SFJ Awards Level 6 Diploma in Business and Administrative Management

Regulation No: 601/6146/2

Contents | Page

Contact Us

We are here to help if you need further guidance from us. The SFJ AWARDS customer service team can be contacted between 9am and 5pm Monday to Friday at:

Email: info@sfjawards.com
Main Phone Switchboard: 0114 284 1970
Head Office Address:

SFJ Awards
Consult House
4 Hayland Street
Sheffield
S9 1BY

Introduction

This specification is intended for trainers, centres and learners. General information regarding centre approval, registration, Odyssey Online (SFJ AWARDS's candidate management system), assessment papers, certification, reasonable adjustments, special consideration, appeals procedures, are available from the website. This document should be read in conjunction with the SFJ AWARDS QMS Centre guide available from the website.

Version Number

Please ensure that you have the latest and most up to date version of documents. Please check the website for the most up to date version. To check which version you have please see the footer which will give you the version number

V4.0 updated March 2017: All pages re-formatted, updates to pages 3, 4
V6 updated June 2018: new address added, updates to benefits
V7 updated August 2022: withdrawal dates added

About this Qualification

* Qualification Withdrawal *

Please note that the SFJ Awards Level 6 Diploma in Business and Administrative Management is being withdrawn. No learners can therefore be registered on this qualification after 30 September 2022 and all certifications must be completed by 30 September 2023.

The SFJ AWARDS Level 6 Diploma in Business and Administrative Management is aimed at administrative and business managers at a senior level, providing them with the knowledge, skills and understanding to be able to make decisions and analyse documents and reports at this level. The qualification has four mandatory units: Strategic Management, Finance for Decision Making, Management Information Systems for Business and Human Resources Management. Learners also have to select and complete two of the optional units.

Objective

Giving learners personal growth and engagement in learning

Purpose

B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
B2. Develop knowledge and/or skills in a subject area

Sector

15.3 - Business management

Structure

To achieve this qualification learners have to complete all four mandatory units plus two of the optional units. Learners may achieve either or both of the Additional units, however this achievement will not count towards the overall requirement or grading for this qualification.

		Unit	Level	Guided Learning Hours
		Mandatory Units		
1	Y/507/1904	Strategic Management	6	80
2	D/507/1905	Finance for Decision Making	6	80
3	M/507/1908	Management Information Systems for Business	6	80
4	H/507/1906	Human Resources Management	6	80
		Optional Units		
5	T/507/1909	Corporate Governance and Risk Management	6	80
6	K/507/1910	International Business Environment	6	80
7	M/507/1911	Marketing Communications Strategy	6	80
8	A/507/1913	Organisational Culture, Leadership and Change	6	80
9	L/507/1916	Change Management*	6	80
10	R/507/1917	Business Research*	5	80
		Additional units		
11	F/507/1914	Business Regulation (UK)	5	60
12	J/507/1915	Managing Information and Knowledge in Organisations	5	60

Barred Units*

*Two units within this qualification are barred. Barred units exist to allow learners greater choice in how to meet the required number of units achieve a qualification. However, because barred units feature a significant overlap of content, learners are not allowed to take more than one unit of a barred set. The following table displays all of the optional barred units that can be taken within this qualification; only one unit (the highest score) from each pair/set can count towards the learner's qualification.

Unit Numbers	Barred Against
Change Management	Business Research

Delivery

Guided learning hours are 480. It is the responsibility of training centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of Guided Learning Hours can vary from one training centre to another according to learners' needs. Guided learning hours are all times when a member of provider staff is present to give specific guidance towards the learning aim being studied on the programme and the assessment. In addition to the GLH it is expected that learners will spend considerable time in private study and research.

Assessment

There are two types of assessment for this qualification: assignments** and examinations* (see table below). Assignments are all externally set, internally marked and moderated and awarded by SFJ AWARDS; exams are all externally set and marked and awarded by SFJ AWARDS.
The assessment for each unit covers a minimum of 80% of the assessment criteria in that unit.

		Unit	Assessment method	Weighting	Time allowed (exams only)
		Mandatory Units			
1	Y/507/1904	Strategic Management	Assignment**	17%	
2	D/507/1905	Finance for Decision Making	Examination*	17%	3 hours
3	M/507/1908	Management Information Systems for Business	Assignment**	17%	
4	H/507/1906	Human Resources Management	Assignment**	17%	
		Optional Units			
5	T/507/1909	Corporate Governance and Risk Management	Assignment**	16%	
6	K/507/1910	International Business Environment	Assignment**	16%	
7	M/507/1911	Marketing Communications Strategy	Assignment**	16%	
8	A/507/1913	Organisational Culture, Leadership and Change	Assignment**	16%	
9	L/507/1916	Change Management	Assignment/Project **	16%	
10	R/507/1917	Business Research	Assignment/Project **	16%	
		Additional units			
11	F/507/1914	Business Regulation (UK)	Examination*	n/a	3 hours

| 12 | J/507/1915 | Managing Information and Knowledge in Organisations | Assignment** | n/a | |

IQB/0.2/345 | Version 7.0 | 19/06/2018 | Author DM

Examined units:
The assessment for these units must be held under exam conditions. Examination papers are available for centres to book via the ODYSSEY ONLINE Registration System, which is provided upon centre approval to offer the qualification. **Please see the ODYSSEY ONLINE Guide for further information.** Examination papers are sent, upon assessment booking confirmation, to centres approximately up to 5 working days before the date of the exam. **Please see the SFJ AWARDS Guidance for Examinations for further information.**

Once the candidate has completed the examination, all assessment documentation must be sent to SFJ AWARDS within 48 hours:

- Centres in the UK must send the documentation by post (secure postage is recommended);

Moderated units:
Assignments are available for centres to book via the ODYSSEY ONLINE Registration System, which is provided upon centre approval to offer the qualification. Assignment briefs, mark schemes and marking forms, which include marking guidance, are sent to centres upon assessment booking confirmation. **Please see the ODYSSEY ONLINE Guide for further information**.

There are two types of assignment for centres to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief where the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief own 101XX01

It is essential that the correct assignment is selected when booking. The assignments and relevant MS for use with own company will have "Own" in the title.

Once the candidate has completed an assignment this must be marked by the centre using the mark scheme, marking form and guidance provided and then submitted to SFJ AWARDS for moderation before the end of the moderation series. The moderation and examination timetable is available from the SFJ AWARDS website.

Grading
This qualification is graded, successful learners can achieve: pass, merit or distinction.

The UMS system is used to ensure that standards can be maintained within units across different assessments. Unit UMS scores are aggregated to arrive at a qualification UMS total, and a final grade is awarded accordingly, subject to a minimum cap that ensures that each unit must be achieved at Pass before the qualification can be achieved.

The design of this qualification uses a compensatory approach which means that better performance in some areas of the assessment can compensate for lesser performance in other areas, subject to the condition that **each unit must be passed in order to achieve an overall pass.**

The qualification has a maximum of 600 UMS marks, 360 are required for a Pass, 432 for a Merit and 492 for a Distinction.

Interviews

SFJ AWARDS reserve the right to call candidates for an interview for example for borderline candidates. Results for candidates called for interview will not be released until this has taken place. The interview can be either face to face or electronically.

Word Count

In each assignment brief the word count is clearly indicated; in the absence of a word count, none applies. For example, those tasks featuring a series of brief questions often do not specify a word count. On the other hand, for example where a writing sample is required, a word limit will be formally stipulated.

The word count does not include referencing, repeating the question/s or the learning outcomes and or assessment criteria. It only applies to the actual answer submitted by the candidate.

Submissions that are under or over the word count will have marks deducted on a sliding scale.

Age Range and Geographical Coverage

This qualification is approved for learners 19 plus in England and Northern Ireland.

Learner Entry Requirements

There are no formal entry requirements. However, learners must able to work at this level and have sufficient command of English Language. It is the centres responsibility to assess candidates at enrolment to ensure that this level of qualification is appropriate for them; ensuring that learners can work, have sufficient maturity, and also that they have sufficient capabilities in the English language at this level. Centres must keep a record of the initial assessment for quality assurance purposes. As an example candidates whose English is not their first language are expected to be working at a minimum standard of C1 (on the Common European Framework) on the Home Office's list of recognised English tests and qualifications.

Progression

Learners who achieve this qualification can progress to, for example:
- Degrees in areas business, business management, business administration
- Business and management undergraduate courses
- Membership of professional bodies
- Managerial roles such as operations director, business development manager or company secretary

Tutor Requirements

All trainers delivering this qualification must have
- Appropriate teaching qualification e.g. Level 3 Award in Education and Training
- Sector competency and suitable qualifications in Business and Administration at level 7 or above
- Relevant CPD

Centre Requirements

Centres must be approved by SFJ AWARDS in order to offer this qualification.

Assessment Terminology

The table below includes the terminology used in all types of assessment. It includes SFJ AWARDS's explanation of the meaning of these terms in the contexts of assessments.

Knowledge/understanding	
These are foundation skills. Assessment tasks in this category require candidates to demonstrate their knowledge and understanding of the required subject content. They assess basic learning.	define describe list name outline state

© SFJ Awards 2017

Application	
Candidates must show an ability to demonstrate the understanding of the specified knowledge content in practical business contexts. Assessment tasks in this category require candidates, for example, to: • make a practical decision • demonstrate the required knowledge, understanding, and skills in organisational contexts.	apply calculate create (in an applied context) demonstrate/ demonstrate how design estimate investigate plan prepare propose use

Analysis	
Candidates must be able to break down situations, statements, theory, and numerical and non-numerical data into components or essential features. For higher level analysis candidates should incorporate relevant concepts and theory into their arguments. Assessment tasks in this category require candidates to: • select data relevant to tasks • organise data relevant to tasks • break down data/texts to their elements • respond to data/text that contains several elements	analyse / critically analyse clarify compare differentiate between examine explain identify why, how, reasons, characteristics investigate select summarise

Evaluation	
The most advanced cognitive skill is that of evaluation. At this level, candidates make connections, present judgements, and opinions and draw conclusions that are supported by valid reasons and evidence. Evaluation involves reflective thinking. Assessment tasks in this category require candidates to give detailed responses and while doing so: • provide supported decisions or conclusions • make a reasoned case • make comparisons based on valid and relevant reasons and evidence • set up arguments based on valid reasons and evidence	advise argue for and against compare, contrast and reach a judgement criticise discuss evaluate identify the most important interpret investigate e.g. the effectiveness of justify reason for and against recommend solve summarise …to what extent?

Plagiarism

Candidates commit plagiarism when they copy, very closely imitate, paraphrase or cut and paste someone else's work, ideas, and/or language and present it as their own.

It is the centres responsibility to:
• explain what plagiarism is and why it is wrong to plagiarise
• explain the concept of intellectual property; the ownership of words, concepts, electronic materials, etc.
• develop centre policies to prevent plagiarism
• explain the consequences of committing plagiarism
• explain the importance of referencing and teach the use of referencing systems

- set differentiated, individual assignments for each candidate

When writing assignments, candidates need to be aware that they can quote from other texts but that these must be referenced to where the quotes have been obtained from. However, intentional use of other people's work without providing references is classed as plagiarism. Plagiarism is a form of cheating. Plagiarism is not permitted and if plagiarism is detected this will result in a fail and penalties may be imposed. Examiners and moderators are well aware of this issue and they are experts in their subject matter. Therefore they are very likely to recognise any extensive passage, which has been taken from a book, journal, website etc. There are also a number of computer programmes that can detect plagiarism.

It could be argued that the biggest issue with plagiarism is that students who do this are denying themselves the opportunity to better themselves. By using other people's work, they are not developing themselves as reflective learners. From a tutor's point of view, this is very frustrating as their job is to help students to become analytical and reflective learners, not cutting and pasting experts.

SFJ AWARDS puts scripts through a plagiarism checker programme and any scripts that contain plagiarised sections (paragraphs or quotes that are not referenced appropriately) will be treated as such and this will result in a fail and penalties may be imposed.

Unit 1: Strategic Management - Y/507/1904

Guided Learning Hours: 80

Unit description: This unit focuses on the concepts and development of strategic management and investigates theories and approaches to strategy for senior administrative and business managers. It explores strategic analysis, the formulation of strategy and the implementation of strategy in organisations. Candidates will understand the general, competitive and internal organisational environments. The unit also examines approaches to managing strategic change. Candidates will learn how strategy is developed and implemented for competitive advantage.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the concept of strategic management	1.1	Analyse the concept of strategic management	Concept of strategic management: The impact of globalisation; strategic management process: strategic analysis, choice and implementation; link to values, vision and mission statements; interests of stakeholders; legal and social responsibilities; ethics and corporate social responsibility; dealing with uncertain events; long-term planning; a 'roadmap' for the organisation; idea of core competencies; top down planning.
	1.2	Review strategic management theory and approaches	Strategic management theory and approaches: Approaches to strategic management: prescriptive (predicting future and probable outcomes) and emergent (more flexible strategy emerging from growing organisational knowledge) approaches, Andrews and Ansoff (Design School), Mintzberg and Waters (Learning School); emergent vs planned strategy; process (environmental (internal and external) scanning, formulation, implementation and evaluation).
	1.3	Analyse corporate culture and structure and their impact on strategic management	Analysis of culture and structure: Corporate culture and how this impacts on strategic management; impact of different management styles; importance of 'fit' of culture/structure to strategy.
2. Understand how to conduct strategic analysis	2.1	Analyse the strategic environment	Analysis of strategic environment: The general environment, the competitive environment and the internal environment; competitive analysis; scenario planning; tools for analysis, Porter's Five Forces Model; dynamics of the market; game theory; internal SWOT (corporate appraisal) and external PESTEL (environment analysis) to evaluate the impact of external forces on the organisation; customer expectations; hypercompetition.

	2.2	Analyse organisational resources and capabilities	Analysis of resources and capabilities: Tools and techniques for analysis (at least 4); adding value, value chain analysis (Porter); capability; knowledge management; analysing human resources; benchmarking; critical success factors; Balanced Scorecard; Strategic fit.
3. Understand how to formulate business level and corporate level strategy	3.1	Evaluate the different approaches to the formulation of business level strategy	Approaches to the formulation of business level strategy: Developing business level strategy; Porter's generic competitive strategies – cost- leadership, differentiation, focus; resource based approach; Blue Ocean/Red Ocean strategies; contribution of the different approaches; positioning / competitive advantage; implications for strategy formulation; market influences.
	3.2	Examine the different approaches to the formulation of corporate level strategy	Approaches to the formulation of corporate level strategies: Developing corporate level strategy; growth strategies – market penetration, market development, product development, diversification; organic growth; contribution to competitive advantage.
	3.3	Examine strategic choices to the external competitive environment	Strategic choices to the external competitive environment: E.g. mergers, acquisitions, joint ventures, strategic alliances, investment and divestment, becoming globalised.
4. Understand strategy implementation	4.1	Evaluate the factors which influence the implementation of strategy	Implementing strategy: Issues in implementation of strategy; implementation plan; communication of strategy; allocating resources (human, financial and material) ; managing productivity; monitoring and control; balanced scorecard; sustainability issues; administrative management and the implementation of strategy; role of senior administrative and business managers; managing stakeholder expectations; collaboration with suppliers, partners etc.: expressing the rationale for strategic change with internal and external stakeholders ; managing limited resources; encouraging/ creating appropriate culture – empowerment, readiness to respond to opportunities etc.; establishing reward systems.
	4.2	Assess the implications of strategic change in an organisation	Implications of strategic change: Strategic change, cultural change/ cultural web; evolutionary and revolutionary change; incremental change; integrative approach; issues arising from strategic change; impact of change on organisation; strategic drift; managing and leading strategic change; need to encourage innovation and create new strategic direction; planning for innovation; entrepreneurial approaches; knowledge management; managing employee expectation, employee engagement; role of senior administrative and business managers.

Unit 1 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge, skills and understanding of the concept of strategic management, strategic analysis, formulating business level and corporate level strategy and strategy implementation. It is recommended that this unit is delivered by a combination of face to face and tutor lead activities; the learner will also have to undertake a considerable amount of private study, background reading and research.

Assessment

Assessment for this unit is by assignment. There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **own** 101XX01

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Unit 2: Finance for Decision Making - D/507/1905

Guided Learning Hours: 80

Unit description: This unit is a financial awareness unit aimed at non-accountant decision makers who are likely to be senior administrative or business managers. Candidates will learn about financial factors underpinning business decision making at senior levels within the organisation. They will analyse given information that could be used as the basis for high level decision making in business. They will learn the techniques of financial analysis and evaluation that will enable them to make high level business decisions.

Unit grid: Learning outcomes/Assessment Criteria/Content

Learning Outcome - The learner will:		Assessment Criteria - The learner can:	Indicative Contents:
1. Understand the contribution of financial information and financial analysis when taking decisions	1.1	Examine factors that underpin decision making in business	Factors that underpin decision making in business: Types of business decisions at senior level made by administrative and business managers; links and differences between financial, regulatory, customer service factors; interests of shareholders, managers (administrative and business) and other stakeholders.
	1.2	Assess the significance of business risk and financial factors in business decision making	Significance of business risk and financial factors in business decision making at senior level: Shareholders' interests; creditor protection; accountant vs economist view of income, capital and value; inflation; categories of business risk (e.g. credit, market, operational; regulatory, reputational, financial; strategic, compliance, environmental, employee risk management; political instability, health and safety, commercial); risk assessment in financial decision making; risk disclosure.
	1.3	Discuss the factors which have financial implications for business decisions	Factors which have financial implications for business decisions at senior level: Importance of access to cash; importance of governance, ethical, environmental economic, technological, legal and social factors.
	1.4	Analyse the concepts and principles of corporate governance that impact on business decision making	Key concepts and principles of corporate governance: Implications of different ownership structures and stakeholder interests (shareholders, administrative and business managers, employees, government); need for governance guidance; director and stakeholder responsibilities; impact on senior decision making.

2. Understand sources of finance available for the acquisition of business assets and working capital	2.1	Analyse the sources of finance available to a business	Sources of finance available to a business: External and internal sources of finance (overdraft, trade creditors, factoring, shares/investment, loans, debentures, mortgage, HP/Leasing, grants, retained profits, trade debtors); government interventions; equity and debt; what it means to be listed on stock exchange; different share types (preference, ordinary shares); importance of working capital and cash flow and implications of not managing efficiently; techniques for managing working capital; off-balance sheet financing; techniques for managing working capital; long and short term finance needs.
	2.2	Evaluate implications of accessing different sources of finance to a business	Evaluate implications of sources of finance: Advantages and disadvantages of different sources of finance (access, cost, availability, effect on gearing and importance of this); how to list on stock exchange; cost of capital calculations; WACC and usefulness of this: calculation of financial gearing and associated risks; selecting finance to suit the purpose (long-term/short-term);
	2.3	Assess methods for making capital expenditure and investment decisions	Business investment decisions: Investment appraisal: Accounting Rate of Return (ARR), Payback, Net Present Value (NPV), Internal Rate of Return (IRR); profitability indices; effects of tax and inflation on investments; decisions about asset life and depreciation policies and impact of these; how organisations select criteria on which to base capital investment decisions; benefits and limitations of each investment appraisal technique (ARR, Payback, NPV, IRR); how these effect the viability of investment.
3. Understand how financial statements are used to provide a basis for senior decision making	3.1	Explain requirements for financial statements and how these relate to decision making in business	Key requirements for financial statement: Structure and content of financial statements including published accounts; reporting requirements; accrual and cash flow approaches; difference between capital and revenue; historical cost convention; accounting principles for reporting; characteristics of financial statements most relevant to decision making; use of financial statements for analysing financial trends.
	3.2	Calculate financial ratios and explain their significance for making business decisions	Main financial ratios: Liquidity, capital structure, investment, profitability and efficiency ratios (including ROCE and EPS); indicators of financial health of business and decision making; capital and revenue investment decisions; industry and inter-firm comparison of ratios.

Unit 2 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of the contribution of financial information and financial analysis when taking decisions, sources of finance available for the acquisition of business assets and working capital and how financial statements are used to provide a basis for senior decision making. It is recommended that this unit is delivered by a combination of face to face and tutor lead activities; the learner will also have to undertake a considerable amount of private study, background reading and research.

Assessment

This unit is assessed by an externally set examination which must be held under exam conditions.

Unit 3: Management Information Systems for Business - M/507/1908

Guided Learning Hours: 80

Unit description: This unit examines the use and contribution of information systems within businesses. Candidates will consider the relationship of information systems to business strategy, business performance and customer satisfaction. They will explore the importance of having an effective information technology infrastructure and evaluate the contribution of management information systems to decision-making. Candidates will analyse the ethical, social and security issues in managing information systems.

Learning Outcome - The learner will:		Assessment Criteria - The learner can:	Indicative Contents:
1. Understand the role of information systems (IS) within global businesses	1.1	Assess the role of information systems and technologies in businesses	Role of IS and technology: Components of IS (hardware, software, data, procedures, human resources and networks); key technologies e.g. internet, wireless technologies, mobile technologies etc.; technology trends e.g. social media, cloud; how IS enhances processes and is used in businesses (e.g. transaction processing, decision-making, supplier relations and communication, tracking and transportation); how systems support decision making at each level; contribution to digital business; contribution to global business; features of e-business models.
		1.2 Analyse the challenges to developing global information systems	Challenges to developing global IS: Need/opportunity for global business; factors driving need/opportunity (e.g. cheap international communications; world culture; global knowledge base); impact of barriers to developing global information systems, e.g. cultural, political and global diversity, economic, financial considerations, technological factors etc.
		1.3 Analyse the relationship between information systems and decision making within business(es)	IS and decision making: Information requirements of key decision-making groups within a business, e.g. programmed and non-programmed decisions; decision-making process; how information systems meet management decision-making needs at different levels of a business, e.g. senior managers, middle managers, operational managers, knowledge workers, service workers, production workers; difference between decision support systems and MIS, e.g. structured problems, semi-structured and unstructured problem analysis; expert systems; Executive Information Systems.
2.Understand the relationships between information systems and business strategy		2.1 Analyse the role of information systems in developing business strategy	IS and developing business strategy: IS impact on business strategy, e.g. economic, organisational and behavioural impacts; main strategic business factors which need to be considered when designing an information system, e.g. achieving competitive advantage; the business information value chain; importance of aligning information systems with business objectives and strategy, e.g. strategic systems analysis, synergy, core competences, network-based strategies.
		2.2 Assess how information systems contribute to achieving competitive advantage	IS and competitive advantage: Porter's competitive forces model to show how IS supports competitive advantage; impact of systems e.g. ecosystem strategic model, web-based research.

	2.3 Assess the impact of information systems on business strategy	Impact of IS on business strategy: Impact of technologies on business strategies; internet business models e.g. virtual storefront, social network, portal, online market place; impact on how business conducted; impact of IS on global business strategies; global support systems.
3. Understand the relationship between information technology infrastructure and business capability and performance	3.1 Assess the need for an effective information technology infrastructure	Need for IT infrastructure: Key components of information technology infrastructure, e.g. hardware platform, operating system, application and enterprise software, systems integrators, telecommunications, systems integration, database management, internet platforms; need for effective infrastructure for e.g. competition, communication, customer service, business capability.
	3.2 Assess the impact of key information technologies on business performance	Information technologies and their impacts: Emerging information technologies that impact on business success, e.g. mobile digital platform, cloud computing, open source software, software outsourcing; value to the business; impact on business and business models.
	3.3 Assess how information systems can improve business performance	IS and improving business performance: Main types of information system that support business processes e.g. transaction processing systems, management information systems, decision support systems, data warehouses, enterprise systems, expert systems, geographic information systems; relationship between information systems and performance, e.g. information quality, management filters, business culture; how information systems can improve business performance, e.g. sensitivity analysis, data visualisation; contribution of enterprise systems, enterprise resource planning, supply chain management and customer relations management information systems to business performance, e.g. customer loyalty, operational efficiency, supply chain integration, business analysis, customer service, global business.
4. Understand the ethical, social and security issues in managing information systems	4.1 Analyse the ethical and social issues relevant to managing information systems	Ethical and social issues: Ethical and social issues related to information systems in businesses, e.g. the moral dimensions of the information age; processes for analysing ethical and social issues; impact of legislation on information systems, e.g. data protection and copyright legislation, Computer Misuse Act, Freedom of Information Act.
	4.2 Analyse security issues related to information systems	Security issues: Why information systems are vulnerable, e.g. open systems, errors, software problems; impact of various threats to information systems security, e.g. loss of sales and productivity, damage to core business, legal liability; benefits of reducing security risks, e.g. reducing errors, increase reliability of the system and improve cost control and public image; tools and approaches for protecting information systems, e.g. access control, antivirus software, authentication, authorisation, firewalls, encrypting, biometric verification; importance of establishing a framework for security and control, e.g. risk assessment, cost effective controls, business continuity, monitoring and audit.

		1.1 Assess the role of information systems and technologies in businesses	Role of IS and technology: Components of IS (hardware, software, data, procedures, human resources and networks); key technologies e.g. internet, wireless technologies, mobile technologies etc.; technology trends e.g. social media, cloud; how IS enhances processes and is used in businesses (e.g. transaction processing, decision-making, supplier relations and communication, tracking and transportation); how systems support decision making at each level; contribution to digital business; contribution to global business; features of e-business models.
		1.2 Analyse the challenges to developing global information systems	Challenges to developing global IS: Need/opportunity for global business; factors driving need/opportunity (e.g. cheap international communications; world culture; global knowledge base); impact of barriers to developing global information systems, e.g. cultural, political and global diversity, economic, financial considerations, technological factors etc.
		1.3 Analyse the relationship between information systems and decision making within business(es)	IS and decision making: Information requirements of key decision-making groups within a business, e.g. programmed and non-programmed decisions; decision-making process; how information systems meet management decision-making needs at different levels of a business, e.g. senior managers, middle managers, operational managers, knowledge workers, service workers, production workers; difference between decision support systems and MIS, e.g. structured problems, semi-structured and unstructured problem analysis; expert systems; Executive Information Systems.

Unit 3 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of the role of information systems (IS) in global businesses, the relationships between information systems and business strategy, the relationship between information technology infrastructure and business capability, how key information systems improve business performance and enhance decision-making and the processes for the development of information systems. It is recommended that this unit is delivered by a combination of face to face and tutor lead activities; the learner will also have to undertake a considerable amount of private study, background reading and research.

Assessment

Assessment for this unit is by assignment. There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **own** 101XX01

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Unit 4: Human Resource Management - H/507/1906

Guided Learning Hours: 80

Unit description: This unit explores human resource management (HRM) within organisations and the role of the HR function and HR professionals. Candidates will learn about the importance of people as a business resource and the management of this resource through HR processes. They will also explore the impact of the external business environment on HR strategies, policies and practice.

Learning Outcome – The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the contribution of human resource management (HRM) to organisations	1.1	Analyse the evolution and changing nature of HRM within organisations	Evolution and changing nature of HRM: Definitions of personnel management and HRM; evolutionary stages for the development of human resource management – Social justice (Lord Shaftesbury and Robert Owen), humane bureaucracy, negotiated consent, organisation and HRM; changing nature of HRM - employee focused HR practices, importance of people as a business resource; best practice v best fit, the need for strategic fit with business strategy; positioning of HR strategy – strategies for people resourcing, learning and development, employee relations, performance management and reward; constraints on HRM – labour markets, changing nature of jobs, regulations and ethical awareness.
	1.2	Analyse theories and models of HRM	HRM theories: Hard HRM – people as a resource and commodity to be managed. Soft HRM - employees as assets and source of competitive advantage; the main models of HRM (e.g. Harvard and Michigan, Guest model, the Warwick model, the Storey model, Ulrich's business partner model.).
	1.3	Analyse the role of the HR function and HR professional	The role of the HR function: HR objectives: the development and implementation of HR policy and practice in relation to people resourcing, learning and development, employee relations, performance management and reward; provision of advice and services to support the achievement of organisational objectives; fostering positive psychological contracts and employee engagement in order to harness commitment and motivation; managing the employee/employer relationship ; role of HR in developing teams; role of HR and in organisational development; management of equality and diversity; contribution of HR processes to the organisation and organisational objectives (recruitment, selection, training/retraining, performance management and reward). The role of the HR professional: generalist v specialist roles, business partner, strategist, change agent, consultant.
2. Understand the relationship between HR	2.1	Explain the links between HRM and business strategy	HRM and business strategy: Strategic approaches to HRM; framework of strategic HRM; theoretical perspectives of HR strategy; impact of strategic management issues on HRM; relationship between HR strategy and business strategy; strategic fit.

strategy and business strategy	2.2	Evaluate the extent to which HRM affects business performance	HRM and business performance: How HR contributes to business performance; role of HR in coaching, mentoring, business partnering; line manager's role in implementing HR strategy; role of human capital management in the knowledge economy; impact of different approaches to HRM on business performance in specific businesses; importance of approaches to recruitment, selection, learning and development and performance and reward to business performance.
3. Understand the impact of external factors on HRM and HR policies in organisations	3.1	Assess the impact of external factors on HRM and HR policies in organisations	External factors affecting HR: PESTLE Analysis: Demographics, increase in the number of migrant workers, technology, flexible working, homeworking, changing employee expectations, changing psychological contract, work life balance, employment legislation and other legislation e.g. equality act, data protection etc., contract types and employer responsibilities, globalisation, employee welfare, health and safety requirements, political policy regarding funding and apprenticeships, national education and skills policy; economic factors (recession or boom etc.); social factors (e.g. equal opportunities issues); competition (e.g. from other employers in area; from firms operating abroad using cheaper labour); other contemporary issues. Identify factors and assess impact on both HRM and HR policies in organisations.
4.Understand the role of HR planning within organisations	4.1	Analyse the HR planning process	HR planning: What is HR planning, matching resources to business needs, hard and soft human resource planning. Identifying the broader issues of HR planning: the impact of the external environment on HR planning. The HR planning process: Current and future supply and demand forecasts, internal and external labour market, scenario planning, labour turnover analysis, resourcing plans, employee utilisation plans, downsizing, learning and development planning; approaches to recruitment and selection.
	4.2	Assess how HR planning contributes to organisational performance	Contribution of HR planning to organisational performance: Developing the resource capability of the organisation, maintenance of competitive advantage, identifying future resourcing issues, succession planning, talent management.

Unit 4 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of the contribution of human resource management (HRM) to organisations; the relationship between HR strategy and business strategy; the impact of external factors on HRM and HR policies in organisations and the role of HR planning within organisations. It is recommended that this unit is delivered by a combination of face to face and tutor lead activities; the learner will also have to undertake a considerable amount of private study, background reading and research.

Assessment

Assessment for this unit is by assignment. There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **own** 101XX01

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Unit 5: Corporate Governance and Risk Management - T/507/1909

Guided Learning Hours: 80

Unit description: This unit gives candidates an understanding of concepts of corporate governance and risk management. They will examine the importance of corporate governance and risk management for administrative and business management in organisations. They will examine the different areas where risk needs to be assessed. They will develop an understanding of the importance of identifying risk and carrying out contingency planning. Candidates will learn about corporate governance theory and its impact on organisations.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand corporate governance	1.1	Explain the development of corporate governance codes and their impact on organisations	Corporate governance codes: Development of corporate governance codes e.g. Cadbury report, UK Corporate Governance Code, OECD (Organisation for Economic Co-operation and Development), Sarbanes Oxley, World Bank, EU; corporate governance in UK; impact on organisations.
	1.2	Examine theories of corporate governance and how they apply to organisations	Theories of corporate governance: E.g. agency, transaction cost economics, stakeholder theory, stewardship, class hegemony, resource dependency theory etc.
2. Understand the influence of owners and stakeholders on organisations	2.1	Analyse the role of owners and stakeholders	Role of owners and shareholders: Types of shareholders and stakeholders; stakeholder groups; institutional investors; importance of corporate performance; how owners and stakeholders impact on the organisation and its activities.
	2.2	Examine the concept of socially responsible investment	Socially responsible investment: Corporate governance and social responsibility; the need for corporate social responsibility; impact on shareholder value of social responsibility.
3. Understand the role, function and responsibilities of directors	3.1	Analyse the role and responsibilities of directors	Role and responsibilities of directors: Legal and ethical responsibilities of directors; specific roles (chairman, CEO, company secretary, non-executive directors); how directors' control organisations.
	3.2	Analyse the responsibilities of the board of directors	Responsibilities of the board: Responsibilities of the board e.g. maintenance of registers, obligations to shareholders and stakeholders etc.; expertise composition; subcommittees (e.g. audit, risk, ethics); importance of succession planning; diversity.
	3.3	Review approaches to directors remuneration	Directors remuneration: Approaches to and elements of remuneration (salary, dividends, bonus etc.); links to performance; remuneration of non-executive directors; guidance on directors' remuneration; disclosure of directors' remuneration; balancing the requirements of the organisation against the perception of stakeholders and investors. The role of the remuneration committee.

4. Understand the importance of risk management in business	4.1	Assess the importance of risk management in business organisations	Role and importance of risk management: Role of the risk manager; the risk management process; need for risk management; importance of contingency planning; identifying risk (external and internal risk factors); controlling risk; risk management function and operations; role of other managers; different types of risk (e.g. financial, regulatory, reputational, commercial etc.).
	4.2	Analyse how concepts of business risk vary across different business organisations	Concepts of risk: How concepts of risk varies between different industries and businesses; relative importance of risk across different businesses and industries.
5. Understand the assessment of business risk	5.1	Analyse approaches for the assessment of business risk	Approaches, methods, techniques: use and limitations of each e.g. identification, analysis of qualitative risk, assessment of quantitative risk, planning response, monitoring and control; risk management standards ISO 31000.
		5.2 Select and justify appropriate techniques to assess business risk	Assessment of risk: Carrying out assessment/calculations on given data; Loss expectancy; probability; Multivariate modelling; time series; aggregate risk; extreme value theory.
		5.3 Make recommendations for managing business risk	Evaluation of risk: Implications of results; implications of not controlling risk; improvements to be made; controls to be implemented; making recommendations; contingency planning.

Unit 5 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of corporate governance; the influence of owners and stakeholders on organisations; the role, function and responsibilities of directors; the importance of risk management in business and the assessment of business risk. It is recommended that this unit is delivered by a combination of face to face and tutor lead activities; the learner will also have to undertake a considerable amount of private study, background reading and research.

Assessment

Assessment for this unit is by assignment. There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **own** 101XX01

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Unit 6: International Business Environment - K/507/1910

Guided Learning Hours: 80

Unit description: This unit looks at international business and the international business environment. Candidates will consider what it means to be a global business and the implications of operating at international level for administrative and business management and the organisation. They will analyse the international business environment and consider the issues related to international business. They will look at concepts and models of international business and foreign investment and critically assess their success in the management of international operations.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1.Understand the concept of international business strategy and its implications for organisations	1.1	Explore the concept of international business strategy	Concept of international business strategy: What is meant by the global economy; operating in the global economy; different types of international business; what it means to be international: international suppliers, customers, offices etc. the possibilities of becoming international in current business environment; how technology has supported global strategy; industry based, resources based, institution based strategies.
	1.2	Assess the implications for organisations of operating on an international level	Implications of operating internationally: In terms of employment, operations, supply, customer service, competition (including concepts of free trade/protectionism); legislation; culture differences e.g. business hours; language barriers; time differences; currency differences and foreign exchange risk; impact on business and administration of such factors and how they can be managed effectively to avoid risks to business; administrative management in a global organisation; implications of operating in advanced industrial countries and in emerging markets.
2.Understand issues related to international business strategy	2.1	Analyse the international business environment	Analyse the international business environment: Aspects of international business environment; analysis techniques (PESTLE, environmental scanning, environmental monitoring, environmental forecasting, environmental assessment); identifying issues and opportunities; identifying different categories of business risk of operating in an international business environment.
	2.2	Assess operational issues related to international business	Operational issues: Barriers to international business (national and international); economic and trade policies; foreign exchange; World trade Organisation (WTO/GATT) agreements; cross cultural management; ethics and sustainability.
3.Understand the management of international operations for competitive advantage	3.1	Analyse theories of international business and foreign investment	Models of international business: Sales through agents/distributers/local retail stores; channel partners; value added resellers; regional developers; direct marketing; direct presence in foreign country; joint ventures; licensing; 'piggyback sales'; acquisitions; foreign investment models (foreign direct investment and trade activities).

| 3.2 | Evaluate concepts and practices in managing organisations internationally for competitive advantage | Managing for competitive advantage: Concept of managing across national boundaries and cultures; managing strategy; managing global operations; global HR management – cross cultural management and communication, e.g. Lewis cultural types model, Hofstede etc; international HR orientations e.g. ethnocentric, polycentric; managing global risk (including foreign exchange risk, political, environmental risks); how to achieve competitive advantage; ethics and sustainability issues. |

Unit 6 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of the concept of international business strategy and its implications for organisations; the issues related to international business strategy and the management of international operations for competitive advantage. It is recommended that this unit is delivered by a combination of face to face and tutor lead activities; the learner will also have to undertake a considerable amount of private study, background reading and research.

Assessment

Assessment for this unit is by assignment. There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **own** 101XX01

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Unit 7: Marketing Communications Strategy- M/507/1911

Guided Learning Hours: 80

Unit description: This unit looks at the development of organisational marketing strategy and the development of competitive advantage. Candidates will look at the role of strategic marketing, the analysis of external and internal factors, marketing communications and the formulation of effective marketing strategy.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the role of strategic marketing and how it is developed	1.1	Evaluate the role that strategic marketing plays in organisations	Role that strategic marketing plays in organisations: Knowing what marketing strategy and strategic marketing are; role in the organisation (underpins marketing planning and activities); concept of product and customer in different organisations; resources and implementation; monitoring and control; links between corporate strategy and marketing strategy; linking marketing strategy to corporate mission and vision; meeting corporate objectives with marketing strategy; corporate social responsibility and marketing.
	1.2	Discuss how marketing strategy is developed in an organisation	Developing a marketing strategy: Setting objectives; dynamic strategy – flexibility for change, stages in process (research, market analysis, competitor analysis, company analysis, identify your target customers, segmentation, positioning, identifying product USPs and benefits, communication, marketing mix); competitive positioning; difficulties in research and determining marketing mix.
2. Understand analysis of the strategic marketing environment	2.1	Review approaches for analysing the strategic marketing environment	Approaches to internal analysis: Resource-based; performance; value chain; functional. Approaches to external analysis: Macro environment; micro environment; competitor analysis; wider external factors including Government, economic climate); fit between external and external environment.
	2.2	Analyse the external and internal marketing environment for an organisation	Analyse the external and internal marketing environment for an organisation: Carrying out analysis for organisation. External analysis: external environmental analysis using PESTLE (identifying political, economic, social, technological, legal and environmental factors that could affect marketing); customer analysis (identifying segments, customer motivation, unmet needs); competitor analysis (identify competitors, put in strategic groups, evaluate performance, image, their objectives, strategies, culture, cost structure, strengths, weaknesses); market analysis (market size, projected growth, profitability, entry barriers, cost structure, distribution system, trends, key success factors); Internal analysis: SWOT (strengths, weaknesses, opportunities, threats); product portfolios, growth/share analysis.

3. Understand how strategic marketing choices are made	3.1	Analyse the strategic marketing choices that need to made in organisations	Strategic marketing choices that need to made in organisations: Corporate decisions; vision and mission of organisation; directional strategy for marketing; Porter's generic strategies/Ansoff's Matrix; identifying generic strategies for organisation and business units; how the strategy informs corporate activities.
	3.2	Evaluate approaches to the competitive positioning of organisations	Competitive positioning: Marketing objectives; risk; market leader, market challenger, market follower, market niche; value propositions - concentration on operational excellence, product leadership or customer intimacy.
	3.3	Review the impact of strategic marketing choices on the business and functions of an organisation	Impact of strategic marketing choices: Business unit and functional level; how corporate strategies translate to unit and function level; decisions to be made at unit and function level; setting objectives for unit and functional level; marketing and other functions: finance, human resources, research.
4. Understand how to formulate a marketing strategy for competitive advantage	4.1	Formulate marketing strategy to contribute to competitive advantage in an organisation	Formulate a marketing strategy: Marketing strategies; segmentation, targeting and positioning; relationship strategies; product innovation and development; branding; service marketing; pricing and distribution; E-marketing; applicability for organisation and environment; resources; implementation; management; implications; justification.
	4.2	Formulate a communication strategy to support implementation of marketing strategy	Communications Strategy: MARCOMS strategic process; setting objectives; media choices; role of public relations; cost decisions; frequency; operations and measurement; international communications; implementation, organisation and control; monitoring and evaluation; justify choice of communications mix.
	4.3	Evaluate the potential impact of a marketing strategy on an organisation's competitive advantage	Potential impact of a marketing strategy on an organisation's competitive advantage: Impacts of marketing strategy on organisation, resources and competitive advantage; evaluation of potential impacts; conclusion; recommendations for managing and sustaining competitive advantage.

Unit 7 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of the role of strategic marketing and how it is developed; analysis of the strategic marketing environment; how strategic marketing choices are made and how to formulate a marketing strategy for competitive advantage. It is recommended that this unit is delivered by a combination of face to face and tutor lead activities; the learner will also have to undertake a considerable amount of private study, background reading and research.

Assessment

Assessment for this unit is by assignment. There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **own** 101XX01

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Unit 8: Organisational Culture, Leadership and Change - A/507/1913

Guided Learning Hours: 80

Unit description: This unit looks at theories of leadership and organisational culture. Candidates will explore the links between organisational culture and other aspects of the organisation and they will consider how styles of leadership affect organisational culture. They will understand that although organisational culture is important for the cohesion and stability of the organisation it can make the organisation inflexible and difficult to change. They will investigate theoretical models and apply them to real organisations.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand organisational culture	1.1	Analyse a range of theoretical models of organisational culture	Models of organisational culture: E.g. Deal and Kennedy; Denison's four general dimensions; Schein artefacts, espoused values and basic underlying assumptions); Handy (Role, Power, Task, Person); Cameron and Quinn four culture types; subcultures; cultural web.
	1.2	Explore how organisational culture influences organisational behaviour in an organisation	The influence of organisational culture on organisational behaviour: Values and norms of its members, national culture e.g. Hofstede's cultural dimensions; the Lewis cultural types model, the cultural web; norms of its members which define employee attitudes and behaviours; impact of strong and weak cultures; cohesiveness; control and consistency; stability; selection, norms and socialisation mechanisms help maintain culture;
2. Understand the relationship between organisational culture, structure, strategy and performance	2.1	Analyse the relationship between organisational culture, structure, strategy and performance in an organisation	The relationship between organisational culture, structure, strategy and performance: Success as an element of culture; using reward systems to align performance with strategic objectives; culture and organisational structure (specialisation, formalisation, centralisation, hierarchy, matrix network); Handy's typology.
	2.2	Evaluate the use of control and reward systems in aligning culture, strategy and individual and organisational performance	Using control and reward system to align organisational culture, strategy and performance: Using organisational culture, input controls and output controls as part of the firm's control and reward systems; input controls define employee behaviour through explicit codified rules and SOP's. Output controls guide employee behaviour by defining expected results and would leave the means to the employees/groups; rewarding individuals; balanced scorecard framework
3. Understand the links between, leadership, organisational culture and change	3.1	Examine the concept of leadership in organisations	Concept of leadership: Concept of leadership definitions; identification and development of leaders in organisations; sources of leadership power; Leadership models: trait, behavioural, situational/ contingency, functional, integrated. Leadership philosophies: servant, authentic, ethical, values- based; ethical leadership (corporate social responsibility, sustainability issues, corporate governance); reasons for ethical leadership; importance of ethical leadership.

	3.2	Analyse the links between organisational culture and leadership in an organisation	Links between organisational culture and leadership: Leadership styles (transformational, transactional etc.); leadership style appropriate to situation; providing direction; importance of communication; leadership skills (communication, delegation etc.); links between leadership styles and organisational culture.
	3.3	Evaluate the impact of culture on organisational change	Impact of culture on organisational change: Change issues affecting organisations (technology change, globalisation, increased competition etc.); incremental vs radical change; apparent change; impact of change on stakeholders; impact of culture on accepting/implementing organisational change; positive/negative impacts; how culture can facilitate/impede change; issues (barrier to change, barrier to diversity, barrier to mergers and acquisitions – most fail due to cultural incompatibility); why organisational change may warrant a change of culture; successful approach to culture change; developing an innovative culture; role of strategic leadership in introducing change and creating a new strategic direction/culture.

Unit 8 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understudying of organisational culture; the relationship between organisational culture, structure, strategy and performance and the links between, leadership, organisational culture and change. It is recommended that this unit is delivered by a combination of face to face and tutor lead activities; the learner will also have to undertake a considerable amount of private study, background reading and research.

Assessment

Assessment for this unit is by assignment. There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **own** 101XX01

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Unit 9: Change Management - L/507/1916

Guided Learning Hours: 80

Unit description: This unit looks at change management within organisations and gives candidates the opportunity to carry out a research project in relation to change management and prepare a proposal and implementation plan for stakeholders. Candidates will look at change management models and theory and apply these in a practical context. They will identify a suitable administrative or business change project, analyse issues, select suitable models and prepare a proposal and implementation plan.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand change management types and models	1.1	Explain models of change management	Models of change management: E.g. Kotter; Bridge's transition model; technology adoption curve; Kubler-Ross Model; ADKAR; Lewin; McKinsey; switch framework. What each is and how they work
	1.2	Explain types of change management	Types of change management: E.g. apparent, radical, incremental, transformational etc. What each is and how they work, suitability of use.
	1.3	Evaluate the relevance of models and types of change management to an organisation	Models and types of change: The different models and types of change management: the advantages and disadvantages of each; the relevance and appropriateness to an organisation, select a model and justify its relevance to organisation of choice.
2. Understand how to prepare for change management in an organisation	2.1	Assess the need for change in an organisation	The need for change: Why organisations need to change; drivers of change in organisations; what are the objectives / how would you measure the need / Is the change necessary / appropriate, what will be the benefits / disadvantages of change, change for changes sake / cosmetic changes, evolutionary versus revolutionary change; relate to organisation of choice.
	2.2	Explain implications of introducing change within an organisation	Implications of introducing change: Positive impact on organisational objectives; contribution to maintaining /sustaining competitive advantage; streamlining processes/procedures; cost savings; greater efficiency and enhanced effectiveness; organisation structure – delayering, more flexible; challenging the status quo; retraining, redeployment, redundancy, staff development; technological change; need for mentoring/ coaching; role of HR
	2.3	Analyse issues that may hinder the change process in an organisation	Issues that might hinder change: Ensuring the right change (mismatch of desired outcome and process); failure to fully implement change; insufficient resources; delayed decision making; no support from top management; lack of monitoring and measurement; barriers to change; organisational culture; disruption; bureaucracy; lack of IT; short term implications and long term implications; cost; people resistance; insufficient planning; ineffective management.

3. Understand how to present proposals for change in an organisation	3.1	Identify an area for change within an organisation	Area for change: Reasons specific change is required; research on an organisation of choice to justify and plan change; aims and objectives of change.
	3.2	Use model to plan for change within an organisation	Plan for organisational change: Identify all issues e.g. resource implications (human resources, physical resources, technology); cost implications; benefits and limitations; impact of the change, timeframes; implications; potential resistance to change or barriers to change; communication.
	3.3	Prepare a proposal to relevant stakeholders for change in an organisation	Prepare a proposal: Proposal to stakeholders (internal and external – primary or secondary) setting out all information in relation to the change (details of change, justification, aims and objectives, implications, resources, cost, recommendations)
4. Be able to plan for the implementation of change in an organisation.	4.1	Plan the use of resources in implementing change in an organisation	Plan for implementation: Resources (financial, people, assets, buildings, technology), timescales; accountability and responsibilities for implementation; implications of plan; impact on business – short and long term implications
	4.2	Analyse methods to monitor and evaluate progress of the change	Monitor and evaluate: Methods of measuring progress and success of change; measuring aims and objectives; setting deadlines and standards; measuring progress against final outcome
	4.3	Plan strategies for managing issues affecting change	Managing issues: Types of issues: Resistance to change; Ways to overcome change issues (employee engagement, communication, involvement, ownership, proper planning, sufficient resources); contingency plans

Unit 9 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of change management types and models; how to prepare for change management in an organisation; how to present proposals for change in an organisation and to plan for the implementation of change in an organisation. It is recommended that this unit is delivered by a combination of face to face and tutor lead activities; the learner will also have to undertake a considerable amount of private study, background reading and research.

Assessment

Assessment for this unit is by assignment in the form of a project. The project will include identifying an area for change within an organisation, planning the change, planning how to monitor the change and how to deal with any issues.
There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **own** 101XX01

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Please note that this unit is barred with unit 10 Business Research; learners can only complete one of these units as there is overlap of content.

Unit 10: Business Research - R/507/1917

Guided Learning Hours: 80

Unit description: This unit will introduce candidates to the theory that underpins research and research methods and techniques. Candidates will select a topic for research, carry out research and produce a research project report. This report will pull together information from several business functional areas, thus supporting candidates in developing a holistic approach to business. Research will include both primary and secondary research

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Be able to plan research project reports	1.1	Select a suitable research project topic	Selecting a research topic: Generating ideas e.g. by brainstorming; ways of refining ideas; selection of suitable topics; ethical considerations; identifying focus of report
	1.2	Select and use appropriate research methodologies, approaches and strategies	Research methodologies, approaches and strategies: Methodologies: quantitative, qualitative Approaches: deductive, inductive and combined; Strategies: case study, survey, ethnography, action research etc.; ensuring suitability of methodology, strategies and approaches for specific projects; justify choice of methodology, strategies and approaches.
	1.3	Conduct a literature search and review	Literature search: Preparing by carrying out literature search to identify articles, books, reports etc. relevant to research topic and ensure sufficiency of sources. Literature Review reading and making notes e.g. mind maps, relevance trees etc.; examining validity and sufficiency of literature; concept of plagiarism and how to avoid plagiarism; referencing using Harvard alphabetic system.
	1.4	Formulate research question, hypothesis and objectives	Research question, hypothesis and objectives: Importance of formulating questions, hypotheses and objectives; writing objectives based on research question/s and hypothesis/es.
	1.5	Write project specification	Project specification: Format of project specification; purpose of project/report; planning the project (title, background, research questions, objectives, hypothesis, research methods, timescales.
2. Be able to conduct research for project reports	2.1	Conduct primary or secondary research in accordance with project specification taking account of ethical issues	Conducting research: Accessing data; ethical issues re: access; confidentiality and data protection issues including relevant legislation; features of primary and secondary research; quantitative and qualitative data; collection of data through e.g. interviews, questionnaires, observation etc.; sampling techniques (probability sampling e.g. random; and non-probability sampling e.g. purposive); graphical formats for representation of data; data analysis techniques. In the case of candidates conducting **secondary research**, it is essential to utilise multiple sources of secondary data.

3. Be able to evaluate research outcomes	3.1	Evaluate research outcomes against project specification	Evaluating research outcomes: Importance of evaluating against project specification; assessing how far outcomes address project objectives and research questions; identifying areas where research does not address objectives and questions and reasons for this; identifying where further research may be required.
4. Be able to present research project reports	4.1	Produce a research project report suitable for intended audience	Research project reports: Structure (abstract, introduction, literature review, research methodology with justification, results and discussion, conclusions and recommendations, references and bibliography and appendices); Avoiding plagiarism; Harvard referencing convention; using appropriate language and style for audience; importance of accurate grammar, spelling and punctuation; use of plain English.

Unit 10 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge skills and understanding of planning project reports; conducting research for project reports; evaluating research outcomes and presenting project reports. It is recommended that this unit is delivered by a combination of face to face and tutor lead activities; the learner will also have to undertake a considerable amount of private study, background reading and research.

Assessment

Assessment for this unit is by assignment in the form of a project. The project will include selecting a research project, planning and conducting primary and secondary research as well as producing a report.
There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **own** 101XX01

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Please note that this unit is barred with unit 9 Change Management; learners can only complete one of these units as there is overlap of content.

Unit 11: Business Regulation (UK) - F/507/1914

Guided Learning Hours: 60

Unit description: This unit gives candidates an overview of the regulatory environment for businesses within the UK. Candidates will identify the main legislation and regulation that applies to everyday business activities and organisations and affects administrative and business management processes. They will look at how legislation and regulation impacts on business relations with suppliers, competitors, customers and the UK Government. They will also look at how regulation and legislation affects the way the business is operated and what organisations need to do to ensure compliance. This unit is not intended to give detailed coverage of legislation and regulation but to cover those areas that administrative and business managers need an awareness of, in order to ensure compliance in their management role. This will include an awareness of the existence of regulations and legislation in the areas included in the specification plus knowledge of the main issues and impacts on business in those areas.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand legislation and regulation of business transactions	1.1	Analyse legislation and regulations that impact on organisations' business transactions in: • Contract Law • Consumer Law • Banking and consumer finance • Imports and exports	Features of legislation and regulations in the UK that impact on business transactions: Law of contract (features of a valid contract, basic contract law, offer, acceptance, consideration, intention to create legal relations, capacity, legality); Consumer law (main provisions of sales of goods and services legislation; main issues re: safety of goods and services, trading standards); Banking and consumer finance (validity of finance agreements, banking codes, loans to business and from business); import and export main regulations; awareness of differences in legislation and regulation across the nations e.g. contract law
	1.2	Assess the impact of legislation and regulation on organisations' business transactions in: • Contract Law • Consumer law • Banking and consumer finance • Imports and exports	Impact of UK legislation and regulation on organisations and their business activities: Compliance, implications of non-compliance (fines, imprisonment, implications for reputation and trading) and impact of legislation and regulations (cost of compliance; procedures for compliance, policies, employee training); impacts on administrative and business management processes.

2. Understand the regulation of business operations	2.1	Analyse legislation and regulations that impact on organisations' business operations in: • Health and safety • Environmental issues • Data protection and confidentiality • Food safety • Employment • Equality and human rights	Features of UK legislation and regulations that impact on business operations: Health and safety (main legislation and regulations affecting businesses: health, safety and welfare at work, fire regulations, manual handling, machinery, Display Screen Equipment, PPE, COSHH, RIDDOR, management of health and safety), Employer's Liability (compulsory insurance), tort (vicarious liability, negligence); environmental issues (air pollution/pollution, waste disposal, litter, soil contamination, sustainability); main data protection and confidentiality issues covered by law (data protection, freedom of information, computer misuse); food safety (training, procedures); basic employment law and regulation (contracts of employment, employment relations, working hours); equality and human rights (protected characteristics, definitions of discrimination and harassment); awareness of differences across the nations e.g. food safety regulations.
	2.2	Assess the impact of legislation and regulation on organisations' business operations for • Health and safety • Environmental issues • Data protection and confidentiality • Food safety • Employment • Equality and human rights	Impact of UK legislation and regulation on organisations and their business activities: Compliance, implications of non-compliance (fines, imprisonment, implications for reputation and trading, claims against business) and impact of legislation and regulations (cost of compliance; procedures for compliance, policies – health and safety, food safety, equality and diversity - employee training); impacts on administrative and business management processes.
3. Understand government regulation of business	3.1	Analyse government regulations that impact on organisations in • Business legal structures • Application of tax • Accounting regulation • Corporate governance • Competition law • Stock exchange listing • Government regulatory bodies	Features of UK government regulation that impact on organisations and their business activities: Business legal structures (e.g. sole trader, partnership, limited company, plc, charity, franchise, association, co-operative); Application of tax (areas of tax and tax reporting e.g. income, corporation tax, VAT, PAYE/ NIC, capital gains); main accounting regulations (audit and reporting, companies house reporting); corporate governance (Financial Reporting Council; corporate governance code, directors responsibilities); main competition law (mergers and acquisitions, EU trade agreements and regulation); requirements of stock exchange listing (investment, share dealings and share issue); main roles of government regulatory bodies (e.g. Ofcom, Ofgem, Ofwat, Financial Conduct Authority, Health and Safety Executive etc.); awareness of differences across the nations e.g. tax laws.

	3.2	Assess the impact of government regulation on organisations in • Business legal structures • Application of tax • Accounting regulation • Corporate governance • Competition law • Stock exchange listing • Government regulatory bodies	Impact of UK government regulation on organisations: Compliance, implications of non-compliance (fines, imprisonment, implications for reputation and trading, claims against business) and impact of legislation and regulations (cost of compliance; procedures for compliance, policies triple bottom line/3 Ps for corporate governance, implications of the different legal structures, costs and implications of listing on stock exchange); impacts on administrative and business management processes.

Unit 11 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of legislation and regulation of business transactions; the regulation of business operations and the government regulation of business in the UK.

Note that the unit is not intended to give detailed coverage of legislation and regulation but to cover those areas that administrative and business managers need an awareness of in order to ensure compliance in their management role. This will include an awareness of the existence of regulations and legislation in the areas included in the specification plus knowledge of the main issues and impacts on business in those areas. It is recommended that this unit is delivered by a combination of face to face and tutor lead activities; the learner will also have to undertake a considerable amount of private study, background reading and research.

Assessment

Assessment for this unit is by externally set examination held under examination conditions.

Unit 12: Managing Information and Knowledge in Organisations J/507/1915

Guided Learning Hours: 60

Unit description: This unit explores the role of information and knowledge in organisations. It examines how information and knowledge can be managed and can be used to support business improvement. Candidates will learn about the use of management information systems, why organisations need knowledge and information, the need for information and knowledge to be effectively managed and the role of technology in managing information and knowledge in organisations. The unit also examines the links between information and knowledge management, organisational learning and business improvement.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the need for information and knowledge management in organisations	1.1	Assess the need for information management in organisations	The need for information management in organisations: Definitions of data and information; concept of quality information; requirements of management information systems; essential nature of information; importance of managing information effectively; benefits of information management; implications for business of not having information; importance of ensuring that the information is relevant, timely, accurate etc. and consequences if not e.g. information overload; implications of regulation if information is not properly managed e.g. Data protection, Computer Misuse implications etc.; Financial, loss of efficiency implications etc.
	1.2	Assess the importance of knowledge management in business organisations	The importance of knowledge management in organisations: Concept of knowledge (tacit and explicit); requirements of knowledge management; relationship between date, information and knowledge; how information becomes knowledge; importance of knowledge management; relationship between information, knowledge and business strategy and business improvement.
2. Understand the application of ICT in information and knowledge management	2.1	Assess types and nature of organisational information systems	Types of technology and systems used to manage information: Types of information systems (Transaction Processing Systems, Decision Support Systems, Expert, Management Information Systems, etc.); Information systems for different administrative areas e.g. (finance, HR, marketing etc.); use of different types of technology e.g. mobile technology, computer systems, software, communications systems; Nature of the types and advantages and disadvantages for use in different areas; how technology affects communication for organisations; how poor information systems design will not result in valuable knowledge being gained.

	2.2	Evaluate the use of ICT in disseminating knowledge in organisations	Use of systems for disseminating knowledge: Benefits and limitations; use in decision making; contribution to digital business and global business; enhancement of business processes; barriers to use of systems (global barriers, technological, cultural); supporting competitive advantage; developing business strategy and business capability; improving business performance;
3. Understand the relationship between knowledge management strategies, organisational learning and business improvement	3.1	Analyse how knowledge management strategy facilitates organisational learning	How knowledge management strategy facilitates organisational learning: Roles and importance of knowledge; learning organisation or a learning culture (one which captures information from employees and systems and uses that information for business improvement); Links between strategy and learning; importance of capturing knowledge from individuals and processes; barriers to organisational learning and not capturing or not making make use of that information.
	3.2	Assess strategies and processes that support organisational learning	Strategies and processes that support organisational learning: Types of strategies and processes to build a learning organisation (push and pull strategies); learning culture; ways to facilitate organisational learning; e.g. information sharing, no blame culture, promoting and rewarding expertise.
	3.3	Analyse the contribution of organisational learning to business improvement	Contribution of organisational learning to business improvement: The concept of competitive advantage; how organisational learning supports business improvement and the contribution that makes, leading to competitive advantage.

Unit 12 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of the need for information and knowledge management in organisations; the application of ICT in information and knowledge management and the relationship between knowledge management strategies, organisational learning and business improvement. It is recommended that this unit is delivered by a combination of face to face and tutor lead activities; the learner will also have to undertake a considerable amount of private study, background reading and research.

Assessment

Assessment for this unit is by assignment. There are two types of assignment brief to select from:
1) An assignment brief which provides a scenario which the learner must follow E.g. Assignment brief 101XX01
2) An assignment brief were the candidate uses the company that they work for to complete the assignment. E.g. Assignment brief **own** 101XX01

Each assignment brief contains specific guidance on the assignment and also generic advice on writing assignments, it is very important that learners read this guidance carefully and in full.

Resources

Training Resources

Centres may use their own, or published learner support materials in delivering the qualification. Whatever support materials centres choose to use, they should ensure that their delivery methodology adequately prepares the learner for assessment.

For learning resources, please consult the learning resources section in the Student Members' Login area of the SFJ AWARDS website. www.instam.org

Resources and Useful websites

Health and Safety Executive	www.hse.gov.uk
The National Archives (For all UK legislation)	http://www.legislation.gov.uk
Equalities and Human Rights Commissions	http://www.equalityhumanrights.com
General business education website with some useful articles	www.bized.co.uk –
Useful news and business articles	www.bbc.co.uk
Useful case study examples	www.times100.co.uk
Business dictionary	www.small-business-dictionary.org

Various business sections offer business information plus
Various government departments have useful information   www.gov.uk

Websites of individual companies offer information about their structure, culture, management and systems. For example:

Business information including information about corporate responsibility	www.barclays.co.uk www.british-airways.com
Talk about their ethical stance	www.co-operativebank.co.uk
Case studies, company information, mission statements, aims and objectives	www.vodafonefoundation.org
Financial Times	www.FT.com
Relevant Ted Talks	http://www.ted.com