



**ABE Level 5 Diploma in  
Business Management and  
Human Resources  
(603/1597/0)**

**Qualification Specification**

**Version 3.1**

Version and date	Change details	Section
Launch Version – June 2017	Document created	All
Version 2.0 – March 2018		
Version 3.0 – July 2019	<p>Format changed from one to three separated specifications</p> <p>Additional guidance added</p> <p>Assessment method for 2020 added</p> <p>Assessment method changed- Units 5UHRM and 5UHRP</p> <p>Weighting changed – Units 5UIBP, 5UEFM, 5UIBE, 5UHRMR and 5UHRP</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>
Version 3.1 – December 2019	<p>Assessment method for 2019 removed</p> <p>Assignment as an assessment method for 5UHRM and 5UHRP (December 2019) removed</p>	<p>Qualification structure</p> <p>Unit structure</p>

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# 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:

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

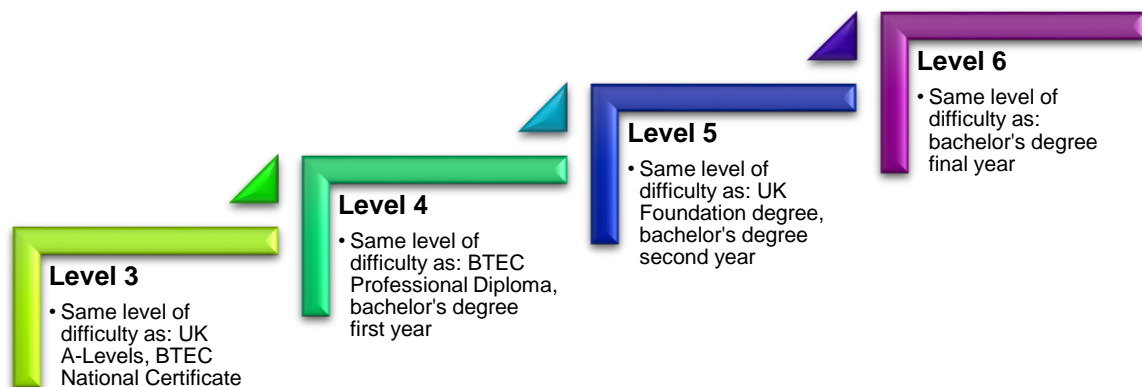
The content and format of our qualifications are the outcome of extensive research which explored the knowledge and skills employees need to possess in order for businesses to succeed. When redeveloping the new qualifications in Business, we collaborated with a wide range of students, employers, higher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

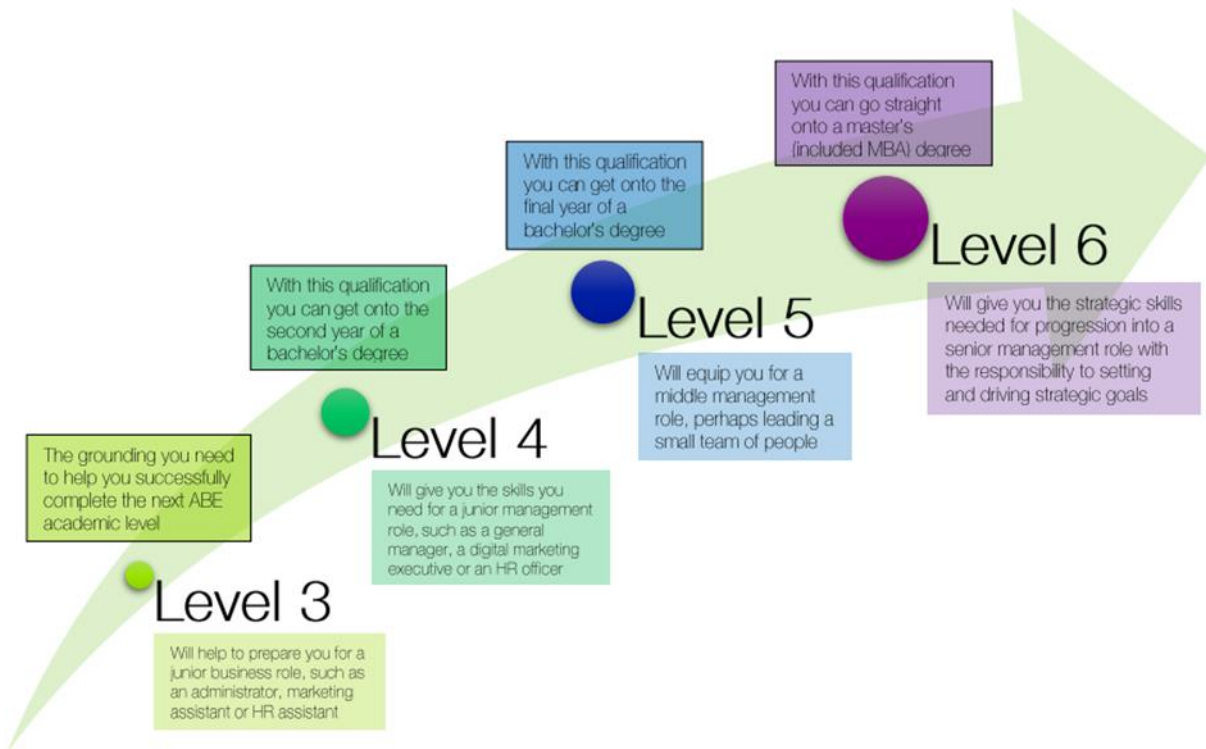
ABE is regulated by Ofqual who also manage the Regulated Qualifications Framework, which ABE diplomas are accredited against. Qualifications within the RQF must be levelled against the RQF level descriptors to ensure they are broadly similar in the knowledge and depth of understanding required to pass 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 before you have completed all the units at a given level, we recommend that where possible you fully complete a level before moving on to the next to give yourself the best chance of success.. You must ensure you 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 5 Diplomas** are each worth 120 credits, making them ideal for progression to higher education (e.g. a university degree) or onto ABE Level 6 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 5 Diploma in Business Management and Human Resources (603/1597/0)

## Operational start date

1<sup>st</sup> June 2017

## Qualification objective

The objectives of the ABE Level 5 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 is it for?

This qualification is for learners that are 16 and over.

The **ABE Level 5 Diplomas** build upon the subjects covered in the Level 4 Diplomas and give a more extensive coverage of business management, marketing and HR 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 5 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 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 5 Diplomas, ABE recommends the following standards are met:

- IELTS - 6
- Cambridge ESOL - Cambridge English First- Cambridge English Advanced (points score 196 or above)
- Pearson Test of English Academic (PTE Academic) - 56
- 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 5 Diploma in Business Management and Human Resources learners are required to successfully achieve the **four** core mandatory and **two** out of the **three** optional units.

## Knowledge, skills and understanding to be assessed

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

- Exploring the traditional nature and form of organisations and how the external environment has led to the emergence of new organisational forms and ways of working.
- Appraising the issue of innovation as it falls within, and relates to, a range of key business functions and disciplines. Being able to form a holistic view of the drivers and effects of innovation on the business enterprise, and to develop an awareness of the need to innovate.
- Exploring effective financial management of financial resources in a business, including the applied techniques that managers need in order to take financial decisions in a business.
- Developing a strong working understanding of economic theory and principles in the ever-changing and dynamic international economic marketplace.
- An introduction to approaches to managing people by analysing and challenging theory in relation to the practice of HRM
- Understanding what employee engagement is and is not. Being able to distinguish between engagement and such concepts as job satisfaction and employee involvement. Evaluating the different types of employee engagement and the components that add together to form engagement
- Understanding the impact of change for the delivery of the HR function and what this means for the HR professional

## Staffing and physical resource requirements

As part of the centre accreditation process ABE ask 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](mailto: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 this 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 5 Diploma in Business Management and Human Resources (603/1597/0)

Learners must complete **four** core mandatory units and **two** of the three optional units to achieve ABE Level 5 Diploma in Business Management. In order to be awarded the qualification learners must achieve a minimum of a Pass in **all units**.

The total Guided Learning Hours (GLH) is **420 hours**

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

The credit value is **120**

ABE Unit Code	Unit Title	Level	GLH	Credits	Assessment method from 2020*
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### Core Mandatory Units

5UMAO	Managing Agile Organisations and People	5	70	20	Assignment
5UIBP	Innovation and Business Performance	5	70	20	Examination
5UEFM	Effective Financial Management	5	70	20	Examination
5UIBE	International Business Economics and Markets	5	70	20	Examination

### Optional Units

5UHRM	Human Resource Management	5	70	20	Examination
5UEE	Employee Engagement	5	70	20	Assignment
5UHRP	The HR Professional	5	70	20	Examination

\* 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's assessments are specifically designed to fit the purpose and objective of the qualification. The ABE Level 5 Diploma is 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 5 each examination will be **3 hours** long and there will be two examination sessions per year (June and December). The examination will consist of 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 5 assignments will have a word count of 3500. 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 L5 Diploma in Business Management and Human Resources  
(120 credits/ 6 units)

Grade	Boundary points threshold
Distinction	420 - 600
Merit	330 - 419
Pass	240 - 329
Fail	0 - 239

## 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 5

0-39 Fail	40-54 Pass	55-69 Merit	70-100 Distinction
<b>Knowledge and understanding of the subject matter including underpinning theoretical concepts</b>			
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.
<b>Awareness of relevant ethical, social, legal, regulatory and other local issues of relevance</b>			
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.
<b>Professionalism business acumen, innovation and professional practice</b>			
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.
<b>Investigating and solving problems using different methods including data gathering and use of literature</b>			
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 problemsolving 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
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### 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.
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### 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.
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## 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 5 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:** 5

**Credits:** 20

**GLH:** 70

**Assessment Method:** Assignment

Modern organisations operate in an increasingly volatile, uncertain, complex, and ambiguous (VUCA) environment. Changes and shifts in the wider external environment are no longer limited to either specific industries or by geographical boundaries, but both directly and indirectly impact on all organisations across the globe. Succeeding in this increasingly complex and integrated global environment requires organisations to be agile in order to respond quickly, flexibly and appropriately. This poses challenges for the modern manager: How can organisations plan and anticipate the future when this is often uncertain? How can organisations best balance the need for clear communication with increasing levels of ambiguity? How can internal resources be deployed most effectively whilst maintaining commitment and engagement levels? And finally, how does this impact on the professional development of managers?

This unit will explore the traditional nature and form of organisations and how the external environment has led to the emergence of new organisational forms and ways of working. The implications of this on the role and scope of management will be considered drawing out the professional implications for those aspiring to a career in management. A range of contemporary working practices will be considered, examining the risks and benefits associated with these leading to an understanding of how these can best be deployed. This unit will also consider the people performance link, developing an understanding of the contribution that the right person, in the right place at the right time makes in helping ensure sustainable organisational success.

## 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).

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Weighting</b>
1. Analyse the impact of the internal context and external trends on management practices and approaches	1.1 Assess the changing nature of organisations and assess the impact this has on management practice 1.2 Analyse the impact of vision, values, culture, and structure both on the organisation and on management practice 1.3 Demonstrate how the role of a manager has evolved in light of the changing external environment in order to assess the contribution management makes 1.4 Compare and contrast a range of management approaches in order to assess their suitability for specific contexts	25%
2. Evaluate the applicability of contemporary management practices in both a specific and wider organisational setting	2.1 Analyse the concept of organisational agility and its contribution to sustainable organisational success 2.2 Analyse contemporary management practices in the context of changing organisational forms and structures 2.3 Assess the impact of contemporary management practices techniques on organisational behaviour and management practice	25%
3. Assess the links between effective people management and organisational achievement	3.1 Demonstrate the people performance link and the contribution this makes to an agile organisation 3.2 Evaluate the importance of, and key principles underpinning, effective human resource planning including selection, evaluation, and development of employees 3.3 Assess how communication and interpersonal relations impact on organisational performance 3.4 Discuss methods of motivating others for high performance	25%
4. Assess personal capability to manage agile organisations and people, and develop a justified personal development plan as a result	4.1 Assess the role of continual professional development (CPD) in achieving personal and organisational objectives 4.2 Recommend a plan for personal development based on an analysis of needs 4.3 Justify approaches to meet personal development needs 4.4 Evaluate the impact of CPD at both an individual, professional, and organisational level	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
<b>Element 1 - The changing nature of organisations</b>	Ability to conduct an analysis of both the internal and external environmental context Ability to present reasoned arguments in favour of adopting specific strategies <i>Analysis, judgement, commercial awareness</i>
<b>Element 2 - Modern management practice and principles</b>	Ability to present arguments in favour of changing practices Ability to draft a clear statement of values at team level <i>Analysis, judgement, communication, values, managing teams</i>
<b>Element 3 - The people performance link</b>	Appreciation of the need for communication and good working relationships Ability to select appropriate methods and media when communicating Ability to work within internal and regulatory practices when selecting, developing and evaluating staff Ability to facilitate staff development and performance <i>Communication, teamwork, performance management, developing team members, people management</i>
<b>Element 4 - Personal development as a manager</b>	Ability to take personal responsibility for ongoing personal development as a manager Ability to reflect on current practice, skills, and behaviours, and the impact of these in the workplace Ability to develop a justified and meaningful personal development plan (PDP) Ability to reflect on learning <i>Personal responsibility, people management, reflection, self-development, planning</i>



**Unit Type:** Mandatory

**Level:** 5

**Credits:** 20

**GLH:** 70

**Assessment Method:** Examination

Throughout the world, the increasing level of innovation is a key factor that gives rise to constant changes in the market conditions for different goods and services. Business organisations therefore need to constantly evolve in order to compete effectively, underlining the need for strong business performance. This unit focuses on the importance of business performance and the need to identify, develop, and utilise the appropriate forms of measurement needed for informed managerial decisions and for the evaluation of the results of the actions taken. The impact of innovation within the organisation is very much part of this focus and its effect on business performance is addressed accordingly. As such, the unit aims to provide you with a theoretical framework of the concept of innovation that can be used to evaluate its impact in a range of business contexts and situations.

As a result of studying this unit, you should be able to appraise the issue of innovation as it falls within, and relates to, a range of key business functions and disciplines. You should additionally be able to form a holistic view of the drivers and effects of innovation on the business enterprise, and to develop an awareness of the need to innovate. Furthermore, you should come to realise that the concept of innovation pertains to more than just technology, and, indeed, may not even have a technological basis or dimension. However, the need to identify, develop and rely on the right measurements is crucial to developing the correct perception needed to maintain and enhance business performance.

## 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).

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Weighting</b>
1. Apply measurement techniques as an aid to business performance	1.1 Discuss the role of measurement in the management of business performance 1.2 Discuss the behavioural issues that can impact the setting and utilisation of business performance measures 1.3 Recommend the basis for developing metrics that are useful for monitoring and measuring business performance 1.4 Apply key measures of business performance for specific business functions	30%
2. Discuss the sources, drivers and patterns of adoption of innovation in goods, services and ideas	2.1 Explore the concept of innovation and assess its relevance to business performance 2.2 Examine the theories and models of innovation 2.3 Examine the phases in the innovation life cycle of a typical product or service. 2.4 Compare and contrast the different adoption patterns of innovation 2.5 Appraise the environmental factors that are relevant to an innovative business undertaking	25%
3. Assess the information requirements needed to manage the levels of innovation within an organisation	3.1 Appraise the characteristics of an innovative organisation 3.2 Assess the impact of innovation on overall business performance 3.3 Evaluate some of the common methods of measuring the extent and successes of innovation in a business	25%
4. Evaluate the risks and uncertainties that innovation creates for business performance	4.1 Appraise the risks and uncertainties associated with innovation that may affect business performance 4.2 Discuss the potential causes of failure in innovation activities 4.3 Assess the legal and ethical issues that can pose risks to innovation performance 4.4 Analyse the key ethical issues pertaining to innovation and the implications for corporate social responsibility and governance	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
<b>Element 1 - Measuring business performance</b>	<p>Ability to apply performance measurement techniques</p> <p>Ability to recommend monitoring metrics</p> <p><i>Critical thinking, problem posing, problem solving using appropriate quantitative and qualitative skills, research skills, data analysis</i></p> <p><i>Critical reflection and evaluation, numeracy, information retrieval</i></p> <p><i>Communication and reporting</i></p>
<b>Element 2 - Adopting innovation</b>	<p>Ability to identify sources, drivers and patterns of adoption of innovation in goods, services and ideas</p> <p>Ability to analyse models and integrate theory and practice</p> <p>Commercial awareness (i.e. of key trends and features of the current business environment)</p> <p><i>Innovation, analysis, commercial awareness, critical thinking</i></p>
<b>Element 3 - Managing innovation and its impact on business performance</b>	<p>Ability to assess the information requirements needed to manage the levels of innovation within an organisation</p> <p><i>Information retrieval, synthesis and evaluation of data and information, adopting innovation, managing innovation</i></p>
<b>Element 4 - Managing risk in innovation</b>	<p>Ability to evaluate the risks and uncertainties that innovation creates for business performance and ascertain the business impact</p> <p>Appreciation of ethical and legal issues, commercial awareness (of the implications of risk and uncertainty)</p> <p><i>Communication, risk management, responsibility, evaluation, ethical awareness</i></p>

**Unit Type:** Mandatory

**Level:** 5

**Credits:** 20

**GLH:** 70

**Assessment Method:** Examination

The focus of Effective Financial Management is the management of financial resources in a business. It addresses the applied techniques that managers need in order to take financial decisions in a business. It also addresses the critical and theoretical knowledge and skills that managers need to take financial management responsibilities.

The aim of this unit is to enable you to:

- Assess the objectives of financial management
- Evaluate organisational activities, processes and performance
- Understand the impact of the financial risk on financial management in a business
- Examine and explain how businesses can finance their activities
- Evaluate options for the financing of a business
- Apply techniques to make appropriate investment 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).

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Weighting</b>
1. Assess the objectives of financial management and the role of different stakeholders in the financial strategy of a business	1.1 Assess the objectives of financial management in order to decide how best to formulate a financial management strategy for a business  1.2 Analyse the roles played by different stakeholders in order to select a financial management strategy that best meets the needs of stakeholders  1.3 Discuss the ethical issues that need to be considered in financial management in order to ensure that financial practices reflect ethical requirements and standards	20%
2. Evaluate organisational activities, processes and performance, using projected financial statements and measures of business performance	2.1 Analyse business objectives, organisational activities and processes  2.2 Evaluate business performance, and financial management processes, using financial statements and calculation of key financial ratios  2.3 Apply alternative techniques in order to evaluate the financial management of key organisational activities and processes	20%
3. Evaluate financial risk using suitable techniques in order to apply approaches that reduce exposure to financial risks	3.1 Assess the importance of financial risk in order to select appropriate financial management techniques  3.2 Evaluate financial risk using suitable techniques in order to ensure financial management decisions take account of financial risks  3.3 Apply approaches to financial risk management that reduce exposure to financial risks	20%
4. Evaluate options for the financing of business activities, including the characteristics of different sources of finance and how best to meet the financing needs of the business	4.1 Assess the role of capital markets and the efficient markets hypothesis in order to understand the effects of financing decisions on the business  4.2 Analyse the role and characteristics of different sources of finance in order to identify suitable sources of finance that best meet the financing needs of a business  4.3 Evaluate sources of finance in order to decide how best to meet the financing needs of the business	20%

<p>5. Evaluate investment opportunities in order to ensure that investment decisions reflect the needs of the business and its financial management strategy</p>	<p>5.1 Select and justify investment appraisal techniques in order to ensure that investment decisions reflect the financial management strategy of the business</p> <p>5.2 Compare investment appraisal techniques for a range of typical investment scenarios in order to best meet the needs of the business</p> <p>5.3 Analyse relevant non-financial factors, including the limitations of investment appraisal techniques, in order to ensure the investment decision-making takes account of the broader strategic needs of the business</p>	<p>20%</p>
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## 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
<b>Element 1 - The objectives of financial management</b>	<p>Ability to identify and understand the objectives of financial management</p> <p>Awareness of different stakeholders in the financial strategy that is used by a business and their role</p> <p>Awareness of the role of the finance function and of financial management within the wider business</p> <p>Appreciation of the agency problem and how it might be managed</p> <p><i>Analytical skills, commercial awareness, critical reflection, ethical appreciation, financial management, stakeholder management</i></p>
<b>Element 2 - Organisational activities, processes and performance</b>	<p>Ability to discuss business objectives, organisational activities, organisational processes and performance measures and the link between them</p> <p>Ability to assess business performance using financial statements and key accounting ratios</p> <p>Ability to prepare projected financial statements for a business and interpret their significance for decision-making purposes</p> <p>Ability to recommend possible measures of business performance and wealth maximisation</p> <p><i>Analysis, planning and implementing, using reporting skills, numeracy, evaluation, preparation of accounts</i></p>
<b>Element 3 - Risk and financial management</b>	<p>Ability to use suitable techniques to evaluate financial risks and their impact on organisational activities and decision-making</p> <p>Awareness of how different types of risk influence the pursuit of wealth maximisation</p> <p>Ability to calculate financial gearing for a business and awareness its significance</p> <p>Ability to evaluate different financial structures and assess their implications for the business</p> <p><i>Critical thinking, problem solving, numeracy, evaluation, ethical appreciation, financial management, decision-making</i></p>

<p><b>Element 4 - Sources of finance</b></p>	<p><b>Knowledge of the main sources of internal and external sources of finance, including their key features</b></p> <p><b>Ability to discuss the factors to be taken into account when choosing an appropriate source of finance</b></p> <p><b>Ability to recommend an appropriate source of finance</b></p> <p><b>Ability to calculate the weighted average cost of capital for a business and assess its usefulness in making investment decisions</b></p> <p><b>Awareness of the methods by which share capital can be issued</b></p> <p><b><i>Numeracy, analysis of models, creativity, financial management, decision-making, commercial awareness</i></b></p>
<p><b>Element 5 - Investment appraisal</b></p>	<p>Appreciation of the nature and importance of investment decision-making</p> <p>Knowledge of the key stages in investment decision-making</p> <p>Ability to apply techniques to evaluate investment opportunities, taking account of risk and non-financial factors</p> <p><i>Analytical, problem solving, analysis of models, numeracy, adaptability, decision-making, financial management</i></p>



**Unit Type:** Mandatory

**Level:** 5

**Credits:** 20

**GLH:** 70

**Assessment Method:** Examination

This unit is aimed at developing a strong working understanding of economic theory and principles in the ever-changing and dynamic international economic marketplace. When a firm decides to engage in international trade, it has different options. The aim of this unit is to make you aware of the relevance of each method of entry with the analysis of case histories.

A key focus will be on how multinational firms and organisations operate internationally in an increasingly competitive marketplace. One of the key driving factors is the rise of information and communication technologies, and many markets that were previously limited to within nations are now truly international. The factors of production are increasingly mobile across the world with the movement of labour and capital being commonplace.

You will also gain a working knowledge of the organisations that facilitate the many processes involved within the international trading environment.

## 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).

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Weighting</b>
1. Analyse economic principles associated with international business	1.1 Explain the reasons why organisations engage in international trade 1.2 Justify the arguments for and against free trade with reference to restrictions in trade 1.3 Demonstrate an awareness of the impact of international issues such as globalisation on organisations trading internationally	20%
2. Evaluate markets from an international perspective	2.1 Evaluate the methods and criteria by which markets are selected 2.2 Assess the characteristics and applicability of the main market entry methods across a range of industry sectors 2.3 Conduct a structured analysis of a country/market from both external and internal perspectives 2.4 Recommend appropriate marketing mix strategies for different contexts	30%
3. Evaluate the significance of international trading blocs and organisations	3.1 Assess the characteristics of different types of economic cooperation and preferential trade arrangements 3.2 Evaluate the purposes and operations of intergovernmental bodies 3.3 Evaluate the international market in terms of the major trade blocs and regional groupings	30%
4. Discuss the key aspects of international finance	4.1 Analyse the aims and roles of key international institutions in the financial aspects of world trade 4.2 Evaluate the impact of foreign currency exchange and interest rates on international business 4.3 Analyse the trading position of a country with reference to balance of trade/payments	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
<b>Element 1 - Economic principles of international business</b>	Awareness of the different economic and socioeconomic factors that affect how companies conduct business internationally and how the behaviours of customers and employees directly affect the workplace <i>Analysis, justification, presenting reasoned arguments, communication</i>
<b>Element 2 - Markets from an international perspective</b>	Ability to recognise and adapt to the impacts on products and markets arising from the availability of products, services and marketing communications from abroad Commercial awareness of cultural aspects and the direct impact of globalisation <i>Analysis, commercial awareness, cultural awareness, decision-making, communication</i>
<b>Element 3 - International trading blocs and organisations</b>	Ability to view the world not only in terms of an own country perspective, but to work within the wider sphere of global cooperation, treaties, and changing relationships <i>Global perspective, relationships, communication</i>
<b>Element 4 - International financial aspects</b>	Gaining an acceptance of the financial impacts and implications of being involved in global activity that are apparent in commercial activities of all businesses <i>Financial awareness, analysis</i>

**Unit Type:** Optional

**Level:** 5

**Credits:** 20

**GLH:** 70

**Assessment Method:** Examination

It is the role of the human resource department to get the right people, in the right place, at the right time, with the right skills, at the right price. At each stage, human resource management involves investing some value into the people via recruitment and selection of the right candidate, identifying and developing their knowledge and skills, and undertaking strategic activities such as workforce planning, developing employee engagement and reward strategies to add value to both employees and the organisation.

HR is more than just processes; if managed effectively it can add value and contribute to organisational success. This unit introduces you to contemporary approaches to managing people by analysing and challenging theory in relation to the practice of HRM. This will enable you to manage the people strategies in a diverse range of organisations and occupational disciplines breaking the stereotype and championing a value-added approach.

## 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).

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Weighting</b>
1. Analyse the concept of human resource management (HRM) and its impact upon organisations	1.1 Discuss the concept of HRM in relation to the traditional approach of personnel management 1.2 Analyse the main HR activities involved within HRM 1.3 Analyse the external and internal factors influencing HRM practice 1.4 Evaluate the ways the HR function contributes to the organisation 1.5 Discuss the ways in which the HR function can be evaluated	20%
2. Assess the processes that arise from the application of human resource management in the workplace	2.1 Analyse the role strategic HRM plays in organisational performance 2.2 Evaluate the role HR policies play in defining organisational values 2.3 Assess the effectiveness of competency based approaches	30%
3. Appraise the various procedures and practices involved in HRM including human resource planning, resourcing, employee development, relations and reward, and evaluate their application	3.1 Discuss the process of human resource planning and its role in HRM 3.2 Appraise the activities involved in employee resourcing 3.3 Appraise the activities involved in employee development 3.4 Appraise the activities involved in employee relations 3.5 Appraise the activities involved in employee reward	30%
4. Evaluate the factors that determine the employment relationship in the workplace	4.1 Discuss the concept of the employment relationship 4.2 Examine the benefits of a good employment relationship 4.3 Evaluate the ways to support good employee relationships	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 include:

Element of learning	Key capabilities developed
<b>Element 1 - Concept of HRM</b>	<p>Ability to discuss the key features of the HR function</p> <p>Ability to identify the contribution of HR activities to business organisations</p> <p>Ability to recognise how the HR function can be evaluated</p> <p><i>Analysis, business performance, environmental analysis, internal analysis, HR practices</i></p>
<b>Element 2 - Application of HRM processes</b>	<p>Ability to identify the principles of developing HR policy and its operational impact</p> <p><i>Policy development, HR strategy, organisational awareness, analysis, decision-making, HR operations</i></p>
<b>Element 3 - HRM procedures and practices</b>	<p>Ability to evaluate HR processes against relevant employment legislation and good practice</p> <p><i>Communication, analysis, making reasoned judgements, application of theory, application of HR processes</i></p>
<b>Element 4 - Employment relationship</b>	<p>Ability to assess the role of employee relations practices in maintaining an employment relationship</p> <p><i>Employment relationships, employee retention, analysis, role of social media</i></p>

**Unit Type:** Optional

**Level:** 5

**Credits:** 20

**GLH:** 70

**Assessment Method:** Assignment

Engaged employees are enthusiastic and committed to the organisation. Enthusiastic and committed employees lead to organisation growth. Organisations want, therefore, engaged and motivated employees. The focus in this unit is on understanding engagement and exploring ways to improve and enhance the engagement of employees in an organisation.

On completion of this unit, you will know what employee engagement is and you will also know what it is not. You will be able to distinguish between engagement and such concepts as job satisfaction and employee involvement. You will be able to evaluate the different types of employee engagement and the components that add together to form engagement. You will also be able to analyse how employee reward can be linked to engagement.

Having studied this unit, you will be able to plan and implement organisational strategies, evaluating the tools and techniques available to increase and develop employee engagement. You will be able to analyse models of employee engagement and evaluate how appropriate they are in different organisational settings. You will understand how to monitor the progress of employee engagement strategies and reflect on the impact that such strategies will have.

## 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).

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Weighting</b>
1. Analyse the concept of employee engagement in order to explain its contribution to organisational success	1.1 Discuss the concept of employee engagement within an organisational setting 1.2 Explain the importance of the dimensions of employee engagement within an organisation 1.3 Analyse the impact of employee engagement on the employee's commitment to the organisation	20%
2. Assess the impact of engagement on the individual's working experience	2.1 Discuss the positive impacts of employee engagement on the experience of the employee working in an organisation 2.2 Assess the negative impact that reduced employee engagement can have on the employee experience of work	20%
3. Analyse the link between approaches to reward and employee engagement	3.1 Analyse the impact of reward on levels of employee engagement 3.2 Discuss the extent of the relationship between reward and employee engagement	20%
4. Analyse the contribution of employee engagement to organisational success	4.1 Discuss the impact of employee engagement on organisational success 4.2 Analyse the link between organisational measures and organisational outcomes	20%
5. Discuss the process of developing an employee engagement strategy	5.1 Discuss the process of creating employee engagement strategies in an organisational setting 5.2 Appraise the barriers to creating effective employee engagement strategies in an organisation	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
<b>Element 1 - Understanding employee engagement</b>	Understanding the concept of employee engagement, and what it is and is not Appreciation of the impact that employee engagement has on business organisations <i>Application of theory, analysis, employee engagement, measuring success, commitment</i>
<b>Element 2 - The impact of employee engagement on the employee</b>	The ability to identify positive and negative impacts on employee engagement <i>Application of theory, positive and negative working relationships, employee engagement, reflection</i>
<b>Element 3 - Employee engagement and reward</b>	Being able to use reward to encourage and enhance engagement <i>Use of rewards, organisational success, analysis, making reasoned judgements</i>
<b>Element 4 - The impact of engagement on the organisation</b>	Being able to assess the extent to which engagement predicts the success of the organisation <i>Measuring success, alignment with organisational outcomes, employee success, employee development</i>
<b>Element 5 - Developing employee engagement strategies</b>	Being able to develop strategies that work in an organisation to enhance employee engagement <i>Strategy development, making recommendations, analysis, decision-making, assessing barriers</i>

**Unit Type:** Optional

**Level:** 5

**Credits:** 20

**GLH:** 70

**Assessment Method:** Examination

Organisations today operate in an increasingly uncertain environment.

Shifts in demographics and technology, changes in legislation and social behaviour, alongside ever-increasing globalisation and mobility, have all contributed to the management of employees becoming increasingly more challenging and complex.

As such, the role of the HR professional has moved from focusing on managing policies and ensuring compliance within a legal framework, to a function which is strategically aligned, contributing and supporting business achievement whilst managing a number of conflicting stakeholder expectations.

This unit focuses on the impact of these changes for the delivery of the HR function and what this means for the HR professional. Contemporary practices and recent trends in HR service delivery, including research on the contribution effective HR makes to sustainable organisational success, will be considered in order to determine the hallmark of an effective HR professional.

The possibilities and issues offered by both ongoing evaluation of HR's contribution and the concept of human capital reporting will be assessed. Looking ahead, the unit will reflect on current research and thoughts on the future of HR and the skills, behaviours, confidence, and agility required to deliver its priorities with intent and purpose. The need for an ethical approach to HRM will be explored, considering both the benefits and strategies to manage ethical and professional tensions.

Finally, the unit explores the notion of critical reflection as a key component of professional learning.

## 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).

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Weighting</b>
1. Analyse the impact of the changing nature of HRM in terms of its implications for professional practice and development	1.1 Analyse how the evolution of HR has impacted on HR service delivery, roles, and responsibilities 1.2 Discuss the factors that impact on the changing role and nature of the HR function 1.3 Discuss the main frameworks and models that have developed around the role of the HR practitioner 1.4 Discuss the impact of current trends in HR service delivery on the skills, knowledge and behaviours required by the HR professional	20%
2. Appraise contemporary debates regarding the future of the HR profession, identifying implications for professional practice and development	2.1 Discuss recent research and debates on the future of HR 2.2 Analyse the impact of emerging workforce trends, including technology on the future work of the HR professional 2.3 Discuss the implications of projected changes from a personal development viewpoint	20%
3. Discuss the value and contribution of HR in order to drive development of both HR service delivery and personal contribution	3.1 Assess the contribution made by the evaluation and measurement of HR at both an organisational and professional level 3.2 Compare different methods of evaluating and measuring the contribution of HR 3.3 Analyse the impact of human capital reporting and intellectual capital accounting practices on HR practices	20%
4. Discuss the implications of adopting a professional and ethical approach to HRM in the workplace from both an organisational and individual practitioner viewpoint	4.1 Discuss HRM as a profession 4.2 Discuss ethical perspectives and theories in order to develop a business case for ethical HRM 4.3 Discuss the ethical rationale for maintaining values and standards within the workplace 4.4 Appraise a range of day-to-day HRM activities within the workplace, identifying potential ethical and professional tensions and proposing solutions	20%

<p>5. Apply the concept of a reflective practitioner within both current and anticipated future work contexts</p>	<p>5.1 Analyse a range of reflective practice approaches</p> <p>5.2 Reflect on personal knowledge, experience and practice including a realistic self-assessment of skills and needs, both current and future, relating to your role as a HR professional</p>	<p>20%</p>
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## 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
<b>Element 1 - The changing nature of HRM</b>	<p>Recognise the impact of current and emerging trends and use this knowledge to plan for personal professional development</p> <p>Adapt own practice in response to internal and external pressures and needs</p> <p><i>Reflection, self-development, environmental analysis, awareness of current trends</i></p>
<b>Element 2 - The future world of HRM</b>	<p>Appreciate the need to adapt personal style and approach in light of context and expectations</p> <p>Ability to keep abreast of professional trends and draw out personal conclusions for own work</p> <p><i>Intellectual debate, awareness of emerging trends and their impact in reality, reflection, self-development, impact of technology</i></p>
<b>Element 3 - Evaluating and measuring HR's contribution</b>	<p>Ability to select appropriate methods to evaluate own and functional contribution</p> <p>Ability to develop objectives for own work and agree relevant service level agreements</p> <p><i>Planning, setting objectives, measuring performance, making reasoned judgements, HR practice</i></p>
<b>Element 4 - Leading and developing a professional and ethical approach to HR practice in the workplace</b>	<p>Ability to work within relevant professional codes of conduct and standards</p> <p>Able to be a role model with an ethical approach to own work</p> <p>Ability to manage arising ethical tensions</p> <p><i>Professionalism, role model, ethical approaches and standards in own work, managing ethical tensions</i></p>
<b>Element 5 - The reflective practitioner</b>	<p>Identify and evaluate factors impacting on own effectiveness as an HR professional</p> <p>Develop original ideas to apply to own practice</p> <p><i>Intellectual debate, ethical approaches and standards, developing a business case, making reasoned judgements</i></p>

# Appendix A

## Mapping of modules to QAA Benchmark Statement

(Business and Management - February 2015)

### Undergraduate – Knowledge – Level 5

Module	Markets and Customers	Finance	People	Operations	Information Systems	Communication and Information Technology	Policy/ Strategy	Innovation / Enterprise Development	Social Responsibility
Managing Agile Organisations and People			•	•		•			
Innovation and Business Performance			•	•	•	•	•		
Effective Financial Management		•			•				
International Business Economics and Markets	•						•	•	•
Human Resource Management			•						
Employee Engagement			•						•
The HR Professional			•						•

## Undergraduate – Business and Management Skills – Level 5

Module	People Management	Problem solving/ Critical	Research	Commercial Acumen	Innovation, creativity, enterprise	Numeracy	Networking
Managing Agile Organisations and People	•		•				•
Innovation and Business Performance		•	•	•			
Effective Financial Management		•	•			•	
International Business Economics and Markets			•	•	•		
Human Resource Management	•		•				
Employee Engagement	•		•				
The HR Professional	•		•				

## Undergraduate – Generic Skills and Attributes – Level 5

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
Managing Agile Organisations and People	•	•	•	•	•		•	•	
Innovation and Business Performance		•	•		•		•	•	
Effective Financial Management			•		•		•	•	
International Business Economics and Markets		•	•	•	•		•	•	
Human Resource Management	•	•	•	•	•		•	•	
Employee Engagement	•	•	•	•	•	•	•	•	
The HR Professional			•		•	•	•	•	





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