



ABE Level 4 Diploma in Business Management and Marketing (603/1574/X)

Qualification Specification

Version 3.0

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| Launch Version – June 2017 | Document created | All |
| Version 2.0 – March 2018 | | |
| Version 3.0 – July 2019 | <p>Format changed from one to four individual specifications</p> <p>Additional guidance added</p> <p>Assessment method for 2020 added</p> <p>Assessment method changed- Unit 4UPMP</p> <p>Weighting changed – Units 4UDBE, 4UEO, 4UESD, 4UIE, 4UIQM and 4UPM</p> <p>Indicative content removed</p> | <p>All</p> <p>Qualification summary; Assessment</p> <p>Qualification structure</p> <p>Unit specifications</p> <p>Unit specifications</p> <p>Unit specifications</p> |

Contents

| | |
|---|----|
| About ABE | 5 |
| Recognition..... | 5 |
| ABE diplomas..... | 5 |
| Why study with ABE..... | 6 |
| About your qualification | 6 |
| Pathways | 6 |
| Progression..... | 7 |
| Qualification summary | 8 |
| Qualification title | 8 |
| Operational start date | 8 |
| Qualification objective..... | 8 |
| Who is it for? | 8 |
| Who regulates this qualification?..... | 8 |
| Entry guidance and criteria..... | 9 |
| Before the qualification can be assessed and awarded | 9 |
| Knowledge, skills and understanding to be assessed | 9 |
| Staffing and physical resource requirements..... | 9 |
| Recognition of prior learning (RPL), accreditation of prior learning (APL), and exemptions..... | 10 |
| Localisation | 11 |
| Qualification structure..... | 12 |
| QAA benchmarking | 13 |
| Credits, Guided Learning Hours (GLH) and Total Qualification Time (TQT)..... | 14 |
| Total Qualification Time..... | 14 |
| Credits..... | 14 |
| Modes of study | 15 |
| Suggested reading and resources for the qualification | 15 |
| Assessment..... | 16 |
| Examination..... | 16 |
| Assignment..... | 16 |
| Marking and moderation..... | 16 |
| Additional examination requirements | 16 |
| Reasonable adjustments and special considerations | 16 |
| Appeals and enquiry of results | 17 |
| Grading..... | 18 |
| Calculation of the qualification grade | 18 |
| Grade descriptors..... | 19 |

| | |
|--|-----------|
| Results and certification | 20 |
| Unit specifications..... | 21 |
| What you'll learn..... | 42 |
| Capabilities | 43 |
| Appendix A | 47 |
| Mapping of modules to QAA Benchmark Statement | 47 |

About ABE

Recognition

ABE Level 4, 5 and 6 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. All ABE qualifications are part of the UK Regulated Qualifications Framework (RQF).

ABE is fully regulated by Ofqual, the qualifications regulator for England. In addition to Ofqual, ABE 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, through the learning, 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 knowledge and skills alongside academic expertise, is a winning combination for ABE graduates.

ABE diplomas are valued internationally because they are:

| | |
|------------------------------------|--|
| Professional | Our qualifications are designed to give you the knowledge and skills you need to excel in a managerial career |
| Affordable | 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. |
| Recognised | In addition to respected regulatory authorities, our qualifications are recognised by colleges, universities, employers and governments around the world. |
| Supported | 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 |
| International | For more than 40 years, learners around the world have been benefitting from ABE qualifications. |
| Proven | 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. |
| Flexible | 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. |
| A great route to university | ABE 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. |

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.

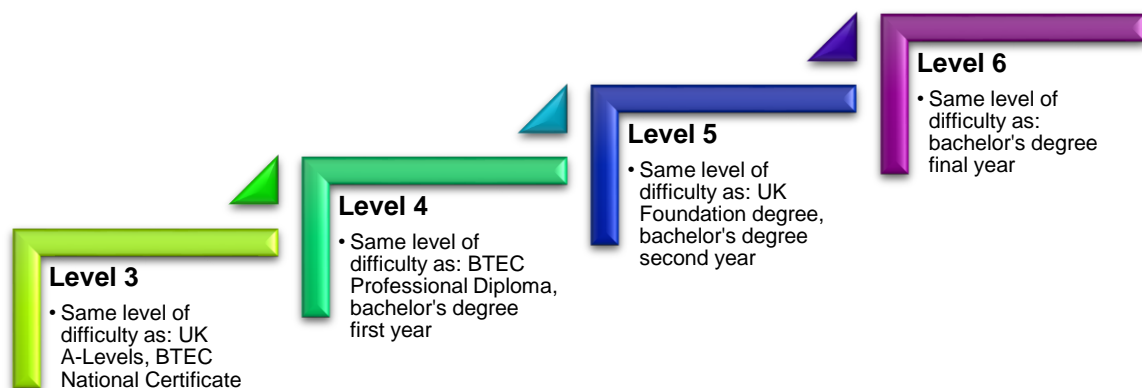
The content and format of our qualifications are the outcome of extensive research which explored the knowledge and skills employees need to possess in order for businesses to succeed. When redeveloping the new qualifications in Business, we collaborated with a wide range of students, employers, higher 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

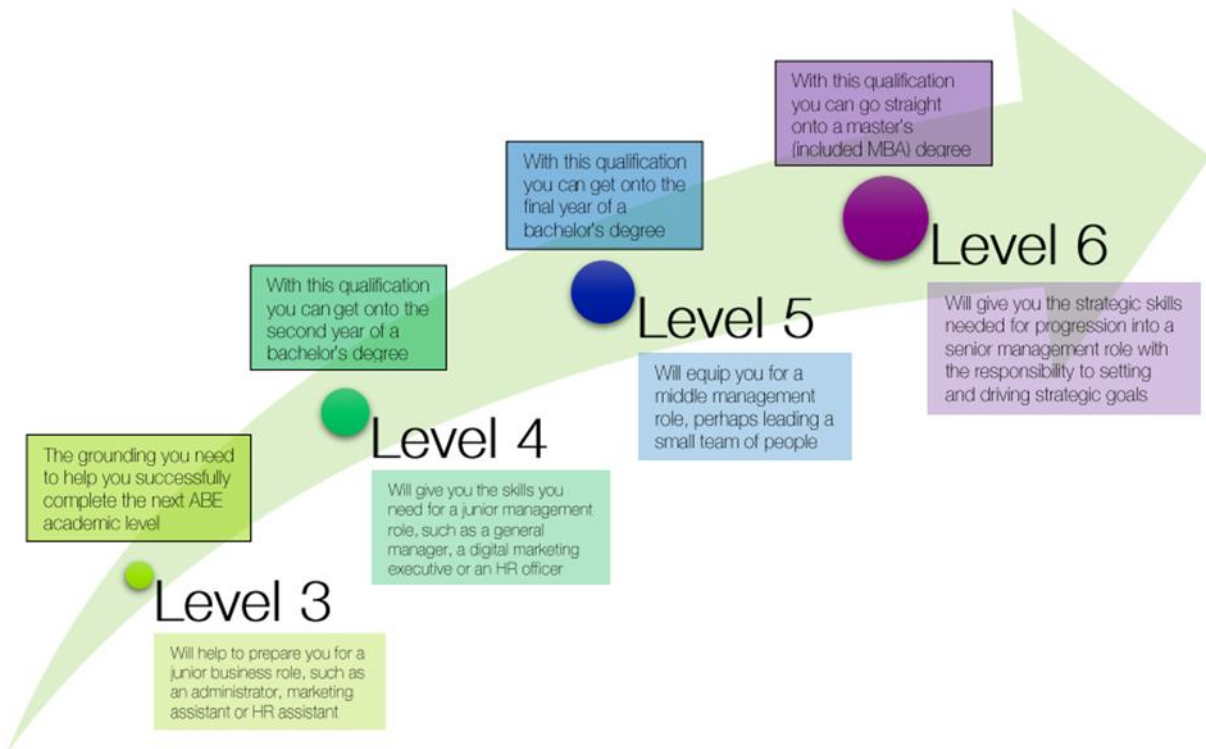
ABE is regulated by Ofqual who also manage the Regulated Qualifications Framework, which ABE diplomas are accredited against. Qualifications within the RQF must be levelled against the RQF level descriptors to ensure they are broadly similar in the knowledge and depth of understanding required to pass them. 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.

Progression



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

Qualification summary

Qualification title

ABE Level 4 Diploma in Business Management and Marketing (603/1574/X)

Operational start date

1st June 2017

Qualification objective

The objectives of the ABE Level 4 Diploma in Business Management 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 marketplace
- 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 is it for?

This qualification is for learners that are 16 and over.

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

Who regulates this qualification?

The qualification is regulated in the UK by:

- Ofqual

Entry guidance and criteria

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 their 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.

Before the qualification can be assessed and awarded

To be awarded the ABE Level 4 Diploma in Business Management learners are required to successfully achieve the **four** core mandatory, **three** mandatory, and **one** specialist mandatory units. There are no optional pathways as part of this qualification.

Knowledge, skills and understanding to be assessed

The knowledge, skills and understanding being assessed in this qualification is as follows:

- analysing the impact of increasingly dynamic business environments and increasingly volatile markets on an organisations ability to compete successfully using a range of relevant tools and frameworks
- developing an understanding of the principles of business and the different legal formations by which an organisation can operate.
- introduction 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
- gaining a knowledge and understanding of accounting principles, processes, and concepts that can be applied in a general management context
- considering the evolution of the marketing concept and how marketing is applied in different contexts

Staffing and physical resource requirements

As part of the centre accreditation process ABE asks for details around staffing and physical resource. For more information on becoming an ABE accredited centre go to: <https://www.abeuk.com/abe-accreditation>

Recognition of prior learning (RPL), accreditation of prior learning (APL), and exemptions

If you hold a qualification from either another professional body or university which is similar in content and level to the ABE Level 4, 5 or 6 qualifications, you might qualify for RPL, APL or an exemption from some ABE examinations or units.

If you wish to find out if you qualify before you register with us, please send a letter or an email to exemptions@abeuk.com with copies of your qualifications.

If you are already registered, you can find further information on the [ABE Portal](#).

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 nature and form of organisations varies widely. Internal factors such as ownership, business strategy, and size each play a part in defining the shape and focus of an organisation. In turn, this impacts upon the expectations and responsibilities placed on individual managers. Whilst trends in the external environment impact on organisations differently, increased globalisation and digitalisation have led to increasing competition resulting in a growing need for managers to be aware of external practices and approaches and to adopt a best fit approach.

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

- The structure, culture, size, vision, and mission of the organisation you are working for or basing your assessment on
- The local culture and how it impacts on employee and stakeholder expectations of a manager
- Availability of resources
- Feasibility and suitability of practices within your specific setting

Qualification structure

ABE Level 4 Diploma in Business Management and Marketing (603/1574/X)

The ABE Level 4 Diploma in Business Management consists of **four** core mandatory, **three** mandatory, and **one** specialist mandatory units. There are no optional units in this qualification. To be awarded the ABE Level 4 Diploma in Business Management and Marketing learners must achieve a minimum of a Pass in **all units**.

The total Guided Learning Hours (GLH) is **600 hours**

The Total Qualification Time (TQT) is **1200 hours**

The credit value is **120**

| ABE Unit Code | Unit Title | Level | GLH | Credits | Assessment method for 2019* | Assessment method from 2020** |
|-----------------------------------|--------------------------------------|-------|-----|---------|-----------------------------|-------------------------------|
| Core Mandatory Units | | | | | | |
| 4UDBE | Dynamic Business Environments | 4 | 75 | 15 | Examination | Examination |
| 4UEO | Enterprising Organisations | 4 | 75 | 15 | Examination | Examination |
| 4UESD | Employability and Self-Development | 4 | 75 | 15 | Assignment | Assignment |
| 4UFM | Finance for Managers | 4 | 75 | 15 | Examination | Examination |
| Mandatory Units | | | | | | |
| 4UIE | Introduction to Entrepreneurship | 4 | 75 | 15 | Assignment | Assignment |
| 4UIQM | Introduction to Quantitative Methods | 4 | 75 | 15 | Examination | Examination |
| 4UPM | Project Management | 4 | 75 | 15 | Examination | Examination |
| Specialist Mandatory Units | | | | | | |
| 4UPMP | Principles of Marketing Practice | 4 | 75 | 15 | Assignment | Examination |

*Assessment methods for the units for the December 2019 assessment session

** Assessment methods for the units for the assessment sessions starting from January 2020

QAA benchmarking

One of the key design principles of ABE 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 aligned the qualifications against sections of 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 aligning ABE qualifications to the relevant sections of the QAA Framework is to show how well ABE qualifications could map to those qualifications offered at Degree-Awarding Organisations and should help support those wishing to progress to a degree programme.

In addition to this, the alignment also shows the business management skills, generic skills and attributes covered in both degree programmes and ABE qualifications; highlighting in particular the underpinning knowledge of workplace skills and competencies that you will consider whilst studying an ABE qualification.

Please see Appendix A for the mapping detail.

Credits, Guided Learning Hours (GLH) and Total Qualification Time (TQT)

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. The GLH 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.

Credits

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

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 qualifications, 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 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.

Examination

At Level 4 each examination will be **3 hours** long and there will be two examination sessions per year (June and December). 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.

For further information on ABEs examination regulations, please visit the ABE website or click on the following [link](#).

Assignment

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 **three** 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**.

Marking and moderation

ABE has a broad and varied external academic team with a breadth of experience across the qualification areas and levels. Our external assessment team marks across the three assessment windows and is very familiar with ABE students and the format of ABE exams and assignments. ABE has a very robust marking and moderation process: assessments are marked and standardised by our external team, after which they go through two phases of moderation. The results are presented to the assessment board for ratification, prior to publishing.

Additional examination requirements

There are no additional examination requirements for this qualification.

Reasonable adjustments and special considerations

In the development of this qualification ABE has taken steps to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the ABE Portal.

Appeals and enquiry of results

ABE has an appeals procedure that has been written in accordance with the regulatory arrangements in the Ofqual General Conditions of Recognition. Full details of this procedure, including how to make an application, are available on the [ABE Portal](#).

You can find further information relating to ABE assessment on the Exam Regulations section of the [ABE website](#).

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:

| Grade |
|-------------|
| Distinction |
| Merit |
| Pass |
| Fail |

Units will be assessed using the following grading scale:

| Grade | Boundary |
|-------------|----------|
| Distinction | 70 - 100 |
| Merit | 55 - 69 |
| Pass | 40 - 54 |
| Fail | 0 - 39 |

Calculation of the 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 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.

ABE L4 Diploma in Business Management (120 credits/ 8 units)

| Grade | Boundary points threshold |
|-------------|---------------------------|
| Distinction | 560 - 800 |
| Merit | 440 - 559 |
| Pass | 320 - 439 |
| Fail | 0 - 319 |

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

| 0-39 Fail | 40-54 Pass | 55-69 Merit | 70-100 Distinction |
|--------------|---------------|----------------|-----------------------|
|--------------|---------------|----------------|-----------------------|

Knowledge and understanding of the subject matter including underpinning theoretical concepts

| | | | |
|--|--|---|--|
| 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. | 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. | 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. | 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. |
|--|--|---|--|

Awareness of relevant ethical, social, legal, regulatory and other local issues of relevance

| | | | |
|--|---|--|---|
| Lack of awareness of relevant ethical, social, legal, regulatory and local issues. | Adequate awareness of relevant ethical, social, legal, regulatory and local issues. | Clear recognition of relevant ethical, social, legal, regulatory and local issues. | In-depth recognition of relevant ethical, social, legal, regulatory and local issues. |
|--|---|--|---|

Professionalism business acumen, innovation and professional practice

| | | | |
|--|--|--|--|
| Lack of or limited awareness of business acumen, innovation and consideration of relevant professional practice. | Adequate awareness of business acumen, innovation and consideration of relevant professional practice. | Sound awareness of business acumen, innovation and consideration of relevant professional practice | Clear evidence of awareness of business acumen, innovation and consideration of relevant professional practice |
|--|--|--|--|

Investigating and solving problems using different methods including data gathering and use of literature

| | | | |
|---|--|---|--|
| Lack of or limited use of information gathering, investigation and problem solving methods; limited use of data and of relevant literature. | Adequate use of information gathering, investigation and problem solving methods; some use of data and of relevant literature. | Sound use of a range of information gathering, investigation and problem-solving methods; good use of data and relevant literature. | Clear, consistent and appropriate use of a wide range of information gathering, investigation and problem-solving methods; use of data and relevant literature throughout. |
|---|--|---|--|

| 0-39 Fail | 40-54 Pass | 55-69 Merit | 70-100 Distinction |
|--------------|---------------|----------------|-----------------------|
|--------------|---------------|----------------|-----------------------|

Critical evaluation, analysis and independent thinking

| | | | |
|--|---|--|---|
| Lack of or limited evidence of evaluation, analysis and independent thinking; conclusions are unsupported or lacking; content is highly descriptive. | Adequate level of evaluation, analysis and independent thinking, although some content is descriptive; conclusions are generally made but often lack support. | Sound evidence of evaluation, analysis and independent thinking, points made are generally explored and supported; conclusions made where appropriate and are supported. | 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. |
|--|---|--|---|

Professional communication

| | | | |
|--|--|---|---|
| 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. | 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. | 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. | 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 |
|--|--|---|---|

Results and certification

The results release date for each session is published on your Portal dashboard and on the [Assessment page](#) of the website.

If you are taking an ABE Diploma, please allow three months from the date of your results to the receipt of your certificate. Certificates are usually dispatched around six weeks after results have been published (this is to allow time for any enquiries about results or appeals). Transit times vary according to which country you are in so we say allow three months, but most people won't have to wait this long

For a fuller explanation of the process see our [blog](#).

Unit specifications

In the second section of this document, you will find the Unit Specification for each unit included in the 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:

| | |
|---------------------------------------|--|
| Qualification | The qualification is the outcome of your studies and assessment, and represents your achievement. |
| Unit | 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. |
| Total Qualification Time (TQT) | 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. |
| Guided Learning Hours (GLH) | 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. |
| Element | An element represents a segment of learning within the unit. Each individual element has its own rationale and content. |
| Learning outcomes | 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. |
| Assessment criteria | The assessment criteria define what a learner must know, understand or be able to do, proving that they can achieve the Learning Outcome. |
| Indicative content | 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. |
| Weighting | The way in which a section of the content is emphasised in terms of teaching, learner effort, and emphasis in assessment. |

Indicative Content

Comprehensive indicative content for each unit can be found in the unit syllabus on the ABE Portal.

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).

| Learning Outcomes <i>The learner will:</i> | Assessment Criteria <i>The learner can:</i> | Weighting |
|--|---|------------------|
| 1. Explain the role of business economics in understanding markets and the potential impact of current economic issues | 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 | 15% |
| 2. Discuss how analysing external environments enables the development of successful business strategies | 2.1 Discuss relevant frameworks to analyse external environmental trends 2.2 Apply relevant frameworks to analyse external environmental trends | 25% |
| 3. Discuss how analysing internal environments enables the development of successful business strategies | 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 | 30% |
| 4. Discuss how analysing competitive environments enables the development of successful business strategies | 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 | 30% |

Capabilities

Alongside academic learning and development, ABE 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:

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

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).

| Learning Outcomes The learner will: | Assessment Criteria The learner can: | Weighting |
|---|--|-----------|
| 1. Explain the various legal formations and status of private, public, and not-for-profit organisations | 1.1 Identify the different types of organisational legal formations 1.2 Analyse the main reasons for operating a particular legal formation | 20% |
| 2. Identify traditional and contemporary organisational structures | 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 | 20% |
| 3. Explain methods by which organisations are managed strategically and operationally | 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 | 30% |
| 4. Assess the role of organisational infrastructure, and its impact upon organisational performance | 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 | 30% |

Capabilities

Alongside academic learning and development, ABE 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:

| Element of learning | Key capabilities developed |
|---|--|
| Element 1 - The basic principles of business | Ability to understand the legal requirements of setting up a business <i>Business acumen, analysis</i> |
| Element 2 – Introduction to organisational structures | Ability to draw the most appropriate organisational structure for your business and to demonstrate the links between different organisational factors <i>Analysis, communication, constructing organisational charts, cross-functional working</i> |
| Element 3 – The differences between strategic and operational management | Demonstrable understanding of the difference between operational and strategic management Ability to utilise relevant managerial tools such as SWOT analysis, gap analysis <i>Analysis, knowledge of trends, globalisation</i> |
| Element 4 – The role of organisational infrastructure | 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 <i>Business acumen, analytical thinking, measurement techniques, business performance</i> |

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).

| Learning Outcomes <i>The learner will:</i> | Assessment Criteria <i>The learner can:</i> | Weighting |
|--|---|------------------|
| 1. Explain the concept of employability, its relevance and value to both employing organisations and individuals | 1.1 Explain what is meant by employability and the attitudes, skills and behaviours that are increasingly demanded by employers when recruiting staff 1.2 Summarise the relevance and value of this shift in selection criteria for new staff in relation to the changing workplace | 15% |
| 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 | 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 2.2 Utilise your skill set effectively and creatively to complete the documents required when applying for jobs | 30% |
| 3. Outline how your skillset can be used to demonstrate your employability during the recruitment and selection process | 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 3.2 Reflect on how you intend to use your own skills and experience to maximise your potential to a prospective employer at interview | 25% |
| 4. Appraise how employability skills can help establish you in a new job role and become part of the team | 4.1 Explain the usefulness of employability skills when starting a new job and how these could be evidenced during a probationary period 4.2 Describe how employability skills can help a new employee integrate with and become an effective contributor to a team | 20% |

| | | |
|--|--|------------|
| <p>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</p> | <p>5.1 Utilise feedback on performance to maximise your value as an employee</p> <p>5.2 Appraise the value of feedback on performance with your own career goals and aspirations</p> | <p>10%</p> |
|--|--|------------|

Capabilities

Alongside academic learning and development, ABE 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:

| Element of learning | Key capabilities developed |
|---|--|
| Element 1 – Concept of employability | Understanding of what employability is and why employers are looking for these skills in addition to qualifications and experience <i>Commercial awareness</i> |
| 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 <i>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</i> |
| 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 <i>Self-confidence, interview skills, listening, verbal and non-verbal communication, independence, emotional intelligence</i> |
| 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 <i>Communication skills, collaboration, openness, responsiveness, appreciation of diversity, respect for others, interpersonal sensitivity, time management and accountability, commitment</i> |
| 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 <i>Self-development, openness, responsiveness, proactivity, commitment, life-long learning</i> |

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).

| Learning Outcomes <i>The learner will:</i> | Assessment Criteria <i>The learner can:</i> | Weighting |
|--|---|------------------|
| 1. Explain the purpose of financial and management accounting | 1.1 Understand the roles of financial and 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 | 25% |
| 2. Interpret financial statements to review the performance of business organisations and report to stakeholders | 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 | 25% |
| 3. Prepare cash flow forecasts and financial budgets to aid management decision making | 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 | 25% |
| 4. Demonstrate the use of costing and pricing methods to contribute to business decision making | 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 | 25% |

Capabilities

Alongside academic learning and development, ABE 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:

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

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).

| Learning Outcomes <i>The learner will:</i> | Assessment Criteria <i>The learner can:</i> | Weighting |
|---|--|------------------|
| 1. Explain the benefit of entrepreneurship and innovation to an economy and how new businesses can impact communities | 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 | 25% |
| 2. Discuss the characteristics and motivation of entrepreneurs and how an entrepreneur builds and converts an idea into a successful business | 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 | 20% |
| 3. Explain the key factors for developing an innovative enterprise | 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 | 25% |
| 4. Create a business plan and pitch for a business idea | 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 | 30% |

Capabilities

Alongside academic learning and development, ABE 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:

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

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).

| Learning Outcomes <i>The learner will:</i> | Assessment Criteria <i>The learner can:</i> | Weighting |
|---|---|------------------|
| 1. Apply numeracy and quantitative techniques for use in day-to-day business activities | 1.1 Perform calculations on different types of numbers 1.2 Express numbers in various forms for making comparisons 1.3 Perform simple financial calculations to obtain values for taking business decisions | 20% |
| 2. Apply algebraic methods to formulate and solve business problems | 2.1 Solve or simplify equations by employing algebraic methods 2.2 Derive the equation of a straight line to show relationship between variables | 20% |
| 3. Discuss the process of gathering business and management data | 3.1 Explain main sources, types, and uses of data relevant for business and management information 3.2 Evaluate alternative methods of sampling and measurement scales used in context of business information 3.3 Classify and tabulate statistical data | 30% |
| 4. Analyse data using statistical tools and interpret the results | 4.1 Construct and interpret appropriate charts and diagrams from tabular data 4.2 Employ a set of descriptive statistics for analysis and interpretation of grouped and ungrouped data 4.3 Determine correlation between two business variables 4.4 Perform linear regression to make business forecasts | 30% |

Capabilities

Alongside academic learning and development, ABE 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:

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

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, troubleshooting, 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).

| Learning Outcomes <i>The learner will:</i> | Assessment Criteria <i>The learner can:</i> | Weighting |
|--|---|------------------|
| 1. Discuss the concept of the project life cycle in a variety of business organisations and contexts | 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 | 35% |
| 2. Develop a project plan based on a set of input data | 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 | 20% |
| 3. Calculate a resource-based budget for a project based on a set of inputs | 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 | 20% |
| 4. Explain how a project could be monitored and controlled during the execution phase | 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 | 25% |

Capabilities

Alongside academic learning and development, ABE 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:

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

Unit Type: Mandatory

Level: 4

Credits: 15

GLH: 75

Assessment Method: Assignment – December 2019

Examination – from January 2020

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.

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).

| Learning Outcomes <i>The learner will:</i> | Assessment Criteria <i>The learner can:</i> | Weighting |
|---|--|------------------|
| 1. Explain the concept and evolution of marketing as a business function | 1.1 Explain the key elements of marketing 1.2 Explain the key factors and trends in the contemporary marketing environment | 20% |
| 2. Discuss the elements of an organisation's marketing environment and how it can be assessed | 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 | 20% |
| 3. Explain customer behaviour and segmentation | 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 | 20% |
| 4. Discuss the uses and sources of marketing information | 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 | 20% |
| 5. Explain the elements and application of the marketing mix in different contexts | 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 | 20% |

Capabilities

Alongside academic learning and development, ABE 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:

| Element of learning | Key capabilities developed |
|--|--|
| Element 1 - The marketing concept | Ability to recognise the evolution of marketing and to appreciate its importance <i>Marketing functions, awareness of trends in the marketing environment</i> |
| 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 <i>Environmental scanning and analysis, internal audits, use of analytical tools to draw conclusions</i> |
| 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 <i>Customer relationships, cultural awareness, methods for segmentation, targeting and positioning</i> |
| Element 4 - Marketing information | Awareness of the importance of information Working knowledge of how information is gathered and where it might be available <i>Identifying information needs, information gathering, analysis and interpretation of data</i> |
| 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 <i>Application of models and tools, analysis, planning, decision-making, communication, presentation</i> |

Appendix A

Mapping of modules to QAA Benchmark Statement

(Business and Management - February 2015)

Undergraduate – Knowledge – Level 4

| Module | Markets and Customers | Finance | People | Operations | Information Systems | Communication and Information Technology | Policy/ Strategy | Innovation / Enterprise Development | Social Responsibility |
|--------------------------------------|-----------------------|---------|--------|------------|---------------------|--|------------------|-------------------------------------|-----------------------|
| Dynamic Business Environments | • | | | | | | • | | • |
| Enterprising Organisations | | | • | | | • | | | |
| Employability and Self Development | | | • | | | | | • | |
| Finance for Managers | | • | | | | | | | |
| Introduction to Entrepreneurship | • | • | • | | | | | • | |
| Introduction to Quantitative Methods | | • | | | • | • | | | |
| Project Management | | | • | • | • | • | | | |
| Principles of Marketing Practice | • | | | | | | | | • |

Undergraduate – Business and Management Skills – Level 4

| Module | People Management | Problem solving/ Critical | Research | Commercial Acumen | Innovation, creativity, enterprise | Numeracy | Networking |
|--------------------------------------|-------------------|------------------------------|----------|-------------------|------------------------------------|----------|------------|
| Dynamic Business Environments | | • | • | • | | | |
| Enterprising Organisations | • | | • | | | | |
| Employability and Self Development | | | • | • | | | • |
| Finance for Managers | | • | | | | • | |
| Introduction to Entrepreneurship | • | • | • | • | • | • | |
| Introduction to Quantitative Methods | | • | • | | | • | |
| Project Management | • | • | • | | | • | |
| Principles of Marketing Practice | | | • | | | | |

Undergraduate – Generic Skills and Attributes – Level 4

| Module | Work collaboratively | Working with those from a range of | Explaining information | Building/maintaining relationships | Communication | Emotional Intelligence / Empathy | Conceptual and critical thinking | Self-management | Self-reflection |
|--------------------------------------|----------------------|------------------------------------|------------------------|------------------------------------|---------------|----------------------------------|----------------------------------|-----------------|-----------------|
| Dynamic Business Environments | | • | • | | • | | • | • | |
| Enterprising Organisations | | • | • | | • | | • | • | |
| Employability and Self Development | | • | | | • | • | • | • | • |
| Finance for Managers | | • | • | | • | | | • | |
| Introduction to Entrepreneurship | | • | • | | • | | • | • | |
| Introduction to Quantitative Methods | | • | • | | • | | • | • | |
| Project Management | • | • | • | • | • | | • | • | |
| Principles of Marketing Practice | | • | • | | • | | • | • | |



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