

Business Management (RQF) Regulated Qualification



Specification and Teaching Guidance

Level 4 Diploma (603/1270/1)

Level 5 Diploma (603/1271/3)

Level 6 Diploma (603/1272/5)

V4.1

This syllabus is to be used by Recognised ABMA Education Centres and their Teaching Staff only. The use and delivery of this syllabus by centres or other providers not recognised by ABMA Education is strictly prohibited.

Copyright © ABMA Education, 2026

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording or other electronic mechanical methods, without prior written permission of the publisher except for the use of brief quotations in a book review. For permission requests, write to the publisher, addressed "Permissions Coordinator" at the address below.

Published by ABMA Education
7 Queens Square
Lyndhurst Road
Ascot
Berkshire
SL5 9FE
UK

www.abma.uk.com

Version and Date Published	Section Changed	Details
1.1, September 2016	All	Document created
2.0, August 2021	All levels and units	Approach to Assessment
2.1, August 2022	All levels and units	Recommended Reading removed
3.0, February 2023	All levels and units	Assessment methods
	All levels and units	Qualification Structure: Rules of Combination changed to 6 mandatory units
	All levels and units	Credit values, GLH and TQT revised
	All levels and units	Unit titles revised
4.0, September 2024	Appendices	Removed Appendices D, E and F
	Appendices	Added Appendix D (Sample Assessment Materials)
4.1, October 2026	Appendices	Updated Appendix D (Sample Assessment Materials)

To all our Recognised Centres,

The success of an ABMA Education 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 Education 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.

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

Kind regards,

The ABMA Education Team

**Vocational Qualifications,
our Strength, your Future**

Contents

Qualification Aim and Objectives	6
Qualification Aim.....	6
Qualification Objectives.....	6
Qualification Structure.....	7
Level 4.....	7
Level 5.....	8
Level 6.....	8
Key Features	9
Relationship to Regulatory Frameworks and FHEQ Level Descriptors.....	9
Relationship to Occupational and Educational Standards	10
Teaching and Learning.....	11
Teaching and Learning Strategy Statement	11
Unit Structure	12
Supporting Teaching and Learning.....	14
Programme Design.....	14
Sequencing Unit Delivery	15
Condensed or Expanded Teaching and Learning.....	16
Assessment Strategy	17
Assessment Strategy Statement.....	17
Approach to Assessment.....	18
Grading	18
Entry Requirements	19
Minimum Level of Competence.....	19
English Language Requirements	19
Recognition of Prior Learning (RPL).....	20
Appeals.....	20
Appendix A: ABMA Education Level 4 Diploma in Business Management (RQF) Unit Specifications	21
Unit 1: Introduction to Business Skills.....	22
Unit 2: Organisational Design.....	24
Unit 3: Leadership and Management	26
Unit 4: Organisational Behaviour	28
Unit 5: Accounting and Finance.....	30

Unit 6: Introduction to Economics	32
Appendix B: ABMA Education Level 5 Diploma in Business Management (RQF) Unit	
Specifications	34
Unit 1: Strategic Planning	35
Unit 2: Supply Chain Operations	37
Unit 3: Change Management.....	39
Unit 4: Human Resource Management	41
Unit 5: Enterprise and Entrepreneurship.....	43
Unit 6: Marketing.....	45
Appendix C: ABMA Education Level 6 Diploma in Business Management (RQF) Unit	
Specifications	47
Unit 1: Strategic Management	48
Unit 2: Global Strategies for Growth	50
Unit 3: Financial Management	52
Unit 4: Economics	54
Unit 5: Project Management	56
Unit 6: International Marketing.....	58

Qualification Aim and Objectives

Qualification Aim

The ABMA Education (hereafter known as ABMA) qualification in Business Management (RQF) is aimed at learners 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 (RQF) 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 (RQF) qualification has 10 objectives.

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 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 (RQF) 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 qualifications in Business Management (RQF) are separated into three levels: Level 4, Level 5 and Level 6. Each level meets the requirements and expectations of appropriate regulatory frameworks (see below).

The units provide the fundamental knowledge and understanding which anyone working in a business management role should possess.

Each unit, irrespective of the level, requires 200 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. The Total Qualification Time for each qualification level is 1200 hours, based on 6 mandatory units that must be completed. The Guided Learning Hours assigned to each unit is 80 hours.

Level 4

This level of the qualification provides a broad introduction to business management as a subject. The units provide the basis on which to develop research skills whilst also introducing learners to the fundamentals of how organisations are designed, organisational behaviour and the skills needed for managing and leading. This level also provides learners with an understanding of economic issues that can impact an organisation as well as the financial issues and accounting expectations of an organisation.

The ABMA Education Level 4 Diploma in Business Management (RQF) consists of 6 mandatory units, as follows:

- Unit 1: Introduction to Business Skills
 - Unit 2: Organisational Design
 - Unit 3: Leadership and Management
-

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

Unit 4: Organisational Behaviour
Unit 5: Accounting and Finance
Unit 6: Introduction to Economics

Full Level 4 unit specifications can be found in [Appendix A](#) to this specification.

Upon successful completion of Level 4 learners can progress to Level 5 or exit the qualification with a Level 4 qualification in Business Management (RQF).

Level 5

As well as giving a focus on subjects which apply to all organisations: operations and strategy, the units provide opportunities for learners to begin developing the knowledge and understanding required to become competent in specific subjects including marketing, human resources and change management. These units will build on the Level 4 learning (or equivalent workplace learning) and will explore more complex and more focused disciplines.

The ABMA Education Level 5 Diploma in Business Management (RQF) consists of 6 mandatory units, as follows:

Unit 1: Strategic Planning
Unit 2: Supply Chain Operations
Unit 3: Change Management
Unit 4: Human Resource Management
Unit 5: Enterprise and Entrepreneurship
Unit 6: Marketing

Full Level 5 unit specifications can be found in [Appendix B](#) to this specification.

Upon successful completion of Level 5, learners can progress to Level 6 or exit the qualification with a Level 5 qualification in Business Management (RQF).

Level 6

At Level 6 learners are expected to critically think and engage with the learning material. The Level 6 qualification has greater emphasis on the strategic aspect of business management, and, as such, the units have a strategic bias. The knowledge and understanding gained through the units should enable learners to support organisations to gain competitive advantage whilst considering the local and global influences.

The ABMA Education Level 6 Diploma in Business Management (RQF) consists of 6 mandatory units, as follows:

Unit 1: Strategic Management
Unit 2: Global Strategies for Growth

Unit 3: Financial Management
Unit 4: Economics
Unit 5: Project Management
Unit 6: International Marketing

Full Level 6 unit specifications can be found in [Appendix C](#) to this specification.

Upon successful completion of Level 6, learners will be awarded a Level 6 qualification in Business Management (RQF).

Key Features

The ABMA qualifications in Business Management (RQF) have 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 robust and fit for purpose and can therefore have confidence in its strong position within the regulated environment in which it is located.

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

- A qualification which has its foundations in academic rigour which also has a strong emphasis on vocational learning.
- An opportunity for learners to use the knowledge and understanding gained from this qualification to progress onto further study.
- 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 qualifications in Business Management (RQF) are located, and which regulators and frameworks apply.

The ABMA qualifications in Business Management (RQF) are 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 qualifications in Business Management (RQF) have also been benchmarked to the Scottish Credit and Qualifications Framework (SCQF), the Framework for Higher Education Qualifications (FHEQ) 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 that the knowledge, skills and understanding which a learner acquires from achieving an ABMA qualification in Business Management (RQF) 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 made available on request.

Detailed mapping to the knowledge, understanding and skills expectations prescribed by the QAA can be made available on request.

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 recognised 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 learners to 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 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. Learner engagement and the learner voice form a significant aspect of a learner's life. ABMA will encourage recognised centres to counsel learner 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.

A recognised centre's lecturers will be required to engage in their own professional development to encourage research and 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 delivery, learning and assessment. Below is an outline of the main sections of a unit specification 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 20.
- **Total Unit Time**
 - Each unit, irrespective of the level, requires 200 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, and
 - 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.
- **Guided Learning**
 - This is the recommended number of hours which should be lecturer led and is likely to be directly related to classroom contact/live teaching delivery. For this suite of qualifications, 80 Guided Learning Hours (GLH) per unit are recommended. 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 learner is expected to gain after studying the unit.
- 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 specification.
- 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, it 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 specification is sub-divided into three parts:
 - Textbooks,
 - Journals, and
 - Websites.
 - All recommended textbooks and journals are available through centre and learner access to the online hosting service EBSCO. Access is available to recognised 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, quality assured by ABMA, and a grade awarded. Learners must achieve all 6 mandatory units at pass grade or above. Learners are permitted to re-sit only failed assessments.
 - All units in this suite of qualifications will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Supporting Teaching and Learning

As indicated in the Teaching and Learning Strategy statement, there is an expectation that lecturers delivering the ABMA qualifications in Business Management (RQF) 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 easily be explored, analysed and evaluated. This presents an opportunity for learning to be made relevant to local issues and factors which are 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 that units are sequenced.

All units which form the ABMA Business Management (RQF) qualifications are to be delivered through synchronous delivery. 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.

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.

Level 4

- Unit 1: Introduction to Business Skills, provides the basis for all learning for the ABMA qualifications in Business Management (RQF) and should be the first unit which all learners engage with.

Level 5

- Unit 1: Strategic Planning 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.
- Unit 3: Change Management should be delivered before Unit 4: Human Resource Management as Learning Outcome 4 draws on learners' knowledge of organisational change

Level 6

- Unit 1: Strategic Management should be delivered before Unit 2: Global Strategies for Growth as Unit 1 addresses key issues in the development of international strategies which is explored in more detail in Unit 2.
- Unit 2: Global Strategies for Growth should be delivered before Unit 6: International Marketing. 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 qualifications in Business Management (RQF) 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 the ABMA Level 4 qualification in Business Management (RQF).

Unit 1	ASMT ²	Unit 2	ASMT	Unit 3	ASMT	Unit 4	ASMT	Unit 5	ASMT	Unit 6	ASMT
-----------	-------------------	-----------	------	-----------	------	-----------	------	-----------	------	-----------	------

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 the ABMA Level 4 qualification in Business Management (RQF).

² ASMT – Assessment

Example 1

Unit	Assessment set at the end of all teaching and learning.
1	
2	
3	
4	
5	
6	

Example 2

Unit 1
Unit 2
Unit 3
Assessment units 1, 2 and 3
Unit 4
Unit 5
Unit 6
Assessments units 4, 5 and 6

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.

Assessment Strategy

Assessment Strategy Statement

One of the purposes of assessment is to evaluate whether a learner 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 learner 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.³

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

³ Learners and centres should refer to the ABMA Education Exemptions, Equivalences and Recognition of Prior Learning Policy which is available on our website.

any attempt by a learner 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 learner'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

All assessments are externally set, marked and quality assured by ABMA.

Grading

Qualification Level Grading

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

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 learner'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:

- 75% or above to achieve a Distinction
- 60% - 74% to achieve a Merit
- 40% - 59% to achieve a Pass
- 39% or below to be issued a Fail

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. A learner will not be issued the qualification if they have failed any units.

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 (RQF) 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 (RQF) qualification.

Where a programme of study for the ABMA qualifications in Business Management (RQF) are 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 learning delivery related to a unit of study or to a complete level of study. Learners and centres should refer to the ABMA Education Exemptions, Equivalences and Recognition of Prior Learning Policy which is available on our website for further guidance.

Appeals

ABMA has an appeals policy, written for our customers, including learners. It has been written in line the regulatory arrangements in the Ofqual General Conditions of Recognition. Learners and centres should refer to the ABMA Education Appeals Policy which is available on our website for further guidance.

Appendix A: ABMA Education Level 4 Diploma in Business Management (RQF) Unit Specifications

The ABMA Education Level 4 Diploma in Business Management (RQF) is a 120 credit qualification and takes one year of full-time study to complete.

Learners must achieve 120 credits by passing the mandatory units.

Total Qualification Time:	1,200
Total Guided Learning Hours:	480
Total Credit Value:	120

Mandatory Units

Unit Title	Level	TUT	GLH	Credit
Unit 1: Introduction to Business Skills	4	200	80	20
Unit 2: Organisational Design	4	200	80	20
Unit 3: Leadership and Management	4	200	80	20
Unit 4: Organisational Behaviour	4	200	80	20
Unit 5: Accounting and Finance	4	200	80	20
Unit 6: Introduction to Economics	4	200	80	20

Unit 1: Introduction to Business Skills

Level

4

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 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 through research while simultaneously developing a broad, yet contemporary, skill set which employers require from their staff, such as being an effective communicator, thinking critically and working in a team.

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

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 (RQF) 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.

Introduction to Business Skills 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 lecturers to develop the wider skills which their learners will require throughout their studies and when they enter the workplace. Lecturers 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 2: Organisational Design

Level

4

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 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 on not only its operational functions but also on how it is controlled and managed. Additionally, learners will understand the fundamental relationships between a business, its structure and its external environment.

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

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 (RQF) 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 in this unit and in the workplace, 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 who are experienced in operations management or strategic decision-making. Guest speakers will also be able to share their experiences of the importance of effective organisational design in a contemporary setting.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 3: Leadership and Management

Level

4

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 hours

Unit Aim

Leading and managing consist of distinct skills and competencies which people who wish to operate in a supervisory role are required to have and understand. This unit aims to develop this knowledge by introducing the theories and concepts before applying them to organisational contexts. The unit aims to further develop this by addressing the impact that leaders and managers can have on teams and organisations, and by developing the skills to apply leadership and management at operational and organisational levels.

Learning Outcomes

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

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

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 (RQF) 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, Leadership and Management 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 in 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 4: Organisational Behaviour

Level

4

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 hours

Unit Aim

The interaction and cooperation between an organisation and its people are 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.

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

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 (RQF) 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, Organisational Behaviour 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 in 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 5: Accounting and Finance

Level

4

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 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 range of sources of finance available to organisations and how these can be properly matched to specific financial resource requirements. The unit aims to explore financial issues relating to international trade and acquire the skills required to develop and implement a budget for a major programme of work.

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

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 (RQF) 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 6: Introduction to Economics

Level

4

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 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 by addressing the differences between macro and micro business environments and how these can be managed to enhance business success. The unit also aims to increase the learners awareness of different markets and world trade.

Learning Outcomes

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

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

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 (RQF) 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 current 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Appendix B: ABMA Education Level 5 Diploma in Business Management (RQF) Unit Specifications

The ABMA Education Level 5 Diploma in Business Management (RQF) is a 120 credit qualification and takes one year of full-time study to complete.

Learners must achieve 120 credits by passing the mandatory units.

Total Qualification Time:	1,200
Total Guided Learning Hours:	480
Total Credit Value:	120

Mandatory Units

Unit Title	Level	TUT	GLH	Credit
Unit 1: Strategic Planning	5	200	80	20
Unit 2: Supply Chain Operations	5	200	80	20
Unit 3: Change Management	5	200	80	20
Unit 4: Human Resource Management	5	200	80	20
Unit 5: Enterprise and Entrepreneurship	5	200	80	20
Unit 6: Marketing	5	200	80	20

Unit 1: Strategic Planning

Level

5

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 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.

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

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 (RQF) 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 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 2: Supply Chain Operations

Level

5

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 hours

Unit Aim

The aim of this unit is to introduce learners 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.

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

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 (RQF) 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 Supply Chain Operations 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 3: Change Management

Level

5

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 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.

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

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 (RQF) 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 Change Management 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 help contextualise and add 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 4: Human Resource Management

Level

5

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 hours

Unit Aim

The aim of this unit is to enable learners to understand and appreciate the 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, as well as relationships between the human resource and business strategies, the relationship with other organisational functions and the relationship with organisational development.

Learning Outcomes

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

1. Analyse the relationship between human resource management and 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 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 (RQF) 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 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 5: Enterprise and Entrepreneurship

Level

5

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 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 therefore aims to provide learners with a knowledge of entrepreneurial and intrapreneurial activity and an understanding of how both individuals and organisations can benefit from them.

Learning Outcomes

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

1. Analyse the roles of enterprise, entrepreneurship and intrapreneurship
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

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 (RQF) 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 be 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 6: Marketing

Level

5

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 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.

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 different 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

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 (RQF) 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 every one of us in our daily lives. Therefore, this Marketing unit 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, teamworking 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Appendix C: ABMA Education Level 6 Diploma in Business Management (RQF) Unit Specifications

The ABMA Education Level 6 Diploma in Business Management (RQF) is a 120 credit qualification and takes one year of full-time study to complete.

Learners must achieve 120 credits by passing the mandatory units.

Total Qualification Time:	1,200
Total Guided Learning Hours:	480
Total Credit Value:	120

Mandatory Units

Unit Title	Level	TUT	GLH	Credit
Unit 1: Strategic Management	6	200	80	20
Unit 2: Global Strategies for Growth	6	200	80	20
Unit 3: Financial Management	6	200	80	20
Unit 4: Economics	6	200	80	20
Unit 5: Project Management	6	200	80	20
Unit 6: International Marketing	6	200	80	20

Unit 1: Strategic Management

Level

6

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 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 and management to an organisation so that it can achieve competitive advantage in a single or multiple markets.

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 strategic management and planning techniques to a given situation

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 (RQF) 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 2: Global Strategies for Growth

Level

6

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 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 impact on internationalisation strategies.

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

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 (RQF) 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.

Global Strategies for 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 3: Financial Management

Level

6

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 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.

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

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 (RQF) 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.

Learners should already be competent in basic accounting practices. Lecturers 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 4: Economics

Level

6

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 hours

Unit Aim

Understanding economics is important to the success of any complex organisation in order to achieve the organisation's goals. This unit aims to give learners the knowledge to consider economics in a strategic way requiring vision and creative thinking, focusing on the design of the organisation's economic 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

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 (RQF) 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 5: Project Management

Level

6

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 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.

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

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 (RQF) 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, 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.

Assessment

Assessment Conditions

- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.

Unit 6: International Marketing

Level

6

Credit Value

20

Total Unit Time

200 hours

Guided Learning

80 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.

Learning Outcomes

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

1. Analyse the role of marketing during expansion from domestic markets to a globalised market
2. Analyse the marketing 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

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 (RQF) 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.

International Marketing 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, teamworking 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.

Assessment

Assessment Conditions

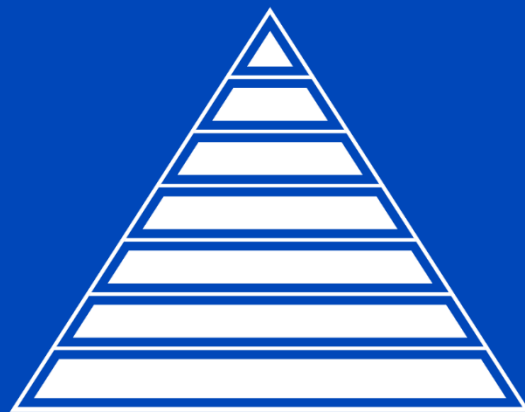
- This unit will be assessed via assignment. The assignment will require the learner to produce a written response to a set task or set of tasks, to be submitted by a set deadline.

Assessment Control

- This assignment is set by ABMA and verified by ABMA.
- ABMA 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 assessment is eligible for grades at pass, merit and distinction.



ABMA
E D U C A T I O N

www.abma.uk.com