



ABE Level 5 Diploma in  
Business Management and Leadership  
610/4744/2

Qualification Specification v2

## Version Control

Version and date	Change details	Section
V1-2024-10-08		
V2-2024-11-12		

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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 has agreements or recognition by regulatory authorities in many other countries where we operate – check our website for more details.

### ABE diplomas

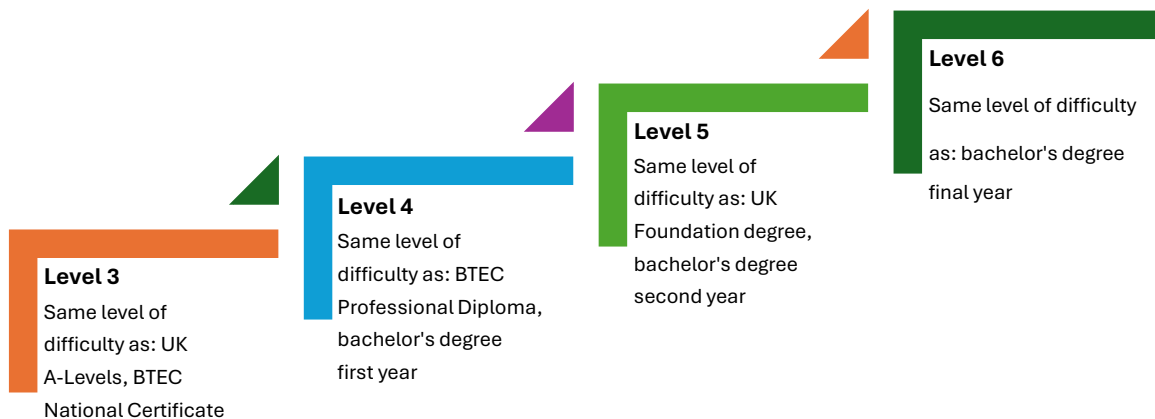
Our diplomas are management focused and blend common units with more specialist subject areas, enabling you, through the learning, to develop expertise in particular disciplines as well as a strong understanding of business management in general. They represent the latest in professional standards and 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 tuition resources to help them deliver teaching to an outstanding standard.
<b>International</b>	For more than 50 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 Leadership, Marketing, Human or Resources or Leadership alongside this.

## About your qualification

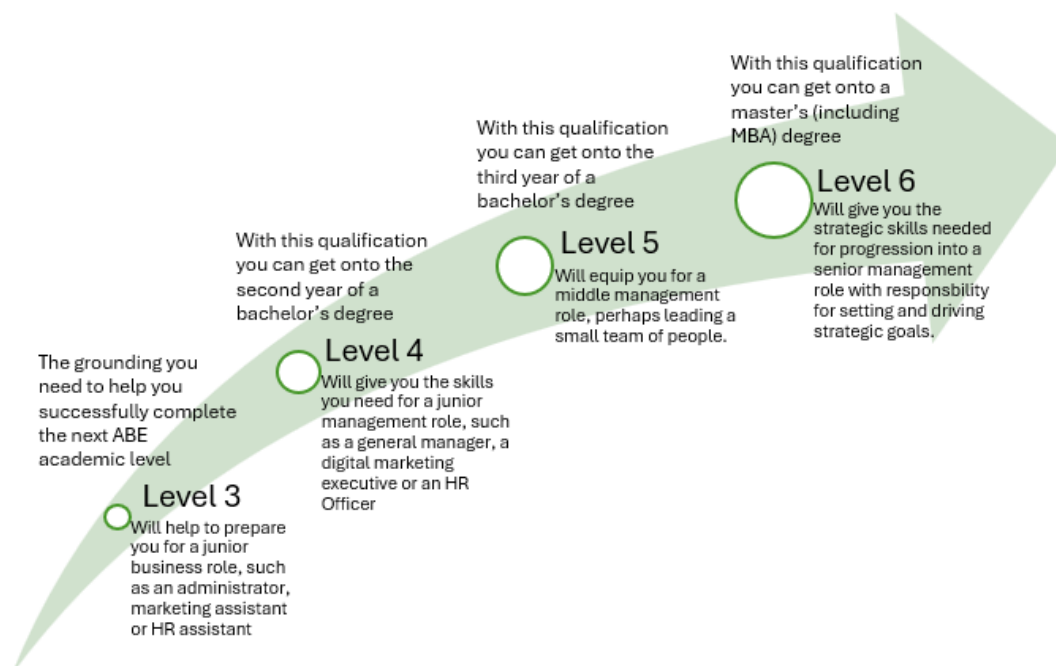
ABE is regulated by Ofqual who also manage the Regulated Qualifications Framework, which ABE Diplomas are accredited against. Qualifications within the RQF must be levelled against the RQF level descriptors to ensure they are broadly similar in the knowledge and depth of understanding required to pass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

The Level 4-6 Diplomas do not have any pre-requisites, and you are free to start on the Level that best suits where you are in your learning journey and the scope of the academic requirement in each qualification. ABE recommends that you follow the learning of one qualification at a time, but this is not a requirement.

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 Leadership

### Operational start date

1<sup>st</sup> October 2024

### Qualification objective

The objectives of the ABE Level 5 Diploma in Business Management and Leadership 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 5 Diplomas build upon the subjects covered in the ABE Level 4 Diplomas and give a more extensive coverage of knowledge and understanding in Business Management, Marketing Human Resources and Leadership. 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



## 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 Island and Scotland. The framework describes the achievement represented by higher education qualifications.

The purpose of aligning ABE's qualifications to the relevant sections of the QAA Framework is to show how well ABE's 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's 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.**

## 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 their responsibility to use 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 Leadership learners are required to successfully achieve the **four-core mandatory Business Management units and two out of the three optional Leadership units.**

## Knowledge, skills and understanding to be assessed

The knowledge, skills and understanding being assessed in this qualification are:

- 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.
- Exploring leadership theories and models that provide the theoretical, practical, and technical knowledge and understanding necessary to develop the skills, knowledge and behaviours required for authentic leadership.
- Identifying, analysing, and implementing organisational health and safety requirements, and developing approaches to support both the physical and mental wellbeing of employees.
- Understanding the basic principles of effective workplace coaching and mentoring, and how they support personal growth and professional development. Distinguishing between the different types and styles of coaching and mentoring, considering how they can be applied to benefit individuals, teams, and organisations.

## 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 units.

If you wish to find out if you qualify for any exemptions before you register with us, please send us a letter or an email to [admissions@abeuk.com](mailto:admissions@abeuk.com) and we will forward you a copy of the ABE Exemptions Policy and application form.

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

## Qualification Structure

### ABE Level 5 Diploma in Business Management and Leadership

Learners must complete **four** core mandatory units and **two** of the three optional units to achieve the ABE Level 5 Diploma in Business Management and Leadership. In order to be awarded the qualification learners must achieve a minimum of a Pass in **all six 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
<b>Core Mandatory Units</b>					
5UMAO	Managing Agile Organisations and People	5	70	20	Assignment
5UIBP	Innovation and Business Performance	5	70	20	Timed Open Book Exam
5UEFM	Effective Financial Management	5	70	20	Timed Open Book Exam
5UIBE	International Business Economics and Markets	5	70	20	Timed Open Book Exam
<b>Optional Units</b>					
5UAL	Authentic Leadership	5	70	20	Assignment
5USHW	Leading a Safe and Healthy Work Environment	5	70	20	Assignment
5UWCM	Workplace Coaching and Mentoring	5	70	20	Assignment

## 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 suitable for use by learners to support their studies and for tutors as the basis for their teaching. It will expand on the Unit Syllabus, including examples, activities, a recommended reading list and a glossary of terms
- Tutor Guide for centres. This gives tutor-focused recommendations on how best to teach this syllabus
- A set of Frequently Asked Questions

## Assessment

ABE's assessments are specifically designed to fit the purpose and objective of the qualification. The ABE Level 5 Diploma in Business Management and Leadership is assessed by a combination of timed open book exam 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.

### Timed Open Book Exam

ABE sets Timed Open Book Exams in the format of an OBE question paper and template answer booklet. Sometimes a scenario is provided. Like the assignments, there is a requirement for an organisational context.

Learners can find the word count for Timed OBEs clearly outlined in the brief and repeated in the template answer booklet. In addition, there is a separate guidance document outlining guide times for each Timed OBE.

Learners have two opportunities each year to submit Timed Open Book Exams. For further details please visit the assessment section of the ABE website <https://www.abeuk.com/assessments>.

All Timed OBEs are submitted by centres to ABE for marking, and results will be released by ABE on each session's specified Results Day. For more information on results release, please consult the ABE Website. Centres can find more information about submitting Timed OBEs in the Centre Delivery Guide.

### Assignment

ABE sets assignments in the form of an assignment brief. Sometimes a scenario and/or templates are provided as well. An organisation context is required. Learners can find the required word count for each assignment on the front of the assignment brief. For more information on assignments, please go to the questions and answers section of the ABE website.

Learners have three opportunities per year to submit assignments. For further details please visit the assessment section of the ABE website; <https://www.abeuk.com/assessments>.

All assignments submitted are marked by ABE. Results are released by ABE on each session's specified Results Day.

For more information on results release, please consult ABE Website. Centres can find out more information about submitting assignments in the Centre Delivery Guide.

### 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 policies 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 Level 5 Diploma in Business Management and Leadership**

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
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#### 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.
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#### 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.
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#### 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.
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#### 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.
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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.

## Unit specifications

In the second section of this document, you will find the Unit Specification for each unit included in the ABE Level 5 Diploma in Business Management and Leadership.

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.



**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, with flexibility 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>
<b>1. Analyse the impact of the internal context and external trends on management practices and approaches</b>	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%
<b>2. Evaluate the applicability of contemporary management practices in both a specific and wider organisational setting</b>	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%
<b>3. Assess the links between effective people management and organisational achievement</b>	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%

<p><b>4. Assess personal capability to manage agile organisations and people, and develop a justified personal development plan as a result</b></p>	<p>4.1 Assess the role of continual professional development (CPD) in achieving personal and organisational objectives</p> <p>4.2 Recommend a plan for personal development based on an analysis of needs</p> <p>4.3 Justify approaches to meet personal development needs</p> <p>4.4 Evaluate the impact of CPD at both an individual, professional, and organisational level</p>	<p>25%</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 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:** Timed Open Book Exam

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).

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Weighting
<b>1. Apply measurement techniques as an aid to business performance</b>	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%
<b>2. Discuss the sources, drivers and patterns of adoption of innovation in goods, services and ideas</b>	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%
<b>3. Assess the information requirements needed to manage the levels of innovation within an organisation</b>	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%
<b>4. Evaluate the risks and uncertainties that innovation creates for business performance</b>	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	20%

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

## 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>	Ability to apply performance measurement techniques Ability to recommend monitoring metrics <i>Critical thinking, problem posing, problem solving using appropriate quantitative and qualitative skills, research skills, data analysis</i> <i>Critical reflection and evaluation, numeracy, information retrieval</i> <i>Communication and reporting</i>
<b>Element 2 - Adopting innovation</b>	Ability to identify sources, drivers and patterns of adoption of innovation in goods, services and ideas Ability to analyse models and integrate theory and practice Commercial awareness (i.e. of key trends and features of the current business environment) <i>Innovation, analysis, commercial awareness, critical thinking</i>
<b>Element 3 - Managing innovation and its impact on business performance</b>	Ability to assess the information requirements needed to manage the levels of innovation within an organisation <i>Information retrieval, synthesis and evaluation of data and information, adopting innovation, managing innovation</i>
<b>Element 4 - Managing risk in innovation</b>	Ability to evaluate the risks and uncertainties that innovation creates for business performance and ascertain the business impact Appreciation of ethical and legal issues, commercial awareness (of the implications of risk and uncertainty) <i>Communication, risk management, responsibility, evaluation, ethical awareness</i>



**Unit Type:** Mandatory

**Level:** 5

**Credits:** 20

**GLH:** 70

**Assessment Method:** Timed Open Book Exam

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>
<b>1. Assess the objectives of financial management and the role of different stakeholders in the financial strategy of a business</b>	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%
<b>2. Evaluate organisational activities, processes and performance, using projected financial statements and measures of business performance</b>	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%
<b>3. Evaluate financial risk using suitable techniques in order to apply approaches that reduce exposure to financial risks</b>	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%
<b>4. Evaluate options for the financing of business activities, including the characteristics of different sources of finance and how best to meet the</b>	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	20%

<b>financing needs of the business</b>	<p>sources of finance that best meet the financing needs of a business</p> <p>4.3 Evaluate sources of finance in order to decide how best to meet the financing needs of the business</p>	
<b>5. Evaluate investment opportunities in order to ensure that investment decisions reflect the needs of the business and its financial management strategy</b>	<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>

## 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 of 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>Knowledge of the main sources of internal and external sources of finance, including their key features</p> <p>Ability to discuss the factors to be taken into account when choosing an appropriate source of finance</p> <p>Ability to recommend an appropriate source of finance</p> <p>Ability to calculate the weighted average cost of capital for a business and assess its usefulness in making investment decisions</p> <p>Awareness of the methods by which share capital can be issued</p> <p><i>Numeracy, analysis of models, creativity, financial management, decision-making, commercial awareness</i></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:** Timed Open Book Exam

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>
<b>1. Analyse economic principles associated with international business</b>	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%
<b>2. Evaluate markets from an international perspective</b>	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%
<b>3. Evaluate the significance of international trading blocs and organisations</b>	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%
<b>4. Discuss the key aspects of international finance</b>	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:** Assignment

Authentic Leadership is essential for building a culture and environment where individuals can achieve their full potential. The ability to be an authentic leader requires a comprehensive understanding of business ethics, values and leadership skills, and knowledge of how to align these with your own personal values and behaviours. This unit will provide you with the theoretical, practical, and technical knowledge and understanding necessary to develop the skills, knowledge and behaviours required for authentic leadership.

You will understand how to analyse and evaluate organisational culture and values and develop approaches to support ethical business practice. You will gain insights into leadership theories and models that can be applied to achieve organisational objectives and deliver results. You will also cover the importance of Emotional Intelligence for leaders, identify individual differences and factors that can impact emotional intelligence.

Additionally, you will explore ways to reflect on own leadership skills and potential and the importance of ongoing personal and professional development. This knowledge will enable you to reflect on your current leadership skills and approaches and create a plan for your own leadership development.

## 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>
<b>1. Understand the importance of ethics in a business context</b>	1.1 Analyse the key components of ethics in a business context 1.2 Assess the impact of internal and external factors on ethical business practices 1.3 Assess the roles and responsibilities of business leaders in acting ethically and morally 1.4 Evaluate the impact of ethical practices on organisational performance	20%
<b>2. Understand the impact of leadership integrity on organisational performance and culture</b>	2.1 Analyse the purpose of organisational mission and vision statements 2.2 Assess how leadership behaviour impacts organisational culture 2.3 Analyse the relationship between the leader's personal values and integrity 2.4 Evaluate the impact of integrity on organisational and leadership performance	20%
<b>3. Understand how to apply authentic leadership theory to achieve organisational objectives and deliver results</b>	3.1 Compare the characteristics of Authentic Leadership with other leadership styles 3.2 Analyse the factors which influence choice of leadership style and approach 3.3 Evaluate how authentic leadership supports the achievement of organisational objectives 3.4 Analyse the skills, knowledge and behaviours required for authentic leaders to deliver business results	20%
<b>4. Understand the role Emotional Intelligence (EI) plays in authentic leadership</b>	4.1 Analyse the key components of emotional intelligence within leadership 4.2 Evaluate approaches to assessing own emotional intelligence 4.3 Analyse how personality differences influence emotional intelligence 4.4 Assess the benefits of developing emotional intelligence as an authentic leader	20%
<b>5. Understand how to apply reflective practice to develop own leadership capability and potential</b>	5.1 Analyse the importance of continuous development of own leadership skills and potential 5.2 Evaluate the use of reflective practice in continuous professional and personal development	20%

- 5.3 Evaluate own leadership performance and development needs using a reflective practice approach
- 5.4 Develop a personal development plan to meet own current and future leadership development needs

**Unit Type:** Optional

**Level:** 5

**Credits:** 20

**GLH:** 70

**Assessment Method:** Assignment

A safe and healthy work environment is essential for the wellbeing and productivity of any organisation. The ability to create and maintain such an environment requires a comprehensive understanding of health and safety requirements, employee wellbeing, psychological safety, and effective management of diverse working models.

This unit is designed to provide you with the theoretical, practical, and technical knowledge and understanding necessary to lead a safe and healthy work environment. You will learn to identify, analyse, and implement organisational health and safety requirements, and develop approaches to support both physical and mental wellbeing of employees.

You will gain insights into creating and maintaining psychological safety, enabling a culture of trust and openness within teams. The unit will also cover strategies to adapt to a VUCAH (Volatile, Uncertain, Complex, Ambiguous, Hyperconnected) working environment, ensuring personal resilience and adaptability in dynamic contexts.

Additionally, you will explore effective strategies for managing remote and hybrid workers, promoting a healthy work-life balance. This knowledge will empower you to lead confidently, fostering a work environment that prioritises safety, health, and overall wellbeing in a variety of 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).

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Weighting</b>
<b>1. Understand organisational health and safety requirements</b>	1.1 Analyse the key components of organisational health and safety policies and procedures 1.2 Evaluate the legal and regulatory requirements for workplace health and safety 1.3 Assess the roles and responsibilities of leaders in promoting and ensuring a safe working environment 1.4 Analyse risk assessments and their impact on workplace safety	20%
<b>2. Understand approaches to support employee physical and mental wellbeing</b>	2.1 Analyse strategies to promote physical health and wellbeing among employees 2.2 Evaluate the impact of workplace design on physical wellbeing 2.3 Compare methods for supporting mental health and reducing stress in the workplace 2.4 Assess the role of leaders in promoting a culture of employee physical health and mental wellbeing 2.5 Evaluate personal strategies for developing resilience	20%
<b>3. Understand how to create and maintain psychological safety</b>	3.1 Analyse the factors that contribute to a psychologically safe work environment 3.2 Assess the impact of leadership styles and behaviours on employee psychological safety 3.3 Evaluate strategies to build and maintain trust within teams 3.4 Examine methods for managing conflicts to ensure psychological safety is maintained	20%
<b>4. Understand strategies to adapt to a distributed leadership model in a VUCAH (Volatile, Uncertain, Complex, Ambiguous, Hyperconnected) working environment</b>	4.1 Analyse the principles and practices of distributed leadership 4.2 Examine the challenges leaders face in a VUCAH environment 4.3 Assess the employee skills required for operating in a distributed leadership model within a VUCAH environment	20%
<b>5. Understand effective strategies to manage remote and hybrid workers so they can</b>	5.1 Compare the challenges and opportunities of remote and hybrid working models 5.2 Evaluate strategies to support work-life balance for remote and hybrid workers	20%

**achieve work-life  
balance**

5.3 Assess the role of technology in remote and hybrid work

5.4 Evaluate policies and practices related to remote and hybrid working arrangements

**Unit Type:** Optional

**Level:** 5

**Credits:** 20

**GLH:** 70

**Assessment Method:** Assignment

Workplace coaching and mentoring are developmental interventions that help the workforce to achieve its goals and reach its full potential.

This unit is designed to provide an understanding of the business benefits of coaching and mentoring in the workplace.

On completion of this unit, you will know the basic principles of effective workplace coaching and mentoring, and how they support personal growth and professional development. You will be able to distinguish between different types and styles of coaching and mentoring and how they can be applied to benefit individuals, teams and organisations.

You will gain insights into the knowledge, skills and behaviours, the tools and techniques and the processes for delivering effective coaching.

Additionally, you will understand different approaches to mentoring and what is required to effectively implement a mentoring programme in the workplace.

## 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>
<b>1. Understand the principles of workplace coaching and mentoring</b>	1.1 Compare the characteristics of workplace coaching and mentoring 1.2 Analyse the roles and responsibilities for delivering effective workplace coaching and mentoring 1.3 Assess the role and expectations of stakeholders involved in workplace coaching and mentoring 1.4 Assess organisational factors that affect workplace coaching and mentoring approaches 1.5 Evaluate the key business drivers for workplace coaching or mentoring	20%
<b>2. Understand the skills, knowledge and behaviours for effective workplace coaching</b>	2.1 Analyse the factors which influence a coach's ability to deliver effective coaching 2.2 Examine the ethical and legal requirements which inform coaching 2.3 Examine coaching models and tools and their application 2.4 Assess the importance of self-evaluation and reflective practice to develop coaching practice	20%
<b>3. Understand the workplace coaching process</b>	3.1 Analyse the stages in the coaching process within an organisational context 3.2 Evaluate the purpose of contracting within the coaching agreement 3.3 Analyse the characteristics of effective coaching contracts 3.4 Assess how coaching records support the coaching process	20%
<b>4. Understand approaches to workplace mentoring</b>	4.1 Evaluate approaches to workplace mentoring 4.2 Assess the factors required to implement an effective workplace mentoring programme or scheme 4.3 Analyse the knowledge, skills and behaviours for effective workplace mentors 4.4 Compare models and frameworks relevant to workplace mentoring	20%
<b>5. Understand how to assess the benefits and challenges of workplace mentoring</b>	5.1 Assess the benefits of workplace mentoring for stakeholders 5.2 Analyse how the impact of mentoring can be measured	20%



- 5.3 Evaluate individual and organisational barriers to workplace mentoring
- 5.4 Develop strategies for minimising barriers and challenges
- 5.5 Develop a business case for recommending a workplace mentoring scheme and how the impact will be measured

# 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	•						•	•	•

## 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			•	•	•		

## 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		•	•	•	•		•	•	

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