may wish to focus on marketing whereas another learner may wish to focus on organisational behaviour and human resources. It is recognised that the availability of resources, human, technical and practical, at an individual centre will have an influence on the optional units which could be programmed into a timetable. Again, the use of a planning forum where learner choices are considered will assist programme designers in their decisions.

Assessment Strategy

Assessment Strategy Statement

One of the purposes of assessment is to evaluate whether a student has gained sufficient knowledge and understanding to satisfy the learning outcomes of each unit and the qualification as a whole. ABMA embraces the concept of assessment for learning which is valid and reliable. As such, ABMA's assessment strategy will require the curricula to engage with a variety of assessment tools which are accessible, appropriately challenging and support the development of student self-efficacy and self-confidence. In addition, ABMA recognises that learners can enter their programme of study with prior learning which is related to the relevant curricula. As such learners, where appropriate, can use this knowledge to demonstrate they meet the demands of some aspects of a qualification.

To help ensure assessments and assessment grading are valid and reliable, ABMA will ensure robust quality assurance measures are implemented and monitored. This includes ensuring all learners engage in assessments positively and honestly. ABMA will not accept any attempt by a student to gain an unfair advantage in any form of assessment. As with all successful institutions who award regulated qualifications, ABMA aims to exceed the expectations of the sector, the public and its accredited centres to ensure any assessment process, and its component parts, have been appropriately scrutinised, verified and approved.

This view extends to assessment feedback as a key part of a centre's and student's holistic and specific development. Centre reports will be used to inform future learning which will be based on information gathered via the grading process. It will be timely, constructive and detailed such that all centre's learners have the same opportunity to benefit from the knowledge and expertise of those who grade and report on performance.

Approach to Assessment

ABMA expect centres to design an assessment strategy which is transparent and accessible to learners where a variety of assessment tools are employed to provide the best opportunity possible for all learners to succeed. To ensure assessments are valid and reliable, centres must design and implement a robust quality assurance system. This would include ensuring all learners engage in assessment honestly and positively.

As assessment is a key part of learning, ABMA expect centres to foster an assessment for learning attitude and approach where formative assessment is used to measure student performance on an on-going basis. In addition, assessment feedback will be supportive and constructive such that learners are able to relate the feedback to their performance in an assessment, reflect on this feedback and adjust behaviour in, and attitudes to, future assessment.

At the end of a programme of study for any unit a summative assessment will follow. Preparation for presenting an assessment response, revising for an examination and undertaking the assessment/examination is to be included in the 150 hours of total unit time. The expectations of an assessment will be clear and explicit such that there is no confusion with regard to what learners are expected to do, how they are to present their evidence and when the assessment is due to be submitted (or when an examination is to be sat).

Centre Based Assessment

Centre based assessment is a feature of the ABMA Business Management qualifications. The associated Centre Handbook provides approved ABMA centres with helpful information and guidance and ABMA recommend that centre staff are familiar with its contents.

Grading

Qualification level grading

In order to be awarded a qualification a learner must complete five units at each level and learners must secure a pass grade in the mandatory units.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

- L4: all mandatory units must be passed and then 1 out of 2 optional units at pass
- L5: all mandatory units must be passed and then 2 out of 3 optional units at pass
- L6: all mandatory units must be passed and then 2 out of 3 optional units at pass

Unit level grading

Grading judgements will be made against specified characteristics that define the Pass, Merit and Distinction grades. A grade is not assigned to each and every learning outcome, instead strengths and weaknesses of responses as a whole are considered and a decision made about which grade best reflects the candidate's overall performance in the task. Grade characteristics are presented in a holistic rubric to support an overarching grading decision based on performance across the whole area.

Learner performance is judged against specified assessment criteria and award a grade of Fail, Pass, Merit or Distinction.

Sample Assessment materials and associated grading are available from ABMA.

Entry Requirements

Minimum Level of Competence

ABMA do not prescribe a minimum level of competence for entry onto the Business Management qualification. It is the responsibility of each centre which delivers the qualification to satisfy itself that all learners who enrol on a programme of study have a reasonable chance for success.

Where prospective learners have recently completed compulsory education or formal training, it is reasonable for centres to expect they have, as a minimum, the following:

- Three A levels, or equivalent, at pass or above
- a level 3 qualification in business
- an internationally recognised equivalent qualification

Where prospective learners do not have recent education or training experience, or are defined as a mature learner, then centres could consider the career profile of each individual. Centres must be satisfied that prospective learners who match this profile have sufficient knowledge and understanding of business as a generic subject so that success at level 4 is likely.

English Language Requirements

ABMA takes a positive approach to accessing teaching and learning such that an ability to communicate in English, where this is not the first language of a learner, is not a barrier to enrolment on a programme of study. ABMA do expect, however, that learners have the ability to communicate using academic prose and have a high level of fluency. It is a centre's responsibility to determine whether a prospective learner has the necessary English language skills to succeed on the Business Management qualification.

Where a programme of study for the ABMA qualification in Business Management is taught and assessed in English the minimum expectations relating to English language competency are stated below.

- Common European Framework of Reference (CEFR) level B2
- Pearson PTE score equivalent to CEFR level B2
- International English Language Test System (IELTS) score of 5.5

An internationally recognised equivalent measure of competence in English should be accepted where the evidence can be authenticated.

Recognition of Prior Learning (RPL)

RPL provides the means for centres to recognise prior achievement and for learners to be exempt from the assessment related to a unit of study or to a complete level of study. See ABMA policy on RPL for further guidance.

Appendix A Level 4 Business Management

Total Qualification Time

750 hours

Level 4 Unit Descriptors

Unit 1 - Preparing for Study and Employment

Level

4

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

Studying for an academic qualification requires similar skills to those required by employers. This unit aims to introduce learners to the skills they need to acquire knowledge so that they can develop a set of 'tools and techniques' which will increase the chances of successfully completing this unit and any future study. Simultaneously learners will develop a generic, yet contemporary, skill-set which employers require from their staff.

Unit Objectives

To achieve this aim, the content of this unit will focus on four key themes. These are research skills, critical thinking, communication skills and team working. In addition, this unit will introduce learners to the range of assessment methods which they are likely to be presented with during this and other courses of study. These include examinations, presentations and report and essay writing. This unit has been designed to encourage learning which has a greater element of practical application than typical business management units.

On successful completion of this unit, a learner will be equipped with a fundamental knowledge and understanding of the skills required to be an effective researcher, effective communicator and a confident learner. As these skills are transferable to the workplace, on successful completion of this unit, a learner will be able to use these skills to support the development and application of subject specific knowledge in a real-world environment.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Apply basic research skills to the investigation of a given subject
2. Evaluate different forms of communication typical of the modern workplace
3. Analyse the role of critical thinking skills in different contexts
4. Evaluate the importance to organisations of working in teams

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct

descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas in a generic context and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of research and study skills to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret information and ideas in a research and communication context where theoretical and technical knowledge of the tools and techniques associated with study is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information and ideas in a learning and research context where the use of theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. **Apply basic research skills to the investigation of a given subject**

   In work as in study, being able to conduct research to investigate a subject or a problem is a key and fundamental skill. However, it is necessary for learners and employees to be equipped with the 'tools and techniques' to enable them to be effective researchers. The content of this learning outcome provides the opportunity for learners to understand not only how, but why, to research as well as giving consideration to contemporary issues such as ethics and appropriate sources of information. Learners will be introduced to content including;

   a) research as a concept and as a process
   b) fundamental research methods and techniques
   c) traditional and contemporary sources of information
   d) managing time to meet deadlines
   e) the value of ethical research
   f) the relationship between academic and workplace research

2. Evaluate different forms of communication typical of the modern workplace

Communication is a vital and necessary component of life. There are, however, many mediums of communication and means by which these mediums could be utilised. Through the content of this learning outcome, learners will develop the fundamental understanding and appreciation of communication as a concept, as a mechanism and as a means to share information. Learners will be introduced to content including;

a) verbal versus non-verbal communication
b) the requirement for citing and referencing evidence
c) communicating with technical and non-technical audiences
d) the effectiveness and challenges of electronic communication
e) the importance of social media for study and work
f) contemporary and historical barriers to effective communication

3. Analyse the role of critical thinking skills in different contexts

The ability to challenge what has already been researched and published is a skill which learners must develop. In doing so, different arguments are explored which often generate different conclusions. The content for this learning outcome will take a learner though a critical thinking journey where critical thinking techniques are used to analyse arguments, interpret information and subsequently develop a new, and often unique, perspective of a subject or topic. Learners will be introduced to content including;

a) critical thinking as a philosophy and as a concept
b) scrutinising argument components
c) making connections and synthesising information
d) the importance of reliable, valid and accurate arguments
e) developing evidence based arguments
f) the relationship between critical thinking and research methods and techniques

4. Evaluate the importance to organisations of working in teams

In many instances working as an individual, whether for study or for work, is necessary. Learners will be encouraged, through this learning outcome, to consider the value of working in teams (for example in a study team) where individual skills, knowledge and experiences are combined and shared for mutual benefit. Learners will be introduced to content including;

a) team working as a concept and as a necessity
b) team dynamics and team development
c) effective teams for study and work
d) the role of individuals within study and work teams
e) using teamwork to overcome barriers and conflict
f) team working in a practical context

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Preparing for Study and Employment provides the foundations which will enable learners to develop practical as well as cognitive skills to encourage a meaningful yet challenging learning experience. The unit's content presents the opportunity for teachers to develop the wider skills which their learners will require throughout their studies and when they enter the workplace. Teachers should encourage team working through the establishment of study groups as well as through a variety of paired or group based tasks which form part of learning activities.

Recommended Reading

Text Books

Frender, G. (2014) *Learning to Learn: Strengthening Study Skills and Brain Power* Revised edition Incentive Publications Illinois

Maddux, R. B., Osgood, D. A. and Wingfield, B. (2009) *Team Building: Turn Personal Strengths into Group Success* 5th edition Axzo Press New York

Siewierski, C. (2015) *An Introduction to Scholarship, Building Academic Skills for Tertiary Study* OUP Cape Town

Journals

Education Journal

International Journal of Lifelong Education

Websites

Skills for OU Study (www2.open.ac.uk)

Chartered Management Institute (www.managers.org.uk)

Assessment

Assessment conditions

- Time and number of marks available:
    - Preparation and research – 2 weeks
    - Controlled assessment – 3 hours
    - Marks available – 100 marks
- Candidates are required to complete primary and secondary research over a two-week period prior to the controlled assessment, which will take place over 3 hours.
- Candidates will be supplied with the focus of the research at the start of the research period.
- Candidates should have access to a modern workplace in order to consider business communication and team working in practice.

Candidate requirements

- Candidates are required to conduct their own research prior to the assessment date to help them complete the set task. The candidates will be required to consider a modern workplace.
- During the controlled assessment period candidates are required to complete and submit their assignment based on the assignment brief and the research completed.
- Candidates will be provided with the assignment task alongside the research brief.

Assessment control

- This component is set by centres and moderated and verified by ABMA.
- Individual centres mark the assessment
- ABMA will moderate the completed learner work
- Centre guidance on managing individual research and controlled assessments is set out in accompanying Quality Assurance documentation

Assessment grade

This assessment is eligible for grades at pass, merit and distinction.

Unit 2 - The Dynamics of Organisational Design

Level

4

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

All organisations have some form of structure. In business, having a structure which supports effective and efficient operations is paramount to success. This is becoming increasingly important due to the dynamic and ever changing environment in which businesses operate. The aim of this unit is to develop a learner's awareness of how the design of a business informs its structure and the influence this has not only had on its operational functions but also how it is controlled and managed. Additionally, learners will understand the fundamental relationships between a business, its structure and its external environment.

Unit Objectives

To achieve this aim, the content of this unit will develop knowledge and understanding of present-day influences on organisational design. Learners will explore relationships between the ever-changing internal and external influences on business structure and how this affects operational conduct. Consideration will be given to how authority is determined by, and communicated within, a structure.

On successful completion of this unit, a learner will be equipped with a fundamental awareness of why and how businesses are designed so that they can effectively respond to changes in internal and external environments. This unit will support further study in subject areas such as operations, decision making and strategy. When entering the workplace, learners would have a greater appreciation of their place in that organisation and will be able to appreciate more effectively lines of authority and chains of command.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse traditional and contemporary types of organisational structure
2. Evaluate the internal influences on the design of a business
3. Evaluate the relationship between a business and its external environment
4. Analyse the impact of culture, ethics and technology on organisational design

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct

descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated:

- A learner can analyse information and ideas related to the design of organisations and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of business structure to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following:

- An ability to effectively interpret information and ideas in an organisational design context where theoretical and technical knowledge of internal and external environments is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to these different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following:

- An ability to evaluate information and ideas in an organisational design context where theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. **Analyse traditional and contemporary types of organisational structure**

   Traditional organisational structures were based on functions and levels of authority. Contemporary organisation design considers, for example, strategic business units and matrix structures so that they have the flexibility to respond to environmental factors. This learning outcome will explore how modern businesses are structured, how they are legally established and how the design of a business could support or hinder strategic growth. Learners will be introduced to content including:

   a) organisational design as a concept
   b) traditional and contemporary organisational structures
   c) local, national and trans-national structures
   d) legal structures of organisations
   e) designing structures for strategic growth
   f) using structures for communication and control

2. **Evaluate the internal influences on the design of a business**

   The design of a business should not be done in isolation from those who are likely to experience the greatest impact: employees. This learning outcome considers the core functional areas of a business (such as finance, operations, marketing and

human resources) and provides an opportunity for learners to appreciate how internal barriers (for example, internal culture) could present a challenge to organisational transformation. Learners will be introduced to content including:

a) the purpose and role of core business functions
b) the influence of internal culture on organisational design
c) operational size and scope of organisations
d) design decisions based on an internal analysis framework
e) overcoming internal barriers to change
f) supporting transformation through effective internal communication

3. Evaluate the relationship between a business and its external environment

Organisations do not operate in isolation. It is important for learners to appreciate those external factors within a business's macro environment which could inform how and why a business is designed. It is also important for learners to be aware of the mutual relationship between a business and the environment in which it conducts its affairs. Learners will be introduced to content including:

a) national and international market forces
b) globalisation and the growth in world trade
c) the behaviour of national and global competitors
d) basic economic principles which affect all organisations
e) designing organisations to exploit external opportunities
f) design decisions based on an external analysis framework

4. Analyse the impact of culture, ethics and technology on organisational design

Modern business is diverse in both its market and its workforce. This diversity encourages multi-culturalism to the extent that businesses must react to the expectations of a greater number of ethically based cultures. One other aspect of an organisation which is constantly changing is the availability and use of technology to support how it operates and communicates. Learners will be introduced to content including:

a) the emergence of multi-culturalism and its influence on business operations
b) the influence of multi-culturalism on organisational design
c) designing an organisation to operate ethically and responsibly
d) the impact of internal stakeholders on an organisation's ethical behaviour
e) using technology for command and control to inform organisational design
f) using technology for communication within an effective organisational design

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to

be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

To encourage the depth of understanding required by a learner to succeed on this unit and in the workplace, The Dynamics of Organisational Design should be taught in an environment where knowledge is applied in different contexts and to different situations. These contexts could include the use of case studies in which to locate and apply knowledge or through the use of guest speakers from individuals who are experienced in operations management or strategic decision making. Guest speakers will be able to share their experiences of the importance of effective organisational design in a contemporary setting.

Recommended Reading

Text Books

Arshed, N., McFarlane, J. and Macintosh, R. (2016) *Enterprise and its Business Environment* Goodfellows Publishers Oxford

BPP Learning (2013) *Business Environment: Course Book 3rd edition BPP Learning Media London*

Recardo, R. J. (2008) *Organization Design: A Practical Methodology and Toolkit* HRD Press Amherst

Journals

Journal of Organisational Design

International Journal of Organisational Design

Websites

Chartered Institute of Personnel and Development (www.cipd.co.uk)

Society for Institutional and Organizational Economics (www.sioe.org)

Assessment

Assessment conditions

- Time and number of marks available:
    - Preparation and research – 2 weeks
    - Controlled assessment – 3 hours
    - Marks available – 100 marks
- Candidates are required to sit a three hour controlled assessment that has 100 marks available.
- The assessment will contain three essay questions. Learners will be required to answer two of these questions based on the learner's research of the pre-release business scenario. The assessment will test higher order skills such as analysis and evaluation.
- Candidates should have access to a modern workplace in order to research and observe the dynamics of organisational design.
- The assessment questions will not be pre-seen by the candidates.

Candidate requirements

- Candidates are required to conduct their own research prior to the assessment date to help them complete the assessment. The candidates will be required to consider a modern workplace.
- The research brief will be available two-weeks prior to the assessment.
- Candidates will answer a task.

Assessment control

- This component is set and marked by centres and moderated and verified by ABMA

Assessment grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 3 - Leading and Managing in the 21st Century

Level

4

Credit Value

15

Total Unit Time

150 hours

Guided Learning Hours

72

Unit Aim

Leading and managing consist of distinct skills and competencies which people who wish to operate in a supervisory role are required to understand. As such this unit aims to provide a contemporary awareness of not only how to lead and manage a modern workforce at operational and organisational levels but, equally important, the reasons why.

Unit Objectives

To achieve this aim, the content of this unit will develop knowledge and a contemporary understanding of leadership and management where learners use seminal literature as the basis for exploring modern-day conceptual and applied research. This research is used to inform the rationale for the application of leadership and management behaviours to individuals and teams and in different contexts. This will help to ensure organisations provide effective direction and support to its key resource, its people.

On successful completion of this unit a learner will be equipped with a fundamental knowledge and understanding which could be used to explore the role of leadership and management in contexts such as organisational change, operations management or strategic decision making. In doing so, the knowledge and understanding gained from studying this unit will prepare learners for progression onto higher levels of study. Alternatively, learners will also be prepared for entering the workplace where their knowledge and understanding of the subject could secure a supervisory role responsible for a small team.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the role of contemporary leadership and management
2. Evaluate the impact of leaders and managers on individual and team behaviour
3. Evaluate the application of leadership at operational and organisational levels
4. Analyse the impact of structures, authority and systems on contemporary leadership and management

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas in a leadership and management context and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of leadership and management to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret information and ideas in a leadership and management context where theoretical and technical knowledge of leadership and management is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to these different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information and ideas in a leadership and management context where the use of theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. **Analyse the role of contemporary leadership and management**

   Engagement with the content of this learning outcome will enable learners to understand some of the contemporary issues which a 21st Century leader or manager must address. The content provides the basis for learners to explore key and fundamental academic theories and concepts before applying these to organisational contexts. Learners will be introduced to content including:

   a) key differences between leadership and management
   b) 'soft' leadership versus 'hard' management
   c) servant leadership versus followership
   d) transactional and transformational leadership
   e) ethical and social leadership
   f) the relationship between diversity and leadership

2. Evaluate the impact of leaders and managers on individual and team behaviour

No modern organisation could operate successfully without its key asset – its people. Through this learning outcome learners will develop an awareness of what motivates and influences people and how these influences must be understood by leaders and managers. In doing so, those in a leadership or management position should be in a strong position to develop effective teams which in turn should lead to organisational growth and success. Learners will be introduced to content including:

a) the concepts of 'team building' and 'team development'
b) the psychological influences on the behaviour of individuals and teams
c) the cultural and social influence on the behaviour of individuals and teams
d) the influence of power on the behaviour of individuals and teams
e) motivation as a concept and as a tool to deliver success
f) the impact of diversity in the workplace on leading and managing

3. Evaluate the application of leadership and management at operational and organisational levels

Simply understanding different concepts related to leadership and management is not enough to be effective. Learners must also show they can apply this knowledge. Learning outcome 3 will encourage learners to develop the knowledge and understanding gained from outcomes 1 and 2 to explore how this can be used at different organisational levels and in different contexts. Learners will be introduced to content including:

a) differences between operational and organisational leaders and managers
b) communicating at operational and organisational levels
c) leading for innovation and creativity
d) entrepreneurship versus intraprenurship
e) the relationship between risk and reward
f) leading and managing operational and organisational change

4. Analyse the impact of structures, authority and systems on contemporary leadership and management

All organisations have some form of structure within which it has systems and levels of authority. Through this learning outcome learners will appreciate how organisations operate as systems and how this could be positive and negative for leaders and managers. In addition, learners will explore the extent to which organisations, as systems, are used to manage the flow of information. Learners will be introduced to content including:

a) organisations as organic systems
b) organisational design and structures
c) governance, authority and spans of control
d) the management of conflict
e) the impact of organisational politics on authority
f) the use and management of information systems

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

In support of this ethos, Leading and Managing in the 21st Century should be taught in an environment where knowledge is applied in different contexts to encourage the depth of understanding required by a learner to succeed on this unit and in the workplace. These contexts could include the use of case studies in which to locate and apply knowledge or through the use of guest speakers where successful leaders and managers share their experiences in a contemporary setting.

Recommended Reading

Text Books

McNutt, M., Murphy, S. E, Sowcik, M. and Andenoro, A.C. (2015) *Leadership 2050: Critical Challenges, Key Contexts and Emerging Trends* Emerald Group Bingley

Vielmetter, G. and Sell, Y. (2014) *Leadership 2030: The Six Megatrends You Need to Understand to Lead Your Company into the Future* AMACOM New York

Walker, R. and Aritz, J. (2014) Leadership Talk: A Discourse Approach to Leader Emergence Business Expert Press New York

Journals

Journal of Leadership Studies

Journal of Management

Websites

Institute of Leadership and Management (www.i-l-m.com)

Chartered Management Institute (www.managers.org.uk)

Assessment

Assessment conditions

- Time and number of marks available:
    - Preparation and research – 2 weeks
    - Controlled assessment – 3 hours
    - Marks available – 100 marks
- Candidates are required to sit a three-hour controlled assessment that has 100 marks available.

- The assessment will contain a task based on the scenario. Learners will be required to answer a task based on the learner's research of the pre-release business scenario. The examination will test higher order skills such as analysis and evaluation.
- The task will not be pre-seen by the candidates.

Candidate requirements

- Candidates are required to conduct their own research prior to the assessment date to help them complete the examination. The candidates will be required to consider a modern workplace.
- The research brief will be available two-weeks prior to the assessment.
- Candidates will answer a task based on a scenario.

Assessment control

- This component is set and marked by the centre and moderated and verified by ABMA.

Assessment grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 4 - Interaction and Cooperation for Organisational Success

Level

4

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

The interaction and cooperation between an organisation and its people is the focus of this unit. Where this interaction is seen as positive then business success is more likely. The aim of this unit is, therefore, to provide learners with an understanding of how and why people behave as they do, what influences this behaviour and how this behaviour could be a strength or a weakness for any business.

Unit Objectives

To achieve this aim, the content of this unit will develop knowledge and a contemporary understanding of organisational behaviour where learners use seminal literature as the basis for exploring modern-day conceptual and applied research. This research is used to explore, for example, the psychology of behaviour within an organisational system and how organisations are constantly evolving.

On successful completion of this unit, a learner will be equipped with a fundamental understanding of how organisations, teams and individuals behave, which could be used to explore the impact of organisational behaviour in contexts such as organisational change, decision making and business strategy. In doing so, the knowledge and understanding gained from studying this unit will prepare learners for progression onto higher levels of study. Alternatively, learners will also be prepared for entering the workplace where their knowledge and understanding of the subject could facilitate a smooth transition into the workplace based on an appreciation of how they, and how others, interact and behave.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the theories and concepts of organisational behaviour
2. Evaluate ways in which to effectively cooperate with others in different contexts
3. Analyse the relationship between organisational design and organisational behaviour
4. Analyse the impact of organisational politics and power on the behaviour of people

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (OfQual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by OfQual and stated in the RQF. There are distinct

descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas in an organisational behaviour context and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of organisational behaviour to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret information and ideas in an organisational behaviour context where theoretical and technical knowledge of how individuals, teams and organisations behave is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to these different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information and ideas in an organisational behaviour context where the use of theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. **Analyse the theories and concepts of organisational behaviour**

   The topic, organisational behaviour, has its roots in the field of psychology. As such, it is necessary for learners to understand this background as well as engaging in research which explores the numerous theories and concepts associated with organisational behaviour. Learners will develop an awareness of how these theories and concepts are inter-related and, in doing so, will be able to apply these in appropriate contexts. Learners will be introduced to content including:

   a) organisational behaviour as a concept
   b) intrinsic and extrinsic motivation theories
   c) theories and principles of perception
   d) social cognitive theory
   e) personality types
   f) emotional intelligence

2. **Evaluate ways in which to effectively cooperate with others in different contexts**

   Organisations are systems. The people who work in an organisation are, therefore, part of that system. As such, just as the components of all systems interact, so do the people. It is important that learners become aware of this principle and how

interaction and cooperation with others is influenced by various factors. Learners will be introduced to content including:

a) the concepts of systems theory and organic organisations
b) the psychology of behaviour
c) working effectively in teams within organisational systems
d) the influence of leaders and managers on the behaviour of others
e) organisational barriers to effective cooperation
f) the situation and context influences on behaviour

3. Analyse the relationship between organisational design and organisational behaviour

The way in which an organisation is designed and structured will influence its behaviour and the behaviour of those who work in the organisation. Organisational design can influence how people work, how they communicate and how they develop personal relationships. This learning outcome is, therefore, focused on the symbiotic relationship between organisational design and behaviour. Learners will be introduced to content including:

a) job design as a concept
b) the influence of job design on motivation and performance
c) the impact of technology on personal interactions and relationships
d) organisational structure and its impact on internal relationships
e) the evolving organisation and its impact on organisational behaviour
f) the structure – behaviour paradigm

4. Analyse the impact of organisational politics and power on the behaviour of people

Politics with a small 'p' exists throughout society. By default, this means it exists in organisations where those who are perceived to have the strongest political position often dictate how people in organisations behave. Similarly, those who have power (which could be through, for example, expertise or position) also yield a certain amount of influence on behaviour. This learning outcome enables learners to contextualise the relationship between these principles. Learners will be introduced to content including:

a) the concept of politics with a small 'p'
b) the impact of personal agendas and motivations on organisational behaviour
c) the impact of internal politics on authority
d) governance, authority and spans of control
e) power as a position and a viewpoint
f) sources of power and types of power

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to

be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

In support of this approach, Interaction and Cooperation for Organisational Success should be taught in an environment where knowledge is applied in different contexts to encourage the depth of understanding required by a learner to succeed on this unit and in the workplace. These contexts could include the use of case studies in which to locate and apply knowledge or through the use of field research where learners observe and critique the behaviour of employees in working environments.

Recommended Reading

Text Books

Alblas, G. (2014) *Organisational Behaviour* Noordhoff Uitgevers bv Gruinigan

Kehow, M. (2013) *Make That Grade Organisational Behaviour* Gill and Macmillan Dublin

Mustafa, A. (2013) *Organisational Behaviour* 2nd edition Global Professional Publishing London

Journals

Journal of Organizational Behaviour

Research in Organizational Behaviour

Websites

Chartered Institute of Personnel and Development (www.cipd.co.uk)

Institute of Psychology (www.instituteofpsychology.com)

Assessment

Assessment conditions

- Candidates will be provided with an individual assignment of 2500-3000 words
- The purpose of this assignment is to address challenge and application by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, pertaining to theories and concepts of organisational behaviour, design, politics and power on the behaviour of people
- The assignment will be independently researched and completed by learners and handed in to centres by the centre-set due date

Candidate requirements

- Candidates will carry out an individual assignment for this unit
- The assignment will be a written essay or extended response of 2500-3000 words
- Candidates are required to conduct their own research to help them complete the assignment
- Candidates are required to complete and submit their assignment based on any information and/or questions provided

Assessment control

- This component is set by centres and verified by ABMA.
- Individual centres mark the assignment
- ABMA will moderate the assignment

- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation

Assessment grade

This individual assignment is eligible for grades at pass, merit and distinction.

Unit 5 - Contemporary Financial and Accounting Management

Level

4

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

Good financial and accounting management is at the heart of any successful business. This unit aims to develop a learner's understanding of the contemporary issues which affect the role of an individual working in a finance and accounting role.

Unit Objectives

To achieve this aim, the content of this unit will develop knowledge and a contemporary understanding of the various organisational requirements which support financial and accounting management. Learners will develop their knowledge and understanding of the range of sources of finance available to organisations and how these can be properly matched to specific financial resource requirements. Learners will explore financial issues relating to international trade and acquire the skills required to develop and implement a budget for a major programme of work.

On successful completion of this unit a learner will be equipped with a fundamental knowledge and understanding of where financial and accounting management is located within a modern organisation. When entering the workplace learners would be able to apply their knowledge in a financial management role in any organisation. Alternatively, learners can extend their understanding through higher levels of study of through the study of specific aspects of finance or accounting, such as sustainability accounting, public sector accounting or auditing functions.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse organisational requirements for financial and accounting management
2. Evaluate sources of finance for different organisational needs
3. Analyse the financial and accounting implications of trading internationally
4. Apply financial techniques to the development and implementation of a budget for a major project or programme of work

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct

descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas in a finance and accounting context and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of research and study skills to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret information and ideas which affect finance and accounting in organisations where theoretical and technical knowledge of the tools and techniques associated with study is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make these changes to different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information and ideas in a finance and accounting context where the use of theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. **Analyse organisational requirements for financial and accounting management**

   Sound financial and accounting management is fundamental to the success of any business. Business managers need to know how to determine, control and interpret the financial situation of a business. Failing to do so creates risk to the business as well as potential legal and regulatory penalties. The content of this learning outcome will develop learners' knowledge and understanding of the organisational requirements for financial and accounting management, including:

   a) the difference between financial and management accounting
   b) the budgetary control process
   c) costing methods for pricing products and services
   d) management of working capital and cash flow
   e) value creation and risk management
   f) contemporary issues in financial performance management

2. **Evaluate sources of finance for different organisational needs**

   Evaluating appropriate sources of finance is essential to any business operation, whether for start-up purposes, operational purposes, business expansion, or any other

reason that supports the success of the business. Different sources of finance are available to meet different organisational needs. The content of this learning outcome will enable learners to make judgements about the suitability of various sources of finance for different organisational needs and in different contexts, including:

a) the business case for financial resources
b) the difference between short term and long term finance options
c) the costs, risks and benefit to a business of different finance options
d) methods used to calculate the return on short and long term investments
e) implications for an organisation of formal agreements with finance providers
f) finance options for international trade

3. Analyse the financial and accounting implications of trading internationally

In a rapidly changing world, there are extensive opportunities for both large and small organisations to trade internationally. Whether a business operates as a large multinational organisation or a small independent organisation seeking to enter the international market, there are a wide range of issues that need careful management. The content of this learning outcome will enable learners to develop their knowledge and understanding of the financial and accounting implications of trading internationally, including:

a) the impact of the financial health of a business when trading internationally
b) the importance of managing working capital to a business which trades internationally
c) key financial and accounting factors which could influence international trading
d) key financial and accounting risks and solutions which could impact on international trading
e) the value to international trading of specialist financial agencies and advisers
f) the financial ethics of trading internationally

4. Apply financial techniques to the development and implementation of a budget for a major project or programme of work

Launching a successful project or programme of work is dependent on a well-planned and constructed budget. Managers must be able to judge whether a project or programme should be developed and implemented, and how the financing of the project or programme can be developed and managed. Managers must also know how to manage financial situations which do not go as planned, and how to determine whether the project or programme of work has been successful. The content of this learning outcome will enable learners to progress the skills they need to develop and implement a budget for a major project or programme of work, including:

a) the main methods of project or programme appraisal
b) the types of project or programme budget
c) techniques used to develop a realistic budget
d) recognising and managing budgets variances
e) contingency planning for budget variances
f) monitoring and evaluating project or programme performance against budgets

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

To add vocational relevance and realism, centres need to seek the support of and engage with organisations that have a substantial finance and accounting function. Such relationships will serve as a good source of data which can contribute to the development of meaningful case study material to support learning and contemporary development for this unit.

Recommended Reading

BPP Learning Media (2013) *Finance: Management Accounting and Financial Reporting* BPP Learning Media Ltd London

BPP Learning Media (2015) *Managing Finance* BPP Learning Media Ltd London

Yescombe, E. R. (2014) *Principles of Project Finance* Academic Press San Diego

Journals

Current Issues in Economics and Finance

Wall Street Journal

Websites

Association of Chartered Certified Accountants (www.accaglobal.com)

Institute of Financial Accountants (www.ifa.org.uk)

Assessment

Assessment conditions

- Time available: External Examination 3 hours.
- Candidates are required to sit a three-hour exam. The examination will contain short answer questions and extended response questions including financial calculations based on a short scenario.
- Candidates will answer all questions on the examination paper.

Assessment control

This unit will be set and marked by ABMA.

Candidate requirements

Candidates will answer all questions.

Assessment grade

This assessment is eligible for grades at pass, merit and distinction.

Unit 6 - 21st Century Economics

Level

4

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

Understanding economics is fundamental to business success. In a fast-changing world, this unit aims to develop learners' understanding of the economic environment in which businesses operate and the range of contemporary issues that business leaders and managers need to consider.

Unit Objectives

To achieve this aim, the content of this unit will develop knowledge and an understanding of contemporary economics issues. Learners will examine a range of contemporary economic factors which can affect business operations. Learners will learn about the differences between macro and micro business environments and how these can be managed to enhance business success. Learners will also examine different ways in which markets operate and explore contemporary patterns in world trade.

On successful completion of this unit a learner will be equipped with a fundamental knowledge and understanding of contemporary economics that they will be able to apply in wider business contexts, including issues which impact on international trading and operations. Alternatively, they can extend their learning through a higher level of study or through a deeper education of specific issues, such as global business operations, human or financial resource management.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse how contemporary economic factors impact on business operations
2. Apply the principles of macro and micro economics to business operations
3. Evaluate the effect on organisations of different ways in which markets operate
4. Analyse how contemporary patterns in world trade can impact on business operations.

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct

descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas related to the fundamental principles of economics and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of research and study skills to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret information and ideas which affect how organisations manage macro and micro economics where theoretical and technical knowledge of the tools and techniques associated with study is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to these different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information and ideas in an economics context where the use of theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above. .

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. **Analyse how contemporary economic factors impact on business operations**

   Every business is affected by a range of different economic factors which impact on how they operate. The world is changing rapidly and increasing globalisation is affecting businesses of every size. The content of this learning outcome will develop a learner's understanding of the range of different economic factors, including:

   a) changes in short and long term financial stability
   b) the interests of various stakeholders in the organisation's management of economic factors
   c) the influence of globalisation on contemporary economic factors
   d) factors affecting international trade
   e) the importance of government policy to an organisation's management function
   f) the impact of contemporary economic factors on business operations

2. **Apply the principles of macro and micro economics to business operations**

   Economics impact on a business in different ways. For the effective management of any organisation, it is important for learners to understand the differences between macro and micro economics environments, how these inter-relate, and what impact

each can have on business operations. Learners will develop their ability to apply the principles of macro and micro economics, including:

a) the theories underpinning macro and micro economics
b) techniques used in applying macro and micro economics
c) changes in the macro environment
d) changes in the micro environment
e) macro and micro economic objectives
f) positive and negative impacts of macro and micro economic factors on business operations

3. Evaluate the effect on organisations of different ways in which markets operate

The way in which a market operates will affect the way in which business operations are managed. It is important for learners to understand the range of ways and structures in which markets operate. Market structures and the different ways in which markets operate will impact in various ways on businesses of different types and sizes. Understanding the ways in which markets operate will help managers to shape their businesses appropriately. Learners will develop their understanding of how markets operate, including:

a) different market structures
b) principles and effects of supply and demand
c) implications of different pricing mechanisms
d) principles and influences of price elasticity
e) interventions during economic turbulence
f) the causes and effects of market failure

4. Analyse how contemporary patterns in world trade can impact on business operations

Globalisation has transformed the way in which many industries and sectors function. The growth of the Internet has also extended the way in which many businesses operate. Business managers cannot ignore the effect that contemporary patterns in world trade can have on a business's operations and understanding these patterns will enable managers to formulate appropriate strategies. To maximise opportunities for succeeding in business, learners therefore need to develop their understanding of how contemporary patterns in world trade can impact on business operations, including:

a) current issues faced by global organisations
b) changes in world trading patterns
c) freedom of movement for human resources
d) the impact of the Internet on world trade
e) the economic benefits and drawbacks of trading blocs for the effective management of organisations
f) legislation and regulation issues for world trade

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

For teaching of this unit, it is important to explore and address contemporary issues of economics. Centres need to engage with industry to ensure that learners are working in a 'real-world' environment, where the contemporary economics issues and problems they are investigating have realism and relevance.

Recommended Reading

BPP Learning Media (2013) *Business Essentials: Supporting Foundation degrees* BPP Learning Media Ltd London

Britton, T. (2013) *Economic Systems: economy in Action!* ABDO Publishing Company Minneapolis

Information Resources Management Association (2015) *Economics: Concepts, Methodologies, Tools, and Applications* Hershey, PA

Journals

Current Issues in Economics and Finance

Contemporary Legal & Economic Issues

Websites

The Economist (www.economist.com)

The Guardian Business Economics (www.theguardian.com/business/economics)

Assessment

Assessment conditions

- Time available: External Examination 3 hours.
- Candidates are required to sit a three-hour exam; the examination will contain short answer questions and extended response questions based on a short scenario including economic data.
- Candidates will answer all questions on the examination paper.

Assessment control

This unit will be set and marked by ABMA.

Candidate requirements

Candidates will answer all questions.

Assessment grade

This assessment is eligible for grades at pass, merit and distinction.

Unit 7 - Using Information to Support Business Operations

Level

4

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

Obtaining and using information is necessary for any organisation to operate effectively. This unit aims to develop an awareness of this concept and a fundamental understanding of the requirement to organise and communicate information efficiently if business functions and operations are to be effective. Whilst studying for this unit, learners will develop generic skills such as problem solving and how to appropriately organise information for easy retrieval; skill-sets which are transferrable into the workplace.

Unit Objectives

To achieve this aim, the content of this unit will focus on two aspects. Firstly, the unit will consider the design of contemporary information systems and how they contribute to the management of business operations. Secondly, learners will explore the use of decision making techniques and processes which will enable them to determine if information within a given system is being managed effectively.

On successful completion of this unit, a learner will be equipped with a fundamental and current knowledge and understanding of how and why information should be managed by any organisation. As these skills are transferable to the workplace, a learner will have developed the applied knowledge and practical skills which will enable them to make a positive and practical impact in their place of work. Learners will be able to support and advise on information management in either a functional role within a large organisation or through a holistic approach when advising small businesses.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the contribution made by information systems to effective and efficient business operations
2. Analyse the design of an information system in context
3. Apply decision making processes and techniques to a situation
4. Evaluate the management of data within a given information system

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 4 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas in a generic context and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of research and study skills to address problems which are defined and non-routine. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret information and ideas in a research and communication context where theoretical and technical knowledge of the tools and techniques associated with study is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to these different approaches to study.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information and ideas in a learning and research context where the use of theories, concepts and models are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. **Analyse the contribution made by information systems to effective and efficient business operations**

   Fundamental to understanding the importance of an information system to an organisation is awareness of a system's relationship to business operations. This learning outcome introduces some of the seminal aspects of information systems, such as the different types and their purpose, before considering some of the concerns which managers should have. For example, what is the potential impact of the risks associated with the management of information systems. Learners will be introduced to content including:

   a) information systems as a concept and as a process
   b) types of information systems employed by organisations
   c) purpose and scope of information systems

d) strategies to ensure information systems are effective and efficient
e) the impact of information systems on business operations
f) the risks associated with ineffective and inefficient management of information systems

2. Analyse the design of an information system in context

Having understood how and why information systems contribute to the operation of a business, learners will be shown how to apply this knowledge to the design of an existing system. This learning outcome encourages learners to consider the wider implications of a system on its stakeholders, with particular emphasis on security, ethics and the law. Learners will be introduced to content including:

a) engaging with multiple stakeholders of an information system
b) the relationship between business strategy and an information system
c) the criteria which are used to determine how information will be managed
d) the security of a system designed to store data, information and knowledge
e) legal and ethical considerations relevant to an information system
f) using information systems for data analysis and to generate management reports

3. Apply decision making processes and techniques to a situation

Information management is important within any system to help ensure that appropriate decisions are taken based on the currency, reliability and validity of data. Through the content associated with this learning outcome, learners will be introduced to decision making processes and techniques. In addition, through gaining an understanding of critical thinking, learners will be in a better position to produce an appropriate argument based on the context or situation. Learners will be introduced to content including:

a) decision making as a concept and as a process
b) establishing the characteristics of a situation or problem
c) decision making options, methods and tools
d) inductive and deductive arguments to support a decision
e) generating reliable and valid outcomes based on specific information
f) the relationship between critical thinking and decision making

4. Evaluate the management of data within a given information system

This unit concludes with a learning outcome which encourages learners to consider the role managers have in the way in which data and information is stored, retrieved and controlled. Learners will also develop an appreciation that any system could develop potential flaws and weaknesses which should be recognised and planned for. Learners will be introduced to content including:

a) the requirement for effective control of data and information
b) managing multiple data and information streams
c) storing data for ease of retrieval
d) the importance of data sharing within and outside of an organisation
e) contingency planning and backing up data and information
f) ensuring organisational policies and procedures are adhered to

g) the relationship between effective data management and strategic decision making

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Using Information to Support Business Operations provides the foundations which will enable learners to develop the necessary skills to see information as a vital component of any organisation which must be managed effectively. This development should be done within an environment which encourages a meaningful yet challenging learning experience. This can be achieved through the use of case studies from organisations which learners are familiar with and can gain access to. In addition, the unit's content presents the opportunity for teachers to develop wider problem solving skills which their learners will require throughout their studies and when entering the workplace.

Recommended Reading

Text Books

Business Reference Guides (2014) *Operations and Information Systems* Salem Press Ipswich MA

Ferreira, E. J. and Erasmus, A. W. (2012) *Information Management* Juta and Company Cape Town

Heijden, J. and van der Govardus, M. (2009) *Designing Information Management Systems* OUP Oxford

Journals

International Journal of Information Management

International Journal of Information Systems and Management

Website

Knowledge Management (www.knowledge-management-tools.net)

Assessment

Assessment Conditions

- Candidates will be provided with an individual assignment of 2500-3000 words
- The assignment will be based on a case-study organisation
- The purpose of this assignment is to address challenge and application by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, pertaining to how information systems contribute to business operations
- The assignment will be completed by learners independently and handed in to centres by the centre-set due date

Candidate requirements

- Candidates will carry out an individual assignment for this unit
- The assignment will be a written essay or extended response including an analysis of the case-study organisation of 2500-3000 words
- Candidates are required to conduct their own research to help them complete the assignment
- Candidates are required to complete and submit their assignment based on the information in the case-study provided

Assessment control

- This component is set by centres and verified by ABMA.
- Individual centres mark the assignment
- ABMA will moderate the assignment
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation

Assessment grade

This individual assignment is eligible for grades at pass, merit and distinction.

Appendix B Level 5 Business Management

Total Qualification Time

750 hours

Level 5 Unit Descriptors

Unit 1 - Strategic Planning in Contemporary Business Environments

Level

5

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

All organisations must have some form of strategic plan giving them both purpose and direction. These plans typically require an organisation to go through a period of change if they are to be successful in a contemporary business environment. The aim of this unit is to provide learners with a fundamental understanding of corporate strategy where consideration is given to how strategic plans are implemented and also why they are necessary in constantly changing contexts and situations.

Unit Objectives

This unit will enable learners to develop a theoretical appreciation of strategy as a concept in the context of an organisation's business environment. Learners will also engage with strategy as a process where contemporary and constant strategic planning and implementation is necessary, especially in a dynamic market. Strategic relationships with markets and competitor's will also be investigated which will enable learners to gain a holistic awareness of an organisation's position in the market place.

This unit introduces the fundamentals of corporate strategy which will enable learners to make a positive input, as a junior manager, into the operational and tactical planning activities of an organisation. Learners could also use this knowledge and understanding to explore the subject at higher levels of learning with the opportunity for more focused study in subjects such as strategic marketing and strategic HRM.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the role of strategy in determining organisational change
2. Evaluate the purpose and scope of strategic planning in a given context
3. Evaluate the relationship between strategic planning and an organisation's environment, market position and competitors
4. Analyse potential risks and barriers to implementing a business strategy

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 5 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas relating to the fundamentals of corporate strategy and has an informed awareness of different approaches to study. A learner is able to use theoretical or applied knowledge of corporate strategy and strategic planning to address problems which are broadly defined and in complex contexts. In addition, a learner must also demonstrate cognitive skills which provide the basis for reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and analyse concepts relating to strategy where theoretical and applied knowledge of relevant concepts is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to different approaches to study. This would include the use of relevant research to inform actions.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information, ideas and strategic concepts in context where the use of theories, concepts and models are used to support an applied argument. Learners must also demonstrate an awareness of the nature and scope of strategic planning.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. **Analyse the role of strategy in determining organisational change**

   Responding to an organisation's business environment and the behaviour of those in its target market will require a change in strategy. In turn, this is likely to require a change to the way an organisation operates. This could include changes to its functional roles, its level of finance and the behaviour of its people. Through the content of this learning outcome learners will become aware of the fundamentals of corporate strategy along with developing an awareness of organisational change and its relationship with strategic intent. Learners will be introduced to content including:

   a) strategy as a concept and as a process
   b) the principles and levels of corporate strategy

c) organisational change in dynamic and stable environments
d) using strategy to deliver change in dynamic and stable environments
e) the impact of business capabilities on strategic change
f) internal and external barriers to strategic change

2. Evaluate the purpose and scope of strategic planning in a given context

Strategy is fundamentally driven by internal or external drivers. This could include a management decision to enter a new market or the requirement to respond to the behaviour of competitors. This learning outcome encourages learners to explore these drivers further as well as how to ensure any strategic decision is effectively planned. Learners will be introduced to content including:

a) internal drivers for organisational strategy
b) external drivers for organisational strategy
c) the relationship between strategy and strategic planning
d) the process of strategic planning
e) the impact of strategic planning on stakeholders
f) the impact of strategic planning on business functions and operations

3. Evaluate the relationship between strategic planning and an organisation's environment, market position and competitors

Developing a strategy and its associated plans cannot be done in isolation. Understanding an organisation's business environment, its current and intended market position and the behaviour and strength of its competitors are key to ensuring strategies are successful. Learners will become aware of the impact which symbiotic relationships have on an organisation and how a different view of competitors could result in strategies which are relevant, actionable and achievable. Learners will be introduced to content including:

a) the micro and macro business environment
b) positioning an organisation in dynamic and stable markets
c) viewing competitors as a benchmark for growth
d) conducting an environmental analysis
e) the symbiotic relationship between market position and competitor behaviour
f) selecting the most appropriate strategy for a specific market

4. Analyse potential risks and barriers to implementing a business strategy

Developing and implementing a strategy will have some element of risk. One risk could be the potential for plans to fail; another could be missed opportunities. In addition, there will be barriers, or resistance, to implementing a strategy. This could range from insufficient finance, lack of appropriately trained personnel or a target market which already has a large number of suppliers. Learners will develop an understanding of a broad range of risks and barriers, and equally important, how these could be anticipated, planned for and, therefore, minimised. Learners will be introduced to content including:

a) internal barriers to implementing a business strategy
b) organisational structure and systems as barriers to strategy implementation
c) external barriers to implementing a business strategy
d) environmental risks of implementing a business strategy

e) financial risks and opportunity costs associated with implementing a business strategy
f) contingency planning to minimise the risk of strategy implementation

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Teaching and learning for the Strategic Planning in Contemporary Business Environments unit would benefit from the use of a series of case study related tasks where different aspects of the unit's content are applied to a single and detailed case study. In addition, strategy simulations could be used to bring a greater sense of realism to the learning experience. Including guest lecturers who share their views and experiences of implementing a strategy would enable learners to engage in a dialogue about corporate strategy with current managers and leaders.

Recommended Reading

Text Books

Goksoy, A. (2016) *Organizational Change Management Strategies in Modern Business* IGI Global Hershey

Simmerson, B. K. (2010) *Strategic Planning: A Practical Guide to Strategy Formulation and Execution* Praegar Santa Barbara

Tracy, B. (2015) *Business Strategy* AMACOM New York

Journals

Journal of Business Strategy

Strategic Management Journal

Websites

Chartered Management Institute (www.managers.org.uk)

Harvard Business Review (www.hbr.org)

Assessment

Assessment conditions

- Time and number of marks available:
    - Preparation and research – 2 weeks
    - Controlled Assessment – 3 hours
    - Marks available – 100 marks
- Candidates are required to sit a controlled assessment that has 100 marks available.
- Learners will be required to answer a task based on the learner's research of the pre-release business scenario. The assessment will test higher order skills such as analysis and evaluation.
- Candidates should have access to a modern workplace in order to research and observe strategic planning in contemporary business environments.
- The task will not be pre-seen by the candidates.

Candidate requirements

- Candidates are required to conduct their own research prior to the assessment date to help them complete the examination. The candidates will be required to consider a modern workplace.
- The research brief will be available two-weeks prior to the assessment.
- The task will not be pre-seen.

Assessment control

- This component is set and marked by the centre and verified and moderated by ABMA.

Assessment grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 2 - Improving the Supply Chain through Effective Operations Management

Level

5

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

The aim of this unit is to introduce students to two key aspects of any business – its operations and its supply chain. Learners will develop an awareness of the symbiotic relationship between operations management and a supply chain which will help support their evaluation of the effectiveness and efficiency of an organisation's operations.

Unit Objectives

This unit will support a learner's exploration of the intricacies and dependabilities which exist within any supply chain where multiple stakeholders have both a direct and indirect influence on an organisation's ability to deliver an effective and efficient operations function. Learners will also research a number of related concepts and theories which will enable them to apply knowledge and understanding of the subject to any organisational context.

Learners will be able to use the knowledge gained from studying this unit to inform study of the subject, and topics within it, at a higher level. This could include further study into subjects such as logistics management or strategic operations. When entering the workplace, learners will be able to advise senior colleagues on an organisation's operations function or lead a small team whose role forms part of a larger supply chain process.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the role of operations management within an organisation's supply chain
2. Analyse supply chain systems in context
3. Evaluate the effectiveness of operations management within a supply chain
4. Apply theories and models of operations and supply chain management to gain a competitive advantage

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 5 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas relating to the operations function and its role within a supply chain, and has an informed awareness of different approaches to study. A learner is able to use theoretical or applied knowledge of approaches to operations and supply chain management to address problems which are broadly defined and in complex contexts. In addition, a learner must also demonstrate cognitive skills which provide the basis for reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and analyse concepts relating to operations and supply chain management where theoretical and applied knowledge of relevant concepts is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to these different approaches to study. This would include the use of relevant research to inform actions.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information, ideas and operations and supply chain concepts in context where theories, concepts and models are used to support an applied argument. Learners must also demonstrate an awareness of the nature and scope of operations management in dynamic environments.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. Analyse the role of operations management within an organisation's supply chain

Once a fundamental understanding of both operations management and supply chain has been established, learners will explore different ways in which supply chains are structured. This will include developing an awareness of the characteristics of manufacturing operations and service operations, and an appreciation of the importance of quality and technology within all operations functions and supply chains. Learners will be introduced to content including:

a) the fundamentals of operations management
b) supply chain fundamentals and principles
c) approaches to supply chain management
d) manufacturing operations versus service operations
e) using technology in operations management
f) lean production and quality improvement

2. Analyse supply chain systems in context

Building on the first learning outcome, learners will take a more in-depth consideration of how a supply chain is constructed, how the different components are linked and how important it is to an organisation to have an effective and efficient information system. Learners will also appreciate why it is important to a supply chain that an

organisation adopts a holistic approach to its supply chain and associated systems. Learners will be introduced to content including:

a) the components of a supply chain
b) alternative supply chain systems
c) supply chain information systems
d) a cross-functional approach to a supply chain
e) integrating activities into the supply chain
f) the impact of globalisation on supply chains

3. Evaluate the effectiveness of operations management within a supply chain

Understanding whether an organisation's approach to operations management is effective or not is necessary if improvements are to be made and areas for improvement reduced. The content of this learning outcome will introduce to learner's specific benchmarks and techniques which operations managers could use to help improve the quality of outputs from an operations function. Learners will be introduced to content including:

a) benchmarking current operations
b) the relationship between supply chain strategy and operations management
c) techniques to measure effectiveness of operations management
d) the importance of quality outputs of operations to a supply chain
e) using evaluation outcomes to deliver competitive advantage
f) the impact of stakeholders on operations management and the supply chain

4. Apply theories and models of operations and supply chain management to gain a competitive advantage

Underpinning all learning for this unit will be the varied theories and models which operations managers could use to support their role. Learners will consider the evolution of these theories and models making links between them, operations management and supply chain management. Learners will be taught how to apply these models to contexts where judgements can be made as to their appropriateness and value. Learners will be introduced to content including:

a) the concept of Kaizen
b) improving efficiency through Six Sigma
c) just-in-time inventory management
d) total quality management
e) customer relationship management
f) agency theory

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Teaching and learning for the Improving the Supply Chain through Effective Operations Management unit would benefit from a contextualised approach throughout the programme. The context is the operations function within a supply chain. This will enable learners to appreciate the dynamic nature of this important function. The use of case studies alongside visits to different organisations (service and manufacturing) will help learners to appreciate the diverse nature of operations management within different supply chains.

Recommended Reading

Text Books

Information Resources Management Association (2013) *Supply Chain Management: Concepts, Methodologies, Tools, and Applications* IGI Global Hersey

Kruger, D., Maritz, M. and, Ramphal, R. (2014) *Operations Management* 3rd edition OUP South Africa

Pope, J. A. (2012) *Supply-chain Survival in the Age of Globalization* Business Expert Press New York

Journals

International Journal of Services and Operations Management

Supply Chain management: An International Journal

Websites

Supply Chain Management Association (www.scma.com)

The Institute of Operations Management (www.iomnet.org.uk)

Assessment

Assessment conditions

- Time and number of marks available:
    - Preparation and research – 2 weeks
    - Controlled Assessment – 3 hours
    - Marks available – 100 marks
- Candidates are required to sit a controlled assessment that has 100 marks available.
- Learners will be required to answer a task based on the learner's research of the pre-release business scenario. The assessment will test higher order skills such as analysis and evaluation.
- Candidates should have access to a modern workplace in order to research and observe the supply chain through effective operations management.
- The task will not be pre-seen by the candidates.

Candidate requirements

- Candidates are required to conduct their own research prior to the assessment date to help them complete the examination. The candidates will be required to consider a modern workplace.
- The research brief will be available two-weeks prior to the assessment.
- The task will not be pre-seen.

Assessment control

- This component is set and marked by the centre and verified and moderated by ABMA.

Assessment grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 3 - Leading Change in Dynamic Environments

Level

5

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

The modern business environment is dynamic in nature. This has a constantly evolving impact on how and why an organisation operates. As such, organisations must adapt and change their strategies and operations if they are to survive and grow. The aim of this unit is to develop an awareness of how and why change is constant, how effective leadership can support change and how a review of any change process should inform future strategy and direction.

Unit Objectives

This unit will build on a learner's fundamental understanding of leadership and organisational behaviour. This knowledge will be developed in the context of a dynamic, rather than stable, business environment. Learners will explore the impact of change on a variety of stakeholders as well as the impact on an organisation, its structure and systems. This will place learners in a position to critique the use, by an organisation, of the tools and techniques available to a leader and how effective they have been at delivering the intended change.

Learners will be able to use the knowledge gained from studying this unit to inform study of the subject, and topics within it, at a higher level. This could include focusing on areas such as strategic leadership or locating their learning in a broader context such as international business. When entering the workplace learners will be in a strong position to advise senior managers on the change process, to support organisational change initiatives and to lead small-scale change programs.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the role of leadership in the delivery of organisational change
2. Evaluate the impact of change on an organisation and its stakeholders
3. Apply change leadership approaches in a given context
4. Evaluate the outcomes of a change process

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct

descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 5 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas relating to the fundamentals of change leadership and has an informed awareness of different approaches to study. A learner is able to use theoretical or applied knowledge of approaches to change leadership to address problems which are broadly defined and in complex contexts. In addition, a learner must also demonstrate cognitive skills which provide the basis for reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and analyse concepts relating to change leadership where theoretical and applied knowledge of relevant concepts is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to these different approaches to study. This would include the use of relevant research to inform actions.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information, ideas and strategic concepts in context where the use of theories, concepts and models are used to support an applied argument. Learners must also demonstrate an awareness of the nature and scope of change leadership in dynamic environments.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. **Analyse the role of leadership in the delivery of organisational change**

   It is important for learners to gain some fundamental knowledge of change leadership before engaging with more specific subject matter. This outcome facilitates this. Learners will be able to apply their conceptual knowledge of change leadership in a dynamic environment where change is a constant and necessary part of the modern business world. Learners will be introduced to content including:

   a) change leadership as a concept
   b) drivers and types of organisational change
   c) the characteristics of dynamic and stable environments
   d) using change leadership to deliver change in dynamic environments
   e) the application of planned and emergent change in dynamic environments
   f) using leadership to overcome barriers to change

2. Evaluate the impact of change on an organisation and its stakeholders

Being able to take a step back from a change process, particularly before it is implemented, will enable leaders to determine likely impacts on a range of stakeholders, as well as on the organisation itself. This learning outcome provides some of the fundamental knowledge to support learners in their appreciation of why and how this form of reflection is important to ensuring the success of a change initiative. Learners will be introduced to content including:

a) the concept and use of stakeholder analysis
b) the impact of change on an organisation's strategic aims and objectives
c) determining an organisation's capacity for change
d) supporting individuals and teams through the change process
e) securing senior management support for change initiatives
f) the psychological impact of change on behaviour, attitudes and organisational culture

3. Apply change leadership approaches in a given context

Building on the previous two outcomes, learners will be shown how to use a variety of tools and techniques which could be used to support effective change leadership. Through engagement with the theoretical content of this unit, learners will be able to determine the most appropriate approach to follow when they are responsible for leading change in an organisation. Learners will be introduced to content including:

a) the use of analytical tools to inform change initiatives
b) using theoretical concepts and models to support a change process
c) the relevance of transformational leadership in a dynamic environment
d) the importance of followership and servant leadership during a period of change
e) supporting change through effective communication
f) using situational leadership to determine the most appropriate leadership approach to take

4. Evaluate the outcomes of a change process

Once a period of change has ended, it is necessary to evaluate how successful the process has been. This will ensure lessons can be learnt to inform future change initiatives as well as to reflect on how the most recent changes have been accepted by all stakeholders and, where appropriate, implemented. This learning outcome introduces various theoretical concepts and models which will help learners to be in a position to determine the extent to which any given change process has been successful. Learners will be introduced to content including:

a) the importance to effective change leadership of adopting an appropriate change process model
b) using benchmarks and key performance indicators to measure success
c) determining the internal impact of change on an organisation
d) realigning corporate strategy following a period of change
e) determining the impact of change on external stakeholders
f) measuring the extent to which change fatigue affects an organisation

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Teaching and learning for the Leading Change in Dynamic Environments unit would benefit from a contextualised approach throughout the programme. The context is a dynamic environment. This will enable learners to appreciate the constant presence of drivers of change and that the modern business world is, through factors such as technology and social mobility, evolving all the time. The use of case studies alongside contemporary business news reports will add realism and value to a learner's experience. This will help learners to appreciate the application of appropriate change models, concepts, tools and change leadership approaches based on a given situation.

Recommended Reading

Text Books

Baxter-Southworth, H. (2011) *Influence Across Boundaries: How to Succeed in a Global Business Environment* Third Bridge Arnold

Goksoy, A. (2016) *Organizational Change Management Strategies in Modern Business* IGI Global Hershey

McNutt, M., Murphy, S. E., Sowcik, M. and Andenoro, A. C. (2015) *Leadership 2050: Critical Challenges, Key Contexts, and Emerging Trends* Emerald Group Bingley

Journals

International Journal of Leadership and Change

Journal of Change Management

Websites

Chartered Institute of Personnel and development (www.cipd.co.uk)

Leadership Thoughts (www.leadershipthoughts.com)

Assessment

Assessment Conditions

- Candidates will be provided with an individual assignment of 3500-4000 words
- The assignment will be based on a real organisation
- The purpose of this assignment is to address challenge and application by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, pertaining to leadership in the delivery of organisational change
- The assignment will be completed by learners independently and handed in to centres by the centre-set due date

Candidate requirements

- Candidates will carry out an individual assignment for this unit
- The assignment will be a written essay or extended response including an analysis of the real organisation of 3500-4000 words
- Candidates are required to complete and submit their assignment based on the information and/or questions provided

Assessment control

- The centre will set the assignment
- ABMA Education will verify the assignment
- Individual centres mark the assignment
- ABMA will moderate the assignment
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation

Assessment grade

This individual assignment is eligible for grades at pass, merit and distinction.

Unit 4 - Contemporary Issues in Human Resource Management

Level

5

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

The aim of this unit is to enable learners to understand and appreciate the current context in which the management of human resources is placed. The unit will introduce learners to some of the current issues which affect the management of human resources in a national and international context.

Unit Objectives

Following an overview of the background to human resource management, this unit will introduce learners to some of the contextual relationships which exists between the human resource management role and function and key aspects of an organisation. This includes relationships between the human resource and business strategies, the relationship with other organisational functions and the relationship with organisational development.

Once successfully completed, the knowledge gained from this unit should enable learners to appreciate the role the human resource management function has in supporting them to be effective leaders and managers. In addition, for those wishing to study the subject in more detail, the unit provides a fundamental understanding of human resource management to enable them to explore the subject in greater depth, perhaps through a specialised programme of study.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the relationship between human resource management and contemporary business issues
2. Evaluate the nature, scope and impact of the human resource management function
3. Analyse the relationship between the human resource management function and organisational performance
4. Evaluate the effectiveness of organisation development practice in a contemporary context

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 5 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas relating to the functional role of human resource management and has an informed awareness of different approaches to study. A learner is able to use theoretical or applied knowledge of approaches to contemporary human resource management to address problems which are broadly defined and in complex contexts. In addition, a learner must also demonstrate cognitive skills which provide the basis for reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and analyse concepts relating to aspects of human resource management where theoretical and applied knowledge of relevant concepts is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to these different approaches to study. This would include the use of relevant research to inform actions.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information, ideas and strategic concepts in context where the use of theories, concepts and models are used to support an applied argument. Learners must also demonstrate an awareness of the role played by the human resource management function in a contemporary context.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. **Analyse the relationship between human resource management and contemporary business issues**

   Human resource management plays an important and significant role in all organisations. However, this role is not undertaken in isolation. Learners will explore how and why the human resource management role has developed within the contemporary business environment. Through this exploration, learners will develop an appreciation of the relationship between human resource strategy and the overall corporate strategy of a business. Learners will be introduced to content including:

   a) the origins and theoretical basis of human resource management

b) the internal and external factors which influence human resource management activities
c) the impact of culture and diversity on human resource management
d) contemporary approaches to the management of employee relations
e) the relationship between human resource strategy and business strategy
f) using coaching and mentoring to support business operations

2. Evaluate the nature, scope and impact of the human resource management function

Organisations consist of different roles and functions. This learning outcome focuses on the roles and functions of human resource management where a contemporary perspective is taken. Through an understanding of key concepts such as talent management and ethics, learners will be able to gain a fundamental awareness of the importance of the human resource management function to the achievement of organisational goals. Learners will be introduced to content including:

a) contemporary roles and functions of human resource management
b) recruiting, selecting and developing organisational talent
c) managing and controlling the human resource management function
d) supporting line managers to delivery business objectives
e) ethical human resource management
f) the relationship between the human resource management function and a motivated workforce

3. Analyse the relationship between the human resource management function and organisational performance

Building on the knowledge gained in learning outcome 2, learners will be in a position to explore the reasons for developing, and the methods used to develop, high performance working. Developing this knowledge will support a learner's ability to scrutinise the importance and impact of human resource management as a means to improve organisational performance. Learners will be introduced to content including:

a) organisational performance as a concept
b) frameworks for high performance working
c) training and development as tools to deliver business objectives
d) sustaining high performance working through coaching and mentoring
e) the importance of employee engagement to organisational performance
f) the impact of organisation and job design on organisational performance

4. Evaluate the effectiveness of organisation development practice in a contemporary context

This unit draws to a conclusion by considering how contemporary business and human resource contexts impact on organisational development. Learners will call on existing knowledge of organisational change and culture which will enable them to form opinions and make judgements on the effectiveness of an organisation's use of organisation development to help achieve its aims and objectives. Learners will be introduced to content including:

a) organisational development as a concept and as a process
b) the use of organisational development interventions in practice
c) organisational development as a reward and as a motivator

d) the impact of change on organisational performance
e) the relationship between employee engagement and organisational development
f) promoting a performance culture to support organisational development

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Teaching and learning for the Contemporary Issues in Human Resource Management unit would be enhanced through the use of guest lecturers who work in a human resource management role. In addition, the application of knowledge would be developed through the inclusion of real case studies and engagement with national and international news stories which relate to employment and employee relations.

Recommended Reading

Text Books

Amos, T (2016) Human Resource Management 4th edition Juta and Company Cape Town

Grobler, P. A. (2012) *Contemporary Issues in Human Resource Management: Gaining a Competitive Advantage* 4th edition OUP Cape Town

Lawler, E. E. and Boudreau, J. W. (2015) *Global Trends in Human Resource Management: A Twenty-year Analysis* Stanford University Press Stanford

Journals

Human Resource Management Review

International Journal of Human Resource Management

Websites

Chartered Institute of Personnel and Development (www.cipd.co.uk)

HRM Today (www.hrmtoday.com)

Assessment

Assessment conditions

- Candidates will be provided with an individual assignment of 3500-4000 words
- The assignment will be based on a case-study organisation
- The purpose of this assignment is to address challenge and application by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, pertaining to the analysis and evaluation of how issues in Human Resources Management impact on organisational performance
- The assignment will be independently researched and completed by learners and handed in to centres by the centre-set due date

Candidate requirements

- Candidates will carry out an individual assignment for this unit
- The assignment will be a written essay or extended response of 3500-4000 words
- Candidates are required to conduct their own research to help them complete the assignment
- Candidates are required to complete and submit their assignment based on information provided in the case-study

Assessment control

- The centre will set the assignment
- ABMA will verify the assignment
- Individual centres mark the assignment
- ABMA will moderate the assignment
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation

Assessment grade

This individual assignment is eligible for grades at pass, merit and distinction.

Unit 5 - Enterprise and Entrepreneurship

Level

5

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

New ideas and the successful development of those ideas are crucial to the ongoing success of any economy. These ideas may lead to the creation of a completely new business opportunity or add to the portfolio of products and services offered by an already well-established business. Whether it is externally or internally-driven, such developments can provide profound social and economic benefits.

This unit seeks to provide contemporary awareness of entrepreneurial and intrapreneurial activity and how both individuals and organisations can benefit from them.

Unit Objectives

To achieve the unit's aim, the content provides learners with the knowledge and understanding of how ideas are generated, developed and operationalised. Moreover, it examines the different types of risks involved as well as the potential social and economic benefits which can be gained.

On successful completion of this unit a learner will be equipped with the knowledge and skill sets to explore and develop ideas external to and within organisations. The unit will help prepare learners for higher level study, creating their own new venture opportunities as well as entering organisations to assist in their intrapreneurial activities.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the roles of enterprise, entrepreneurship and intrapreneurship within a contemporary setting
2. Evaluate different types of risks associated with entrepreneurial and intrapreneurial activities
3. Evaluate the social and economic aspects of entrepreneurial and intrapreneurial activities
4. Apply knowledge and understanding to the development of a business plan which supports a new business idea

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 5 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas relating to enterprise and entrepreneurship and has an informed awareness of different approaches to study. A learner is able to use theoretical or applied knowledge of approaches to contemporary entrepreneurial activities to address problems which are broadly defined and in complex contexts. In addition, a learner must also demonstrate cognitive skills which provide the basis for reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and analyse concepts relating to aspects of enterprise where theoretical and applied knowledge of relevant concepts is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to these different approaches to study. This would include the use of relevant research to inform actions.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information, ideas and entrepreneurial concepts in context where the use of theories, concepts and models are used to support an applied argument. Learners must also demonstrate an awareness of the role played by entrepreneurship and intrapreneurship in a contemporary context.

Assessment grading will be benchmarked against the criteria shown above. .

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. **Analyse the roles of enterprise, entrepreneurship and intrapreneurship within a contemporary setting**

   The content of this learning outcome provides the learner with an opportunity to gain knowledge and understanding of the fundamental definitions, concepts and models, including the personal attributes and skills, required to be a successful entrepreneur in a contemporary business context. The learner will consider the role of the different types of entrepreneurs, whether they work within an organisation or establish and operate their own enterprise.

   Learners will be introduced to content including:

a) exploring the different types of entrepreneurial activity and the entrepreneurial organisation
b) cultivating entrepreneurial activity within small to medium enterprises (SME) and multinational enterprises (MNE)
c) the skills, personal characteristics and traits required of an entrepreneur/intrapreneur
d) establishing a feasible business idea through creative ideas generation
e) testing the viability of ideas
f) the scalability of entrepreneurship/intrapreneurship activities

2. Evaluate different types of risks associated with entrepreneurial and intrapreneurial activities

Transforming an idea or proposition into a reality is often fraught with a variety of different types of risk. Through this learning outcome learners will examine the various types of risks associated with innovations and entrepreneurial activity and how to assess and manage them.

Learners will be introduced to content including:

a) the different types of financial instruments and associated levels of risk
b) innovation and risk assessment, monitoring and review
c) developing effective budgets which support functional business activities
d) managing and controlling a range of functional business activities including marketing
e) planning and control to build resilience
f) the influence of macro factors or externalities on entrepreneurial/ intrapreneurial activity

3. Evaluate the social and economic aspects of entrepreneurial and intrapreneurial activities

There is significant evidence available which suggests that entrepreneurial activity can deliver both societal and economic benefits at local, national and international levels. However, it is important to examine the difficulties associated with building credible entrepreneurial activities which provide benefits at local and national level. This is important as learners need to understand the potential difficulties associated with developing any form of entrepreneurial activity.

Learners will be introduced to content including:

a) the concept of social entrepreneurship
b) cultivating entrepreneurial thinking within emerging nations
c) ethics and corporate social responsibility
d) the positive and negative societal consequences of entrepreneurial activities
e) the potential economic benefits resulting from local, national and international entrepreneurial activities
f) the commercialisation of entrepreneurial ideas

4. Apply knowledge and understanding to the development of a business plan which supports a new business idea

Critical to entrepreneurial activity is the ability to develop an idea, support that idea with an effective business plan and be able to convince decision-makers through networking and presentations of its viability. This learning outcome seeks to place the various approaches and concepts into a practical context that learners can apply.

Learners will be introduced to content including:

a) the generating of an idea for a new business opportunity
b) the methods for testing the viability of new business ideas
c) the skills for developing a business plan to support a new business idea
d) sources of funding for the project
e) the examination of both the potential societal and economic returns from the business idea
f) the skills to present and disseminate their ideas to decision-makers

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Governments, non-governmental organisations and companies increasingly encourage and support entrepreneurial activity. This support highlights the potential value both socially and economically that such activity can deliver, especially within emerging nations. This unit should be delivered in the context of in-depth analysis and discussion of the different approaches which can be taken to engender entrepreneurial thinking and creativity. Moreover, there should a practical focus which encourages learners to consider how they might be able to contribute to such activities.

The sessions should include the use of business case studies, guest speakers, business simulations, group discussions and team-working exercises. Where possible, centres could arrange visits to businesses recently started by entrepreneurs and/or organisations which support intrapreneurial activities. Such an approach will help learners to enhance their depth of knowledge, understanding and critical awareness of the subject.

Recommended Reading

Text Books

Downs, S. (2010) *Enterprise, Entrepreneurship and Small Business*. SAGE London.

Nieuwenhuizen, C. (ed) (2015) *Basics of Entrepreneurship* (3rd edition) Juta Publishing Claremont.

Schoar, A, and Lerner, J. (2010) *International Differences in Entrepreneurship* University of Chicago Press Chicago.

Journals

European Planning Studies

Innovation: The European Journal of Social Sciences

Websites

The European Commission – Growth, Internal Markets, Industry, Entrepreneurship & SMEs (www.ec.europa.eu/growth)

The World Bank (www.worldbank.org)

Assessment

Assessment Conditions

- Candidates will carry out an individual assignment in 2 parts for this unit
- The assignment will be presented in 2 parts:
    1. A 2000-2500-word report based on an analysis and evaluation of entrepreneurial and intrapreneurial activities and risks relating to a real organisation. This will address learning outcomes 1, 2 and/or 3.
    2. A 1500-2000-word outline proposal for a business plan which supports a new business idea *or* an intrapreneurial idea for the real organisation analysed in part 1. This will address learning outcome 4.
- The assignment over 2 parts will be graded holistically
- The purpose of this assignment is to address challenge and application by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, pertaining to existing enterprise and entrepreneurship / intrapreneurship as well as the development of entrepreneurship/intrapreneurship skills
- The assignment will be completed by learners independently and handed in to centres by the centre-set due date

Candidate requirements

- Candidates will carry out an individual assignment for this unit
- The assignment will be presented in 2 parts
    1. A 2000-2500 -word report based on an analysis and evaluation of entrepreneurial and intrapreneurial activities and risks relating to a real organisation. This will address learning outcomes 1, 2 and 3
    2. A 1500-2000-word outline proposal for a business plan which supports a new business idea *or* an intrapreneurial idea for the real organisation analysed in part 1. This will address learning outcome 4.
- The assignment will be graded holistically over both parts
- Candidates are required to complete and submit their assignment based on the information and/or questions provided

Assessment control

- The centre will set the assignment
- ABMA will verify the assignment
- Individual centres mark the assignment

- ABMA will moderate the assignment
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation

Assessment grade

This individual assignment is eligible for grades at pass, merit and distinction.

Unit 6 - Contemporary Marketing

Level

5

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

This unit seeks to enable learners to examine and debate the fundamentals of marketing within contemporary settings for a range of different types of organisations. As marketing is a 'live' subject, this will help learners to better understand how marketing has become part of all our daily lives.

Unit Objectives

To achieve the above aim, the content will develop valuable knowledge and understanding of the frameworks, ideas and concepts which underpin marketing within a contemporary context. On successful completion of this unit, learners will have enhanced their knowledge and understanding of the contemporary marketing environment. This will help prepare them for further advanced study leading to a career in a marketing-related field, such as an assistant marketing manager.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Evaluate the effectiveness of marketing frameworks, concepts and techniques
2. Evaluate the role of marketing within contemporary organisational settings
3. Evaluate the extent to which external factors influence and impact marketing operations
4. Apply appropriate marketing frameworks and techniques to develop an effective marketing plan

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 5 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas relating to marketing in a contemporary setting and has an informed awareness of different approaches to study. A learner is able to use theoretical or applied knowledge of approaches to marketing to address

problems which are broadly defined and in complex contexts. In addition, a learner must also demonstrate cognitive skills which provide the basis for reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and analyse concepts relating to marketing where theoretical and applied knowledge of relevant concepts is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to these different approaches to study. This would include the use of relevant research to inform actions.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information, ideas and strategic concepts in context where the use of theories, concepts and models are used to support an applied argument. Learners must also demonstrate an awareness of the nature and scope of change leadership in dynamic environments.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. Evaluate the effectiveness of marketing frameworks, concepts and techniques

Learners will examine key frameworks, concepts and techniques used by marketers within different organisational contexts. It is important for learners to understand the context in which these frameworks, concepts and techniques are used and their levels of effectiveness. This will enable them to appreciate which framework, concept or technique is the most appropriate one to employ in a given situation. Learners will be introduced to content including:

a) the generic 7Ps of the marketing mix
b) macro environmental frameworks
c) markets and marketing research
d) buyer behaviour within both consumer and organisational contexts
e) segmentation, targeting and positioning (STP)
f) branding and brand management

2. Evaluate the role of marketing within contemporary organisational settings

The study of marketing often focusses on profit-orientated companies. However, marketing is used across a wide range of organisational settings. It is, therefore, important for learners to gain a breadth of understanding of how marketing is used across different types of organisations. Equally, consideration needs to be given to the integration of marketing within organisational structures and how the marketing department works with other functional units, such as finance. Learners will be introduced to content including:

a) marketing operations within a business-to-business (B2B) and business-to-consumer (B2C) context
b) the use of marketing by charities and non-government organisations (NGOs) to enhance profiles and promote good causes
c) the use of marketing by government departments and political parties to communicate key messages to the electorate, their citizens and other countries
d) the interrelationship between marketing and other functional units within an organisational structure
e) the ethical and corporate social responsibility issues associated with marketing
f) contemporary marketing trends and emerging issues

3. Evaluate the extent to which external factors influence and impact marketing operations

Various external or macro factors can influence and impact on the way an organisation markets its products and/or services to its customers. These factors can be generated at a local, national or international level. Depending on the situation and circumstances in which an organisation is operating, it may have little or no control over the influence of these externalities. Learners must understand the potential impact (positive and negative) of these factors and be able to appreciate how an organisation could either pre-empt or react to them according to the situation or circumstance. Learners will also appreciate the importance of an organisation's resources on its ability to take advantage of a positive macro factor or mitigate the impact of a negative one. Learners will be introduced to content including:

a) the different types of frameworks used to examine external factors
b) the influence of different levels of competition on marketing decision-making and operations
c) the impact of macro factors on organisational viability, marketing decision-making and operations
d) the impact of local, national and trans-national factors on Business-to-Consumer (B2C) and Business-to-Business (B2B) marketing
e) using scenario analysis to pre-empt the influence and impact of externalities on marketing operations
f) managing risk within and across marketing operations

4. Apply appropriate marketing frameworks and techniques to develop an effective marketing plan

An important aspect of improving knowledge and understanding of the fundamentals of marketing is through application. Through this learning outcome learners will consolidate the knowledge they have gained through studying the previous three learning outcomes. This will help learners to understand how and when to apply an appropriate framework and model based upon the specific context. Learners will be introduced to content including:

a) the frameworks used to construct a marketing plan
b) constructing a rationale for an effective marketing plan
c) developing and undertaking a marketing audit to provide the information required to populate a marketing plan
d) the interrelationship between marketing and other functional units within an organisation to inform a viable marketing plan
e) measuring effectiveness and responding to market dynamics (for instance, the macro factors)
f) why some marketing plans fail and how failure could have been avoided

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Marketing is very much a 'live' subject area as it affects each and everyone one of us in our daily lives. Therefore, Contemporary Marketing should demonstrate the interrelationship between theory and practice within a real-world context which learners can understand and appreciate. The sessions should include the use of both academic and business case studies, team-working exercises, discussion groups, guest speakers and, where possible, organisational visits. Such an approach will help learners to enhance their depth of understanding and their critical awareness of marketing.

Recommended Reading

Text Books

Kimmel, A.J. (2010) *Connecting with Consumers: Marketing for New Marketplaces* Oxford University Press Oxford

Kotler, P. and Caslione, J.A. (2009) *Chaotics: The Business of Managing and Marketing in the Age of Turbulence* AMACOM New York

Masterson, R. and Pickton, D. (2014) *Marketing: An Introduction* 3rd edition SAGE London

Journals

Advertising Age

Brand Week

Websites

American Marketing Association (www.ama.org)

McKinsey Global Management Consultants (www.mckinsey.com)

Assessment

Assessment Conditions

- Candidates will carry out an individual assignment in 2 parts for this unit
- The assignment will be presented in 2 parts:
    1. A 2000-2500 word report based on an analysis and evaluation of marketing activities, concepts and frameworks and risks relating to a case-study organisation. This will address learning outcomes 1, 2 and/or 3.
    2. A marketing campaign in 1500-2000 words for a given product or service that was presented to them in the case study. This will address learning outcome 4.
- The assignment will be graded holistically over both parts
- The purpose of this assignment is to address challenge and application by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, pertaining to existing marketing frameworks and activities as well as the development of marketing skills
- The assignment will be completed by learners independently and handed in to centres by the centre-set due date

Candidate requirements

- Candidates will carry out an individual assignment for this unit
- The assignment will be presented in 2 parts
    1. A 2000-2500 word report based on an analysis and evaluation of marketing activities, concepts and frameworks and risks relating to a case-study organisation. This will address learning outcomes 1, 2 and 3.
    2. Candidates are required to prepare a marketing campaign in 1500-2000 words for a given product or service, that was presented to them in the case study. This will address learning outcome 4.
- The assignment will be graded holistically over both parts
- Candidates are required to complete and submit their assignment based on the information provided in the case-study

Assessment control

- The centre will set the assignment
- ABMA Education will verify the assignment
- Individual centres mark the assignment
- ABMA will moderate the assignment
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation

Assessment grade

This individual assignment is eligible for grades at pass, merit and distinction.

Unit 7 - Legal Rights and Responsibilities in Business Law

Level

5

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

Business law influences almost every aspect of corporate and working life; from protection of physical and financial wellbeing, to enforcement of rights and responsibilities within the workplace. This unit aims to provide learners with an academic and practical awareness of these laws and to develop the skills necessary to operate legally within an increasingly litigious business environment.

Unit Objectives

This unit will provide learners with knowledge of the legal rights and responsibilities governing various aspects of the business environment. This thread of awareness of rights and responsibilities runs through all aspects of business law and is an important aspect of this unit; from the more formal obligations of contract law, to broader tort based liability.

Employment law also focuses on legal rights and obligations, with topical examination of the impact of employment law on employer and employee behaviours and on the business as a whole.

Examination of various business structures and the rights and liabilities attached to them will also encourage learners to be mindful of the regulations and duties involved with the management of any business. This will enable learners to recognise legally and ethically acceptable behaviour when dealing with, or being part of, a business and the consequences of failure to stay within the parameters of these laws. This awareness will provide learners with knowledge, thereby, enabling them to protect their own rights in business, as well as avoid intruding on the rights of others.

Further study of either business or law will be supported by studying this unit due to its business content within a legal context. Further study of pure law units will also be aided as methods of legal citation and interpretation will be covered within this unit. Consideration of operating one's own business will also be possible as learners will be aware of the obligations attached to company and partnership entities. Employment within managerial roles will also be possible through studying by this unit as it is becoming increasingly necessary for managers to be aware of legal rights and liabilities attached to business operations which will help to protect business reputation and avoid litigation.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the creation, development and interpretation of English law
2. Apply the law of obligations to contractual liability and tortious liability
3. Analyse the effectiveness of the law of employment within a contemporary working environment
4. Evaluate the rights, responsibilities and liabilities associated with different business structures

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 5 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can analyse information and ideas relating to the fundamentals of business law and has an informed awareness of different approaches to study. A learner is able to use theoretical or technical knowledge of business law to address problems which are broadly defined and in complex contexts. In addition, a learner must also demonstrate cognitive skills which provide the basis for reflection on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and analyse concepts relating to business law where theoretical and technical knowledge of relevant laws is used to address problems which are difficult to define, non-routine and complex. Learners are also required to use an informed awareness of different approaches to study to reflect on and make changes to these different approaches to study. This would include the use of relevant research to inform actions.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to evaluate information, ideas and legal concepts in context where the use of theories, concepts and models are used to support an applied argument. Learners must also demonstrate an awareness of the nature and scope of business law.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. Analyse the creation, development and interpretation of English Law

This learning outcome will provide an introduction to the structure of the English legal system with reference to the creation, development and interpretation of the law, as well as a focus on academic legal citation. This will enable learners to understand the role that case law and legislation will play in the study of this unit, as well as the importance of citing law to support arguments. Learners will be introduced to content including:

a) the courts structure and legal institutions
b) the difference between civil law and criminal law
c) creation, development and interpretation of case law
d) creation, development and interpretation of legislation
e) societal, political and EU Influences on law-makers
f) citing case law and legislation

2. Apply the law of obligations to contractual liability and tortious liability

The understanding of individual rights and obligations within a business context are the key focus of this learning outcome. Awareness of the legal standards forming the law of contract and the law of tort will enable learners to identify the formation of legal rights and the liabilities of breach within these two related but distinct areas of law. This examination of rights and liabilities will be based on fundamental areas such as:

a) creating and interpreting a contract
b) vitiating factors – contractual mistake and misrepresentation
c) limiting contractual liability: exclusion clauses
d) remedies for breach of contract
e) liability under the law of tort: physical injury
f) liability under the law of tort: psychiatric injury and financial injury

3. Analyse the effectiveness of the law of employment within a contemporary working environment

This learning outcome will expand a learner's knowledge of the legal rights and responsibilities within various business circumstances but with a focus on the law of employment. The employment relationship forms a crucial aspect of individual welfare as well as impacting on the success of a business. This very topical outcome will provide learners with an understanding of the legal standards of behaviour expected as an employee as well as the obligations of employers before, during and on termination of employment. A focus on the changes to laws governing discrimination in the workplace will provide a practical example of how societal dynamics influence development of the law. The following will provide learners with some fundamental understanding of employment law related to:

a) the difference between employees and self-employed persons
b) rights and responsibilities of employers
c) rights and responsibilities of employees
d) equality at work and discrimination legislation
e) misconduct in the workplace

f) termination and dismissal

4. Evaluate various business structures with a focus on differing rights, responsibilities and liabilities

The legal status of a business will largely determine the rights and responsibilities attached to people working in the organisation and, potentially, to the organisation as a separate legal entity. This learning outcome will enable learners to understand the different processes and liabilities attached to company and partnership formation, operation and dissolution. The fundamental areas shown below will be addressed within an overarching study of the rights, responsibilities and liabilities of both natural and legal persons:

a) introduction to agency and business structures
b) the concept of limited liability and unlimited liability within a business
c) creating, operating and terminating a partnership and an LLP
d) creating and running a company: submissions and transparency
e) corporate social responsibility and company ethics
f) insolvency and dissolution of a company

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

With respect to the Legal Rights and Responsibilities in Business Law unit, the teaching and learning approach should focus on interactive lectures and small group based tutorials. Learners should be encouraged to engage in tutorial discussions and group debates on the areas of law covered in a lecture; thereby forming the skill of legal 'analysis' and 'evaluation', which is important to successfully meeting the requirements of the unit's assessment. Practical scenarios and 'lawyer-client role plays' can also be used in tutorials to encourage learners to develop the essential skills of applying the law to a set of given circumstances. This is also important to the successful completion of the 'apply the law' component of the unit's assessment.

In an effort to stimulate an interest in the study of law, learners should be encouraged to visit a court as a spectator and view the legal system in its operational setting. However, this should not detract from time spent within the classroom environment, but rather encouraged as an interesting, supplementary activity students may undertake as part of self-study activities.

Recommended Reading

Text Books

BPP Learning Media (2013) *Business Law: Course Book* BPP Learning Media London

In Business Reference Guide (2014) *Business Law and Ethics* Salem Press Amenia

Marson, J. (2011) *Business Law* OUP Oxford

Journals

Cambridge Law Journal

Modern Law Review

Websites

Courts and Tribunals Judiciary (www.judiciary.gov.uk)

The Law Society (www.lawsociety.org.uk)

Assessment

Assessment conditions

- Time and number of marks available:
    - External examination – 3 hours
    - Marks available – 100 marks – 40 marks in Section A and 60 marks in Section B.
- Candidates are required to sit a three-hour exam that has 100 marks available; the examination is split into 2 sections. Section A will contain short answer questions and Section B both essay and scenario based questions.

Candidate requirements

- Candidates will answer all questions in Sections A and B.
- Section A is worth 40 of the available marks.
- Section B is worth 60 of the available marks.

Assessment control

- This component is set and marked by ABMA.

Assessment grade

- This assessment is eligible for grades at pass, merit and distinction.

Appendix C Level 6 Business Management

Total Qualification Time

750 hours

Level 6 Unit Descriptors

Unit 1 - Globalisation: An Opportunity for Strategic Growth

Level

6

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

The aim of this unit is to enable learners to appreciate and understand the key global issues which affect all organisations irrespective of whether they have any direct involvement with international trade. Learners will develop an understanding of the symbiotic nature of key globalisation factors and how these will impact on internationalisation strategies.

Unit Objectives

The unit will develop an awareness in the minds of learners of the intricacies which globalisation presents to an organisation. In doing so, learners will consider what influences globalisation and how organisations can exploit global opportunities. Learners will also develop an understanding of the impact of global businesses on a range of different stakeholders and on the business environment as a whole.

Learners could use the knowledge gained from this unit to study at a higher level or to focus on specific qualifications which take a deeper view of globalisation. When entering the workplace, learners will be able to advise senior managers on an organisation's options for developing an international growth strategy. Learners could also use this knowledge to lead small scale projects, such as research, where establishing market entry strategies is the key objective.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the factors which drive globalisation
2. Evaluate opportunities for growth in a global business environment
3. Evaluate the impact of global business on an organisation
4. Evaluate the impact of global business on host and home countries

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 6 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can demonstrate advanced practical and conceptual knowledge and understanding of globalisation. A learner demonstrates an awareness of the interacting factors relevant to operating in a global context. A learner is able to use theoretical or technical knowledge of relevant concepts to refine and adapt methods to address problems which are broadly defined and complex. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflective evaluation on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and evaluate information and ideas in a global context where theoretical and practical knowledge of global influences and strategies is used to inform actions in complex situations. Learners are also required to use an informed awareness of the implications which different approaches to study have on their performance.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to apply a critical perspective to complex information and ideas in a global context where learners demonstrate an ability to evaluate the theories, concepts and models which are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. Analyse the factors which drive globalisation

Fundamental to an understanding of globalisation is being aware and appreciative of the factors which drive this dynamic environment. Globalisation can be driven through a variety of factors which must not be seen in isolation. It is usual for these factors to be inter-related, a concept which learners must understand. Learners will be introduced to content including the:

a) social and economic factors which drive globalisation
b) political and technological factors which drive globalisation
c) importance of culture, values and ethics to a globalised organisation
d) concept of global governance
e) influence of international finance and foreign exchange on international trade
f) impact of international trade legislation on global operations

2. Evaluate opportunities for growth in a global business environment

Globalisation presents a range of opportunities for organisations to expand existing products or services as well as providing prospects to diversify its offerings. This unit will consider how organisations could exploit these opportunities through, for example, exporting or foreign direct investment. However, any such expansion will present risks which learners must be aware of. Learners will be introduced to content including:

a) key differences between home and international markets

b) analysing global markets to determine opportunities for growth
c) deliberate and emergent strategies for growth
d) global market entry strategies
e) the importance of understanding risk and diversification to global operations
f) exploiting host country resources to support market entry strategies

3. Evaluate the impact of global business on an organisation

When organisations take the decision to operate in an international market, they must consider how this will impact their operations. This would apply to the initial market entry as well as engaging in ongoing international trade. Learners must also be aware that working in other countries will mean working with different cultures. This will have a significant impact on how organisations are led and managed. This concept is key if learners are to appreciate the need for leaders and managers to be informed and adaptable. Learners will be introduced to content including the impact on:

a) organisational aims and objectives
b) organisational structures, systems and processes
c) organisational decision making
d) leading and managing in a global environment
e) organisational culture and values
f) buyer behaviour in international markets

4. Evaluate the impact of global business on host and home countries

Building on the previous three learning outcomes, this outcome focuses on how a global business could impact on a number of factors. These impacts could be as a direct or indirect consequence of global operations. In addition, learners must appreciate that some impacts are so significant that organisations have to exit a market. Understanding the exit strategies which are available to organisations will help to minimise, and possibly mitigate, the risk of global expansion. Learners will be introduced to content including:

a) characteristics of home and host countries
b) the impact of global business on developed economies
c) the impact of global business on developing economies
d) developing host country support networks
e) developing strategies for successful integration with host countries
f) developing appropriate exit strategies

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Globalisation: an Opportunity for Strategic Growth will provide learners with an opportunity to locate their understanding of business in a global context. Learning would be enhanced through the use of case studies of organisations which currently operate in an international

market. In addition, encouraging learners to explore the complexities of globalisation and its relationship with international trade will enable learners to contextualise their knowledge. This exploration could be supported by directing learners to international news reports which are available online.

Recommended Reading

Text Books

Ardalan, K. (2014) *Understanding Globalization* Transaction Publishers New Brunswick

Business Reference Guide edited by Salem Press (2014) *The Effects of Globalization on International Trade* Salem Press Boston

Bowen, H., Viaene, J-M. and Hollander, A. (2012) *Applied International Trade* Palgrave MacMillan Basingstoke

Journals

Harvard International Review

International Journal of Business and Globalisation

Websites

UNESCO (www.unesco.org)

United Nations (www.un.org)

Assessment

Assessment Conditions

- Candidates will be provided with an individual assignment of 3500-4000 words
- The assignment will be based upon a business case-study
- The purpose of this assignment is to address challenge and application by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, pertaining to the analysis of globalisation in a current business and evaluation and impact of globalisation in international business environments
- The assignment will be independently researched and completed by learners and handed in to centres by the centre-set due date

Candidate requirements

- Candidates will carry out an individual assignment for this unit
- The assignment will be an essay or extended response including an analysis of the business case-study of 3500-4000 words
- Candidates are required to conduct their own research to help them complete the assignment
- Candidates are required to complete and submit their assignment based on the information in the case-study provided

Assessment control

- The Centre will set the assignment
- ABMA Education will verify the assignment
- Individual centres mark the assignment
- ABMA will moderate the assignment
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation

Assessment grade

This individual assignment is eligible for grades at pass, merit and distinction.

Unit 2 - Strategy and Planning for Competitive Advantage

Level

6

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

The aim of this unit is to encourage learners to explore the complex nature of strategic management, thereby developing a depth of knowledge which will support independent thoughts, ideas and suggestions. Learners will develop an understanding of the role and importance of effective strategic planning to an organisation so that it can achieve competitive advantage in a single or multiple markets.

Unit Objectives

The unit content will develop, in learners, an appreciation that there are different levels of organisational planning where strategy informs tactics which, in turn, informs operational activity. Learners will be required to critique seminal and contemporary literature on the subject of strategic planning so they are able to use planning techniques to support strategic goals. Ultimately, learners will appreciate that there is a symbiotic relationship between strategy and planning.

Learners could use the knowledge gained from this unit to study at a higher level or to focus on specific qualifications such as strategic leadership, strategic HRM or strategic marketing. When entering the workplace, learners will be able to advise senior managers on an organisation's options for developing strategic plans. Learners could also use this knowledge to lead small scale planning activities which inform organisational strategy.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the purpose of operational, tactical and strategic planning
2. Evaluate strategic management concepts, theories and models in a contemporary context
3. Evaluate key issues in the development of international strategies
4. Apply knowledge of planning techniques to a given situation

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct

descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 6 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can demonstrate advanced practical and conceptual knowledge and understanding of strategic management. A learner demonstrates an awareness of the key principles of strategic management in context. A learner is able to use theoretical or technical knowledge of relevant concepts to refine and adapt methods to address problems which are broadly defined and complex. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflective evaluation on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and evaluate information and ideas related to strategic management and planning in a contemporary context. Theoretical and practical knowledge of strategic management techniques is used in complex situations to inform actions. Learners are also required to use an informed awareness of the implications which different approaches to study have on their performance.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to apply a critical perspective to complex information and ideas in a strategic management context where learners demonstrate an ability to evaluate the theories, concepts and models which are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above. .

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. Analyse the purpose of operational, tactical and strategic planning

Fundamental to understanding planning is an appreciation of the different levels within an organisation where planning takes place. This unit will introduce these levels to learners and will form the basis for other learning outcomes in this unit. Learners will also appreciate that planning activities follow a process where frameworks should be employed to assist the formulation of plans. Learners will be introduced to content including:

a) organisational planning as a concept and as a process
b) an overview of levels of organisational planning
c) operational planning
d) tactical planning
e) strategic planning
f) frameworks for developing a strategy

2. Evaluate strategic management concepts, theories and models in a contemporary context

Being able to critique relevant concepts, theories and models is a key characteristic if learners are to effectively apply knowledge appropriate to a specific context. Learners

must become aware that there is more than one approach to effective strategy and planning. If the right approach is selected and employed correctly, it could support the achievement of gaining a competitive advantage. However, there are limitations and risks to planning which must be considered by learners. Learners will be introduced to content including:

a) the concept of competitive advantage
b) the application of theories and models to a given context
c) using strategy for organisational learning
d) the importance of environmental scanning in the planning process
e) the impact of organisational structure and culture on strategic planning
f) the limitations and risks of strategic planning

3. Evaluate key issues in the development of international strategies

Many organisations, no matter how large or small they are, consider expansion into international markets. Advancements in technology have been key to the creation of opportunities for internationalisation. In addition, other factors such as social mobility and globalisation have also been instrumental in supporting different market entry strategies. Learners will be introduced to content including:

a) key factors which impact international strategies
b) the impact of globalisation on strategic planning
c) international market entry strategy options
d) strategic thinking in an international context
e) global stakeholders and their expectations
f) delivering an international strategy through the use of technology

4. Apply knowledge of planning techniques to a given situation

The content of this final learning outcome will support a learner's ability to effectively apply planning techniques to any given situation. Through the application of different techniques, learners will be able to critique their value and appropriateness which will support a transition from theoretical understanding to functional practice. Learners will be introduced to content including:

a) stakeholder mapping
b) supply chain analysis
c) the Ansoff Planning Matrix
d) determining strategic capability
e) contingency planning
f) scenario planning

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Teaching and learning for this unit would be enhanced through the use of case studies based on real organisations and real situations. Learners should be encouraged to explore the subject autonomously which could result in independent, strategic level, ideas and suggestions based on a good depth of knowledge and understanding.

Recommended Reading

Text Books

Amason, A. C. (2011) *Strategic Management: From Theory to Practice* Routledge New York

BPP Learning Media (2013) *Business Strategy: course book* BPP London

Kannan, V. R. (2013) *Strategic Management in the 21st Century* Praeger Santa Barbara

Journals

International Journal of Strategic Management

Strategic Management Journal

Websites

Harvard Business Review (www.hbr.org)

Strategy Management Institute (http://strategymanagementinstitute.com)

Assessment

Assessment conditions

- Candidates will be provided with an individual assignment of 3500-4000 words
- The assignment will be based on a case-study organisation
- The purpose of this essay is to address challenge and application by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, pertaining to theories and concepts of strategic management and the application of planning techniques
- The assignment will be independently researched and completed by learners and handed in to centres by the centre-set due date

Candidate requirements

- Candidates will carry out an individual assignment for this unit
- The assignment will be a written essay or extended response including an analysis of the case-study organisation of 3500-4000 words
- Candidates are required to complete and submit their assignment based on the information in the case-study provided

Assessment control

- The centre will set the assignment
- ABMA will verify the assignment
- Individual centres mark the assignment
- ABMA will moderate the assignment
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation

Assessment grade

This individual assignment is eligible for grades at pass, merit and distinction.

Unit 3 - Strategic Financial Management

Level

6

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

Strategic financial management needs experienced managers capable of addressing the higher level strategic financial issues that impact on the delivery of an organisation's aims and objectives. The aim of this unit is to develop a learner's knowledge and understanding of the impact strategic financial management has on the long-term prospects for an organisation; focusing on strategic goals and financial decisions which will support the achievement of those goals.

Unit Objectives

To achieve this aim, the content of this unit will develop knowledge and understanding of financial management and how it is applied to contemporary business operations at a strategic level. Learners will build a fundamental understanding of the principles of corporate and financial accounting management. In addition, learners will understand how to make judgements relating to different sources of debt and equity finance. Learners will develop the analytical skills and techniques which will help them to reach appropriate investment decisions giving consideration to the global context in which the organisation operates.

On successful completion of this unit learners will be equipped with a fundamental knowledge and understanding of strategic financial management which will enable them to make valid contributions to business operations. Alternatively, learners will be able to extend their study of strategic financial management into specialist fields, such as international financial risk and control, foreign exchange markets, financial investment analysis or financial modelling.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the principles of corporate financial and accounting management
2. Evaluate different sources of debt and equity funding
3. Apply analytical techniques and methods to the investment decision making process
4. Evaluate the impact of globalisation on financial and accounting management

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (OfQual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by OfQual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 6 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can demonstrate advanced practical and conceptual knowledge and understanding in a finance and accounting context. A learner demonstrates an awareness of the interacting factors relevant to finance and accounting management at a strategic level. A learner is able to use theoretical or technical knowledge of strategic finance and accounting to refine and adapt methods to address problems which are broadly defined and complex. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflective evaluation on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and evaluate information and ideas in a strategic context where theoretical and practical knowledge of finance and accounting management is used to inform actions in complex situations. Learners are also required to use an informed awareness of the implications which different approaches to study have on their performance.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to apply a critical perspective to complex information and ideas in a strategic financial management context where learners demonstrate an ability to evaluate the theories, concepts and models which are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above. .

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. **Analyse the principles of corporate financial and accounting management**

   Basic financial and accounting management is fundamental to the operations of any organisation. Understanding the strategic issues which need to be considered by the management of larger and multi-site/multi-national organisations can make the difference between success and failure. Learners will become aware that this will have implications for the organisation's stakeholders. The content of this learning outcome will enable learners to develop their understanding of the principles of corporate financial and accounting management, including:

   a) the structure and content of accounting statements
   b) ratios used to interpret accounts
   c) the cost of capital, treasury and working capital
   d) different factors and methods associated with the valuation of company shares
   e) factors affecting the liquidity of an organisation

f) symptoms of, and risks associated with, overtrading

2. Evaluate different sources of debt and equity funding

The issue of debt and equity can impact on a wide range of business situations. The ability to understand different sources for each of these important aspects of financial management is essential for successful finance managers. The content of this learning outcome will enable learners to develop their knowledge and understanding of debt and equity funding, including:

a) the processes for securing a listing on the Official List or the Alternative Investment Market
b) the advantages and disadvantages of ordinary shares, preference shares, rights and scrips
c) alternative sources of equity finance available to an unquoted company
d) different sources of debt finance available to all organisations
e) different levels of financial gearing
f) risks associated with debt finance and financial gearing

3. Apply analytical techniques and methods to the investment decision making process

Investing in a major project or in business expansion is a major step for any business. Managers need to understand a range of analytical techniques and how these are applied if they are to reach sound investment decisions. The content of this learning outcome will enable learners to gain and develop, through practical application, the skills they require to apply analytical techniques to the investment decision making process, including:

a) strengths and weaknesses of different analytical techniques used in investment appraisal
b) strategic cost management methods
c) the relative importance of tangible and intangible resources
d) assessment of investment values
e) risks associated with the investment appraisal process
f) alternative approaches to evaluating and selecting strategic investment proposals

4. Evaluate the impact of globalisation on financial and accounting management

The rapid development of globalisation is having a major impact on business organisations in almost every sector. These impacts present opportunities as well as threats to businesses. The opportunities presented to businesses of operating internationally have been extended by the growth in Internet applications. Whereas the growth in global competition could also pose risks to international operations. The content of this learning outcome will support learners' development of knowledge and understanding of the impact, and of the potential consequences, of globalisation on financial and accounting management, including:

a) the principles of globalisation and international trading
b) potential opportunities and threats associated with globalisation
c) investment appraisal of global investment opportunities
d) operating costs associated with international trading
e) credit and liquidity risks associated with international trading

f) financial implications of global expansion and sustainability

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

It is important to emphasise the strategic nature of this unit. Learners should already be competent in basic accounting practices. Teachers need to build relationships with a range of suitable employers across different sectors in order to access real and realistic operational information that will enable them to build appropriate case study materials. These can support the development of knowledge at a strategic level; stretching and challenging a learner's critical thinking capacity.

Recommended Reading

BPP Learning Media (2013) *Finance: Management Accounting and Financial Reporting* BPP Learning Media Ltd London

BPP Learning Media (2015) *Managing Finance* BPP Learning Media Ltd London

Yescombe, E. R. (2014) *Principles of Project Finance* Academic Press, San Diego

Journals

Current Issues in Economics and Finance

Wall Street Journal

Websites

Institute of Financial Accountants (www.ifa.org.uk)

Institute of International Finance (www.iif.com)

Assessment

Assessment conditions

- Time and number of marks available:
    - External examination – 3 hours
    - Marks available – 100 marks – 40 marks in Section A and 60 marks in Section B.
- Candidates are required to sit a three-hour exam that has 100 marks available; the examination is split into 2 sections. Section A will contain short answer questions and Section B extended response questions based on a scenario including financial data.

Candidate requirements

- Candidates will answer all questions in Sections A and B.
- Section A is worth 40 of the available marks.
- Section B is worth 60 of the available marks.

Assessment control

- This component is set and marked by ABMA.

Assessment grade

- This assessment is eligible for grades at pass, merit and distinction.

Unit 4 - Strategic Economics for the 21st Century

Level

6

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

Understanding strategic economics is important to the success of any complex organisation in order to achieve the organisation's goals. Strategic economics requires vision and creative thinking, focusing on the design of the organisation's economic aims and objectives.

Unit Objectives

To achieve this aim, the content of this unit will develop knowledge and a contemporary understanding of the economics related to market structures and how these affect business operations. Learners will explore the strategic differences between macro and micro business environments and the contemporary developments which emerge from these environments. Learners will understand how the economic theory of costs can be applied to the outputs of public, private and not-for-profit organisations, and how the management of market equilibrium can contribute to business success.

On successful completion of this unit, a learner will be equipped with a fundamental knowledge and understanding of strategic economics in a 21st century context. Through this, they will be able to make contributions, from an economics perspective, to organisational management at a strategic level. Alternatively, learners can extend their knowledge through deeper study of specific issues, such as strategic economics for global organisations, business growth and development, and the contribution that an understanding of strategic economics can make to the formulation of business aims and objectives.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse ways in which different market structures impact on organisations
2. Evaluate how contemporary developments in the macro and micro economic environments impact on business
3. Apply the economic theory of costs to the outputs of different types of organisations
4. Evaluate the importance of market equilibrium for business decision making processes

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 6 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can demonstrate advanced practical and conceptual knowledge and understanding in an economics context. A learner demonstrates an awareness of the interacting factors relevant to economics at a strategic level. A learner is able to use theoretical or technical knowledge of strategic economics to refine and adapt methods and/or concepts to address problems which are broadly defined and complex. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflective evaluation on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and evaluate information and ideas in a strategic context where theoretical and practical knowledge of contemporary economics is used to inform actions in complex situations. Learners are also required to use an informed awareness of the implications which different approaches to study have on their performance.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to apply a critical perspective to complex information and ideas in a strategic and contemporary economic context where learners demonstrate an ability to evaluate the theories, concepts and models which are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above.

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. **Analyse ways in which different market structures impact on organisations**

   The way in which a market structure is defined depends on how it is organised. This can be affected by the number of organisations in the market – both national and international – the relationships between these organisations, how the market share is distributed, and the range and level of customer demands and turnover. The characteristics of a particular market structure will impact on the range and scope of products and services, pricing and costing strategies, and the nature and scope of competition within the market. The content of this learning outcome will develop a learner's knowledge and understanding of different market structures, and how these impact on business organisations, including:

   a) the nature and characteristics of different market structures
   b) the implications of market structure for pricing and output decisions
   c) the effect of a market structure on business decision making
   d) the effect of a market structure on business conduct and performance
   e) barriers to market entry and how to overcome them

f) implications for international trading

2. Evaluate how contemporary developments in the macro and micro economic environments impact on business

Every business is affected by two distinct environments: first, the micro environment – also known as the operating environment, which a business is, to a large degree, able to control and manage. Secondly, the macro environment which encompasses the political, socio-cultural, legal and technological factors – often beyond the control of a business, yet impacting on the way in which it operates. Overlaying these environments is a global, and often fast moving, business world which is subject to constant change. The content of this learning outcome will enable learners to make judgements about the way in which business organisations are affected by contemporary developments in the macro and micro business environments, including:

a) the strategic differences between macro and micro economics
b) contemporary developments in the macro and micro business environments
c) the role of innovation and creativity in responding to macro and micro economic factors
d) the finite supply of economic resources
e) the relationship between scarcity and opportunity costs and the problems and risks that arise from this relationship
f) economic implications for businesses operating in a global business environment

3. Apply the economic theory of costs to the outputs of different types of organisations

Careful management of cost is critical to the success of any organisation – whether public, private or not-for-profit – if costs are to be properly controlled. Effective managers need to consider how various aspects of the economic theory of costs will impact on the pricing of products and services offered by their organisation. The content of this learning outcome will enable learners to apply their knowledge and understanding of the different elements of cost theory to the pricing of products and services, including:

a) types of costs and their differences
b) public, private and not-for-profit organisations
c) short run, average and long run cost curves
d) the differences between economies and diseconomies of scale
e) the relevance of economies and diseconomies of scale to different organisations
f) implications of costs for the pricing of products or services

4. **Evaluate the importance of market equilibrium for business decision making processes**

   Higher prices for a product or service are likely to reduce demand while encouraging supply, and lower prices are likely to increase demand while discouraging supply. Market equilibrium is a situation in which a stable market price is reached through market competition and the volume of goods or services needed by customers is equal to the volume of goods or services being produced. The content of this learning outcome will develop learners' knowledge and understanding of the various factors that impact on market equilibrium, including:

   a) the concept of market equilibrium
   b) ways in which price is established within a market
   c) the impact of changes in price and quantity on supply
   d) the impact of taxes and subsidies on market equilibrium
   e) the impact of price ceilings and price floors on market equilibrium
   f) the concept of elasticity in supply and demand

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

It is important for teaching and learning related to this unit to be set in a real or realistic context, in order to develop knowledge and understanding that is meaningful both to real organisations and to the learners undertaking this area of study. To achieve this, it is important for centres to engage the interest and support of organisations who have a strong experience in, and appreciation of, strategic economic management and are able and willing to contribute to the learning process.

Recommended Reading

BPP Learning Media (2013) *Business Essentials: Supporting Foundation degrees* BPP Learning Media Ltd London

Information Resources Management Association (2015) *Economics: Concepts, Methodologies, Tools, and Applications* Hershey PA

Stengel, D (2011) *Managerial Economics: Concepts and Principles* Business Expert Press New York

Journals

Current Issues in Economics and Finance

Contemporary Legal & Economic Issues

Websites

The Economist (www.economist.com)

The Guardian Business Economics (www.theguardian.com/business/economics)

Assessment

Assessment conditions

- Candidates will be provided with an individual assignment of 3500-4000 words, encompassing 100% of the marks allocated for this unit
- The assignment will be based on a case-study organisation
- The purpose of this assignment is to link to real or realistic and relevant data which will enable learners to explore the unit's content in depth. This will address challenge and application by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, pertaining to the analysis of market structures, the application of economic theories and the analysis of the importance of market equilibrium
- The assignment will be independently researched and completed by learners and handed in to centres by the centre-set due date

Candidate requirements

- Candidates will carry out an individual assignment for this unit
- The assignment will be a report of 3500-4000 words
- Candidates are required to conduct their own research to help them complete the report
- Candidates are required to complete and submit their assignment based on the information found in the case-study provided

Assessment control

- The centre will set the assignment
- ABMA will verify the assignment
- Individual centres mark the assignment
- ABMA will moderate the assignment
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation

Assessment grade

This individual assignment is eligible for grades at pass, merit and distinction.

Unit 5 - Project Management for Organisational Success

Level

6

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

The aim of this unit is to introduce learners to some of the fundamental aspects of project management. In doing so, this unit will encourage learners to explore how project management skills could be used by non-project management specialists (such as operations managers) to help them become more effective and efficient in their functions.

Unit Objectives

The unit will develop, from a fundamental appreciation of project management as a philosophy, knowledge of the skills and competencies required to effectively lead and manage projects. This knowledge will be tested through an applied approach where learners will be required to select and apply project management techniques to any given situation.

Successfully completing this unit will support learners as they transit into the workplace. This would be achieved through an applied understanding of project management which could be used to support large scale organisational projects. In addition, learners will have the confidence and skills to lead their own, smaller scale, projects. This subject could be studied in more breadth at the same level through, for example, specialist project management training such as Prince2, or at a higher level where the focus is more strategic.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the concept, theories and models of project management
2. Evaluate the application of the project lifecycle to a given context
3. Evaluate the leadership and management of a given project
4. Apply project management techniques to a given project

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 6 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can demonstrate advanced practical and conceptual knowledge and understanding of project management. A learner demonstrates an awareness of the key principles of project management in context. A learner is able to use theoretical or technical knowledge of relevant concepts to refine and adapt methods to address problems which are broadly defined and complex. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflective evaluation on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and evaluate information and ideas related to a project in a contemporary context. Theoretical and practical knowledge of project management techniques is used in complex situations to inform actions. Learners are also required to use an informed awareness of the implications which different approaches to study have on their performance.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to apply a critical perspective to complex information and ideas in a project management context where learners demonstrate an ability to evaluate the theories, concepts and models which are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above. .

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. Analyse the concept, theories and models of project management

Fundamental to understanding project management as a philosophy and a process, is an understanding of the key concepts, theories and models which inform the subject. Through this learning outcome, learners will explore how these concepts, theories and models have evolved into the contemporary methodologies and processes used by those currently employed as project managers. Learners will also appreciate that the role of a project manager can be incorporated into functional roles (such as a marketing manager) which will enable specific projects (e.g. a product launch) to be more effective and efficient. Learners will be introduced to content including:

a) the evolution of project management
b) project management methodologies
c) project management as a process
d) using projects to support business strategies
e) effective and efficient use of project related resources
f) the Body of Knowledge

2. Evaluate the application of the project lifecycle to a given context

The project lifecycle forms a framework which all managers can use to support project management activities. This framework presents four distinct aspects of a project each with its own set of topics and requirements. The project lifecycle can be used as a checklist through which learners will be able to ensure they address all the important

aspects of a project before, during and after the life of a project. Learners will be introduced to content including:

a) the project lifecycle as a concept and as a process
b) an overview of the project lifecycle phases
c) project initiation
d) project planning
e) project execution
f) project closure

3. Evaluate the leadership and management of a given project

Projects are achieved through the organisation of subject experts into teams. As such, these teams must be effectively led. Learners will draw on previous learning related to leadership and leadership styles to support their understanding of how the concept of 'soft' leadership is applied to projects. Similarly, learners should appreciate that projects must also utilise the 'hard' skills associated with effective management (e.g. discipline) if projects are to be successfully implemented. Learners will be introduced to content including the impact on:

a) key differences between leading and managing projects
b) the structure of project teams
c) developing inter-project relationships through leadership
d) developing and motivating project teams
e) leading and managing projects in dynamic and stable environments
f) managing and mitigating project risks

4. Apply project management techniques to a given project

There are numerous techniques which could be employed to deliver effective projects. This unit will explore some of these techniques which would apply before, during and after a project has been handed over to the client. Learners will also develop an appreciation of the importance, to the success of a project, of planning and monitoring. Learners will be introduced to content including:

a) effective project procurement strategies
b) the use of terms of reference for a project
c) project planning tools and business process modelling
d) the principle of estimation for projects
e) designing and implementing project monitoring systems
f) determining the success of a project

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

This unit, Project Management for Organisational Success, presents an opportunity for teaching and learning to have a strong applied aspect. Centres can use a number of project management case studies where each could be used by learners to apply their knowledge of different aspects of the subject. Directing learners to the free online resources associated with project management will enable them to practise the application of project management tools.

Recommended Reading

Text Books

Haugan, G. T. (2011) *Project Management Fundamentals: Key Concepts and Methodology* 2nd edition management Concepts Press Vienna

Heagney, J. (2012) *Fundamentals of Project Management* 4th edition AMACOM NEW YORK

Wells, K. N. and Kloppenborg, J. N. (2015) *Project Management Essentials* Business Expert Press New York

Journals

International Journal of Project Management

Project Management Journal

Websites

Association for Project Management (www.apm.org.uk)

Method 123 (www.method123.com)

Assessment

Assessment conditions

- Candidates will be provided with an individual assignment of 3500-4000 words, encompassing 100% of the marks allocated for this unit
- The assignment will be based on a case-study organisation
- The purpose of this assignment is to address challenge and application by assessing the learner's ability to apply skills, knowledge and understanding from across the unit, pertaining to the concept, theories and models of project management and the application and evaluation of project lifecycles and management techniques
- The assignment will be independently researched and completed by learners and handed in to centres by the centre-set due date

Candidate requirements

- Candidates will carry out an individual assignment for this unit
- The assignment will be a report of 3500-4000 words
- Candidates are required to conduct their own research to help them complete the report
- Candidates are required to complete and submit their assignment based on the information found in the case-study provided

Assessment control

- The centre will set the assignment
- ABMA will verify the assignment
- Individual centres mark the assignment

- ABMA will moderate the assignment
- Centre guidance on managing individual assignments is set out in accompanying Quality Assurance documentation

Assessment grade

This individual assignment is eligible for grades at pass, merit and distinction.

Unit 6 - Supporting Strategy through Effective Decision Making

Level

6

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

The aim of this unit is to introduce learners to the importance of using appropriate methods and processes to gather and interpret information so that strategic decisions are more valid, reliable and are more likely to lead to success.

Unit Objectives

The unit content will develop, in learners, the knowledge, skills and techniques to be able to apply appropriate decision making strategies and techniques to any problem where the situation is challenging and complex. Learners will explore the rationale for taking a logical and systematic approach to decision making where the requirement to consider the risks associated with strategic decisions is key to minimising this risk. Learners will also consider information as an important aid to adding value to an organisation through the selection of valid and reliable data.

Learners could use the knowledge gained from this unit to study specialist subjects such as risk management or as a complimentary skill set when studying economics. In the workplace, learners will be able to use the process of critical reasoning to make more informed decisions either as part of their routine or when working on specific projects and tasks where a logical and sequential approach to achieving goals is required.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Evaluate financial and non-financial information to inform strategic decisions
2. Apply the process of critical reasoning in a business context
3. Apply problem solving techniques and decision making models to establish appropriate strategic solutions
4. Analyse the risks of, and barriers to, effective strategic decision making

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 6 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can demonstrate advanced practical and conceptual knowledge and understanding of strategic decision making in context. A learner demonstrates an awareness of the process of critical reasoning and decision making. A learner is able to use theoretical or technical knowledge of relevant concepts to refine and adapt methods to address problems which are broadly defined and complex. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflective evaluation on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and evaluate information and ideas related to the decision-making process and associated risks in a contemporary context. Theoretical and practical knowledge of problem solving and decision making techniques is used in complex situations to inform actions. Learners are also required to use an informed awareness of the implications which different approaches to study have on their performance.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to apply a critical perspective to complex information and ideas in a strategic decision making context where learners demonstrate an ability to evaluate the theories, concepts and models which are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above. .

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. Evaluate financial and non-financial information to inform strategic decisions

Learners must understand that any and all information could be valuable when determining the strategic decisions which all organisations should take. The first learning outcome for this unit requires learners to have a fundamental understanding of types of information and their sources. Learners must be able to reach judgments on the reliability, validity and currency of this information so that those decisions which are taken add value to an organisation; depending on its strategic intent and the business environment in which it operates. Learners will be introduced to content including:

a) characterising strategic decisions
b) primary and secondary sources of data and information
c) viewing information in economic terms
d) quantitative and qualitative methods to evaluate data
e) determining the validity and reliability of information
f) creating value through effective collection and interpretation of information

2. Apply the process of critical reasoning in a business context

Adopting a systematic and logical approach to reaching decisions should ensure that information is critiqued and reasoned arguments take place before implementing the actions required to achieve the outcomes of a decision making process. Learners must understand this concept and how this could be achieved through a logical process,

enabling them to reflect on a decision and how it was reached. Such reflection will identify opportunities for improvement and lessen the possibility of future outcomes being unsuccessful. Learners will be introduced to content including:

a) the concepts of critical reasoning and critical thinking
b) inductive and deductive arguments
c) systematic versus irregular processes
d) stages in the process of critical reasoning
e) presenting convincing arguments to inform strategic decision making
f) using reflection to close a critical reasoning process

3. Apply problem solving techniques and decision making models to establish appropriate strategic solutions

There are numerous techniques and models which business managers could use to support their decision making. These must be understood so that learners will be able to employ the most appropriate techniques and models depending on the type of problem and/or the situation in which it exists. Learners must also view problem solving as a process which embraces factors (such as ethics or organisational capability) which could act as barriers to effective decision making. Learners will be introduced to content including:

a) problem solving as a requirement and as a process
b) employing problem solving strategies and methods
c) barriers to effective problem solving
d) the rational model of decision making
e) the administrative and retrospective decision making models
f) ethical decision making models

4. Analyse the risks of, and barriers to, effective strategic decision making

This learning outcome will require learners to explore strategic decision making in a context where various barriers (such as the impact on all stakeholders of strategic decisions) and risks (such as opportunity cost) are ever present. Learners must be aware of the generic and contextual barriers and risks which exist to specific organisations. This should enable them to consider how these barriers and risks could be mitigated. Learners will be introduced to content including:

a) market dynamics and decision making under uncertainty
b) biases in strategic decision making
c) ethical influences and considerations for decision making
d) behavioural influences on decision making
e) strategic intent and decision making
f) the impact of misinterpretation of information on decision making

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to

be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Teaching and learning for this unit would be enhanced through the use of case studies based on real organisations who have faced real strategic problems. Learners should be encouraged to develop a critical approach to the use of information and to practice the application of techniques and models. These will be supportive when entering the workplace as well as in study at a higher level.

Recommended Reading

Text Books

Fieldmand, D, A. (2009) *Critical Thinking: Make Strategic Decisions with Confidence* 2nd edition Axzo Press Rochester

Frankl, M. (2015) *Business Decision Making* Business Expert Press New York

Williams, S. W. (2002) *Making Better Business Decisions: Understanding and Improving Critical Thinking and Problem-solving Skills* SAGE Thousand Oaks

Journals

International Journal of Management and Decision Making

Journal of Management

Websites

Harvard Business Review (www.hbr.org)

Critical Reasoning for Beginners (https://podcasts.ox.ac.uk/series/critical-reasoning-beginners)

Assessment

Assessment conditions

- Time and number of marks available:
    - Preparation and research – 2 weeks
    - Controlled assessment – 3 hours
    - Marks available – 100 marks
- Candidates are required to complete primary and secondary research over a two-week period prior to the controlled assessment, which will take place over 3 hours.
- Candidates will be supplied with the focus of the research at the start of the research period.
- Candidates should have access to a modern workplace to consider decision making techniques in practice.

Candidate requirements

- Candidates are required to conduct their own research prior to the assessment date to help them complete the set task. The candidates will be required to consider a modern workplace.
- During the controlled assessment period candidates are required to complete and submit their assessment based on the assessment brief and the research completed.
- Candidates will be provided with the assessment task alongside the research brief.

Assessment control

- This component is set and marked by the centre and moderated and verified by ABMA
- Individual centres mark the assessment
- ABMA will moderate the completed learner work
- Centre guidance on managing individual research and controlled assessments is set out in accompanying Quality Assurance documentation

Assessment grade

This assessment is eligible for grades at pass, merit and distinction.

Unit 7 - Marketing in a Global Context

Level

6

Credit Value

15

Total Unit Time

150 hours

Guided Learning

72 hours

Unit Aim

The aim of this unit is to provide learners with an awareness of the contemporary and evolving issues which are present in a dynamic global marketing context. Building on previous marketing knowledge and skills this unit provides learners with the skills and competences which they require to operate within an international/global marketing/business environment.

Unit Objectives

The content of this unit will develop knowledge, understanding and skill-sets required to explore marketing concepts and environments within a contemporary global setting. Learners will be introduced to international marketing concepts and frameworks, the rationale for trans-national marketing and associated risks and trends.

On successful completion of this unit learners will have the confidence to debate the wide-ranging and emerging issues which face organisations as they seek to develop an international marketing presence. The study of the contemporary issues within this unit will prepare learners for study at higher levels as well as enhancing their employability such as an assistant marketing manager for an organisation operating trans-nationally.

Learning Outcomes

By the end of this unit a learner will be able to:

1. Analyse the rationale for expansion from domestic markets to a globalised market
2. Analyse the strategies and tactics undertaken by organisations to expand from a domestic market to a global market
3. Evaluate the influences/impact of externalities in a globalised marketing context
4. Evaluate models, concepts and frameworks used in a global marketing context

Grading Criteria

This unit is benchmarked to the Regulated Qualification Framework (RQF) which has been established by the Office of Qualifications and Examinations Regulation (Ofqual).

To successfully achieve this unit a learner must demonstrate they have met the level descriptor statements determined by Ofqual and stated in the RQF. There are distinct descriptors for each level ranging from Entry 1 to Level 8. This unit is located at Level 6 in the RQF.

To achieve a pass for this unit the following must be demonstrated.

- A learner can demonstrate advanced practical and conceptual knowledge and understanding in a marketing context. A learner demonstrates an awareness of the interacting factors relevant to marketing in a global context. A learner is able to use theoretical or technical knowledge of marketing concepts to refine and adapt methods to address problems which are broadly defined and complex. In addition, a learner must also demonstrate cognitive skills which provide the basis for some reflective evaluation on the use of different approaches to study.

To achieve a merit for this unit a learner must, in addition to the pass criteria, demonstrate the following.

- An ability to effectively interpret and evaluate information and ideas in a global context where theoretical and practical knowledge of marketing is used to inform actions in complex situations. Learners are also required to use an informed awareness of the implications which different approaches to study have on their performance.

To achieve a distinction for this unit a learner must, in addition to the merit criteria, demonstrate the following.

- An ability to apply a critical perspective to complex information and ideas in a marketing context where learners demonstrate an ability to evaluate the theories, concepts and models which are used to support an applied argument.

Assessment grading will be benchmarked against the criteria shown above. .

Learners must study and understand the full content for each learning outcome in this unit as any part of the content could be tested in the assessment.

Indicative Content

1. Analyse the rationale for expansion from domestic markets to a globalised market

In addition to considering what is meant by global marketing, it is important to understand what motivates key decision-makers to seek markets outside their organisation's original business environment. Organisations can seek markets which offer growth. These markets could be accessed through, for example, acquisitions. Learners will examine and debate the internal and external rationales which organisations consider when deciding on transitioning and expanding from a purely domestic marketing environment to a globalised one. Learners will be introduced to content including:

a) the influence of stakeholder power on organisational decision making to market trans-nationally
b) market opportunities in a global context
c) the cyclical nature of domestic and global markets
d) economic and societal developments within emerging domestic and global markets
e) protecting organisations from potential acquisition
f) the role of competition within the domestic and global markets

2. Analyse the strategies and tactics undertaken by organisations to expand from a domestic market to a global market

Presenting a rationale is only one part of the internationalisation jigsaw. Organisations need to devise marketing strategies which align with the overall corporate objectives.

This is necessary to support an organisation's corporate strategy. These strategies need to be supported by actionable tactics which enable organisations to successfully develop a trans-national presence. Learners will be introduced to content including:

a) setting and aligning marketing objectives to the organisation's objectives
b) using international marketing research to examine the potential risks and rewards of entering a particular market
c) using the generic marketing mix (7Ps) within international/globalised contexts
d) dynamics of resource implications
e) dynamics of risks and rewards
f) the process of transitioning from domestic to international markets

3. Evaluate the influences/impact of externalities in a globalised marketing context

Organisations do not operate in isolation of the external, or macro, environment. Moreover, contemporary business is affected by such externalities not only within their home market but also trans-nationally. This can be considered, for example, in terms of raw material supply and market development. This means that organisations need to take a three dimensional approach to determining both the positive and negatives of market dynamics and externalities, both within home and host markets. It is therefore important that learners understand how external factors can influence/impact upon marketing decision-making within a trans-national/globalised context. Learners will be introduced to content including:

a) the global implications of ethical and corporate social responsibility issues
b) the differences between competition and competitive behaviour
c) the dynamics of changing political and legal environments
d) the dynamics of socio-cultural landscapes and the influence on buyer behaviour
e) the dynamics of changing economic landscapes and the influence on buyer behaviour
f) the impact of technologies and how they have shaped and continue to shape a globalised business environment

4. Evaluate models, concepts and frameworks used in a global marketing context

Since the 1960s various models and frameworks have been developed to support the transition from marketing in a domestic setting to a global one. It is important for learners to understand the development of these concepts and frameworks, how they are used to analyse contexts and how they have been adapted and modified in relation to the dynamics of the global marketplace. Learners will be introduced to content including:

a) the concepts and frameworks which explain the transition from domestic to global marketing
b) concepts and frameworks which have been developed through the changing nature of business and external environments
c) levels of risk associated with different market entry and exit strategies
d) the interpretations of domestic, multi-domestic, trans-national, international and globalised markets
e) the concepts of 'born global' and 'meta-national' organisations
f) the concepts of the 'global standardised' and 'adapted' products

Teaching and Learning

Engaging learners in a dynamic, challenging yet rewarding, and enterprising way is a key feature for all units in the Business Management qualification. To facilitate this, centres will

deliver a programme of study which creates, in learners, a desire to explore the subject area and specific topics in greater detail. In doing so, learners will develop autonomous and independent research and investigation skills which are necessary for both academic study and in the workplace.

In addition to developing the knowledge, understanding and skills required to be an effective learner or employee, centres should seek to engender a desire in their learners to be critical thinkers and to use a broad range of approaches to learning which could result in the achievement of higher grades by learners and a more satisfactory teaching experience.

Marketing in a Global Context will demonstrate the dynamic interrelationship between theory and practice in a real-world context in a way that learners can relate to and understand. The sessions should include the use of both academic and contemporary business case studies, team-working exercises, discussion groups and, where possible, guest speakers who are actively involved in trans-national marketing operations. Learners should be encouraged to read widely and explore, in depth, the marketing trends which are emerging within a global context. Such an approach will help learners to enhance their depth of awareness and understanding.

Recommended Reading

Text Books

Glowik, M. and Smyczek, S. (2011*) International Marketing Management: Strategies, Concepts and Cases in Europe* DeGruyter Oldenbourg Munich

Helsen, K. and Kotabe, M. (eds) (2009) *The SAGE Handbook of International Marketing* SAGE Los Angeles

Keillor, B.D. (2013) *Understanding the Global Market* Praeger Santa Barbara.

Journals

Advertising Age

Harvard International Review

Websites

McKinsey Global Management Consultants (www.mckinsey.com)

World Economic Forum (www.wef.org)

Assessment

Assessment conditions

- Time and number of marks available:
    - Preparation and research – 2 weeks
    - Controlled assessment – 3 hours
    - Marks available – 100 marks
- Candidates are required to complete primary and secondary research over a two-week period prior to the controlled assessment, which will take place over 3 hours.
- Candidates will be supplied with the focus of the research at the start of the research period.
- Candidates should have access to a modern workplace in order to consider marketing in a global context.

Candidate requirements

- Candidates are required to conduct their own research prior to the assessment date to help them complete the set task. The candidates will be required to consider a modern workplace.
- During the controlled assessment period candidates are required to complete and submit their assessment based on the assessment brief and the research completed.
- Candidates will be provided with the assessment task alongside the research brief.

Assessment control

- This component is set and marked by the centre and moderated and verified by ABMA.
- Individual centres mark the assignment
- ABMA will moderate the completed learner work
- Centre guidance on managing individual research and controlled assessments is set out in accompanying Quality Assurance documentation

Assessment grade

This assessment is eligible for grades at pass, merit and distinction.

Appendix D Mapping to National Occupational Standards – Functions

	Level 4							Level 5							Level 6						
Standard	U1	U2	U3	U4	U5	U6	U7	U1	U2	U3	U4	U5	U6	U7	U1	U2	U3	U4	U5	U6	U7
Managing Self	x					x						x						x			
Providing Direction		x	x		x			x			x				x	x	x			x	
Facilitating Innovation and Change		x			x	x	x	x	x	x		x			x	x	x	x	x	x	x
Working with People	x	x	x	x						x	x	x	x	x					x		
Using Resources	x	x	x		x	x	x		x	x	x	x	x	x			x	x	x		x
Achieving Results			x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Appendix E Mapping to National Occupational Standards – Behaviours

	Level 4							Level 5							Level 6						
Behaviour	U1	U2	U3	U4	U5	U6	U7	U1	U2	U3	U4	U5	U6	U7	U1	U2	U3	U4	U5	U6	U7
Adaptability and Innovation	x		x		x	x		x		x		x		x	x		x	x	x		x
Communication	x	x		x	x	x	x			x	x	x	x	x	x		x	x			x
Concern for Others			x	x						x	x	x									
Customer Focus						x		x	x			x	x		x			x			x
Desire to Learn	x	x										x		x							
Entrepreneurship						x				x		x				x		x			
Ethical Stance	x	x	x			x	x			x	x	x		x	x			x		x	
Focus on Results			x		x			x	x			x			x	x	x		x	x	
Information and Knowledge Management	x	x	x		x		x		x			x	x	x			x		x	x	x
Persuasiveness	x		x	x						x		x	x	x						x	
Political Awareness		x			x	x				x		x	x	x	x		x	x			x
Relationship Management			x						x	x	x	x	x						x		
Self-management	x											x									
Strategic Awareness		x			x			x	x	x	x	x	x		x	x	x	x	x	x	x
Thinking and Decision Making	x				x	x	x	x		x		x	x	x	x	x	x	x	x	x	x

Appendix F Quality Assurance Agency – Knowledge, Understanding and Skills

	Level 4							Level 5							Level 6						
Knowledge and Understanding	U1	U2	U3	U4	U5	U6	U7	U1	U2	U3	U4	U5	U6	U7	U1	U2	U3	U4	U5	U6	U7
Markets		x			x	x		x				x	x		x	x	x	x		x	x
Customers						x		x	x			x	x					x		x	x
Finance					x	x						x				x	x	x		x	
People	x		x	x		x					x	x			x	x		x	x		
Operations		x	x	x	x	x	x	x	x		x	x	x		x	x	x	x	x		x
Information Systems			x				x		x											x	
Communication and IT	x	x		x			x														x
Business Policy and Strategy					x	x		x			x		x		x	x	x	x		x	x
Persuasive Issues	x		x	x		x						x	x					x			x
Skills																					
Cognition and Critical Thinking	x	x	x	x	x	x	x	x	x		x	x	x		x	x	x	x	x	x	x
Effective Problem Solving and Decision Making	x		x		x	x	x		x			x	x				x	x	x	x	
Commercial Acumen					x	x		x			x	x	x		x	x	x	x			x
Innovation							x					x	x						x		x
Effective Communication	x	x	x	x			x					x	x		x				x		x
Networking	x		x	x			x					x							x		
Numeracy and Quantitative Skills					x	x						x					x	x		x	
Use of Communication and IT for Business Applications	x	x		x			x					x	x								
Working Collaboratively	x			x					x			x	x						x		x
Effective Self-management						x						x						x			
Effective Performance	x		x		x	x		x			x	x					x	x			
Interpersonal Skills and Relationships	x		x	x								x	x						x		
Emotional Intelligence			x	x								x	x								
Ability to Conduct Research	x		x			x		x				x	x		x	x		x		x	x
Self-reflection and Criticality			x		x	x						x	x				x	x		x	x

Appendix G Approach to Grading

Qualification level grading

In order to be awarded a qualification a learner must complete five units at each level and learners must secure a pass grade in the mandatory units.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

- L4: all mandatory units must be passed and then 1 out of 2 optional units at pass
- L5: all mandatory units must be passed and then 2 out of 3 optional units at pass
- L6: all mandatory units must be passed and then 2 out of 3 optional units at pass

ABMA Education Level 4, Level 5 and Level 6 qualifications are awarded at the grade ranges shown in the table below and which shows the way grades are calculated. The table will be kept under review over the lifetime of the qualification.

Unit level grading

Grading judgements will be made against specified characteristics that define the Pass, Merit and Distinction grades. A grade is not assigned to each and every learning outcome, instead strengths and weaknesses of responses as a whole are considered and a decision made about which grade best reflects the candidate's overall performance in the task. Grade characteristics are presented in a holistic rubric to support an overarching grading decision based on performance across the whole area.

Learner performance is judged against specified assessment criteria and award a grade of Fail, Pass, Merit or Distinction.

Grading Criteria – Level 4: Knowledge and Understanding

Students who fail:	**To achieve a pass in the assessment, students must:**	**To achieve a merit grade in the assessment students must:**	**To achieve a distinction grade in the assessment students must:**
	Demonstrate factual, procedural and theoretical knowledge and understanding of the area of study	**Discuss** factual, procedural and theoretical knowledge of **key issues** of the area of study	**Examine relevant issues and their implications** of the area of study
	Interpret relevant data, information and ideas	**Apply and interpret** information, theories and concepts from different sources.	Provide an **evaluation** of information, theories and concepts from different sources.
		Apply and analyse a range of theories relevant to the area of study	**Analyse and evaluate** a range of theories **in different contexts**
		Demonstrate an understanding of the data and draw conclusions	**Analyse and interpret** data, making reasoned and **justified conclusions**
	Demonstrate awareness of **different perspectives or approaches** within the area of study or work	Apply different perspectives to **develop conclusions and recommendations**	Make **well-argued** conclusions or **justified recommendations**
	Produce work that **has clarity**	Produce work that is **well presented**, clear and **well structured**	Present work that is, clear, well-structured and **coherent, with sources clearly referenced**

		Apply a wide range of **relevant** academic research sources	**Apply** a wide range of relevant academic research sources to **identify** patterns and trends and **substantiate findings and recommendations**
	Understands different perspectives, approaches or schools of thought and the reasoning behind them.	**Critically evaluate** the suitability of approaches, techniques and models in area of study	**Critically evaluate** the suitability of **several** approaches, techniques and models in area of study. **Constructing** clear arguments for the use of each method

Grading Criteria – Level 4: Skills

Students who fail:	To achieve a pass grade in the assessment students must:	To achieve a merit grade in the assessment for the qualification students must:	To achieve a distinction grade in the assessment students must
	Use appropriate methods and cognitive skills to address a limited range of complex and non-routine although well-defined problems.	**Determine** the most appropriate methods and cognitive skills to address a range of complex and non-routine although well-defined problems.	**Adapt** methods and cognitive skills to address a **wide** range of complex and non-routine although well-defined problems.
	Use appropriate practical skill(s) to complete broadly defined, complex tasks	**Determine** the most appropriate practical skill(s) to address a range of complex and non-routine although well-defined problems.	**Adapt** practical skills to appropriately address a **wide** range of complex and non-routine although well-defined problems.
	Review the effectiveness of a limited range of methods, actions and results.	**Review** the effectiveness of a range of methods, actions and results.	**Review** the effectiveness of a **wide** range of methods, actions and results. **Select** and **apply** the most effective methods, actions and results
	Review the appropriateness of a limited range of methods, actions and results.	**Review** the appropriateness of a range of methods, actions and results.	**Review** the appropriateness of a **wide** range of methods, actions and results. **Select** and **apply** the most appropriate methods, actions and results

Grading Criteria – Level 5: Knowledge and Understanding

Students who fail:	**To achieve a pass grade in the assessment students must:**	**To achieve a merit grade in the assessment for the qualification students must:**	**To achieve a distinction grade in the assessment students must**
	Be aware of the nature and scope of the area of study or work.	**Discusses** in detail the nature and scope of the area of study or work	**Examines** the nature and scope of study or work
	Analyse and **interpret** relevant information, concepts and ideas	**Critically** analyse a **wide range** of information, theories and concepts from different sources.	**Assess** the reliability and validity of the sourced information. Present a cogent rationale for **recommending** theories and principles underpinning the area of study
		Demonstrate an understanding of the data and draws conclusions, some of which are evidence-based	**Analyse and interpret** data, making reasoned and **evidence-based conclusions**
	Have practical, theoretical or technological **knowledge** and **understanding** of a subject or field of work to find ways forward in broadly defined, complex contexts.	**Apply** theories, concepts and principles to **new contexts**	**Critically analyse** and apply relevant theories, concepts and principles to **new contexts.**
		Apply a wide range of **relevant** academic research sources	**Apply** a wide range of relevant academic research sources to **identify** patterns and trends and **substantiate findings and recommendations**
	Understands different perspectives, approaches or schools of thought and the reasoning behind them.	**Critically evaluate** the suitability of approaches, techniques and models in area of study	**Critically evaluate** the suitability of **several** approaches, techniques and models in area of study. **Constructing** clear arguments for the use of each method

		Analyse conflicting theories and arguments, **reaching a balanced conclusion**	**Analyse** and **critique** conflicting theories and arguments, reaching a balanced conclusion
		Demonstrate an understanding of a range of problem solving techniques. Select appropriate investigative techniques to solve problems. **Justify** the use of the selected problem solving techniques	**Combine** identified problem solving techniques to form an **innovative** technique
		Review researched sources and/or theories. Make sound and justified **judgments** and **recommendations**	**Compare** and **criticise** researched sources and/or theories. Make sound and justified **judgments** and **recommendations**

Grading Criteria – Level 5: Skills

Students who fail:	To achieve a pass grade in the assessment students must:	To achieve a merit grade in the assessment for the qualification students must:	To achieve a distinction grade in the assessment students must
	Use appropriate methods and cognitive skills to address broadly defined, complex problems or issues	**Determine** and **apply** the most appropriate methods and cognitive skills to address a range of broadly defined, complex problems or issues	**Assess** methods and cognitive skills most suited to address a range of broadly defined, complex problems or issues. **Justify** and **recommend** preferred methods and cognitive skills **Adapt** existing methods to address complex problems or issues
	Use appropriate practical skill(s) to complete broadly defined, complex tasks	**Select** and **apply** the most appropriate practical skill(s) to address a range of broadly defined complex tasks and issues. **Critically analyse** the suitability of particular skills to a range of tasks	**Assess** the reliability of a range of known practical skills to address broadly defined complex problems. **Demonstrate recommendations** for alternative or improved practical skills to complete broadly-defined complex tasks
	Use applicable data and principles to complete a problem or task	**Select** most applicable data and principles to complete a problem or task from a range. **Analyse, interpret** and **apply** data and principles from different sources	**Utilise** a wide range of data and principles from different sources. to complete **Illustrate** and **justify** how preferred data and principles best completes a problem or task
	Use applicable research methods and developments to inform actions.	**Apply** the most relevant methods or development to inform actions. **Critically evaluate** a range of research and/or developments used to inform action. **Illustrate** evidence-based conclusions	**Carry out** and **critique** a range of research methods and developments to inform actions. **Recommend** and **justify** preferred research methods and developments

	Evaluate a range of actions methods and results.	**Select** and **apply the most** appropriate investigative techniques to evaluate actions, methods and results.	**Critique** and **recommend** the most appropriate technique(s) to evaluate actions methods and results. **Justify** the use of the selected technique(s)

Grading Criteria – Level 6 Knowledge and Understanding

Students who fail:	**To achieve a pass grade in the assessment students must:**	**To achieve a merit grade in the assessment students must:**	**To achieve a distinction grade in the assessment students must:**
Superficially discuss subject matter	Has **advanced** practical, conceptual or technological knowledge and understanding of the subject or field to apply to several different contexts	**Demonstrates advanced** practical, conceptual or technological knowledge and understanding of the subject or field of work to solve problems in **complex contexts**	**Demonstrates** advanced practical, conceptual or technological knowledge and understanding of the subject or field of work to solve problems in **complex contexts** where there are many **interacting factors.**
Do not focus main theories or principles	**Critically analyse** and **interpret** essential principles and concepts in the area of study	**Critically analyse** and **apply** common principles and concepts	**Critically analyse** and **evaluate** relevant theories, concepts and principles to new contexts, creating **innovative** insights into complex or conflicting information or situations
Present only one perspective	**Understands** different perspectives, approaches or schools of thought and the theories that underpin them	**Evaluate** and **summarise** complex and conflicting information	**Evaluate** and **critique** the results of actions and methods
	Demonstrate an understanding of how theories, principles and concepts apply to new contexts	**Apply** theories, principles and concepts relevant to the area of study to **analyse** complex information	Make rational and **evidenced arguments** in complex contexts within the field of study
Present arguments for/against the statement that are unclear and do not follow a logical order	**Produce** credible arguments supported by **limited** academic research	**Present** coherent and credible arguments supported by a wide range of **relevant** academic research sources	Make **recommendations, supported** by a wide range of academic research sources and theories

	Demonstrate an understanding of inconsistencies and areas of doubt within the field of study	**Question** assumptions, inconsistencies and areas of doubt within the field of study.	**Construct** alternative arguments to **reconcile** uncertainties and ambiguities in the area of study
	Apply a problem solving technique to resolve an issue	**Apply tried and tested** problem solving techniques to create practicable solutions. **Justify** the use of the selected problem solving techniques	**Adapt** and **synthesise** different approaches to problem solving to create innovative insights and solutions
Do not make reference to any academic research	Use academic research to **make recommendations**	**Apply** a wide range of academic research sources and theories to justify recommendations	**Select** appropriate academic articles, sources and theories to **construct** recommendations

Grading Criteria – Level 6 Skills

Students who fail:	To achieve a pass grade in the assessment students must:	To achieve a merit grade in the assessment students must:	To achieve a distinction grade in the assessment students must:
	Determine, refine, adapt and **use** appropriate methods and **advanced** cognitive skills to address a range of problems and issues	**Determine, refine, adapt** and **use** appropriate methods and **advanced** cognitive skills to address a range of **partially-defined** problems and issues	**Determine, refine, adapt** and **use** appropriate methods and **advanced** cognitive skills to address a range of **partially-defined** problems and issues, involving **numerous interrelating factors**.
	Determine, refine, adapt and **use** appropriate **advanced** practical skills to address a range of problems and issues	**Determine, refine, adapt** and **use** appropriate **advanced** practical skills to address a range of **partially-defined** problems and issues	**Determine, refine, adapt** and **use advanced** appropriate practical skills to address a range of **partially-defined** problems and issues, involving **numerous interrelating factors**. **Demonstrate** alternative or improved practical skills to complete partially-defined tasks
	Utilise and, where appropriate, **design** relevant research and development to inform a **limited** range of actions.	**Select, adapt and design** relevant research and development to inform a **wide** range of actions.	**Critique** and **refine** existing research and development to inform a **wide** range of **complex** actions. **Create** alternative or enhanced research and development to inform actions.
	Evaluate a **limited** range of actions, methods and results and their implications.	**Critically evaluate** a **wide** range of actions, methods and results and their implications.	**Critique** a wide range of actions, methods and results and their implications. **Recommend** and **justify** the most appropriate technique(s) to evaluate actions methods and results

Calculation of qualification grade

Level 4

Mandatory	Mandatory	Mandatory	Optional	Optional	Outcome
F	F	F	F	F	Fail
F	F	F	F	P	Fail
F	F	F	F	M	Fail
F	F	F	F	D	Fail
F	F	F	P	P	Fail
F	F	F	M	P	Fail
D	F	F	F	P	Fail
F	F	F	M	M	Fail
D	F	F	F	M	Fail
D	D	F	F	F	Fail
F	F	P	P	P	Fail
F	F	M	P	P	Fail
D	F	F	P	P	Fail
F	F	M	M	P	Fail
D	F	F	M	P	Fail
D	D	F	F	P	Fail
F	F	M	M	M	Fail
D	F	F	M	M	Fail
D	D	F	F	M	Fail
D	D	D	F	F	M
F	P	P	P	P	Fail
F	M	P	P	P	Fail
D	F	P	P	P	Fail
F	M	M	P	P	Fail
D	F	M	P	P	Fail
D	D	F	P	P	Fail
F	M	M	M	P	Fail
D	F	M	M	P	Fail
D	D	F	M	P	Fail
D	D	D	F	P	M
F	M	M	M	M	Fail
D	F	M	M	M	Fail
D	D	F	M	M	Fail
D	D	D	F	M	M
D	D	D	D	F	M
P	P	P	P	P	P
M	P	P	P	P	P
D	P	P	P	P	P
M	M	P	P	P	P
D	M	P	P	P	P

D	D	P	P	P	M
M	M	M	P	P	M
D	M	M	P	P	M
D	D	M	P	P	M
D	D	D	P	P	M
M	M	M	M	P	M
D	M	M	M	P	M
D	D	M	M	P	M
D	D	D	M	P	M
D	D	D	D	P	D
M	M	M	M	M	M
D	M	M	M	M	M
D	D	M	M	M	M
D	D	D	M	M	D
D	D	D	D	M	D
D	D	D	D	D	D*

Level 5 and 6

Mandatory	Mandatory	Optional	Optional	Optional	Outcome
F	F	F	F	F	Fail
F	F	F	F	P	Fail
F	F	F	F	M	Fail
F	F	F	F	D	Fail
F	F	F	P	P	Fail
F	F	F	M	P	Fail
D	F	F	F	P	Fail
F	F	F	M	M	Fail
D	F	F	F	M	Fail
D	D	F	F	F	Fail
F	F	P	P	P	Fail
F	F	M	P	P	Fail
D	F	F	P	P	Fail
F	F	M	M	P	Fail
D	F	F	M	P	Fail
D	D	F	F	P	Fail
F	F	M	M	M	Fail
D	F	F	M	M	Fail
D	D	F	F	M	Fail
D	D	D	F	F	Fail
F	P	P	P	P	Fail
F	M	P	P	P	Fail
D	F	P	P	P	Fail
F	M	M	P	P	Fail
D	F	M	P	P	Fail

D	D	F	P	P	P
F	M	M	M	P	Fail
D	F	M	M	P	Fail
D	D	F	M	P	D
D	D	D	F	P	M
F	M	M	M	M	Fail
D	F	M	M	M	Fail
D	D	F	M	M	M
D	D	D	F	M	M
D	D	D	D	F	M
P	P	P	P	P	P
M	P	P	P	P	P
D	P	P	P	P	P
M	M	P	P	P	P
D	M	P	P	P	P
D	D	P	P	P	M
M	M	M	P	P	M
D	M	M	P	P	M
D	D	M	P	P	M
D	D	D	P	P	M
M	M	M	M	P	M
D	M	M	M	P	M
D	D	M	M	P	M
D	D	D	M	P	M
D	D	D	D	P	D
M	M	M	M	M	M
D	M	M	M	M	M
D	D	M	M	M	M
D	D	D	M	M	D
D	D	D	D	M	D
D	D	D	D	D	D*

www.abma.uk.com

ABMA Education | 7 Queens Square | Lyndhurst Road | Ascot | Berkshire | SL5 9FE | UK
Tel: +44 (0) 20 8733 7000 | Email: info@abma.uk.com

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