ABE Level 4 Foundation Diploma in Business Management

ABE Level 4 Diploma in Business Management

ABE Level 4 Diploma in Business Management and Human Resources

ABE Level 4 Diploma in Business Management and Marketing

Qualification Specification

Version 2.0 – March 2018
© ABE 2018 – All rights reserved
Contents

About ABE .................................................................................................................................................. 3
Why study with ABE ................................................................................................................................. 4
Dynamic Business Environments ............................................................................................................... 18
Enterprising Organisations ....................................................................................................................... 24
Employability and Self-development ...................................................................................................... 29
Finance for Managers ............................................................................................................................... 35
Introduction to Entrepreneurship ............................................................................................................. 41
Introduction to Quantitative Methods ..................................................................................................... 48
Project Management ............................................................................................................................... 53
Dynamic and Collaborative Teams .......................................................................................................... 58
Principles of HR ....................................................................................................................................... 64
Principles of Marketing Practice ............................................................................................................. 70
Appendix A ................................................................................................................................................. 76

Version control

Launch version – June 2017
Version 2.0 – March 2018
## About ABE

### Recognition

ABE qualifications are designated higher education qualifications. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

ABE is fully regulated by Ofqual, the British Government’s qualifications regulator for England. In addition to Ofqual, we have agreements or recognition by regulatory authorities in many other countries where we operate – check our website for more details.

### ABE diplomas

Our diplomas are management focused and blend common units with more specialist subject areas, enabling you to develop expertise in particular disciplines as well as a strong understanding of business management in general. They represent the latest in professional standards and provide opportunities for students to develop professional behaviours. Our focus on developing practical workplace skills alongside academic expertise, is a winning combination for ABE graduates.

ABE diplomas are valued internationally because they are:

<table>
<thead>
<tr>
<th>Professional</th>
<th>Our qualifications are designed to give you the knowledge and skills you need to excel in a managerial career.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordable</td>
<td>ABE is a not-for-profit organisation; as such we endeavour to keep costs to a minimum. Our fast track routes to degrees are often much less expensive than traditional routes.</td>
</tr>
<tr>
<td>Recognised</td>
<td>In addition to respected regulatory authorities, our qualifications are recognised by colleges, universities, employers and governments around the world.</td>
</tr>
<tr>
<td>Supported</td>
<td>As an ABE member, you can access a wealth of resources designed to support your studies, and enhance your learning experience. Each ABE unit has its own study guide and we support our colleges with a wealth of tuition resources to help them deliver teaching to an outstanding standard.</td>
</tr>
<tr>
<td>International</td>
<td>For more than 40 years, learners around the world have been benefitting from ABE qualifications.</td>
</tr>
<tr>
<td>Proven</td>
<td>Our alumni speak for themselves – see their testimonials on our website. They work in a diverse range of industries and organisations. Many are in top jobs or running their own successful enterprises.</td>
</tr>
<tr>
<td>Flexible</td>
<td>You can study full time or part time at a pace that suits you. All our diplomas provide expertise in business management and offer you the option of specialising in Marketing or Human Resources alongside this.</td>
</tr>
<tr>
<td>A great route to university</td>
<td>ABE’s diplomas have credits which are accepted by universities around the world. Holders of ABE diplomas can fast track onto a degree course, meaning the cost of your education is dramatically reduced.</td>
</tr>
</tbody>
</table>
Why study with ABE

ABE has an outstanding history and an excellent global reputation. Our qualifications are designed to give you the best chance of achieving your full potential in your chosen career. There is a world of opportunity waiting for you, and ABE can help you seize that opportunity and succeed.

The content and format of our qualifications are the outcome of extensive research which explored the skills employees need to possess in order for businesses to succeed. When redeveloping the new qualifications in Business, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. Our findings highlighted that organisations require staff with a set of strong core business skills that can be flexible and adapted to diverse environments.

This research, along with consultation with employers and subject experts, has provided the backdrop for ABE’s outstanding portfolio. Our qualifications are designed to adapt and develop in line with the needs and demands of employers now and in the future.

Whether you dream of becoming an entrepreneur, getting a great job, being promoted to senior management, or if you are already in a leadership role and want to enhance your professional skill set, an ABE qualification will help you turn your plans into reality.

About your qualification

ABE is regulated by Ofqual which evaluates qualifications by difficulty level. Qualifications at the same level are broadly similar in the knowledge and depth of understanding required to pass them, but the size and the content of qualifications at the same level can vary. The diagram below shows how the levels progress.
Pathways

ABE’s framework of business management qualifications runs from Level 3, right through to Level 6. You can enter at Level 3 and progress all the way to Level 6, enabling you to accumulate the credits needed for a university top-up, or you can enter onto the framework at any point depending on your centre’s professional and academic judgement – see our ‘Entry guidance’ section for more details.
Qualification titles and codes

ABE Level 4 Foundation Diploma in Business Management (603/1571/4)

ABE Level 4 Diploma in three pathways:
ABE Level 4 Diploma in Business Management (603/1572/6)
ABE Level 4 Diploma in Business Management and Human Resources (603/1573/8)
ABE Level 4 Diploma in Business Management and Marketing (603/1574/X)

Qualification purpose

ABE Level 4 Foundation Diploma in Business Management
The purpose of ABE’s Level 4 Foundation Diploma in Business Management is to provide you with a thorough understanding of businesses and the business environment. The qualification aims to enable you to progress to further learning or into employment. Specifically, you will cover the business environment, organisational structures and management, and finance for managers. You'll also study a unit focusing on employability and self-development skills, which is ideal for those learners looking to progress into a new role.

This qualification is shorter than the full diploma at Level 4, making it ideal for those looking to progress faster to the next stage of their learning or professional careers.

ABE Level 4 Diplomas
The ABE Level 4 Diplomas build upon the subjects covered in the Foundation Diploma and give a more extensive coverage of business management knowledge and understanding. You will expand your knowledge and skills more by learning about entrepreneurship, quantitative methods and project management. The ABE Level 4 Diplomas allow you to specialise in Business Management, Human Resources or Marketing in which you will also study a specialist unit depending on your choice. Each of the ABE Level 4 Diplomas hold a value of 120 credits, making them an ideal springboard for academic progression.
Qualification objectives

The objectives of the ABE Level 4 qualifications in Business are as follows:

- To equip learners with business skills, knowledge and the understanding necessary to achieve high performance in the global business environment.
- To provide education and training for a range of careers in business, including management, human resources and marketing.
- To provide insight and understanding into international business operations and the opportunities and challenges presented by a globalised market place.
- To equip learners with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.
- To provide opportunities for learners to enter or progress in employment in business, or progress to higher education qualifications.
- To provide opportunities for learners to develop the skills, techniques and personal attributes essential for successful working lives.
- To provide opportunities for those learners with a global outlook to aspire to international career pathways.
- To provide opportunities for learners to achieve a nationally-recognised professional qualification.
- To offer learners the chance of career progression in their chosen field.
- To allow flexibility of study and to meet local or specialist needs.

Who it is for

The ABE Level 4 Foundation Diploma in Business Management is for learners who wish to gain a solid understanding of the business environment and employability skills in a shorter time to allow them to progress faster to employment or a new job role.

The ABE Level 4 Diplomas are for learners who wish to gain a broader understanding of business management principles, or who wish to study a specialist unit in Human Resources or marketing, in order to progress to the next level, or to higher education, with 120 credits.

Entry guidance

There are no formal entry requirements to study ABE Level 4 Diplomas; however, the centre should ensure that you have a reasonable expectation of success on the programme by assessing your previous qualifications and/or related work experience.

Hence, it is the centre’s responsibility to use their professional and academic judgement when assisting you in making the decision at which level you should enter the ABE programmes.

In order to successfully study for an ABE qualification, you should have an appropriate level of English Language skills (reading, writing, speaking and listening). For the ABE Level 4 Diplomas, ABE recommends the following standards are met:

- IELTS – 5.5
- Cambridge ESOL – Cambridge English First
- Pearson Test of English Academic (PTE Academic) – 51
- Common European Framework of Reference (CEFR) – B2

Centres can use other English language tests as a measure of a learner’s English language skills, but the centre must be satisfied that the score is equivalent to those recommended above.
Structure

ABE Level 4 Foundation Diploma in Business Management

The ABE Level 4 Foundation Diploma consists of four core mandatory units. You must complete all four units and achieve a minimum of a Pass in all units in order to be awarded the qualification.

The Total Qualification Time (TQT) for the ABE Level 4 Foundation Diploma in Business Management is 600 hours.

This qualification is worth 60 credits.

<table>
<thead>
<tr>
<th>Core Mandatory</th>
<th>ABE Unit Code</th>
<th>Unit Title</th>
<th>Level</th>
<th>GLH</th>
<th>TQT</th>
<th>Credit</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>4UDBE</td>
<td>Dynamic Business Environments</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
<td>Examination</td>
<td></td>
</tr>
<tr>
<td>4UEO</td>
<td>Enterprising Organisations</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
<td>Examination</td>
<td></td>
</tr>
<tr>
<td>4UESD</td>
<td>Employability and Self-development</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
<td>Assignment</td>
<td></td>
</tr>
<tr>
<td>4UFM</td>
<td>Finance for Managers</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
<td>Examination</td>
<td></td>
</tr>
</tbody>
</table>

ABE Level 4 Diploma in Business Management

ABE Level 4 Diploma in Business Management and Human Resources

ABE Level 4 Diploma in Business Management and Marketing

Each of the ABE Level 4 Diplomas consists of eight mandatory units. The first four units are the core units that make up the ABE Level 4 Foundation Diploma. There are three additional mandatory units and one specialist mandatory unit, depending on the pathway you follow, to conclude a full Level 4 Diploma. You must complete all eight mandatory units and achieve a minimum of a Pass in all units in order to be awarded the qualification.

The Total Qualification Time (TQT) for each of the ABE Level 4 Diplomas is 1200 hours.

Each of the ABE Level 4 Diplomas is worth 120 credits.
### ABE Level 4 Diploma in Business Management

<table>
<thead>
<tr>
<th>ABE Unit Code</th>
<th>Unit Title</th>
<th>Level</th>
<th>GLH</th>
<th>TQT</th>
<th>Credits</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Mandatory</td>
<td>4UDBE Dynamic Business Environments</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
<td>Examination</td>
</tr>
<tr>
<td>Core Mandatory</td>
<td>4UEO Enterprising Organisations</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
<td>Examination</td>
</tr>
</tbody>
</table>
| Core Mandatory | 4UESD Employability and Self-
| Development  | 4     | 75  | 150 | 15      | Assignment       |
| Core Mandatory | 4UFM Finance for Managers         | 4     | 75  | 150 | 15      | Examination       |
| Mandatory     | 4UIE Introduction to Entrepreneurship | 4     | 75  | 150 | 15      | Assignment       |
| Mandatory     | 4UIQM Introduction to Quantitative Methods | 4     | 75  | 150 | 15      | Examination       |
| Mandatory     | 4UPM Project Management           | 4     | 75  | 150 | 15      | Examination       |
| Specialist Mandatory | 4UDCT Dynamic and Collaborative Teams | 4     | 75  | 150 | 15      | Assignment       |

### ABE Level 4 Diploma in Business Management and Human Resources

<table>
<thead>
<tr>
<th>ABE Unit Code</th>
<th>Unit Title</th>
<th>Level</th>
<th>GLH</th>
<th>TQT</th>
<th>Credits</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Mandatory</td>
<td>4UDBE Dynamic Business Environments</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
<td>Examination</td>
</tr>
<tr>
<td>Core Mandatory</td>
<td>4UEO Enterprising Organisations</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
<td>Examination</td>
</tr>
</tbody>
</table>
| Core Mandatory | 4UESD Employability and Self-
<p>| Development  | 4     | 75  | 150 | 15      | Assignment       |
| Core Mandatory | 4UFM Finance for Managers         | 4     | 75  | 150 | 15      | Examination       |
| Mandatory     | 4UIE Introduction to Entrepreneurship | 4     | 75  | 150 | 15      | Assignment       |
| Mandatory     | 4UIQM Introduction to Quantitative Methods | 4     | 75  | 150 | 15      | Examination       |
| Mandatory     | 4UPM Project Management           | 4     | 75  | 150 | 15      | Examination       |
| Specialist Mandatory | 4UPHR Principles of HR          | 4     | 75  | 150 | 15      | Assignment       |</p>
<table>
<thead>
<tr>
<th>ABE Level 4 Diploma in Business Management and Marketing</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Unit Code</td>
<td>Unit Title</td>
<td>Level</td>
<td>GLH</td>
<td>TQT</td>
<td>Credits</td>
</tr>
<tr>
<td>Core Mandatory 4UDBE</td>
<td>Dynamic Business Environments</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Core Mandatory 4UEO</td>
<td>Enterprising Organisations</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Core Mandatory 4UESD</td>
<td>Employability and Self-development</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Core Mandatory 4UFM</td>
<td>Finance for Managers</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Mandatory 4UIE</td>
<td>Introduction to Entrepreneurship</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Mandatory 4UIQM</td>
<td>Introduction to Quantitative Methods</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Mandatory 4UPM</td>
<td>Project Management</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Specialist Mandatory 4UPMP</td>
<td>Principles of Marketing Practice</td>
<td>4</td>
<td>75</td>
<td>150</td>
<td>15</td>
</tr>
</tbody>
</table>
Progression

ABE’s qualifications have been designed with progression in mind and, after completing one of our qualifications, you can progress to employment or to a higher level of study.

ABE offers you a full framework of qualifications that have been designed for you to be able to progress right from Level 3 all the way up to Level 6. Each qualification builds from the one before, taking you from introductory units through to strategic ones.

ABE allows you to progress from one level to the next with one trailing unit. You must ensure to fully complete the initial level in order to be awarded the next level. Should the higher level be completed first, ABE will withhold the certificates until the initial level is achieved.

The ABE Level 4 Foundation Diploma is a shorter qualification designed with progression to the workplace in mind – however, you can also progress to a higher level of study, such as an ABE Level 5 qualification or to higher education, provided that you have the sufficient credits needed.

The ABE Level 4 Diplomas are each worth 120 credits, making them ideal for progression to higher education (e.g. a university degree) or onto ABE’s Level 5 Diploma. You can also take advantage of one of our university partnerships (see website for more details on progression arrangement and exemptions).
QAA benchmarking

One of the key design principles of ABE’s new qualifications is to enable progression to higher education university programmes. As well as ensuring that each qualification level offers the appropriate credit values for progression, we have also benchmarked the qualifications against the QAA Framework. The QAA Framework applies to all degree-awarding organisations, such as universities, in England, Wales, Northern Ireland and Scotland. The framework describes the achievement represented by higher education qualifications.

The purpose of benchmarking ABE’s qualifications to the QAA Framework is to show how well ABE’s qualifications map to those qualifications offered at degree-awarding organisations and should support those wishing to progress to a degree programme.

In addition to this, the mapping also clearly shows which of the business management skills, generic skills and attributes expected to be covered in degree programmes are also covered in ABE’s qualifications, highlighting the relevant workplace skills and competencies that you will develop through studying an ABE qualification.

Please see Appendix A for the mapping detail.

Credits and Learning Hours

Total Qualification Time

As part of its Ofqual regulation, ABE allocates a Total Qualification Time (TQT) to each of its qualifications. TQT is the estimated total number of hours that learners will need in order to complete and achieve the qualification.

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

Within the TQT value of each qualification, we also define the Guided Learning Hours (GLH). The GLH is the estimated total number of hours for centres to deliver a qualification to their learners. It covers any activities completed under direct instruction or supervision of a lecturer/teacher/tutor etc. For example, classroom learning supervised by a teacher, live webinar or telephone tutorial, e-learning supervised by a teacher in ‘real time’ and all forms of assessment which take place under the immediate guidance or supervision of a lecturer/teacher/tutor.

Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Credits

ABE’s qualifications also have credits assigned to them. When you achieve a qualification with credits, you can use these credits towards progression to another qualification.

The ABE Level 4 Foundation Diploma is worth 60 credits.

The ABE Level 4 Diplomas are worth 120 credits each.
Modes of study

To study for an ABE qualification, you should be registered with an ABE Accredited Centre. For more information on finding an accredited centre, please see the ABE website.

When studying for your ABE qualification, you will most likely learn both with supervision from tutors at your centre and through your own self-study time.

Your centre is responsible for teaching ABE qualifications and they will likely use a range of delivery methods. For example, they might use:

- Classroom delivery (face to face taught time)
- Mentoring and coaching from tutors or external employers
- E-learning
- Formative assessment
- Live webinars
- Assessment support for assignment writing and revision sessions

Note: The list above is indicative; to find out more about how you will be taught, you should contact your centre.

Suggested reading and resources for the qualification

For each unit in the ABE Level 4 Foundation Diploma and ABE Level 4 Diplomas, ABE will provide the following learning materials:

- A Study Guide in PDF format available on the ABE Portal. This Study Guide is aimed at learners and will expand on the Unit Syllabus, including case studies and examples, activities, and a glossary of terms.
- Tutor Resource Packs for centres. These will contain session plans, presentations, activities and wider resources available for each unit.
- A Recommended Reading List, including online resources, available on the ABE Portal.

Assessment

ABE’s assessments are specifically designed to fit the purpose and objective of the qualification. The ABE Level 4 Foundation Diploma and ABE Level 4 Diplomas are all assessed by a combination of examinations and assignments, both externally set by ABE. You can find out how each unit is assessed by checking the Unit Specification in this document, or the qualification tables above.

At Level 4, each examination will be two hours long and there will be two examination sessions per year. The examination will consist of three sections: multiple choice questions (MCQs), short answer questions, and long answer/essay-based questions. For more details on the examination format, please see the Sample Assessment Materials available on the ABE Portal.

Assignments will be set by ABE in the format of an assignment brief. Sometimes a scenario and/or templates may be provided as well. At Level 4, assignments will have a word count of 3000. For more details on the assignment format, please see the Sample Assessment Materials available on the ABE Portal.

There will be four opportunities a year for assignments to be submitted by learners. All assignments will be submitted by centres to ABE for marking. Results will be released by ABE on your portal.

Centres can find more information about submitting assignments in the ABE Assessment Handbook document available on the ABE Portal.
Grading

In order to achieve an ABE qualification, you must demonstrate sufficient depth of study and acquisition of knowledge and skills expected for the qualification. You will need to demonstrate your achievement through the assessments set by ABE. On completion of your ABE qualification, you will be awarded an overall qualification grade based on your performance across all of your unit assessments.

The following qualification grades are available:

<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
</tr>
<tr>
<td>Pass</td>
</tr>
<tr>
<td>Merit</td>
</tr>
<tr>
<td>Distinction</td>
</tr>
</tbody>
</table>

Units will be assessed using the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>0 – 39</td>
</tr>
<tr>
<td>Pass</td>
<td>40 – 54</td>
</tr>
<tr>
<td>Merit</td>
<td>55 – 69</td>
</tr>
<tr>
<td>Distinction</td>
<td>70 – 100</td>
</tr>
</tbody>
</table>

Calculation of the overall qualification grade

The overall qualification grade will be calculated based on learner performance at unit level. Each unit carries a maximum of 100 points. The calculation of the overall qualification grade is based on the learner’s performance in all units to the value of 60/120 credits. All units in the qualification must be attempted and contribute to your final grade. A minimum of Pass is required for all units in order to complete the qualification.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boundary Points threshold</th>
<th>Boundary Points threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>0 – 159</td>
<td>0 – 319</td>
</tr>
<tr>
<td>Pass</td>
<td>160 – 219</td>
<td>320 – 439</td>
</tr>
<tr>
<td>Merit</td>
<td>220 – 279</td>
<td>440 – 559</td>
</tr>
<tr>
<td>Distinction</td>
<td>280 – 400</td>
<td>560 – 800</td>
</tr>
</tbody>
</table>
## Grade descriptors

The table below details the grade descriptors that will be used to make judgements on grade boundaries. These descriptors will also help you to understand what we expect to see in order to achieve each grade.

### Level 4

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Knowledge and understanding of the subject matter including underpinning theoretical concepts</th>
<th>Awareness of relevant ethical, social, legal, regulatory and other local issues of relevance</th>
<th>Professionalism – business acumen, innovation and professional practice</th>
<th>Investigating and solving problems using different methods including data gathering and use of literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-39 (Fail)</td>
<td>Lack of, limited or incomplete knowledge and understanding of the subject matter and underpinning concepts and theories, including their relevance; lack of ability to apply concepts to a relevant context.</td>
<td>Lack of awareness of relevant ethical, social, legal, regulatory and local issues.</td>
<td>Lack of or limited awareness of business acumen, innovation and consideration of relevant professional practice.</td>
<td>Lack of or limited use of information gathering, investigation and problem-solving methods; limited use of data and of relevant literature.</td>
</tr>
<tr>
<td>40-54 (Pass)</td>
<td>Adequate knowledge and understanding of most key areas of the subject matter and basic use of their underpinning concepts and theories; sometimes able to apply to a relevant context.</td>
<td>Adequate awareness of relevant ethical, social, legal, regulatory and local issues.</td>
<td>Adequate awareness of business acumen, innovation and consideration of relevant professional practice.</td>
<td>Adequate use of information gathering, investigation and problem-solving methods; some use of data and of relevant literature.</td>
</tr>
<tr>
<td>54-69 (Merit Pass)</td>
<td>Sound knowledge and understanding of the subject matter and in the appropriate use of concepts and theories; understands how to apply them to a relevant context.</td>
<td>Clear recognition of relevant ethical, social, legal, regulatory and local issues.</td>
<td>Sound awareness of business acumen, innovation and consideration of relevant professional practice.</td>
<td>Sound use of a range of information gathering, investigation and problem-solving methods; good use of data and relevant literature.</td>
</tr>
<tr>
<td>70-100 (Distinction)</td>
<td>Extensive knowledge and understanding of the subject matter and in the appropriate use of related concepts and theories, including in-depth understanding and application to a relevant context.</td>
<td>In-depth recognition of relevant ethical, social, legal, regulatory and local issues.</td>
<td>Clear evidence of awareness of business acumen, innovation and consideration of relevant professional practice.</td>
<td>Clear, consistent and appropriate use of a wide range of information gathering, investigation and problem-solving methods; use of data and relevant literature throughout.</td>
</tr>
<tr>
<td></td>
<td>0-39 (Fail)</td>
<td>40-54 (Pass)</td>
<td>54-69 (Merit Pass)</td>
<td>70-100 (Distinction)</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Critical evaluation, analysis and independent thinking</strong></td>
<td>Lack of or limited evidence of evaluation, analysis and independent thinking; conclusions are unsupported or lacking; content is highly descriptive.</td>
<td>Adequate level of evaluation, analysis and independent thinking, although some content is descriptive; conclusions are generally made but often lack support.</td>
<td>Sound evidence of evaluation, analysis and independent thinking, points made are generally explored and supported; conclusions made where appropriate and are supported.</td>
<td>Clear and consistent evidence of evaluation, analysis and independent thinking, points made are appropriately detailed and supported; conclusions are consistently made, clear, relevant and justified.</td>
</tr>
<tr>
<td><strong>Professional communication</strong></td>
<td>Poor or inappropriate standard of communication and editing, lacking in relevant examples; limited consideration of the audience; inappropriate choice of media and format; poorly referenced.</td>
<td>Adequate standard of communication and editing, generally using in relevant examples where appropriate; some consideration of the audience; some appreciation of the choice of media and format; referencing is generally adequate but inconsistent.</td>
<td>Good standard of communication and editing, using in relevant examples where appropriate; consistent consideration of the audience; sound appreciation of the choice of media and format; work is accurately referenced throughout.</td>
<td>Outstanding communication and editing, using highly relevant and topical examples where appropriate; clear and consistent consideration of the audience; thorough appreciation of the choice of media and format; high quality referencing throughout.</td>
</tr>
</tbody>
</table>

**Results issue**

Your assessment results will be published by ABE after each assessment session. ABE will announce the specific results release date in advance of the assessment session.
Unit Specifications

In the second section of the document, you will find the Unit Specification for each unit included in the ABE Level 4 Foundation Diploma and ABE Level 4 Diplomas.

The Unit Specification contains all the information you need about a particular unit, including the Credit value, Guided Learning Hours, and the Unit Syllabus details. You should use the Unit Specifications to see what you will be expected to learn and what you will be expected to demonstrate in your assessments.

Here are some key terms to help you read and use the Unit Specifications:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>The qualification is the outcome of your studies and assessment, and represents your achievement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>A unit is a component of the overall qualification, focusing on a particular topic or area of study relevant to the qualification. Some units may be mandatory and some may be optional so be sure to check before starting your studies.</td>
</tr>
<tr>
<td>Total Qualification Time (TQT)</td>
<td>TQT is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.</td>
</tr>
<tr>
<td>Guided Learning Hours (GLH)</td>
<td>GLH is an element of the TQT and is an estimate of the number of hours during which the learner is given specific guidance by their tutor towards the achievement of the qualification, for example: face to face teaching, e-learning, mentoring etc.</td>
</tr>
<tr>
<td>Element</td>
<td>An element represents a segment of learning within the unit. Each individual element has its own rationale and content.</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>The learning outcome lays down the expectations of the learner and defines the knowledge, understanding and/or skills they will acquire on completion of the Unit.</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>The assessment criteria define what a learner must know, understand or be able to do, proving that they can achieve the Learning Outcome.</td>
</tr>
<tr>
<td>Indicative content</td>
<td>The indicative content is the scope of knowledge required in order to fulfil the assessment requirements and achieve the learning outcome; it also outlines the technical components of the programme.</td>
</tr>
<tr>
<td>Weighting</td>
<td>The way in which a section of the content is emphasised in terms of teaching, learner effort, and emphasis in assessment.</td>
</tr>
</tbody>
</table>
Dynamic Business Environments

Unit Type: Mandatory
Level: 4
Credits: 15
GLH: 75
Assessment Method: Examination

The world is changing at an ever-increasing rate, consumers are becoming more sophisticated, technology is part of our everyday lives and, while there are numerous powerful global brands, there is also an increasing trend towards localisation.

It is difficult to think of a change that doesn’t affect the business environment. Businesses now operate in ever-changing dynamic environments.

Every business needs to be able to assess the opportunities and threats posed by its external environments and the strengths and weaknesses of its internal environment, if it is to be successful.

While continuing to produce the same products and/or services may result in operation efficiencies, it is unlikely to ensure success in markets that are not just changing daily but hourly.

Increasing dynamic business environments where tomorrow can be very different from today and increasing market volatility where stock markets don’t just crash but they ‘flash crash’, mean businesses need to be ever more responsive in order to be successful.

In this unit, you will analyse the impact of increasingly dynamic business environments and increasingly volatile markets on an organisation’s ability to compete successfully using a range of relevant tools and frameworks. This is often known as business strategy.
## What you’ll learn

The table below shows the learning outcomes of this unit (what you will be able to do or what you will know), along with the assessment criteria (what you will be able to do to demonstrate achievement of the learning outcome).

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| **1.** Explain the role of business economics in understanding markets and the potential impact of current economic issues (Weighting 30%) | 1.1 Discuss the economic view of businesses  
1.2 Compare different economic systems  
1.3 Explain the potential impact of governments on business and business environments  
1.4 Discuss the varying level of competition in markets and the impact on price volatility |
| **2.** Discuss how analysing external environments enables the development of successful business strategies (Weighting 30%) | 2.1 Discuss relevant frameworks to analyse external environmental trends  
2.2 Apply relevant frameworks to analyse external environmental trends |
| **3.** Discuss how analysing internal environments enables the development of successful business strategies (Weighting 30%) | 3.1 Discuss frameworks to analyse key aspects of the internal environment.  
3.2 Apply frameworks to analyse key aspects of the internal environment to a given organisation |
| **4.** Discuss how analysing competitive environments enables the development of successful business strategies (Weighting 10%) | 4.1 Apply relevant frameworks to analyse competitor environmental trends  
4.2 Identify methods in which an organisation can gain competitive advantage in response to competitor analysis |
Capabilities

Alongside academic learning and development, ABE’s qualifications have been designed to develop your practical skills and capabilities. These capabilities are highlighted as certain values, knowledge, skills, and behaviours that will help you in your professional development.

Below is an overview of the behaviours, skills, and attitudes that you will develop through this unit:

<table>
<thead>
<tr>
<th>Element of learning</th>
<th>Key capabilities developed</th>
</tr>
</thead>
</table>
| Element 1 - Understanding the role of economics | Ability to evaluate the role of business economics in understanding markets and the potential impact of current economic issues  
Business economics, the potential impacts of governments and levels of competition |
| Element 2 - Analysing external environment | Awareness of external environmental trends  
Ability to analyse different types of business organisations and external technological advancements.  
Understanding the external business environment, use of tools for external analysis |
| Element 3 - Analysing internal environments | Awareness of internal environmental trends  
Ability to analyse different types of business organisations’ internal environment  
Understanding the internal business environment, use of tools for internal analysis |
| Element 4 - Analysing competitive environments | Ability to use relevant frameworks to identify trends in the competitive environment  
Ability to identify methods for gaining competitive advantage based on a competitor analysis  
Competitive environments, SWOT analysis, spotting opportunities for growth |

Localisation

This syllabus offers you the opportunity to take a very localised view of the dynamics of your particular business environment while also encouraging a global perspective.

You should take into account the following when preparing for your assessment:

- Different business environments may be more or less dynamic than others.
- Local macro- and micro-environmental dynamics, such as more or less stable governments, the degree of government involvement in private sector businesses.
- Local legislation; for example, relating to business structures.
- Local availability of technology.
- The dynamic nature of the syllabus in general; for example, changes to trade agreements following syllabus publication.
Indicative Content

1. Explain the role of business economics in understanding markets and the potential impact of current economic issues (Weighting 30%)

1.1 Discuss the economic view of businesses
- The business organisation as a transformation process
- The difference between macro- and micro-economics
- Economic measures: gross national product, gross domestic product, balance of payments, unemployment, inflation
- Classifications of businesses: primary, secondary, tertiary, private sector, public sector, size of business e.g. SMEs
- The economic environment: scarcity and choice, supply and demand, elasticity of demand, price elasticity of supply, equilibrium
- Changes in supply and demand conditions, such as causes and impact of changing demand, causes and effect of changing supply

1.2 Compare different economic systems
- Advantages and disadvantages of: centrally planned economies, market economies, mixed economies
- The difference between merit and demerit goods
- The need for government intervention in the provision of merit, demerit and public goods

1.3 Explain the potential impact of governments on business and business environments
- Four main governmental macro environmental objectives: low inflation, economic growth, low employment, balance of payments stability
- Advantages and disadvantages of monetary and fiscal policy
- Advantages and disadvantages of barriers to free trade: import tariffs, import quotas, embargoes, non-tariff barriers
- Features of trade agreements: The Trans-Pacific Partnership (TPP), The Trans-Atlantic Trade Investment Partnership (TTIP)
- Features of trading blocs such as: The European Union (EU), The North American Free Trade Agreement (NAFTA), The Asia-Pacific Economic Co-operation (APEC), the Central American Free Trade Area (CAFTA) and Mercosur

1.4 Discuss the varying level of competition in markets and the impact on price volatility
- Conditions for perfect competition: identical goods, perfect information/communication, price established only by market forces, economic motives only, no barriers limited market entry/exit
- Sources of monopoly: law, possession of a unique feature, controlling the market
- Oligopolies including: oligopoly and anti-competitive behaviour, collusion and cartels, non-collusive oligopoly
- Characteristics of monopolistic competition such as: many firms, restricted market entry/exit, good but imperfect communication and transport conditions, motivation by economic considerations only, buyer’s perception of products of various firms as good substitutes for each other
- Advantages and disadvantages of: perfect competition, monopoly, monopolistic competition, oligopoly
- Potential impact on price volatility of: perfect competition, monopoly, monopolistic competition, oligopoly
2. Discuss how analysing external environments enables the development of successful business strategies (Weighting 30%)

2.1 Discuss frameworks to analyse external environmental trends

- Advantages and disadvantages of sources of information about external environmental trends in terms of their relevance and reliability in identifying external environmental trends such as: government / government statistics, news sources, industry experts, industry bodies, trade associations, banks
- PESTLE framework (political, economic, social, technological, legal, environmental) and its application to a range of business sectors, both locally and globally

2.2 Apply relevant frameworks to analyse external environmental trends

- Apply the PESTLE framework (political, economic, social, technological, legal, environmental) using a range of information sources
- Discuss the strategic implications of the findings from the analysis undertaken on the external environment

3. Discuss how analysing internal environments enables the development of successful business strategies (Weighting 30%)

3.1 Discuss frameworks to analyse key aspects of the internal environment

- Advantages and disadvantages of sources of information about an organisation’s internal environment in terms of their relevance and reliability in identifying internal environmental trends, including:
  - The organisation’s web site
  - Industry experts, industry bodies, trade associations, competitor annual report and accounts, internal reports.
  - Mission, Vision, Values
  - Competence and Core Competence
- Porter’s Value Chain (1985)
- Johnson’s Cultural Web (1987)
- Portfolio Analysis, including Boston Consulting Group Growth/Share Matrix
- Internal audit frameworks such as: money, men, machinery, minutes, and materials to a range of organisations of different sizes operating both locally and globally, in different markets, in different competitive conditions, and different economic systems

3.2 Apply frameworks to analyse key aspects of the internal environment to a given organisation

- Analyse a given organisation’s internal environment using frameworks such as Porter’s Value Chain (1985), Johnson’s Cultural Web (1987) and Boston Consulting Group Growth/Share matrix
- Discuss the strategic implications of the findings from this internal analysis
4. Discuss how analysing competitive environments enables the development of successful business strategies (Weighting 10%)

4.1 Apply relevant frameworks to analyse competitor environmental trends

- Advantages and disadvantages of sources of competitor information such as: government / government statistics, news sources, industry experts, industry bodies, trade associations, competitor websites, competitor annual report and accounts
- Porter’s Five Force Analysis (1980)
- VRIN – Value, Rarity, Inimitability, Non-substitutability

4.2 Identify methods in which an organisation can gain competitive advantage in response to competitor analysis

- Tools for strategic competitive advantage, such as Ansoff’s Growth Model (1957) and Porter’s Generic Strategy (1985)
- Analyse a given organisation’s competitive environment using frameworks such as Porter’s Five Forces (1980)
- Discuss the strategic implications of the findings from this competitive analysis and apply models such as Ansoff’s Growth Model (1957) and Porter’s Generic Strategy (1985)
Enterprising Organisations

Unit Type: Mandatory
Level: 4
Credits: 15
GLH: 75
Assessment Method: Examination

This unit develops an understanding of the principles of business and the different legal formations by which an organisation can operate. As an organisation grows and evolves, the need for different structures will take effect. You will also be introduced to the common organisation structures, whilst developing an appreciation for contemporary structures, as both external influences impact upon an organisation requiring a more efficient and effective approach to delivering products or services. You will be developing skills in evaluation of both quantitative and qualitative data to make judgements about the types of structures suitable for different organisations and the sectors in which they operate.

You will be introduced to the way organisations are managed at both an operational and strategic level. This will include a review of both the internal and external requirements for corporate governance, performance standards, standard operating procedures and ethical practice.

You will learn about organisational infrastructure and its role in enhancing organisational performance. This will include an examination of physical and human resources and their role in delivering organisational performance.

You will also develop problem solving skills through the use of case study activities which will enable you to apply the basic theories and concepts covered in the unit within a given organisational context.

As you progress through the unit, you will be developing qualities and transferable skills necessary for employment, such as the ability to utilise relevant management tools such as SWOT analysis etc.
### What you’ll learn

The table below shows the learning outcomes of this unit (what you will be able to do or what you will know), along with the assessment criteria (what you will be able to do to demonstrate achievement of the learning outcome).

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</table>
| 1. Explain the various legal formations and status of private, public, and not-for-profit organisations (Weighting 25%) | 1.1 Identify the different types of organisational legal formations  
1.2 Analyse the main reasons for operating a particular legal formation |
| 2. Identify traditional and contemporary organisational structures (Weighting 25%) | 2.1 Discuss the main types of traditional organisational structures  
2.2 Analyse the external and internal factors that result in changing organisational structures  
2.3 Construct simple organisational charts to explain the relationships between business functions |
| 3. Explain methods by which organisations are managed strategically and operationally (Weighting 25%) | 3.1 Explain the concept of operational management  
3.2 Summarise the differences between strategic and operational management  
3.3 Explain the concept of strategic management and its interaction with operational management |
| 4. Assess the role of organisational infrastructure, and its impact upon organisational performance (Weighting 25%) | 4.1 Identify the components of effective organisational infrastructure  
4.2 Identify factors affecting organisational infrastructure and its impact upon organisational performance  
4.3 Explain the concept of organisational performance  
4.4 Outline the role of organisational infrastructure in ensuring high performance within a range of organisations |
**Capabilities**

Alongside academic learning and development, ABE’s qualifications have been designed to develop your practical skills and capabilities. These capabilities are highlighted as certain values, knowledge, skills, and behaviours that will help you in your professional development.

Below is an overview of the behaviours, skills, and attitudes that you will develop through this unit:

<table>
<thead>
<tr>
<th>Element of learning</th>
<th>Key capabilities developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 1 - The basic principles of business</td>
<td>Ability to understand the legal requirements of setting up a business. <em>Business acumen, analysis</em></td>
</tr>
<tr>
<td>Element 2 – Introduction to organisational structures</td>
<td>Ability to draw the most appropriate organisational structure for your business and to demonstrate the links between different organisational factors. <em>Analysis, communication, constructing organisational charts, cross-functional working</em></td>
</tr>
<tr>
<td>Element 3 – The differences between strategic and operational management</td>
<td>Demonstrable understanding of the difference between operational and strategic management. Ability to utilise relevant managerial tools such as SWOT analysis, gap analysis. <em>Analysis, knowledge of trends, globalisation</em></td>
</tr>
<tr>
<td>Element 4 – The role of organisational infrastructure</td>
<td>Ability to identify the factors that are key to organisational performance within a range of organisations and ability to consider these in the light of the chosen careers. <em>Business acumen, analytical thinking, measurement techniques, business performance</em></td>
</tr>
</tbody>
</table>

**Localisation**

It is very important when studying for your ABE qualification that you consider your local business environment and try to apply what you are learning to relevant scenarios in your local business context. Doing this will help you to put your learning into practice and use it in your professional day-to-day activities.

You should consider your own local market regulations, legal, socio-economic factors when approaching assessment criteria 1.2 in particular.

You should take into account the following when preparing for the assessment:

- Undertake the case study exercises in the study materials in order to practise analysis and application of the theories and concepts within a given organisational context.
- Undertake the practice questions within the study materials and use the review/feedback to improve upon your exam technique.
Indicative Content

1. Explain the various legal formations and status of private, public, and not-for-profit organisations (Weighting 25%)

1.1 Identify the different types of organisational legal formations
   - Different types of legal formations, specifically sole trader, partnership, private limited, public limited, co-operatives, franchises, social enterprise, not-for-profit, public sector, non-governmental organisation (NGOs)
   - Difference between private and public sector in terms of ownership and objectives

1.2 Analyse the main reasons for operating a particular legal formation
   - Different factors involved in operating legal format including stakeholder expectations, political, economic, and market constraints, such as international and national regulatory restrictions

2. Identify traditional and contemporary organisational structures (Weighting 25%)

2.1 Discuss the main types of traditional organisational structures
   - Traditional organisational structures e.g. hierarchy, functional, divisional, and matrix. Explain associated terms such as span of control
   - The benefits and disadvantages of the different types of organisational structures
   - The concepts of Lean and Agile Organisations and the effect upon organisational resources including technology and human resource

2.2 Analyse the external and internal factors that result in changing organisational structures
   - External factors such as political, economic, social, technological, legal, environmental, competitive pressures, and internal factors such as organisational size, human resource skills, industry, that result in changing organisational structures
   - Contemporary organisational structures such as hybrid, flatarchy, and holacratic structures

2.3 Construct simple organisational charts to explain the relationships between business functions
   - Interrelationships between different functions such as marketing, production, Human Resources, finance, operations, hierarchies and spans of control
   - Organograms as a means of understanding organisational dynamics such as culture, leadership, and human patterns of behaviour
3. Explain methods by which organisations are managed strategically and operationally (Weighting 25%)

3.1 Explain the concept of operational management

- The role of operational management in delivering efficiency and effectiveness and its relationship with senior management
- The evolution of operational management – scientific management, human relations school, lean manufacturing
- Trends in operational management including: value chain, supply chain, logistics, procurement, outsourcing, and quality systems such as ISO, EFQM

3.2 Summarise the differences between strategic and operational management

- Strategic management and operational management definitions
- Key differences between the roles of strategic and operational management

3.3 Explain the concept of strategic management and its interaction with operational management

- The role of strategic management in corporate governance
- The role of strategic management in ensuring effective operational management
- Understand organisational culture and its impact on organisational behaviour
- International drivers such as globalisation

4. Assess the role of organisational infrastructure and its impact upon organisational performance (Weighting 25%)

4.1 Identify the components of effective organisational infrastructure

- Concept of organisational infrastructure
- Range of human and physical resources that make up organisational infrastructure

4.2 Identify factors affecting organisational infrastructure and its impact upon organisational performance

- Factors such as organisational competence, workforce skills, location, service to market and the impact upon organisational performance
- Concepts such as marginal gains and performance management cycle

4.3 Explain the concept of organisational performance

- Organisational performance as a concept within a range of organisational types e.g. public sector and the concept of value, private sector and the concept of profitability
- Measurement techniques such as balanced scorecard, quantitative vs qualitative measures, hard and soft targets

4.4 Outline the role of organisational infrastructure in ensuring high performance within a range of organisations

- Ways in which organisations use organisational infrastructure to create high performance including roles, responsibilities, authority, policies and procedures
Employability and Self-development

Unit Type: Mandatory  
Level: 4  
Credits: 15  
GLH: 75  
Assessment Method: Assignment

The nature of work is changing: the business environment is becoming ever more global and consequently, the skills required to work are also changing. In the past, getting a job based on qualifications and technical experience was the norm; today, employers are increasingly looking for people with commercial awareness and a ‘can do’ attitude, together with skills and behaviours that will enable them to quickly become part of an effective team and add value to the organisation. These ‘soft skills’ enable staff to make a positive contribution to the organisation from an early stage, work as part of various teams that are likely to be cross-functional in nature, and contribute more effectively over time, as they recognise how the skills they have or are willing to develop, can benefit the organisation.

This unit introduces you to the key skills, behaviours, and attitudes you need to demonstrate in order to be ‘employable’, and how to develop them if they are missing, through self-development and/or other learning, development and improvement opportunities. It provides guidance on how to integrate this information to the documents required for job applications, and how to present these skills at interview. It goes on to show how demonstrating employability skills can help enable a smooth transition into work by establishing you in your new job role and as part of a team.

The unit concludes by exploring how utilising feedback on performance can help ensure you maintain your value as an employee and use your experience to advance your career potential.

You will be introduced to self-development practices, including self-reflection in order to develop a unique and informative curriculum vitae (CV), complete job applications and prepare for job interviews. The course should help to develop communication skills and self-awareness, and enable you to view your current position as part of a life-long journey of learning and development, both professionally and personally.
## What you’ll learn

The table below shows the learning outcomes of this unit (what you will be able to do or what you will know), along with the assessment criteria (what you will be able to do to demonstrate achievement of the learning outcome).

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>1. Explain the concept of employability, its relevance and value to both employing organisations and individuals (Weighting 10%)</td>
<td>1.1 Explain what is meant by employability and the attitudes, skills and behaviours that are increasingly demanded by employers when recruiting staff</td>
</tr>
<tr>
<td></td>
<td>1.2 Summarise the relevance and value of this shift in selection criteria for new staff in relation to the changing workplace</td>
</tr>
<tr>
<td>2. Assess your own skill set in terms of employability and use it to write a unique curriculum vitae (CV) and complete relevant job applications, maximising your potential value to an employer (Weighting 20%)</td>
<td>2.1 Compare your own skill set against the employability skills sought by employers in order to identify gaps and how you might address these through personal development plans</td>
</tr>
<tr>
<td></td>
<td>2.2 Utilise your skill set effectively and creatively to complete the documents required when applying for jobs</td>
</tr>
<tr>
<td>3. Outline how your skillset can be used to demonstrate your employability during the recruitment and selection process (Weighting 30%)</td>
<td>3.1 Outline the different screening processes that may be used as part of employee selection and how you would use your skill set to navigate this screening effectively</td>
</tr>
<tr>
<td></td>
<td>3.2 Reflect on how you intend to use your own skills and experience to maximise your potential to a prospective employer at interview</td>
</tr>
<tr>
<td>4. Appraise how employability skills can help establish you in a new job role and become part of the team (Weighting 30%)</td>
<td>4.1 Explain the usefulness of employability skills when starting a new job and how these could be evidenced during a probationary period</td>
</tr>
<tr>
<td></td>
<td>4.2 Describe how employability skills can help a new employee integrate with and become an effective contributor to a team</td>
</tr>
<tr>
<td>5. Using a process of self-awareness and self-reflection, summarise opportunities for personal development planning in order to ensure you maintain your value as an employee and advance your career potential (Weighting 10%)</td>
<td>5.1 Utilise feedback on performance to maximise your value as an employee</td>
</tr>
<tr>
<td></td>
<td>5.2 Appraise the value of feedback on performance with your own career goals and aspirations</td>
</tr>
</tbody>
</table>
**Capabilities**

Alongside academic learning and development, ABE’s qualifications have been designed to develop your practical skills and capabilities. These capabilities are highlighted as certain values, knowledge, skills, and behaviours that will help you in your professional development.

Below is an overview of the behaviours, skills, and attitudes that you will develop through this unit:

<table>
<thead>
<tr>
<th>Element of learning</th>
<th>Key capabilities developed</th>
</tr>
</thead>
</table>
| Element 1 — Concept of employability | Understanding of what employability is and why employers are looking for these skills in addition to qualifications and experience  
*Commercial awareness* |
| Element 2 — Assessing your own skill set | Awareness of own skill set in terms of employability and how to develop and use it to write the documents that are required when applying for jobs  
*Self-awareness, self-reflection and being objective about self, integrity, writing objectively and succinctly, desk research, matching own skills with those required for specific job roles, networking, IT skills* |
| Element 3 — Demonstrating your employability | Awareness of tools and techniques used in the recruitment and selection process and how to utilise skillset to maximise employability prospects  
*Self-confidence, interview skills, listening, verbal and non-verbal communication, independence, emotional intelligence* |
| Element 4 — Establishing yourself in a new role | Utilising employability skills for a smooth transition into a new job and to integrate effectively with the team  
*Communication skills, collaboration, openness, responsiveness, appreciation of diversity, respect for others, interpersonal sensitivity, time management and accountability, commitment* |
| Element 5 — Creating a personal development plan | Being responsive to feedback in order to maintain value to the organisation and maximise future career potential through self-development  
*Self-development, openness, responsiveness, proactivity, commitment, life-long learning* |

**Localisation**

You need to appreciate employability skills within the context of your local business environment. The concept of employability has developed over recent years in the light of business practices that have become increasingly global, but there are local variations, which you should be aware of.

You should therefore take the following into account when preparing your assessment:

- Local job opportunities and employment sectors
- Places to look for work opportunities
- Local training opportunities with regard to employability skills
- Local practices and customs in relation to work
- Local employment rules, regulations, and legislation
- The influence of local culture and socialisation on employability and business practices
- Learning and development opportunities to fill skill gaps e.g. IT, numeracy, language, communication and other work-based capabilities, such as team work, collaboration, customer service, commercial awareness etc.
Indicative Content

1. Explain the concept of employability, its relevance and value to both employing organisations and individuals (Weighting 10%)

1.1 Explain what is meant by employability and the attitudes, skills and behaviours that are increasingly demanded by employers when recruiting staff

- Definition of employability
- Value of employability skills to employers over and above qualifications and experience, and why this shift in skillset has occurred
  - Transferable skills (cross-functional)
  - Increased productivity (added value)
  - Flexibility and adaptability (agile workforce)
- Employability skills most frequently cited by employers:
  - Self-management: punctuality, time management, planning and organising, self-confidence, honesty, integrity, reliability, ‘can do’ approach, enthusiasm, commitment, good personal presentation, coping with pressure, emotional intelligence
  - Thinking and problem solving: attention to detail, negotiation, decision making, initiative, achievement drive, reflection
  - Working together and communicating: appreciating diversity, collaboration, cooperation, flexibility, responsiveness, willingness to learn, telephone skills, taking responsibility, being accountable, tact and diplomacy, verbal communication, non-verbal communication, active listening, giving and receiving feedback, presentation skills, managing and leadership, delegation, conflict management
  - Understanding the business: commercial awareness, customer focus, service orientation, corporate social responsibility and ethicality
  - Functional skills: numeracy, language and IT at levels relevant to professional practice

1.2 Summarise the relevance and value of this shift in selection criteria for new staff in relation to the changing workplace

- Value of employability skills to employers:
  - Differentiates between people with similar qualifications and/or experience
  - Increases effectiveness and efficiency – doing things right the first time
  - Ownership and accountability
  - Use of initiative within boundaries
  - Innovation and creativity
  - Flexibility – transferable skills that can be used in different roles and project teams
  - Responsiveness to changing market and customer needs; improved customer satisfaction that leads to repeat business
  - A sense of employee contribution and value creates loyalty and commitment, and reduces staff absence and turnover
- Value to individuals:
  - Increased sense of contribution and value leads to improved job satisfaction, commitment and likely progression/promotion
  - Employability skills are transferable from role to role and will help with future employment prospects
2. Assess your own skill set in terms of employability and use it to write a unique curriculum vitae (CV) and complete relevant job applications, maximising your potential value to an employer (Weighting 20%)

2.1 Compare your own skill set against the employability skills sought by employers in order to identify gaps and how you might address these through personal development plans

- Assess own skill set in terms of employability in order to identify strengths, weaknesses, preferences and gaps
- Identify opportunities to close the gaps through self-development, training and/or work experience in order to become more attractive in terms of employability
- Personal development plans – presenting yourself as a ‘rounded’ individual – professional, social, personal; developing views, opinions and values; life-long learning and development; reflection and learning from experience

2.2 Utilise your skill set effectively and creatively to complete the documents required when applying for jobs.

- Personal profile, CV, LinkedIn profile (format, content) inclusion of soft skills as well as qualifications and experience
- Where to look for jobs (online, newspapers, journals, agencies, job centres, noticeboards, organisations’ websites, networking e.g. personal and LinkedIn, setting up alerts) and typical content of job adverts
- Desk research on specific organisations in preparation for applying for jobs (online, library, company information, contacts)
- Matching and presenting skill set to what is required in the Job Description and Person Specification, adapting CV, completing job application forms, writing letters of application/supporting emails – selling yourself positively
- References: whom to ask

3. Outline how your skill set can be used to demonstrate your employability during the recruitment and selection process (Weighting 30%)

3.1 Outline the different screening processes that may be used as part of employee selection and how you would use your skill set to navigate this screening effectively

- Screening tests: aptitude and personality testing
- Assessment centres
- Application of own skill set to screening tests and assessment centres including presentations

3.2 Reflect on how you intend to use your own skills and experience to maximise your potential to a prospective employer at interview

- Identifying skills that are sought and matching own strengths and abilities to these
- Interview skills: listening, clarifying what is required, rephrasing, using knowledge, skills, and experience effectively when answering questions, supporting answers with relevant evidence and examples
- Presenting yourself effectively at interview: appearance, preparation, during the interview, non-verbal communication
- Asking for and responding to feedback after an unsuccessful interview
4. Appraise how employability skills can help establish you in a new job role and become part of the team (Weighting 30%)

4.1 Explain the usefulness of employability skills when starting a new job and how these could be evidenced during a probationary period

- Making a good first impression: punctuality, personal presentation, being informed, showing interest and enthusiasm, listening carefully in order to retain information, making notes, reading and referring to information supplied
- Making a positive contribution: listening to instructions, clarifying understanding through questions, applying skills diligently, meeting deadlines, checking work carefully, responding positively to feedback
- Working to achieve goals set for probationary period

4.2 Describe how employability skills can help a new employee integrate with and become an effective contributor to a team

- Accepting designated role within a new or established team and working within guidance and boundaries
- Effective use of own skills: balancing confidence with openness, responsiveness and willingness to learn
- Valuing diversity and appreciating the varying skillsets of others in the team – Belbin’s team roles
- Learning from others and responding to feedback in order to meet team’s objectives
- Going the extra mile when appropriate to demonstrate commitment and enthusiasm

5. Using a process of self-awareness and self-reflection, summarise opportunities for personal development planning in order to ensure you maintain your value as an employee and advance your career potential (Weighting 10%)

5.1 Utilise feedback on performance to maximise your value as an employee

- Informal and formal: being open to and positive to day-to-day feedback as well as probationary reviews, performance review and feedback in order to improve performance and contribution
- Reflecting on feedback: consideration of feedback to ensure a good understanding of what it means, how it applies to you and how you can action it
- Closing the gap by striving for excellence: learning through observation and by asking questions; asking for and responding constructively to feedback; taking up opportunities for professional growth and development

5.2 Appraise the value of feedback on performance with your own career goals and aspirations

- Personal development plans and setting SMART objectives for your career – short, medium and longer term
- Utilising development opportunities: shadowing, training on the job, online and face to face opportunities
- Recognising how skills can be transferable
- Life-long learning: keeping up to date through continuous professional development
Finance for Managers

Unit Type: Mandatory
Level: 4
Credits: 15
GLH: 75
Assessment Method: Examination

This unit is designed to enable you to gain a knowledge and understanding of accounting principles, processes, and concepts that can be applied in a general management context. These principles, processes, and concepts are key in the understanding of how a business operates and what ultimately makes it successful.

The unit will specifically allow you to develop the skills required to record business transactions and generate financial information. This information is used as the basis for effective management control and planning. Inadequate and inaccurate record keeping leads to poor financial analysis and results.

As managers or aspiring managers, the unit aims to equip you with the knowledge and practical skills required to complete and review financial accounting tasks in business. These tasks are required by managers to prepare, review and interpret internal and external financial information and report findings to a range of business stakeholders.

The unit also allows you to consider the importance of effective management of cash flow and to highlight cash flow problems which could lead to business failure. Financial performance of any business is measured through the final accounts of the organisation. You will review appropriate internal and published reports and accounts to make effective analytical judgements.

Managers are frequently required to make strategic and investment decisions. This unit will allow you to consider the practical use of costing, pricing and capital investment techniques in order to make informed business decisions.
**What you’ll learn**

The table below shows the learning outcomes of this unit (what you will be able to do or what you will know), along with the assessment criteria (what you will be able to do to demonstrate achievement of the learning outcome).

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>1. Explain the purpose of financial and management accounting (Weighting 25%)</td>
<td>1.1 Understand the roles of financial and management accounting management accounting 1.2 Apply accounting principles, processes, and concepts to financial and management accounting data 1.3 Assess the needs of business stakeholders in relation to financial and management accounting information</td>
</tr>
<tr>
<td>2. Interpret financial statements to review the performance of business organisations and report to stakeholders (Weighting 25%)</td>
<td>2.1 Assess the contents of financial statements to review the performance of business organisations 2.2 Calculate financial ratios to assess the financial performance of a business organisation 2.3 Make justified recommendations for business improvements based on the results of financial analysis</td>
</tr>
<tr>
<td>3. Prepare cash flow forecasts and financial budgets to aid management decision making (Weighting 25%)</td>
<td>3.1 Prepare cash flow forecasts for internal management control 3.2 Prepare organisational budgets to aid management decision making 3.3 Evaluate completed cash flow forecasts and financial budgets to make informed business decisions</td>
</tr>
<tr>
<td>4. Demonstrate the use of costing and pricing methods to contribute to business decision making (Weighting 25%)</td>
<td>4.1 Explain costing and pricing methods used to make business decisions 4.2 Apply contribution and break-even calculations and analysis to make effective business decisions 4.3 Assess the implications of using different costing methods</td>
</tr>
</tbody>
</table>
Capabilities

Alongside academic learning and development, ABE’s qualifications have been designed to develop your practical skills and capabilities. These capabilities are highlighted as certain values, knowledge, skills, and behaviours that will help you in your professional development.

Below is an overview of the behaviours, skills and attitudes that you will develop through this unit include:

<table>
<thead>
<tr>
<th>Element of learning</th>
<th>Key capabilities developed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 1 – Introduction to financial and management accounting</strong></td>
<td>Understanding of the role of management and financial accountants, Understanding of how to apply accounting principles, processes and concepts to financial and management accounting data, Understanding of the importance of financial reports for internal and external stakeholder use, Commercial awareness, numerical dexterity</td>
</tr>
<tr>
<td><strong>Element 2 – Financial statements</strong></td>
<td>Ability to identify and understand the contents of financial statements to review the performance of business organisations, Ability to use ratios to assess the performance of a business organisation and make appropriate recommendations for the future, Commercial awareness, numerical dexterity, writing objectively and succinctly</td>
</tr>
<tr>
<td><strong>Element 3 – Cashflow forecasts and budgets</strong></td>
<td>Ability to prepare cash flow forecasts and operational budgets, Ability to interpret cash flow forecasts and operational budgets; evaluate forecasts and budgets to make informed business decisions, Commercial awareness, numerical dexterity, integrity, writing objectively and succinctly, understanding of the link between quantitative and qualitative issues</td>
</tr>
<tr>
<td><strong>Element 4 – Costing and pricing</strong></td>
<td>Ability to use costing and pricing methods to make appropriate business decisions, Ability to use break-even analysis to make informed business decisions, Commercial awareness, numerical dexterity, appreciation of ethical issues, understanding of the link between quantitative and qualitative issues</td>
</tr>
</tbody>
</table>

Localisation

It is very important when studying for your ABE qualification that you consider your local business environment and try to apply what you are learning to relevant scenarios in your local business context. Doing this will help you to put your learning into practice and use it in your professional day-to-day activities.

You will use internationally recognised accounting concepts and conventions. Throughout the unit, you will refer to International Accounting Standards (IAS). You will consider the implications of a business organisation operating in a local, national and international setting and the possible effects of economic changes.
Indicative Content

1. Explain the purpose of financial and management accounting (Weighting 25%)

1.1 Understand the roles of financial and management accounting
- The difference between financial and management accounting
- Explanation of the role of a financial accountant
- Explanation of the role of a management accountant

1.2 Apply accounting principles, processes, and concepts to financial and management accounting data
- Describe the role of accounting concepts, standards, and principles
- Explain the functions of accounting concepts, standards, and principles
- Apply accounting concepts, standards, and principles to specific financial situations
- Analyse the qualitative characteristics of financial reporting under the International Financial Reporting Standards framework

1.3 Assess the needs of business stakeholders in relation to financial and management accounting information
- Identify internal and external business stakeholders
- Describe the needs of internal and external stakeholders requiring accounting information
- Identify the financial and management accounting information needs of business stakeholders

2. Interpret financial statements to review the performance of business organisations and report to stakeholders (Weighting 25%)

2.1 Assess the contents of financial statements to review the performance of business organisations
- Reporting requirements of sole trader, partnership, and private limited companies
- Accounting principles
- The main elements of annual accounts, i.e.
  - income statement (profit and loss account)
  - statement of financial position (balance sheet)
- The additional reporting requirements of a public limited company’s annual reports, i.e.
  - general corporate information
  - statement of cash flows
  - notes to the financial statements
  - chairperson’s and directors’ reports
  - auditor’s report
- Review the key differences between internal final accounts and the publicly available final accounts of a limited company

2.2 Calculate financial ratios to assess the financial performance of a business organisation
- Use ratios to assess the performance of a business, i.e.
  - Liquidity ratios
  - Profitability ratios
  - Efficiency ratios
  - Gearing
  - Investor ratios
- Trends in financial performance of a business organisation based on ratio results
2.3 Make justified recommendations for business improvements based on the results of financial analysis

- Analyse the liquidity, profitability, and efficiency of a business organisation
- Justify recommendations for the improvement of business performance
- Assess the usefulness of ratio analysis when assessing the performance of a business organisation

3. Prepare cash flow forecasts and financial budgets to aid management decision making (Weighting 25%)

3.1 Prepare cash flow forecasts for internal management control

- Structure of a cash flow forecast, i.e.
  - Timescale
  - Credit periods
  - Receipts
  - Payments
  - Opening and closing cash / bank balances
- Explain the difference between profit and cash

3.2 Prepare organisational budgets to aid management decision making

- Review how and why business organisations prepare and revise budgets
- Prepare organisational budgets, i.e.
  - Sales
  - Purchases
  - Production
  - Trade receivables
  - Trade payables
  - Cash

3.3 Evaluate completed cash flow forecasts and financial budgets to make informed business decisions

- Evaluate completed cash flow forecasts
- Calculate and interpret favourable and adverse variances based on budgeted and actual data
- Use variance analysis to evaluate financial budgets
- Suggest improvements to cash flow management and budget predictions
- Assess the use of additional sources of finance to solve cash flow problems
4. Demonstrate the use of costing and pricing methods to contribute to business decision making (Weighting 25%)

4.1 Explain costing and pricing methods used to make business decisions
   - Describe business costs with the use of practical examples
   - Explain pricing methods, i.e.
     - Cost-plus pricing
     - Discounting
     - Value-based pricing
     - Competitive pricing

4.2 Apply contribution and break-even calculations and analysis to make effective business decisions
   - Calculate the break-even point by use of the formula
   - Produce break-even and contribution to sales (profit/volume) graphs
   - Analyse break-even data and contribution to sales graphs
   - Use break-even analysis to make specific business decisions, i.e.
     - Make or buy
     - Special order decisions
     - Acceptance of additional work
     - Discontinuing a product or service based on contribution
     - Price setting
     - Scarce resources
     - ‘What if’ scenarios

4.3 Assess the implications of using different costing methods
   - Evaluate the limitations of break-even analysis
   - Review the impact of pricing policies on production and costs
   - Assess the advantages and disadvantages of various costing methods
Introduction to Entrepreneurship

Unit Type: Mandatory
Level: 4
Credits: 15
GLH: 75
Assessment Method: Assignment

Entrepreneurship has a different meaning for many people. For some it relates to new start-ups, for others it relates to home-based businesses, and for others it is a business philosophy focusing on continually innovating your business activity.

Regardless of the type of business, enterprises have the same premise – to develop an idea into a successful business.

Entrepreneurship involves far more than simply having an idea. To be successful, an entrepreneur needs to have skills that cover many of the development and management roles.

In Introduction to Entrepreneurship, you will learn key success factors for enterprises and how to apply these to successfully innovate, develop, and grow a business. Key business strategies, business development, and the management of the enterprise through the business cycle will be explored.

For each element of learning, you will develop skills for applying theories and good practice for entrepreneurial success. Many of the skills learnt in the unit can be successfully applied in start-up enterprises or are transferable for use in everyday business.
What you’ll learn

The table below shows the learning outcomes of this unit (what you will be able to do or what you will know), along with the assessment criteria (what you will be able to do to demonstrate achievement of the learning outcome).

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</table>
| 1. Explain the benefit of entrepreneurship and innovation to an economy and how new businesses can impact communities (Weighting 20%) | 1.1 Explain the terms entrepreneurship, enterprise, social enterprise, intrapreneurship, and innovation  
1.2 Explain the key characteristics of micro, small, and medium-sized businesses  
1.3 Discuss business models that an enterprise can use  
1.4 Discuss types and process of innovation  
1.5 Evaluate how organisations can create their own enterprising culture |
| 2. Discuss the characteristics and motivation of entrepreneurs and how an entrepreneur builds and converts an idea into a successful business (Weighting 20%) | 2.1 Explain the personal qualities required when starting a business  
2.2 Explain common mistakes that entrepreneurs make in their first year of business  
2.3 Evaluate the motives for starting an enterprise  
2.4 Explain strategies for growth and exit strategies in an enterprise |
| 3. Explain the key factors for developing an innovative enterprise (Weighting 30%) | 3.1 Assess market research intelligence to develop an enterprise  
3.2 Evaluate the sources of finance available to a new business  
3.3 Explain the physical resource requirements of an enterprise  
3.4 Assess the human resources requirements for an organisation  
3.5 Explain common legal and insurance requirements that an enterprise needs to address |
| 4. Create a business plan and pitch for a business idea (Weighting 30%) | 4.1 Explain the content expected and developed in the plan  
4.2 Develop a business plan for a new business idea  
4.3 Develop a pitch that delivers key information to stakeholders |
Capabilities

Alongside academic learning and development, ABE’s qualifications have been designed to develop your practical skills and capabilities. These capabilities are highlighted as certain values, knowledge, skills, and behaviours that will help you in your professional development.

Below is an overview of the behaviours, skills, and attitudes that you will develop through this unit:

<table>
<thead>
<tr>
<th>Element of learning</th>
<th>Key capabilities developed</th>
</tr>
</thead>
</table>
| **Element 1 – Introduction to entrepreneurship**  | Ability to raise reasoned arguments on the importance of entrepreneurship to the economy and differences with other business structures.  
Business acumen, use of business models, enterprising culture |
| **Element 2 - Entrepreneurs**                    | Ability to identify successful entrepreneurs and develop an appreciation of the impact they have had  
Ability to assess personal capability against the needs of an enterprise  
Understanding of the role creativity and innovation in developing a successful business idea  
Entreprenuerial characteristics and thinking, innovation, creativity |
| **Element 3 – Developing an innovative enterprise**| Ability to identify the resources needed for an enterprise  
Ability to demonstrate the use of key decision making tools for business development  
Ability to demonstrate an understanding of monitoring business and setting targets  
Commercial awareness, using data and information, assessing resource requirements, gap analysis |
| **Element 4 – Creating a business plan and pitch**| Ability to identify the requirements and contents of business plan  
Ability to use tools to plan the enterprise  
Ability to develop a business plan that incorporates key attributes from Elements 1, 2 and 3  
Ability to develop an effective pitch to communicate the plan and requirements from investors/customers  
Writing a business plan, communication, presenting information for persuasive purposes, planning, pitching |
Localisation

It is very important when studying for your ABE qualification that you consider your local business environment and try to apply what you are learning to relevant scenarios in your local business context. Doing this will help you to put your learning into practice and use it in your professional day-to-day activities.

You should consider local policies for business start-up including:

- Local cultures and environment that impact upon business taxation
- Local employment law
- Local and international business support agencies
- Local social needs, and how they may impact on a business
- Local legal and taxation arrangements
- Common business rules and regulations
- Impact of trade agreements and currency fluctuations
- As examples of successful entrepreneurs will be studied, local and well known entrepreneurs need to be considered
Indicative Content

1. Explain the benefit of entrepreneurship and innovation to an economy and how new businesses can impact communities (Weighting 20%)

1.1 Explain the terms entrepreneurship, enterprise, social enterprise, intrapreneurship, and innovation.
   - Understanding the key terms
   - Key differences between social enterprise and other not-for-profit businesses
   - Impact of entrepreneurship and intrapreneurship on local and global business
   - How to recognise a business opportunity
     - 7 Sources of Opportunity (Drucker 2006)
     - Various sources of business ideas, e.g. scanning the environment, open source innovation, internal processes

1.2 Explain the key characteristics of micro, small, and medium-sized businesses
   - Use stated national or regional definitions, giving examples
   - Size staffing, turnover
   - Organisational culture, including staff support and training
   - Structures of management – hierarchical, flat, matrix
   - Access to funding
   - Influence of stakeholders, including family

1.3 Discuss business models that an enterprise can use
   - Affiliate and freemium models
   - Auction and subscription models
   - Bait and hook
   - Franchising and direct sales
   - Use examples known to learner for each model

1.4 Discuss types and process of innovation
   - Types of innovation
   - The process of innovation
   - Innovation – commercialisation of new ideas
   - Schumpeter’s Five Types of Innovation (1912)
   - Approaches to innovation, such as continuous product and process improvement, improving business model, adding value to existing product, using new technology to create a new product or service

1.5 Evaluate how organisations can create their own enterprising culture
   - Idea encouragement
   - Creativity
     - Creative process for idea generation (Wallas 1926): preparation, incubation, illumination, implementation
     - How creativity can be encouraged or blocked, including comfort zone and theories for barriers to creativity, e.g. Von Oech (1983) and J L Adams (1986)
   - Team working rather than micro-management
   - Feedback to try and fail as opposed to blame cultures
   - Celebrating success
   - External locus of control
   - Functional boundaries being removed
   - Reducing formality
   - Incentive schemes
2. Discuss the characteristics and motivation of entrepreneurs and how an entrepreneur builds and converts an idea into a successful business (Weighting 20%)

2.1 Explain the personal qualities required when starting a business
   - Characteristics required such as self-confident, visionary, risk-taking, innovative, opportunistic and those to be developed including resilient
   - Understanding the importance of emotional intelligence

2.2 Explain common mistakes that entrepreneurs make in their first year of business
   - Delegation, responsibility, poor forecasting, considering sunk costs, use of mentors

2.3 Evaluate the motives for starting an enterprise
   - Push vs pull
   - Lifestyle
   - Community needs

2.4 Explain strategies for growth and exit strategies in an enterprise
   - Stability and confidence of stakeholders
   - Training and development of success
   - Examples of good and unsuccessful succession planning

3. Explain the key factors for developing an innovative enterprise (Weighting 30%)

3.1 Assess market research intelligence to develop an enterprise
   - Evaluating market share
   - Evaluate competitors
   - Identify unique selling proposition (USP)
   - Identify barriers to entry
   - Understand local and seasonal factors

3.2 Evaluate the sources of finance available to a new business
   - Personal: own capital, retained profit, informal investors, 3Fs (friends, fools, family), internal capital networks, local cash network, crowd funding
   - Commercial: overdrafts, loans, credit cards, venture capital, lease hire, factoring, supplier funding
   - Public finance: local development schemes, start-up grants, loans guaranteed
   - Understand the disadvantages to a business of potential funding options and how to overcome them: phasing of investment, change in rates, reliance upon rolling credit

3.3 Explain the physical resource requirements of an enterprise
   - Intellectual property rights
   - Stock and raw materials
   - Buildings
   - Transport
   - Security
3.4 Assess the human resources requirements for an organisation

- Skills gap analysis
- Differences in contract status – part time/contracted working and local forms of contract
- Costings of staffing needs – including statutory social security

3.5 Explain common legal and insurance requirements that an enterprise needs to address

- Legal: health and safety, employment law, anti-competitive law, trading laws, corporation tax, employee tax and social security, company registration
- Insurance: public liability, employee liability, business premises, stock, vehicle, goods in transit

4. Create a business plan and pitch for a business idea (Weighting 30%)

4.1 Explain the content expected and developed in the plan

- Providing detail for investors, lenders, stakeholders to make informed decisions
- Allowing balanced decisions made on presented facts and forecasts
- Forecasting to assess financial requirements

4.2 Develop a business plan for a new business idea

- Business proposal and trading status
- Range of services to be provided
- Personal parameters of proposers
- Geographical location
- Include identified research techniques
- Customers, target, market
- Statement of viability
- Pricing and marketing strategies
- Financial funding, forecasting, and measurement
- Resource and requirements
- KPIs – financial and non-financial

4.3 Develop a pitch that delivers key information to stakeholders

- Identifying information requirements of audience
- Designing a structured pitch – including presentation
Introduction to Quantitative Methods

Unit Type: Mandatory
Level: 4
Credits: 15
GLH: 75
Assessment Method: Examination

Quantitative skills are seen as indispensable for aspiring managers and entrepreneurs. Numbers make their presence felt in a range of managerial tasks across all functions of an enterprise. The focus of the Quantitative Methods syllabus is to:

- Develop quantitative thinking and skills
- Develop skills in gathering and computing numbers
- Cultivate the ability to present, interpret and communicate quantitative results for managerial decision making
- Build a robust quantitative foundation for other business units

Quantitative skills built at this level will help you to apply a number of concepts in other core areas of business management: marketing, accounting, finance, and human resource management. Many decisions in these areas require quantitative skills, for example calculating the sales volume for recovering costs, determining the price of a new product, estimating demand for the product, measuring the overall performance of the business etc.
What you’ll learn

The table below shows the learning outcomes of this unit (what you will be able to do or what you will know), along with the assessment criteria (what you will be able to do to demonstrate achievement of the learning outcome).

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>1. Apply numeracy and quantitative techniques for use in day-to-day business activities (Weighting 25%)</td>
<td>1.1 Perform calculations on different types of numbers</td>
</tr>
<tr>
<td></td>
<td>1.2 Express numbers in various forms for making comparisons</td>
</tr>
<tr>
<td></td>
<td>1.3 Perform simple financial calculations to obtain values for taking business decisions</td>
</tr>
<tr>
<td>2. Apply algebraic methods to formulate and solve business problems (Weighting 25%)</td>
<td>2.1 Solve or simplify equations by employing algebraic methods</td>
</tr>
<tr>
<td></td>
<td>2.2 Derive the equation of a straight line to show relationship between variables</td>
</tr>
<tr>
<td>3. Discuss the process of gathering business and management data (Weighting 25%)</td>
<td>3.1 Explain main sources, types, and uses of data relevant for business and management information</td>
</tr>
<tr>
<td></td>
<td>3.2 Evaluate alternative methods of sampling and measurement scales used in context of business information</td>
</tr>
<tr>
<td></td>
<td>3.3 Classify and tabulate statistical data</td>
</tr>
<tr>
<td>4. Analyse data using statistical tools and interpret the results (Weighting 25%)</td>
<td>4.1 Construct and interpret appropriate charts and diagrams from tabular data</td>
</tr>
<tr>
<td></td>
<td>4.2 Employ a set of descriptive statistics for analysis and interpretation of grouped and ungrouped data</td>
</tr>
<tr>
<td></td>
<td>4.3 Determine correlation between two business variables</td>
</tr>
<tr>
<td></td>
<td>4.4 Perform linear regression to make business forecasts</td>
</tr>
</tbody>
</table>
Capabilities

Alongside academic learning and development, ABE’s qualifications have been designed to develop your practical skills and capabilities. These capabilities are highlighted as certain values, knowledge, skills, and behaviours that will help you in your professional development.

Below is an overview of the behaviours, skills, and attitudes that you will develop through this unit:

<table>
<thead>
<tr>
<th>Element of learning</th>
<th>Key capabilities developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 1 - Numeracy for business</td>
<td>Apply numerical techniques in context typical business situations</td>
</tr>
<tr>
<td></td>
<td>Problem posing and problem solving using arithmetic, numeracy, application of mathematical formulas</td>
</tr>
<tr>
<td>Element 2 - Algebraic methods</td>
<td>Use algebraic methods to express relationship between variables and find their values.</td>
</tr>
<tr>
<td></td>
<td>Problem posing and problem solving using algebra, mapping and presenting relationships between variables</td>
</tr>
<tr>
<td></td>
<td>Plot and interpret mathematical graphs</td>
</tr>
<tr>
<td></td>
<td>Visual presentation and analysis of information</td>
</tr>
<tr>
<td>Element 3 - Business statistics</td>
<td>Assessing data with the application of statistical techniques to gain insight into real world business environment</td>
</tr>
<tr>
<td></td>
<td>Planning research, creative data collection, analysing and interpreting data, presenting information</td>
</tr>
<tr>
<td>Element 4 - Statistical tools and data analysis</td>
<td>Employing statistical techniques to interpret data and communicate quantitative results for managerial decision making</td>
</tr>
<tr>
<td></td>
<td>Application of statistical tools, data analysis and synthesis, presentation of information, creative interpretation for evaluation</td>
</tr>
</tbody>
</table>

Localisation

It is very important when studying for your ABE qualification that you consider your local business environment and try to apply what you are learning to relevant scenarios in your local business context. Doing this will help you to put your learning into practice and use it in your professional day-to-day activities.

You need to appreciate that numbers have a universal appeal. Organisations make use of numbers to reduce ambiguity when taking decisions in almost all business functions. For these reasons, quantitative skills are important for employability. When preparing for assessment in Quantitative Methods you should make a careful note of the points below:

- A candidate with quantitative skills is capable of reasoning, critical thinking, problem solving, forecasting, and decision making. These abilities equip you to perform effectively either as an employee or an entrepreneur without being affected by local culture, customs or regulations.

- Quantitative skills are transferable skills and therefore you can apply them in a wide range of industries and all types of organisations – big or small, local or global, profit driven or not-for-profit, world over.

- It can be safely assumed that, unlike soft skills such as communication and negotiation, the character of quantitative skills is not easily influenced by the culture and economy of a country. Local organisations may be prolific users of numerical and statistical techniques, and just like any typical multinational corporation, may include numeracy as one of the key competencies in the recruitment and selection process. Therefore, it may be the culture of the organisation – and not whether the organisation is local or global – that could determine the extent to which quantitative skills will be applied for problem solving, analysis, planning, and decision-making.

It is recommended that you become familiar with a non-programmable scientific calculator.
Indicative Content

1. Apply numeracy and quantitative techniques for use in day-to-day business activities (Weighting 25%)

1.1 Perform calculations on different types of numbers
   - Application of rules of numeracy to whole numbers, integers, fractions, decimals
   - Conversion of fractions into decimals or decimals into fractions

1.2 Express numbers in various forms for making comparisons
   - Expression of numbers in standard form $A \times 10^n$, where $1 \leq A < 10$ and $n$ is an integer
   - Expression of a number as a percentage of another number
   - Comparison of numbers using ratios and proportions

1.3 Perform simple financial calculations to obtain values for taking business decisions
   - Calculation of simple interest and compound interest
   - Computation of discounted and present value of money
   - Calculating the depreciation of an asset using the straight line method and the reducing balance method
   - Calculation of wages, discounts, taxation, foreign currency conversions

2. Apply algebraic methods to formulate and solve business problems (Weighting 25%)

2.1 Solve or simplify equations by employing algebraic methods
   - Use of a sequence of operations and brackets to evaluate algebraic expressions
   - Solve a single variable linear equation
   - Solve simultaneous linear equations in two variables
   - Solve quadratic equations by using factorisation and quadratic equation formulae

2.2 Derive the equation of a straight line to show relationship between variables
   - Ascertain the gradient and intercept of an equation for a straight line
   - Determine the equation of a straight line given its gradient and its $y$-intercept
   - Determine the equation of a straight line given its gradient and one point lying on it
   - Determine the equation of a straight line given two points lying on it
3. Discuss the process of gathering business and management data (Weighting 25%)

3.1 Explain main sources, types, and uses of data relevant for business and management information

- Primary and secondary sources of data for a business
- Differences between primary and secondary data, quantitative and qualitative data, and continuous and discrete data
- Use of data in day-to-day business activities

3.2 Evaluate alternative methods of sampling and measurement scales used in context of business information

- Differences between random and non-random sampling techniques
- Types of random and non-random sampling techniques
- The concept of sampling error and bias
- Differences between nominal, ordinal, interval, and ratio measurement scales in statistics

3.3 Classify and tabulate statistical data

- Rules for tabulation
- Simple tables and two-way tables
- Concepts of class interval, class boundary
- Frequency distributions: simple, grouped, cumulative, and relative

4. Analyse data using statistical tools and interpret the results (Weighting 25%)

4.1 Construct and interpret appropriate charts and diagrams from tabular data

- Drawing and interpreting charts and graphs for qualitative data, including bar charts and pie charts
- Drawing and interpreting charts and graphs for quantitative data, including histograms, frequency curves, cumulative frequency graphs (ogives), stem and leaf diagrams

4.2 Employ a set of descriptive statistics for analysis and interpretation of grouped and ungrouped data

- Use of appropriate measures of central tendency (mean, median, and mode)
- Use of measures of dispersion to determine the spread of data (range, inter-quartile range, quartile deviation, and standard deviation)
- Differences between symmetrical and skewed distribution
- Calculation of Karl Pearson’s coefficient to measure extent of skewness

4.3 Determine correlation between two business variables

- Use of scatter diagram to identify relationship between two business variables
- Measurement and interpretation of the degree of relationship between linear related variables using Pearson’s coefficient measure or Spearman’s rank correlation measure

4.4 Perform linear regression to make business forecasts

- Determining the simple linear regression equation for a two-variable model using least squares method
- Use of regression equation to estimate the value of one variable corresponding to another variable
Project Management

Unit Type: Mandatory
Level: 4
Credits: 15
GLH: 75
Assessment Method: Examination

In the current business environment, a key business skill covering multiple disciplines and business sectors is the ability to manage projects from inception to a successful delivery. This is a different challenge to being involved with regular ‘business as usual’ work as very often projects will be considered ‘mission critical’ as the outcomes will impact directly the overall performance of the business organisation. Taking into account this priority, this unit expands the basic theory of project management into a practical, operational context and integrates all the fundamental tools and techniques required to manage business projects successfully.

You will be exposed to a set of modern project management techniques: network planning, critical path analysis, costing/budgeting, and resource management. Subsequent activities include progress monitoring, trouble-shooting, and controls.

On successful completion of this unit, you will be able to apply the tools and techniques to a variety of business projects in your place of employment. A careful application will increase the chance of the project being successful in terms of the deliverables being fit for purpose, meeting agreed delivery deadlines, and staying within the budget cost agreed at the outset. Being able to contribute in this way should have a successful impact on the performance of the organisation.
What you’ll learn

The table below shows the learning outcomes of this unit (what you will be able to do or what you will know), along with the assessment criteria (what you will be able to do to demonstrate achievement of the learning outcome).

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| 1. Discuss the concept of the project life cycle in a variety of business organisations and contexts (Weighting 25%) | 1.1 Explain the sequential stages of the project management life cycle and the activities which are carried out at each stage  
1.2 Apply the basic concept of a project business case based on a set of basic cost and revenue inputs, including the application of some simple metrics such as Return on Capital, Payback and net present value (NPV)  
1.3 Discuss the concept of a work breakdown structure (WBS)  
1.4 Discuss the risks that may emerge on a major project |
| 2. Develop a project plan based on a set of input data (Weighting 25%)            | 2.1 Construct a network diagram from a set of tasks  
2.2 Develop a simple Gantt chart from a set of tasks  
2.3 Apply critical path analysis to determine the planned duration of a project  
2.4 Calculate the start and finish dates of a project and its tasks |
| 3. Calculate a resource-based budget for a project based on a set of inputs (Weighting 25%) | 3.1 Explain the variety of resources needed by a project  
3.2 Explain what is meant by top-down and bottom-up project budgets  
3.3 Calculate the cost of time-related and fixed price resources  
3.4 Total all resource costs to arrive at a bottom-up project budget |
| 4. Explain how a project could be monitored and controlled during the execution phase (Weighting 25%) | 4.1 Explain the concepts of a baseline plan and an approved budget  
4.2 Calculate the difference between planned and actual progress  
4.3 Explain a range of tactics that could be used to recover lost time  
4.4 Discuss how project management software can be used to plan and monitor a project |
Capabilities

Alongside academic learning and development, ABE’s qualifications have been designed to develop your practical skills and capabilities. These capabilities are highlighted as certain values, knowledge, skills, and behaviours that will help you in your professional development.

Below is an overview of the behaviours, skills, and attitudes that you will develop through this unit:

<table>
<thead>
<tr>
<th>Element of learning</th>
<th>Key capabilities developed</th>
</tr>
</thead>
</table>
| Element 1 - The project lifecycle | Knowledge of the core concept and application of the project life cycle  
|                            | Ability to identify potential risks  
|                            | Project management, planning, application of simple metrics |
| Element 2 - Project planning | Development of practical planning skills for a project  
|                            | Network diagrams, Gantt charts, critical path analysis, planning |
| Element 3 - Project budgets | Development of practical budgeting skills for a project  
|                            | Identifying resources, setting budgets, calculating cost |
| Element 4 - Project tracking | Development of tracking and control skills for a project  
|                            | Using plans and budgets, monitoring progress, tactics for recovering lost time, options for use of project management software |

Localisation

It is very important when studying for your ABE qualification that you consider your local business environment and try to apply what you are learning to relevant scenarios in your local business context. Doing this will help you to put your learning into practice and use it in your professional day-to-day activities.

A significant advantage of studying project management is that the core principles, tools and techniques generally transcend all international boundaries and the basic concepts covered on this module are unaffected by the local business environment.
Indicative Content

1. Discuss the concept of the project life cycle in a variety of business organisations and contexts (Weighting 25%)

1.1 Explain the sequential stages of the project management life cycle and the activities which are carried out at each stage

- The concept, application and importance of the project life cycle (PLC)
- Typical project lifecycle phases – initiation, planning, execution, closure and evaluation
- The activities which generally take place at each stage of the project life cycle

1.2 Apply the basic concept of a project business case based on a set of basic cost and revenue inputs, including the application of some simple metrics such as Return on Capital, Payback and NPV

- What precisely is meant by a project ‘business case’
- Developing a simple table of positive and negative cash flows over the lifetime of a project, based on a set of basic cost and revenue inputs
- The application of appraisal metrics such as Return on Capital, Payback and Net Present Value (NPV)
- Deciding whether a project may be financially viable

1.3 Discuss the concept of a work breakdown structure (WBS)

- The basic concept of a work breakdown structure (WBS) with simple examples to analyse
- Understanding how project complexity can be managed by breaking down the scope of work into a simple hierarchy of work
- Using the WBS to estimate overall costs

1.4 Discuss the risks that may emerge on a major project

- A consideration of the typical risks encountered on a significant business project
- The basic risk management process: identification, analysis, prioritisation, response, monitoring/review
- Recommending appropriate responses to various risks

2. Develop a project plan based on a set of input data (Weighting 25%)

2.1 Construct a network diagram from a set of tasks

- Create a network diagram based on a set of inputs (e.g. a table of tasks with estimated durations and predecessors)

2.2 Develop a simple Gantt chart from a set of tasks

- Create a Gantt chart based on a set of inputs (e.g. a table of tasks with estimated durations and predecessors)

2.3 Apply critical path analysis to determine the planned duration of a project

- Isolate the critical path on a network diagram
- Find the planned duration of the project

2.4 Calculate the start and finish dates of a project and its tasks

- Calculate start and finish dates for the project and individual tasks
- Calculate and interpret float on individual tasks
- Assess options for saving time
3. Calculate a resource-based budget for a project based on a set of inputs (Weighting 25%)

3.1 Explain the variety of resources needed by a project
- The key types of resources required by a project: finance, human resources, equipment, facilities, and materials

3.2 Explain what is meant by top-down and bottom-up project budgets
- The differences and similarities between top-down and bottom-up approaches to project budgeting

3.3 Calculate the cost of time-related and fixed price resources
- Quantify time-related and fixed price resources
- Determine the budget cost of each project task

3.4 Total all resource costs to arrive at a bottom-up project budget
- Calculate the total budget for a project
- Identification of options for reducing costs

4. Explain how a project could be monitored and controlled during the execution phase (Weighting 25%)

4.1 Explain the concepts of a baseline plan and an approved budget
- Concept of a baseline plan
- Concept of an approved budget

4.2 Calculate the difference between planned and actual progress
- Interpretation of a Gantt chart to determine the planned progress of any task at any point
- Comparison of planned and actual progress for each task
- Comparison of actual spending with the budget for each task and the entire project

4.3 Explain a range of tactics that could be used to recover lost time
- Options for interventions where required to recover lost progress

4.4 Discuss how project management software can be used to plan and monitor a project
- Ways in which project management software can be used to plan and monitor a project
Dynamic and Collaborative Teams

Unit Type: Mandatory
Level: 4
Credits: 15
GLH: 75
Assessment Method: Assignment

The business environment is becoming ever more global and, as a consequence, the workplace is changing. Hierarchical organisations are generally a thing of the past; structures are generally flatter and the people within them are often required to work cross-functionally and with people at other locations, rather than as part of one department based in the same office. This means that, as well as being qualified, soft skills have become increasingly important as people may be required to work as part of different teams on a variety of projects.

Having business awareness, being responsive, and having a ‘can do’ attitude are essential, as is a willingness to work collaboratively with different people. Indeed, there are many benefits to team working, both commercially and personally, but working in teams doesn’t equate with success; as a minimum, effective team work requires a balanced selection of members, planning, ongoing participation and collaboration, tenacity, and the mutual support of each other, in order for the team to achieve its desired goals and to contribute to those of the organisation.

Modern organisations present additional challenges to team work, including flexible and remote working, operating across time zones and embracing different working and cultural practices. Whilst diversity is generally enriching, it can introduce dimensions to team working that require open-mindedness on the part of all concerned to find optimal solutions.

This unit introduces you to team work and the characteristics of effective teams. It will address team member skills and how to build effective working relationships within different types of teams and business structures, including virtual environments. As part of this, it will explore how teams need to be led, motivated, managed, and monitored in order to be maximally effective. As team working is not always easy or successful, the unit also explores the difficulties that might be faced in different settings, and how to recognise and diffuse the conflict that may arise.

As a consequence of completing the unit, you will evaluate your own skill set in relation to team working in order to optimise your input to the teams you are part of, which will ultimately maximise those teams’ contributions to meeting business objectives.
**What you’ll learn**

The table below shows the learning outcomes of this unit (what you will be able to do or what you will know), along with the assessment criteria (what you will be able to do to demonstrate achievement of the learning outcome).

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td><strong>1. Describe the nature of teams within modern organisations and the difficulties associated with team working within different organisational structures</strong> (Weighting 30%)</td>
<td>1.1 Explain what teams are and how the nature of teams has changed as the structure and nature of organisations have changed in recent years</td>
</tr>
<tr>
<td></td>
<td>1.2 Explain, using relevant concepts and theories, how teams form and become effective, the common pitfalls, and how effective working can be established</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify the additional challenges and potential difficulties that teams face given the nature of modern organisations including virtual environments</td>
</tr>
<tr>
<td><strong>2. Describe the principles and benefits of effective team working and how collaborative working can be fostered</strong> (Weighting 10%)</td>
<td>2.1 Explain the commercial and social benefits of effective team working</td>
</tr>
<tr>
<td></td>
<td>2.2 Recommend how collaborative working could be fostered to overcome the potential difficulties that teams face working in modern organisational structures, including virtual environments</td>
</tr>
<tr>
<td><strong>3. Explain the principles of effective team management and why it is important for the work of teams to be led, organised, and monitored</strong> (Weighting 30%)</td>
<td>3.1 Identify the advantages and limitations of different approaches to the management of teams</td>
</tr>
<tr>
<td></td>
<td>3.2 Recommend practical ways in which teams working in modern organisations should be managed, so that they work collaboratively to achieve team objectives</td>
</tr>
<tr>
<td><strong>4. Outline the main reasons why team working can become dysfunctional and what can be done to re-establish collaborative working</strong> (Weighting 20%)</td>
<td>4.1 Identify the main reasons why team working breaks down and the early signs that can indicate this is happening</td>
</tr>
<tr>
<td></td>
<td>4.2 Recommend practical ways that collaborative work can be re-established given the additional challenges of modern organisations</td>
</tr>
<tr>
<td><strong>5. Analyse your own skills and team working traits in order to understand how you can contribute effectively to team working</strong> (Weighting 10%)</td>
<td>5.1 Analyse your own skills and team working traits in order to understand the roles you are likely to be most effective at performing in a team context</td>
</tr>
<tr>
<td></td>
<td>5.2 Evaluate the challenges you might face, and present to others, when working as part of a team, and what action you can take to minimise the negative impact of these factors on collaborative working</td>
</tr>
</tbody>
</table>
Capabilities

Alongside academic learning and development, ABE’s qualifications have been designed to develop your practical skills and capabilities. These capabilities are highlighted as certain values, knowledge, skills, and behaviours that will help you in your professional development.

Below is an overview of the behaviours, skills, and attitudes that you will develop through this unit:

<table>
<thead>
<tr>
<th>Element of learning</th>
<th>Key capabilities developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 1 — The nature of teams</td>
<td>Awareness of team structures within modern organisations and the additional challenges presented by non-traditional structures. Commercial awareness, cultural diversity and sensitivity, globalisation, and differing work practices.</td>
</tr>
<tr>
<td>Element 2 — The benefits of team working</td>
<td>Appreciation of principles and benefits of team working to the organisation and employees, and how it can be fostered given the challenges of modern day business. Communication, interpersonal relations, use of technology.</td>
</tr>
<tr>
<td>Element 3 — Effective team management</td>
<td>Principles of effective team management in terms of leadership, organisation, motivation, and monitoring achievement against objectives. Planning and goal-setting, open-mindedness, joint decision making, project planning and milestones, accountability, monitoring and control.</td>
</tr>
<tr>
<td>Element 4 — Challenges of team work</td>
<td>Outline the main reasons why team working can become dysfunctional and what can be done to re-establish collaborative working. Conflict management and resolution, problem solving, interdependence, appreciation of diversity, compromise, collaboration.</td>
</tr>
<tr>
<td>Element 5 — Your team working skills</td>
<td>Appreciation of own traits and skill set in terms of team working and how to use these to maximise own contribution. Self-reflection, adaptability, flexibility, commitment, confidence.</td>
</tr>
</tbody>
</table>

Localisation

It is very important when studying for your ABE qualification that you consider your local business environment and try to apply what you are learning to relevant scenarios in your local business context. Doing this will help you to put your learning into practice and use it in your professional day-to-day activities.

The structure and nature of a business have a direct impact on the nature of teams. Whilst it is important to understand the many variations of business structures and nature, particularly given the global context of business, your effectiveness as a team member is to work in a way that is appropriate to your environment and reflects local practices.

You should therefore take into account the following when preparing for your assessment:

- The structure and nature of the organisation you work within and how this is changing as a consequence of emerging business practices
- The influence of local culture and socialisation on business norms and collaborative working
- Local employment rules, regulations and legislation
- The availability of technology and internet speeds to facilitate collaborative working using technology
1. Describe the nature of teams within modern organisations and the difficulties associated with team working within different organisational structures (Weighting 30%)

1.1 Explain what teams are and how the nature of teams has changed as the structure and nature of organisations have changed in recent years

- The differences between groups and teams: size, membership, purpose, way of relating
- Characteristics of effective teams: size, complementary roles, common purpose, interdependency, collective responsibility, sense of membership and contribution, accountability
- Nature of teams within different organisational structures
  - Traditional structures: hierarchical and formal
    - command and control and compliance, formal and informal teams, permanent/departmental teams
  - Modern structures: flatter hierarchy and less formal, cross-functional/multi-disciplinary, matrix, horizontal and vertical teams
    - flexible working, project/temporary teams, outsourcing, off-shoring, virtual teams due to global nature of multi-national enterprises (MNEs), embracing diversity by accommodating differing cultural and work practices, facilitative leadership, consensus decision making, mutual participation, respect for multi-disciplinary skills, experience and contribution

1.2 Explain, using relevant concepts and theories, how teams form and become effective, the common pitfalls, and how effective working can be established

- Team development: different models (Tuckman and Jensen (1977), Katzenbach and Smith (1993))
- Common pitfalls e.g. silos, group think, pipelines, breakdown in communication, missed deadlines
- Establishing effective teams: team membership and selection to maximise productivity; use of full-time employees and specialists who may be contracted; flexibility and agility
- Establishing effective working: common goals, defining roles and responsibilities, clear allocation of work with timelines for completing tasks, reporting process and accountability, mechanism of support, maintaining purpose and motivation, access to and utilisation of technology to enable effective communication across locations and time zones, off-shoring, outsourcing

1.3 Identify the additional challenges and potential difficulties that teams face given the nature of modern organisations including virtual environments

- Challenges to team working of modern organisational structures, including flexible working, remote working, virtual organisations, off-shoring, outsourcing
2. Describe the principles and benefits of effective team working and how collaborative working can be fostered (Weighting 10%)

2.1 Explain the commercial and social benefits of effective team working

- Commercial benefits: problem solving, innovation, responsiveness and flexibility, group loyalty, commitment, reduced absenteeism and staff turnover, more effective use of resources (Likert (1967), Maslow (1970), Katzenbach and Smith (1993), Wickens (1995))
- Social benefits: sense of belonging, acceptance, recognition, self-esteem, trust, confidence (Maslow (1970), Likert (1967))

2.2 Recommend how collaborative working could be fostered to overcome the potential difficulties that teams face working in modern organisational structures, including virtual environments

- Time spent getting to know each other so that people understand the skills that everyone has to offer
- Clearly defined goals, responsibilities, timelines, and accountability
- Regular communications and meetings, virtual and periodically face to face, rotating times to respect different time zones
- Use of technology to counter difficulties of differing locations and time zones e.g. shared drives to enable access to documentation, tele- and video-conferencing

3. Explain the principles of effective team management and why it is important for the work of teams to be led, organised and monitored (Weighting 30%)

3.1 Identify the advantages and limitations of different approaches to the management of teams

- Management theories and approaches (Taylor (1917), Weber (1947), Fayol (1949), Adair (1997))
- Autocratic vs democratic, direction vs facilitation, control vs monitoring and support (Follett (1920), Mayo (1949), Quinn (1980))
- Advantages and limitations of different management styles in relation to team working

3.2 Recommend practical ways in which teams working in modern organisations should be managed so that they work collaboratively to achieve team objectives

- Clear goals and plan of activities over time, timelines and milestones, allocation of responsibilities, mutual ownership, support and development, motivation, incentives and rewards (Hackman (1990))
- Openness about difficulties, more experienced members providing support/mentorship of newer or less experienced individuals
- Regular reviews meetings with accountability, effective meeting planning and preparation, update plan, include some face to face as well as virtual meetings
- Celebrate achievements, personal progress, and key milestones
4. Outline the main reasons why team working can become dysfunctional and what can be done to re-establish collaborative working (Weighting 20%)

4.1 Identify the main reasons why team working breaks down and the early signs that can indicate this is happening

- Allocation of work and responsibility not clearly defined, lack of understanding of different individuals’ contribution to the overall task, poor standard of work, missing deadlines, lack of expertise, interpersonal friction, meetings and process can be more time consuming than working independently
- Group think, domination by one or more individuals (Katzenbach and Smith (1993), Janis (1972), Uhl-Bien and Graen (1998))

4.2 Recommend practical ways that collaborative work can be re-established given the additional challenges of modern organisations

- Meet with individuals concerned and as a group to re-establish roles, responsibilities, deadlines and effective working
- Balance the need to maintain team working (people) with the process to achieve the outcome (task) (Adair (1997))
- Support and acknowledgement of all contribution, particularly for new/inexperienced members
- Address difficulties and signs of conflict at an early stage
- Temporary involvement of specialists as necessary
- Plan ways to celebrate progress and maintain motivation (Hackman (1990))

5. Analyse your own skills and team working traits in order to understand how you can contribute effectively to team working (Weighting 10%)

5.1 Analyse your own skills and team working traits in order to understand the roles you are likely to be most effective at performing in a team context

- Team roles (Belbin (1993))
- Other team role models and classifications (Hackman (1990))

5.2 Evaluate the challenges you might face, and present to others, when working as part of a team, and what action you can take to minimise the negative impact of these factors on collaborative working

- ‘Flip-side’ of personality traits in team working
- Being aware of people’s contribution over the potential issues they/you might present to others
- Working to maximise team effectiveness through a commitment to the team’s objectives, being accountable, celebrating success
Principles of HR

Unit Type: Mandatory
Level: 4
Credits: 15
GLH: 75
Assessment Method: Assignment

No organisation can survive without its people. How can it compete with others in today's ever-changing markets, or deliver high quality services that the community values, if it cannot recruit, retain, and develop its people? People are what makes an organisation successful.

Increasingly, organisations are recognising the strategic importance of effective people management and the vital role that the HR function plays in achieving organisational success. However, an ever-changing and complex environment presents challenges for the HR function. It must balance the needs of succeeding in the modern business world, with the operational constraints of reducing budgets, to deliver a flexible and adaptable workforce.

By completing this unit, you will develop your value to a business as an effective HR professional, as well as develop a range of skills crucial for competing in today's challenging employment market.

The unit starts by exploring the role and strategic contribution of the HR function in today's dynamic workplace. You are encouraged to take a critical perspective by assessing the fit between HR strategy and the broader corporate strategy within real-life workplaces, and by crafting HR objectives for a business organisation. Gaining a variety of real-world perspectives then enables you to assess different theoretical perspectives of HR management and consider how different approaches can lead to competitive advantage.

Finally, the unit explores the core HR specialisms and operational essentials that are vital to any organisation's success, such as building policies that develop and retain talent, and how to construct a contract of employment. In doing so, you will consider how the external influences on human resources have shaped modern flexible working arrangements and practices.
What you’ll learn

The table below shows the learning outcomes of this unit (what you will be able to do or what you will know), along with the assessment criteria (what you will be able to do to demonstrate achievement of the learning outcome).

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| 1. Explain how the human resource function contributes to the achievement of business objectives in contemporary organisations (Weighting 20%) | 1.1 Summarise the contribution of human resource objectives to the achievement of business objectives  
1.2 Explain how human resource objectives are evolving in response to changes within the contemporary business environment, including the demand for flexibility within workplace  
1.3 Summarise human resource objectives for a business organisation |
| 2. Explain how different perspectives of human resource management impact on the organisation and workforce (Weighting 15%) | 2.1 Differentiate between definitions of human resource management and personnel  
2.2 Explain ‘hard’ and ‘soft’ approaches to human resource management  
2.3 Summarise the role of key stakeholders in delivering a strategic approach to HR |
| 3. Summarise the role and function of human resources within the key areas of resourcing, reward, and performance (Weighting 40%) | 3.1 Outline different methods of recruitment and selection  
3.2 Recommend the most effective techniques for retaining talent within the organisation  
3.3 Outline key performance management activities and initiatives (including high performance working)  
3.4 Recommend creative and effective policies for reward management  
3.5 Analyse the relationship between resourcing, performance management and rewarding talent, and how this contributes to the achievement of business objectives |
| 4. Define different employment models and the essential features of the contract of employment (Weighting 25%) | 4.1 Discuss the strengths and limitations of different employment models  
4.2 Recommend the best use of the organisation’s people, to meet budget and business delivery challenges |
Capabilities

Alongside academic learning and development, ABE’s qualifications have been designed to develop your practical skills and capabilities. These capabilities are highlighted as certain values, knowledge, skills, and behaviours that will help you in your professional development.

Below is an overview of the behaviours, skills, and attitudes that you will develop through this unit:

<table>
<thead>
<tr>
<th>Element of learning</th>
<th>Key capabilities developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 1 – The HR function</td>
<td>Ability to identify the contribution of the HR function to the achievement of business objectives</td>
</tr>
<tr>
<td></td>
<td><em>Business awareness, scanning of the external and internal organisational environment, HR objective setting</em></td>
</tr>
<tr>
<td>Element 2 – Approaches to HR management</td>
<td>Awareness of how different approaches to HR management are used in business organisations</td>
</tr>
<tr>
<td></td>
<td><em>Analysing, interpreting and assessing different HR perspectives and ideas, stakeholder involvement</em></td>
</tr>
<tr>
<td>Element 3 – Resourcing, reward and performance</td>
<td>Ability to recommend techniques for retaining talent</td>
</tr>
<tr>
<td></td>
<td>Ability to recommend creative and effective policies of reward management</td>
</tr>
<tr>
<td></td>
<td><em>Analysing core HR specialisms and operational essentials, comparing different HR approaches, problem solving, making recommendations</em></td>
</tr>
<tr>
<td>Element 4 – Employment models and contracts</td>
<td>Ability to recommend the best use of employees to meet budget and business delivery challenges</td>
</tr>
<tr>
<td></td>
<td><em>Constructing a contract of employment, analysing different employment models, making recommendations</em></td>
</tr>
</tbody>
</table>

Localisation

It is very important when studying for your ABE qualification that you consider your local business environment and try to apply what you are learning to relevant scenarios in your local business context. Doing this will help you to put your learning into practice and use it in your professional day-to-day activities.

You should take into account the following when preparing for your assessment:

- How HR is represented and understood in the local context
- HR ethical issues in the local context
- How local values, assumptions and perspectives affect HR and how these might impact on the actions of practitioners
- Local trends, for example, the local labour market
- Local employment regulations
Indicative Content

1. Explain how the human resource function contributes to the achievement of business objectives in contemporary organisations (Weighting 20%)

1.1 Summarise the contribution of human resource objectives to the achievement of business objectives

- Different types of organisations, e.g. multi-national, global, SMEs, government, charity
- Factors that impact on the organisation’s business objectives
  - External: competition, international factors, globalisation, government policy, legal regulation, social trends, and demographics
  - Internal: finance available, senior management, the role of line managers, organisational culture
- Functions of HR, e.g. recruitment and selection, reward management, performance management, training and development
- Ways in which HR can be delivered in organisations, e.g. strategic, customer-focused
- How HR objectives contribute to high levels of organisational performance, including vertical and horizontal integration

1.2 Explain how human resource objectives are evolving in response to changes within the contemporary business environment, including the demand for flexibility within workplace

- Ways in which corporate and HR objectives are shaped by internal business factors and external factors
- Using performance management tools to measure and monitor organisational performance, e.g. balanced scorecards, KPIs, service level agreements
- HR’s role in business planning and review, e.g. analysis of business data, formulation of business and HR strategies and objectives
- HR responses to changing business objectives, e.g. flexible working, different forms of contract, use of agency workers and outsourcing, different ways of working such as multi-skilling

1.3 Summarise human resource objectives for a business organisation

- Interpreting trends, patterns and performance data in the organisation
- Interpreting trends and developments in the external organisation, including the importance of benchmarking
- The difference between short-term and long-term objectives
- How to build and present a business case, e.g. background information, business objective, financial data to support, benefits and limitations, different options, final recommendation with justification

2. Explain how different perspectives of human resource management impact on the organisation and workforce (Weighting 15%)

2.1 Differentiate between definitions of human resource management and personnel

- Definitions of HRM and personnel management
- Development of the HR function from personnel to HRM – changing contexts leading to HRM and the theoretical development of HRM
- Difference between strategic HRM and HRM
- Impact of organisation type on HR management and development, e.g. large private sector organisations, public sector, charity sector, SMEs, global and multi-national corporations
- Contemporary themes in HRM, e.g. the 'flexible organisation' (Atkinson 1984), the 'learning organisation' (Senge, 1992)
2.2 Explain ‘hard’ and ‘soft’ approaches to human resource management

- Difference between ‘hard’ and ‘soft’ models of HRM
- HR delivery, e.g. service-level agreements, shared service centres, outsourcing and HR consultancy, the Ulrich model
- Resource-based view of strategic HR
- ‘Best fit’ compared to ‘best practice’, e.g. flexible working
- Ethical and responsible approaches to HR practices in business, e.g. work-life balance

2.3 Summarise the role of key stakeholders in delivering a strategic approach to HR

- Role of line managers in delivering the HR function
- Role of other stakeholders in HR, e.g. government, shareholders, senior managers, employees, trade unions, other functions within the organisation
- Importance of HR effectively managing relationships with key stakeholders

3. Summarise the role and function of human resources within the key areas of resourcing, reward, and performance (Weighting 40%)

3.1 Outline different methods of recruitment and selection

- Internal and external recruitment processes, including internal and external, formal and informal, advertising through different media, graduate hiring and educational liaison, employment agencies, head hunters
- Selection processes, including job descriptions, person specifications, application procedures including web-based methods, selection interviews, ability and psychometric testing, work samples, assessment centres, job references
- Key legal requirements in local and international jurisdictions in the handling of recruitment and selection

3.2 Recommend the most effective techniques for retaining talent within the organisation

- Measurement and costs of staff turnover
- Why employees stay and why employees leave organisations – the features of organisations with high retention, current trends and challenges of retaining talent, e.g. workforce mobility
- Methods of establishing why employees leave, e.g. employee surveys, exit interviews
- Factors influencing retention, e.g. organisational culture, effective supervision, competitive reward packages, employee wellbeing and good working conditions, the psychological contract

3.3 Outline key performance management activities and initiatives (including high performance working)

- Definition and purposes of performance management
- Main stages of the performance management cycle, e.g. performance planning, managing expectations, agreeing objectives, assessment of performance
- Definition and components of high performance working (HPW), e.g. leadership and strategy, work organisation including role autonomy and job design, workforce and organisational development, employee participation and involvement

3.4 Recommend creative and effective policies for reward management

- Definition and purposes of reward management
- Key reward perspectives, e.g. employer, employees, and employee representative groups including trade unions, managers, shareholders, government
- Rewards policy and practice, e.g. factors determining pay, grade and pay structures, job evaluation, market rates, other approaches
- Types of reward: extrinsic and intrinsic e.g. pay, performance-related pay, pension schemes, profit sharing, employee share options, relocation fees, commission, bonuses, company loans/advances, staff discounts, flexible working, health care, extended parental leave, career breaks, salary sacrifice schemes
- Significance of fairness, consistency and transparency in reward

3.5 Analyse the relationship between resourcing, performance management and rewarding talent, and how this contributes to the achievement of business objectives
- Significance of effective recruitment and induction, e.g. encouraging specific behaviours, setting performance expectations and standards
- Relationship between reward, improved employee performance, and positive organisational outcomes
- Theory, research, and evidence relating to links between HPW, sustainable organisational performance, and competitive advantage

4. Define different employment models and the essential features of the contract of employment (Weighting 25%)

4.1 Discuss the strengths and limitations of different employment models

- The traditional employment model
- Driving forces for non-traditional and flexible employment models, e.g. internationalisation, competition, technology, need for agility in the face of a highly turbulent business environment, growing recognition of the importance of work-life balance
- Flexible employment models, including the core and periphery ‘flexible firm’ workforce model (Atkinson 1984) and Handy’s (1989) Shamrock Organisation
- Flexible working methods, e.g. employment of part-time and temporary staff, home working, job sharing, zero-hours contracts, annual hours, compressed hours
- Implications of different patterns of work organisation for the management of people and the HR function

4.2 Recommend the best use of the organisation’s people, to meet budget and business delivery challenges

- The contribution of workforce and talent planning activities to organisational success
- Forecasting demand and supply of skills, e.g. specific capabilities that the organisation will require to meet future business needs
- Developing strategies to ensure that supplies of skills needed for organisational strategy are secure for the present and future, e.g. creating talent pools, succession planning, developing talent
- Translating the organisation plan into a people plan
Principles of Marketing Practice

Unit Type: Mandatory
Level: 4
Credits: 15
GLH: 75
Assessment Method: Assignment

The focus of this unit is on the fundamental principles of marketing. You will consider the evolution of the marketing concept and how marketing is applied in different contexts. Marketing has the task of connecting a business to its customers and therefore the function has a vital role to play in assuring the long-term viability of the organisation. Businesses do not operate in a vacuum and so it is vital that strategies and plans recognise the impact of the changing environments in which organisations exist. You will consider these environments (internal and external) and the impact they might have on marketing activities.

Customers are the lifeblood of organisations. Understanding customer behaviour and the influences on it, is vital to ensure that the organisation is able to engage effectively with its chosen customers. Crucial to this is understanding the characteristic and behaviours of target customers. You will explore the different buying processes and the key influences of both consumer buyers and organisational buyers. Further, you will also examine the segmentation, targeting and positioning process which plays an important role in ensuring that marketing activities are relevant to the intended customer.

To be able to understand customers, competitors, and the organisation’s environments, you must be able to gather a range of marketing information. You will consider the main elements of a marketing information system, the key types of data used by marketers and the methods of gathering this data.

To customers, the most visible and tangible marketing outputs are through the organisation’s application of the marketing mix. You will examine the key elements of the primary marketing mix (4Ps – product, price, place and promotion) and the extended marketing mix most commonly associated with services organisations (7Ps – also includes people, process and physical evidence). You will consider how an appropriate marketing mix can be developed and deployed by an organisation to suit the needs of the target market. You will also be able to apply the marketing mix in different organisational contexts.
The table below shows the learning outcomes of this unit (what you will be able to do or what you will know), along with the assessment criteria (what you will be able to do to demonstrate achievement of the learning outcome).

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
</tbody>
</table>
| 1. Explain the concept and evolution of marketing as a business function (Weighting 20%) | 1.1 Explain the key elements of marketing  
1.2 Explain the key factors and trends in the contemporary marketing environment |
| 2. Discuss the elements of an organisation’s marketing environment and how it can be assessed (Weighting 20%) | 2.1 Review an organisation’s internal environment and its impact on marketing  
2.2 Discuss the elements of the micro- and macro-environments and their impact on marketing |
| 3. Explain customer behaviour and segmentation (Weighting 20%) | 3.1 Explain the consumer buying process and influences on consumer buying decisions  
3.2 Explain the organisational buying process and influences on organisational buying  
3.3 Explain segmentation, targeting, and positioning |
| 4. Discuss the uses and sources of marketing information (Weighting 20%) | 4.1 Explain the use and types of information to support marketing activities  
4.2 Explain the types and sources of marketing data and how it can be gathered |
| 5. Explain the elements and application of the marketing mix in different contexts (Weighting 20%) | 5.1 Explain each of the elements of the marketing mix (4Ps)  
5.2 Explain the additional marketing mix elements involved in the marketing of services  
5.3 Discuss the main considerations when developing a marketing mix |
Capabilities

Alongside academic learning and development, ABE’s qualifications have been designed to develop your practical skills and capabilities. These capabilities are highlighted as certain values, knowledge, skills, and behaviours that will help you in your professional development.

Below is an overview of the behaviours, skills, and attitudes that you will develop through this unit:

<table>
<thead>
<tr>
<th>Element of learning</th>
<th>Key capabilities developed</th>
</tr>
</thead>
</table>
| Element 1 - The marketing concept | Ability to recognise the evolution of marketing and to appreciate its importance  
Marketing functions, awareness of trends in the marketing environment |
| Element 2 - The marketing environment | Ability to identify the elements of the organisation’s marketing environments (internal and external)  
Ability to analyse the influence of factors arising from changes in these environments on the organisation, its customer and its competitors  
Ability to develop marketing responses to these changes  
Environmental scanning and analysis, internal audits, use of analytical tools to draw conclusions |
| Element 3 - Customer behaviour and segmentation | Ability to understand the process that customers (consumers and organisational buyers) go through when making purchase decisions  
Ability to understand the influences on customer behaviour  
Ability to understand how to apply segmentation, targeting and positioning in different contexts  
Customer relationships, cultural awareness, methods for segmentation, targeting and positioning |
| Element 4 - Marketing information | Awareness of the importance of information  
Working knowledge of how information is gathered and where it might be available  
Identifying information needs, information gathering, analysis and interpretation of data |
| Element 5 - The marketing mix | Ability to translate marketing information into an effective marketing mix (both 4Ps and 7Ps)  
Ability to create an effective marketing mix for different types of customers  
Ability to create an effective marketing mix in different organisational contexts  
Application of models and tools, analysis, planning, decision-making, communication, presentation |

Localisation

Marketing occurs where there are buyers with needs and with suppliers/producers willing to satisfy these needs. There are a wide range of marketing situations which may differ between countries but the underlying principles are the same.

You should take into account the following when preparing for your assessment:

- To be mindful of relating their learning to the practical day to day aspects of businesses and the market situations that they are involved with
- To gather a range of examples that are relevant to their situation
- To recognise the knowledge needed to work within marketing
- To think about the importance of the customer perspective in the marketing of goods and services
Indicative Content

1. Explain the concept and evolution of marketing as a business function (Weighting 20%)

1.1 Explain the key elements of marketing

- Definitions of marketing and its roles in different contexts
- Marketing as an exchange process
- Orientations: production orientation, product orientation, sales orientation, marketing orientation
- Marketing’s interactions with other business functions – human resources, production, finance, sales

1.2 Explain the key factors and trends in the contemporary marketing environment

- Consumerism
- Globalisation
- Use of social media
- Increasing usage of digital and online communications tools
- Corporate social responsibility
- Marketing ethics

2. Discuss the elements of an organisation’s marketing environment and how it can be assessed (Weighting 20%)

2.1 Review an organisation’s internal environment and its impact on marketing

- Elements of an internal audit – financial resources, human resources, equipment, technology, premises
- SWOT analysis
- The impact of internal factors on marketing activities

2.2 Discuss the elements of the micro and macro environments and their impact on marketing

- Elements of an organisation’s micro environment: customers, competitors, suppliers, distributors
- Porter’s Five Forces Model
- Elements of the macro-environment (PESTLE): political, economic, sociological, technological, legal/regulatory, environmental factors
- The impact of external (micro and macro) environments on marketing activities
- Responding to threats and opportunities
3. Explain customer behaviour and segmentation (Weighting 20%)

3.1 Explain the consumer buying process and influences on consumer buying decisions

- The stages in the consumer buying process: problem recognition, information search, evaluation of alternatives, purchase, post-purchase evaluation
- Personal factors influencing the buying decision
- Cultural factors influencing the buying decision
- Psychological factors influencing the buying decision
- Social factors influencing the buying decision
- The impact of marketing on the consumer buying decision

3.2 Explain the organisational buying process and influences on organisational buying

- The stages in the organisational buying process: need recognition, develop the specification, supply market search, qualification of potential suppliers, invite detailed bids, evaluate proposals, select supplier and award contract, manage performance, evaluation
- The decision making unit
- Factors influencing organisational buying decisions

3.3 Explain segmentation, targeting and positioning

- Methods of segmenting consumer markets
- Methods of segmenting industrial markets
- Criteria for an effective segment
- Targeting approaches (undifferentiated, concentrated, differentiated)

4. Discuss the uses and sources of marketing information (Weighting 20%)

4.1 Explain the use and types of information to support marketing activities

- Identifying information needs
- How marketing data and information are used
- Marketing information system
- Internal vs external data
- Primary vs secondary data
- Qualitative vs quantitative data

4.2 Explain the types and sources of marketing data and how it can be gathered

- Potential data sources: internal stakeholders, external stakeholders (e.g. customers, competitors)
- Primary data gathering methods: survey, customer focus group, interview, mystery shopper
- Gathering secondary data: internal databases, competitor information sources, government sources, social media, trade and industry sources, financial statements
5. Explain the elements and application of the marketing mix in different contexts (Weighting 20%)

5.1 Explain each of the elements of the marketing mix (4Ps)
- Product: product attributes (core, actual, augmented), product life cycle, new product development
- Price: pricing approaches, factors influencing pricing decisions
- Place: distribution methods (physical vs online)
- Promotion (customer communications): branding, advertising, direct marketing, direct selling, public relations, sponsorships, sales promotions, exhibitions, social media, use of online and digital tools

5.2 Explain the additional marketing mix elements involved in the marketing of services
- The characteristics of services vs goods
- People
- Process
- Physical evidence

5.3 Discuss the main considerations when developing a marketing mix
- Tailoring the marketing mix to the chosen customer segment
- Coordination of the marketing mix
- Positioning and the marketing mix
- Applying the marketing mix in different contexts: small businesses, fast-moving consumer goods, charities, business-to-business (B2B), business-to-consumer (B2C)
### Appendix A

#### Mapping of modules to QAA Benchmark Statement

(Business and Management - February 2015)

#### Undergraduate – Knowledge – Level 4

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamic Business Environments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enterprising Organisations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employability and Self Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance for Managers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Entrepreneurship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Quantitative Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dynamic and Collaborative Teams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of HR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Marketing Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Undergraduate – Business and Management Skills – Level 4

<table>
<thead>
<tr>
<th>Module</th>
<th>People Management</th>
<th>Problem solving/ Critical analysis</th>
<th>Research</th>
<th>Commercial Acumen</th>
<th>Innovation, creativity, enterprise</th>
<th>Numbury</th>
<th>Networking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamic Business Environments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enterprising Organisations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employability and Self Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance for Managers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Entrepreneurship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Quantitative Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dynamic and Collaborative Teams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of HR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Marketing Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Work collaboratively</td>
<td>Working with those from a range of cultures</td>
<td>Explaining information</td>
<td>Building/maintaining relationships</td>
<td>Communication</td>
<td>Emotional Intelligence / Empathy</td>
<td>Conceptual and critical thinking</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------</td>
<td>---------------------------------------------</td>
<td>-------------------------</td>
<td>------------------------------------</td>
<td>----------------</td>
<td>---------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Dynamic Business Environments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enterprising Organisations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employability and Self Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance for Managers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Entrepreneurship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Quantitative Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dynamic and Collaborative Teams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of HR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Marketing Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>