ABE Level 6 Diploma in Business Management and Human Resources (603/1601/9)

Qualification Specification

Version 3.0

Version and date	Change details	Section
Launch Version – June 2017	Document created	All
Version 2.0 – March 2018		
Version 3.0 – July 2019	Format changed from one to three separated specifications Additional guidance added Indicative content removed	All Qualification summary; Assessment Unit specifications

Contents

About ABE 5

Recognition 5

ABE diplomas 5

Why study with ABE 6

About your qualification 6

Pathways 6

Progression 7

Qualification summary 8

Qualification title 8

Operational start date 8

Qualification objective 8

Who is it for? 8

Who regulates this qualification? 9

Entry guidance and criteria 9

Before the qualification can be assessed and awarded 9

Knowledge, skills and understanding to be assessed 9

Staffing and physical resource requirements 10

Recognition of prior learning (RPL), accreditation of prior learning (APL), and exemptions 10

Localisation 11

Qualification structure 12

QAA benchmarking 13

Credits, Guided Learning Hours (GLH) and Total Qualification Time (TQT) 14

Total Qualification Time 14

Credits 14

Modes of study 15

Suggested reading and resources for the qualification 15

Assessment 16

Examination 16

Assignment 16

Marking and moderation 16

Additional examination requirements 16

Reasonable adjustments and special considerations 16

Appeals and enquiry of results 17

Grading 18

Calculation of the qualification grade: 18

Grade descriptors 19

Results and certification 20
Unit specifications 21
Appendix A 46
Mapping of modules to QAA Benchmark Statement 46

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:

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

Why study with ABE

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

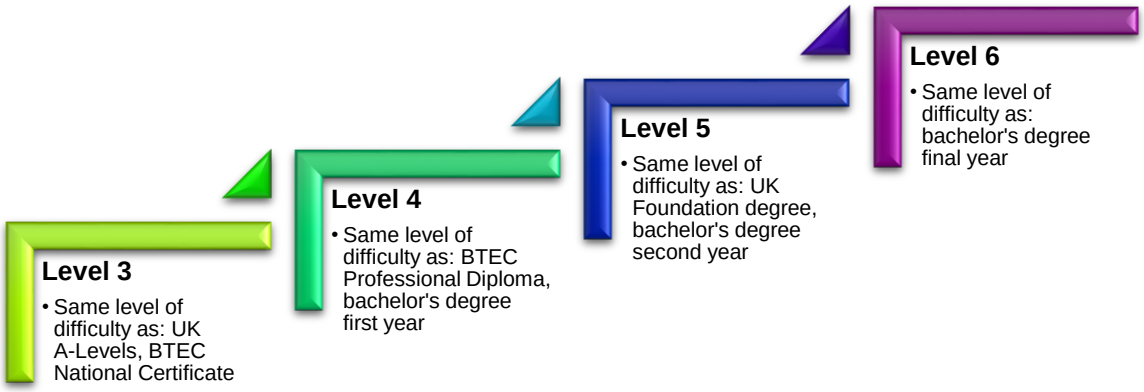
The content and format of our qualifications are the outcome of extensive research which explored the knowledge and skills employees need to possess in order for businesses to succeed. When redeveloping the new qualifications in Business, we collaborated with a wide range of students, employers, higher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

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

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

About your qualification

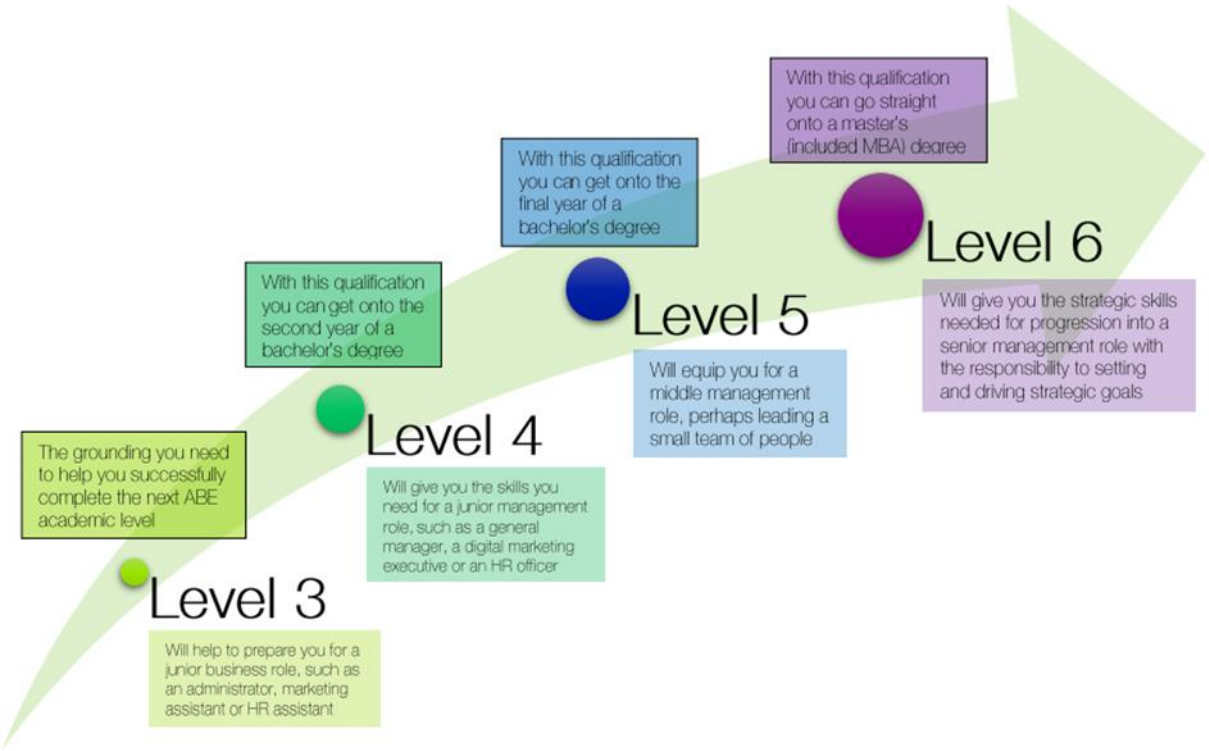
ABE is regulated by Ofqual who also manage the Regulated Qualifications Framework, which ABE diplomas are accredited against. Qualifications within the RQF must be levelled against the RQF level descriptors to ensure they are broadly similar in the knowledge and depth of understanding required to pass them. The size and the content of qualifications at the same level can vary. The diagram below shows how the levels progress.



Pathways

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

Progression



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

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

ABE allows you to progress from one level to the next 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 6 Diplomas** are each worth 120 credits, making them ideal for progression to higher education (e.g. a university degree). 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 6 Diploma in Business Management and Human Resources (603/1601/9)

Operational start date

1st June 2017

Qualification objective

The objectives of the ABE Level 6 Diplomas in Business Management are as follows:

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

Who is it for?

This qualification is for learners that are 16 and over.

The **ABE Level 6 Diplomas** build upon the subjects covered in the Level 5 Diplomas and enable you to choose a specialism) in Business Management, Human Resources or Marketing, enabling you to study these areas in more depth.

The qualification is for those who may already be in a middle management role and are looking to develop their strategic level knowledge, skills and competencies to prepare for progression into a senior management role.

Alternatively, this qualification is also ideal for learners progressing from a lower level qualification and who wish to progress to a top-up degree, MBA or Masters programme.

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 6 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 6 Diplomas, ABE recommends the following standards are met:

- IELTS - 6
- Cambridge ESOL - Cambridge English Advanced (point score 176 or above)
- Pearson Test of English Academic (PTE Academic) – 61-67
- Common European Framework of Reference (CEFR) - B2-C1

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 6 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 are:

- Exploring the leadership principles required to lead an organisation and its stakeholders through strategic change. Understanding how these principles support an organisation's current vision, values and strategic direction. Exploring key leadership models and methodologies and how these can be applied by leaders within organisations.
- Considering strategic organisational change, firstly by examining an organisation's current position in its market and environment, and then by considering drivers for organisational change and the impact of these changes.
- Understanding the structure, process and scope of developing and evaluating appropriate business strategies in varied market and organisational contexts.
- Recognising the challenges to strategy and decision makers in the current business environments, taking into account the dynamic and contemporary issues which drive strategic thinking in many organisations in pursuit of competitive advantage.
- Developing an understanding of global marketing environments and the challenges and opportunities presented to business. Evaluating the practical application of global marketing theories while reviewing

multinational companies' strategies and tactics in the context of a global marketplace while using practical real life examples.

- Evaluating the marketing challenges faced by companies attempting to develop and grow in international markets and appraise the strategies organisations adopt to deliver success in the global marketplace. Examining the means by which corporate marketing strategies can be deployed in the search for sustainable competitive advantage.
- Developing an understanding of managerial and organisational principles through considering the role of ethics in business operations, including corporate social responsibility, sustainability and responsible management. Examining the origins, theory and practice of these closely interconnected issues.
- Exploring a step-by-step process to identify, analyse and prioritise an organisation's stakeholders from a strategic perspective, and then to plan, implement and review the stakeholder engagement process in relation to a specific project. Exploring the concepts of power and influence, deploying a range of models and stakeholder engagement strategies including relationship management techniques, strategic communications and personal leadership, influence and lobbying.
- Sourcing and investment of finance in the business as the focus of corporate finance. Addressing the key principles and concepts that are needed to ensure the financing and investment decisions reflect the strategic requirements of the business. Applying techniques in order to take financial decisions that create value for the business.

Staffing and physical resource requirements

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

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

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

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

If you are already registered you can find further information on the ABE Portal.

Localisation

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

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

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

- The structure, culture, size, vision, and mission of the organisation you are working for or basing your assessment on
- The local culture and how 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 6 Diploma in Business Management and Human Resources (603/1601/9)

Learners must complete **four** core mandatory units and **two** of the three optional units to achieve ABE Level 6 Diploma in Business Management and Human Resources. In order to be awarded the qualification leaners must achieve a minimum of a Pass in **all units**.

The total Guided Learning Hours (GLH) is **300 hours.**

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

The credit value is **120**

ABE Unit Code	Unit Title	Level	GLH	Credits	Assessment method
Core Mandatory Units					
6ULSC	Leading Strategic Change	6	50	20	Assignment
6UBSD	Business Strategy and Decision-making	6	50	20	Examination
6UDIM	Developing International Markets	6	50	20	Examination
6UBES	Business Ethics and Sustainability	6	50	20	Examination
Optional Units					
6USHR	Strategic HRM	6	50	20	Assignment
6UODD	Organisational Design, Development and Performance	6	50	20	Assignment
6UGHR	Contemporary Developments in Global HRM	6	50	20	Assignment

QAA benchmarking

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

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

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

Please see Appendix A for the mapping detail.

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

Total Qualification Time

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

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

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

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

Credits

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

Modes of study

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

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

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

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

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

Suggested reading and resources for the qualification

For each unit in the ABE qualifications, ABE will provide the following learning materials:

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

Assessment

ABE assessments are specifically designed to fit the purpose and objective of the qualification. The **ABE Level 6 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 6, each examination will be **3 hours** long and there will be two examination sessions per year. The examination will consist of three sections: two of which will be made up of short answer questions and one section consisting of 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 6, assignments will have a word count of 4000. 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 L6 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 6

0-39 Fail	40-54 Pass	55-69 Merit	70-100 Distinction
Knowledge and understanding of the subject matter including underpinning theoretical concepts			
Lack of, limited or incomplete knowledge and understanding of the subject matter and underpinning concepts and theories, including their relevance; lack of ability to apply concepts to a relevant context.	Adequate knowledge and understanding of most key areas of the subject matter and basic use of their underpinning concepts and theories; sometimes able to apply to a relevant context.	Sound knowledge and understanding of the subject matter and in the appropriate use of concepts and theories; understands how to apply them to a relevant context.	Extensive knowledge and understanding of the subject matter and in the appropriate use of related concepts and theories, including in-depth understanding and application to a relevant context.
Awareness of relevant ethical, social, legal, regulatory and other local issues of relevance			
Lack of awareness of relevant ethical, social, legal, regulatory and local issues.	Adequate awareness of relevant ethical, social, legal, regulatory and local issues.	Clear recognition of relevant ethical, social, legal, regulatory and local issues.	In-depth recognition of relevant ethical, social, legal, regulatory and local issues.
Professionalism business acumen, innovation and professional practice			
Lack of or limited awareness of business acumen, innovation and consideration of relevant professional practice.	Adequate awareness of business acumen, innovation and consideration of relevant professional practice.	Sound awareness of business acumen, innovation and consideration of relevant professional practice.	Clear evidence of awareness of business acumen, innovation and consideration of relevant professional practice.
Investigating and solving problems using different methods including data gathering and use of literature			
Lack of or limited use of information gathering, investigation and problem solving methods; limited use of data and of relevant literature.	Adequate use of information gathering, investigation and problem solving methods; some use of data and of relevant literature.	Sound use of a range of information gathering, investigation and problem-solving methods; good use of data and relevant literature.	Clear, consistent and appropriate use of a wide range of information gathering, investigation and problem-solving methods; use of data and relevant literature throughout.

0-39 Fail	40-54 Pass	55-69 Merit	70-100 Distinction
Critical evaluation, analysis and independent thinking			
Lack of or limited evidence of evaluation, analysis and independent thinking; conclusions are unsupported or lacking; content is highly descriptive.	Adequate level of evaluation, analysis and independent thinking, although some content is descriptive; conclusions are generally made but often lack support.	Sound evidence of evaluation, analysis and independent thinking, points made are generally explored and supported; conclusions made where appropriate and are supported.	Clear and consistent evidence of evaluation, analysis and independent thinking, points made are appropriately detailed and supported; conclusions are consistently made, clear, relevant and justified.
Professional communication			
Poor or inappropriate standard of communication and editing, lacking in relevant examples; limited consideration of the audience; inappropriate choice of media and format; poorly referenced.	Adequate standard of communication and editing, generally using in relevant examples where appropriate; some consideration of the audience; some appreciation of the choice of media and format; referencing is generally adequate but inconsistent.	Good standard of communication and editing, using in relevant examples where appropriate; consistent consideration of the audience; sound appreciation of the choice of media and format; work is accurately referenced throughout.	Outstanding communication and editing, using highly relevant and topical examples where appropriate; clear and consistent consideration of the audience; thorough appreciation of the choice of media and format; high quality referencing throughout.

Results and certification

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

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

For a fuller explanation of the process see our blog.

Unit specifications

In the second section of this document, you will find the Unit Specification for each unit included in the **ABE Level 6 Diploma in Business Management and Human Resources.**

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.

Leading Strategic Change 6ULSC

Unit Type: Mandatory
Level: 6
Credits: 20
GLH: 50
Assessment Method: Assignment

This unit focuses upon the leadership principles required to lead an organisation and its stakeholders through strategic change. It explores key leadership models and methodologies and how these can be applied by leaders within organisations. Understanding how these principles support an organisation's current vision, values and strategic direction is an important aspect covered by this unit.

The unit then considers strategic organisational change, firstly by examining an organisation's current position in its market and environment, and then by considering drivers for organisational change and the impact of these changes. Strategic change may be a result of an organisation's decisions around its strategic direction; it might decide to focus on growth and expansion, for example. Strategic change may also be a result of changes in its business environment, for example opportunities to utilise the use of technology so that it can take advantage of innovations in that area. Strategic change can be a vehicle by which an organisation gains advantage over its competitors, through its products or services. It may use strategic change to exploit an opportunity or 'gap' in the market.

Strategic change can also be driven by internal business drivers, for example the need to improve profitability. All strategic change needs to be planned, managed, and in particular led, so this unit also explores the value of leading and influencing people through an effective change process.

Strategic change impacts on stakeholders, so this unit helps you identify and analyse organisational stakeholders and evaluates models and methodologies for engaging and collaborating with these stakeholders about the strategic change.

Finally, the unit considers the leadership skills required for leading strategic change, with a focus on the 'softer', interpersonal skills which can be particularly valuable in this process. It also explores opportunities for developing these skills and concludes by asking you to explore your own current skills in this area and to prepare and present a personal leadership development plan.

What you'll learn

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

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Weighting
1. Critically analyse leadership principles that support an organisation's vision, values and strategic direction	1.1 Analyse the role of the strategic leader in the creation of the organisation's vision, mission and values 1.2 Analyse the leader's role in communicating the organisation's vision, mission and values to others 1.3 Critically discuss leadership principles that help in the creation, communication and embedding of the organisation's vision, mission and values	25%
2. Critically assess the drivers for, and assess the impact of change for an organisation	2.1 Discuss the organisation's position in the sector and market in which it operates 2.2 Evaluate opportunities for change that supports the organisation's objectives 2.3 Analyse the expected impact of the change on organisational objectives 2.4 Critically review models for the leadership of change	25%
3. Critically analyse how to plan and lead the change process for an organisation	3.1 Develop a plan to implement and monitor the change process 3.2 Critically analyse how individuals within the organisation will be supported throughout the change process 3.3 Evaluate organisational stakeholders and their expectations of an organisation's change process 3.4 Evaluate methods of meeting stakeholder expectations or requirements	25%
4. Evaluate the skills required to lead strategic change	4.1 Critically discuss the skills required to lead strategic change within an organisation 4.2 Justify a personal development plan to support the development of leadership skills to lead strategic change	25%

Capabilities

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

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

Element of learning	Key capabilities developed
Element 1 - Strategic leadership principles	Understanding key leadership models and methodologies and how they are applied by leaders Recognition of leadership as being central to the creation and acceptance of an organisation's vision, mission and values *Approaches to strategic leadership, communication, role model, professionalism*
Element 2 - Leading and influencing strategic change	Ability to identify and discuss the drivers for and impact of organisational change Awareness of the value of leading and influencing others through an effective change management plan and process *Change management, planning, leadership, influencing others, impact analysis*
Element 3 - Engaging and collaborating with stakeholders	Ability to identify organisational stakeholders and analyse their expectations and requirements from organisational change Ability to evaluate models and methods for engagement and collaboration with stakeholders Ability to create a plan to implement and monitor a change process *Stakeholder analysis, leadership, change management, application of models and approaches, planning and implementation*
Element 4 - Developing strategic leadership skills	Ability to recognise the need for strategic leadership skills and their value in leading strategic change. Ability to evaluate current personal leadership skills and prepare a development plan in this area *Strategic leadership, leading change, self-reflection and self-evaluation, self-development, gap analysis*

Business Strategy and Decision-Making 6UBSD

Unit Type: Mandatory
Level: 6
Credits: 20
GLH: 50
Assessment Method: Examination

Strategy has sometimes been considered as the overall 'direction and scope' an organisation takes in pursuit of its goal to achieve competitive advantage. The complex and ambiguous nature of strategic development in most organisations determines a process of analysis of environmental, market predictions and organisational capability, leading to strategic option evaluation. The predicted outcomes of these will form the basis for strategic decision-making, impacting the future of the whole organisation. Anticipated results, presented with the best possible likelihood of achievement, must be justified as beneficial to the business in terms of its overall sustainability. Decision-making for strategy selection will be determined as much by the nature, leadership and culture of the organisation as well as the markets in which it operates.

This unit focuses upon the structure, process and scope of developing and evaluating appropriate business strategies in varied market and organisational contexts. The unit recognises the challenges to strategy and decision makers in the current business environments, taking into account the dynamic and contemporary issues driving strategic thinking in many organisations in pursuit of competitive advantage.

The overarching nature of strategy and decision-making in business organisations inevitably means that there are some areas of commonality between this unit and those in the rest of the programme. For example, there is a close link with Leading Strategic Change. Whilst this is beneficial as it gives a holistic view of strategic development, you should take care to note that the focus for each unit differs – thus, although you are expected to understand the principles of effecting business strategy and impact on the organisation, this unit Business Strategy and Decision-making concentrates on the process and selection of the strategy rather than its execution.

Critical thinking and analysis will be central to this unit and you will apply tools and techniques (some of which will be familiar and prerequisites in other modules), to build a range of options for both market and organisational development. Modelling and scenario building skills will be developed to support strategic decision-making, laying the foundations for strategic implementation.

What you'll learn

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

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Weighting
1. Critically evaluate strategic concepts and different approaches to strategy in diverse and contemporary challenging business contexts	1.1 Critically discuss the concept of strategy in business contexts 1.2 Demonstrate understanding of strategic thinking and formation in different business sectors and structures 1.3 Evaluate approaches to strategic development in different contexts and circumstances	25%
2. Critically assess organisational capability to respond to changes and developments in the business environment	2.1 Interpret relevant changes and developments in specified industry sectors and business structures 2.2 Critically discuss current issues that could affect strategic development for a specified sector 2.3 Evaluate the basis of strategic capability and nature of competitive advantage through the internal structures and operations of the business 2.4 Evaluate strategic capability in a specified business environment	25%
3. Critically evaluate an appropriate range of development options on which to base business strategy	3.1 Assess the appropriateness of current bases of organisational purpose and generic strategies 3.2 Critically review directional strategy frameworks for organisational development 3.3 Evaluate alternative approaches and methods for implementation of a business strategy 3.4 Apply a range of models to generate justifiable strategic options that will facilitate strategic decision-making in a given organisational situation 3.5 Evaluate appropriate different scenarios for successful strategic development	25%
4. Apply techniques to support recommendations for strategic decision-making in different contexts	4.1 Examine approaches to strategic management in different contexts 4.2 Apply decision-making techniques and tools 4.3 Evaluate identified options against specified criteria using decision-making techniques 4.4 Make recommendations for strategic development in a specified business and organisational context	25%

Capabilities

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

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

Element of learning	Key capabilities developed
Element 1 - Strategic concepts in contemporary business organisations	Ability to adopt a critical approach to concepts of strategy and strategic thinking in their application to a business organisation Ability to assess whether a particular approach to strategic development is appropriate for different contexts and situations *Critical thinking, strategic thinking, strategic development, decision-making*
Element 2 - Strategic capability in context	Ability to assess organisational strategic capability for future proofing and response to changes in the business environment *Assessing capabilities, analysis, future proofing, decision-making, leadership, planning, change management, flexibility, commercial awareness, competitor awareness*
Element 3 - Strategic formation: option development in a business context	Ability to develop a range of options based on strategic capability, cognisant of the nature, aims, direction of the organisation and potential approach and methods of implementation *Options development and evaluation, strategic decision-making, analysis, organisational development*
Element 4 - Strategic decision-making	Ability to conceptualise decision-making in different contexts Ability to apply models, forecasting techniques and scenario-building approaches Ability to evaluate options to assist in strategic decision-making in context *Problem solving, critical thinking, teamwork, communications, analysis, forecasting, scenario building, strategic decision-making*

Developing International Markets 6UDIM

Unit Type: Mandatory
Level: 6
Credits: 20
GLH: 50
Assessment Method: Examination

The focus of this unit is on international market development and is designed to help you understand marketing practice from a global perspective. The unit will consider and assess a range of different market entry models and tactics, and consider the implications of increasing globalisation.

You will consider the nature of globalisation and will develop a greater understanding of the globalisation process, including its benefits but also the associated risks. You will develop the ability to analyse and evaluate the strategic responses of international businesses to changes in their global environment.

This unit will develop an understanding of global marketing environments and the challenges and opportunities presented to business. The unit will focus on an evaluation of the practical application of global marketing theories, giving you an opportunity to review multinational companies' strategies and tactics in the context of a global marketplace using practical real life examples.

This unit will evaluate the marketing challenges faced by companies attempting to develop and grow in international markets and appraise the strategies organisations adopt to deliver success in the global marketplace. The unit will also examine the means by which corporate marketing strategies can be deployed in the search for sustainable competitive advantage.

What you'll learn

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

Learning Outcomes *The learner will:*	**Assessment Criteria** *The learner can:*	**Weighting**
1. Critically analyse the key characteristics of the international globalised business environment	1.1 Assess the international business environment and how the nature of trading has changed in recent years 1.2 Critically discuss, using relevant theories and frameworks, the reasons why countries trade 1.3 Discuss the alternative views of globalisation and evaluate approaches taken in respect of the nature and drivers behind globalisation 1.4 Critically evaluate the international competitive landscape	25%
2. Critically evaluate strategic international marketing opportunities	2.1 Explain the nature of international development 2.2 Critically evaluate different strategic responses and approaches to global strategy development 2.3 Analyse the main approaches to international marketing research and opportunity development	25%
3. Appraise the suitability of alternative market entry methods as part of the formulation of an international strategy	3.1 Critically discuss the main characteristics of international marketing strategy 3.2 Critically evaluate various market entry methods 3.3 Evaluate potential barriers to entry, limitations on organisational capability, and the advantages or disadvantages of different market entry methods 3.4 Discuss the management of risk and control in respect of market entry into new international markets	25%
4. Examine and justify relevant marketing strategies within different cross-cultural settings, applying them to real life case studies	4.1 Appraise the role of culture in conducting international business and its impact on transnational transactions 4.2 Evaluate social and cultural considerations in developing international business strategy 4.3 Justify the differing product and service strategies employed in an international context 4.4 Discuss the need for different marketing methods when operating in an international context	25%

Capabilities

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

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

Element of learning	Key capabilities developed
Element 1 - The World trading environment	Ability to evaluate the current debates over the nature of globalisation, utilising these skills in context of local environment demonstrating practical, 'real world' relevant to context of local business practices *Intellectual debate, analysis of the global business environment, competitor analysis*
Element 2 - Global strategies	Ability to apply evaluation skills in respect of international markets and business opportunities based upon the use of appropriate analytical frameworks Ability to utilise market research techniques to apply practically to case study or relevant local/regional organisations to assess decision-making in respect of whether local companies should 'go global' and if so, how? *Evaluation, assessing opportunities, application of analytical frameworks, data analysis and interpretation, decision-making, leadership, strategy, influence and persuasion*
Element 3 - Market entry strategies	Ability to apply cultural awareness, cross-cultural sensitivity, diversity, in respect of globalisation and different work contexts Ability to utilise to local context, applying concepts to explain local/regional business practice *Cultural awareness, cross-cultural relationships, diversity, local knowledge of markets, critical analysis, assessing barriers, decision-making, risk management*
Element 4 - The challenge of globalisation	Ability to present arguments with respect to global marketing decisions effectively in a written format Ability to utilise these skills to apply to local/regional organisations *Reasoned arguments, global marketing, decision-making, communication, persuasion and influence, flexibility*

Business Ethics and Sustainability 6UBES

Unit Type: Mandatory
Level: 6
Credits: 20
GLH: 50
Assessment Method: Examination

This unit will develop your understanding of managerial and organisational principles through considering the role of ethics in business operations, including corporate social responsibility, sustainability and responsible management. You will examine the origins, theory and practice of these closely interconnected issues.

Business ethics are now fundamental to all aspects of business, from finance to marketing, and can demonstrate accountability to the people and environments impacted by an organisation's actions. No business is immune, and it is important that organisations are aware of the ethical issues surrounding business decisions and that employees at all levels of the organisation are familiar with the principles of ethical decision-making.

Throughout the three elements that make up this unit, you will consider the complexities facing international management when engaging with stakeholders from diverse cultural and ethical backgrounds, who differ in business or ethical norms. You will study ethics through the lens of a global business ethical agenda alongside local cultural insight.

By the end of the unit you will be confident to discuss both practical theoretical issues relating to ethics and the relationship between business and society in an international context.

What you'll learn

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

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Weighting
1. Critically evaluate differing approaches to business ethics	1.1 Evaluate teleological, deontological and mixed frameworks which influence western approaches to business ethics 1.2 Evaluate how the core principles of Confucianism philosophy influence eastern approaches to business ethics	20%
2. Analyse the core principles of corporate social responsibility	2.1 Analyse the core principles of the economic model, the philanthropic model, and the stakeholder models of corporate social responsibility	20%
3. Critically evaluate the opportunities and challenges for a range of organisations to develop ethical business practice through corporate social responsibility policies and reporting	3.1 Critically evaluate how organisations of different types can effectively implement corporate social responsibility policies and reporting procedures on triple bottom line sustainability	20%
4. Analyse the core principles of sustainability in relation to businesses	4.1 Analyse the meaning and importance of sustainability in a business context 4.2 Critically discuss the common elements of sustainability in a business context 4.3 Critically assess the factors an organisation must consider when developing a sustainability strategy	20%
5. Analyse the influence of organisational culture and leadership on business ethics with a focus on marketing and human resource management	5.1 Critically evaluate how organisations' culture and leadership can influence approaches to ethical decision-making 5.2 Assess the opportunities and challenges for differing types of organisation to effectively integrate ethical decision-making into the marketing mix and human resource management functions	20%

Capabilities

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

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

Element of learning	Key capabilities developed
Element 1 - Theoretical perspectives on business ethics	Ability to analyse theoretical concepts relating to business ethics Ability to apply theoretical concepts relating to business ethics to practical industry examples Ability to manage learning through systematic secondary research *Analysis, application, research, critical thinking, application of theory*
Element 2 - Corporate social responsibility and sustainability principles	Ability to communicate personal points of view effectively through debates, presentations and written reports Ability to analyse and debate ethical dilemmas Ability to synthesise complex information to develop reasoned recommendations *Communication, ethical practice, synthesis of complex information, making reasoned arguments*
Element 3 - Implementing CSR policies	Awareness of CSR and its importance Ability to identify and evaluate the opportunities to develop ethical business practice through CSR Ability to identify and evaluate the challenges to developing ethical business practice through CSR Ability to understand the implementation of CSR policies and reporting procedures for triple bottom line approaches *Corporate social responsibility, evaluation and analysis, policy implementation, ethical business practice*
Element 4 - Sustainability	Ability to understand the concept of sustainability in relation to the business context Ability to identify the drivers for sustainability, and the arguments for and against it Ability to identify and discuss the common elements of sustainability that impact business organisations Ability to assess the factors that an organisation must consider when developing a sustainability strategy *Planning, analysis, strategy, sustainability considerations, impact of business behaviour*

Element 5 - Business ethics in responsible management practice	Ability to evaluate and discuss different approaches to solving ethical dilemmas Ability to reflect on ethical business considerations in making responsible management decisions Development of investigative understanding through real life case studies Working independently and in teams *Analysis of alternative arguments and approaches, problem solving, decision-making, investigation, team working, independent working*

Strategic HRM 6USHR

Unit Type: Optional
Level: 6
Credits: 20
GLH: 50
Assessment Method: Assignment

The influences of wider external pressures and developments such as globalisation, technology, demographics and shifting social expectations have all led to changes in the workplace. Workplaces are now more diverse with traditional models of working and employment giving way to more flexible forms of organisation and operation. There is an ongoing and increasing pressure for competitive edge and to maximise the value created by an organisation's employees alongside an increasing recognition of the need to protect and maintain ethical and fair working practices. A range of research evidence has demonstrated the link between effective strategic human resource management (SHRM) and organisational performance.

This unit will explore the impact of these wider changes and how this has led to debates about HR's role and contribution at a strategic level. Evidence on the contribution afforded by a strategic approach on both organisational and employee performance will be evaluated, identifying the features and benefits of adopting an aligned and focused approach. The impact of this on the role, responsibilities and a range of HR practices, including the acquisition, management and development of the human resource, will be considered.

The unit concludes with an exploration of the supporting and facilitating role played by HR in managing organisational change as well as considering wider developments and trends which are likely to shape the workplace and their impactions for the role of HRM functions and strategies in the future.

What you'll learn

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

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Weighting
1. Analyse the role and importance of a strategic approach to HR management	1.1 Assess the nature, aims and characteristics of a strategic approach to people management in relation to organisational success 1.2 Critically analyse the concept of strategic alignment and its implications on practice and delivery of SHRM 1.3 Critically analyse evidence on the link between HR practices and organisational achievement 1.4 Evaluate the major theoretical approaches to SHRM	20%
2. Assess the role of the HR function in providing frameworks and practices to improve organisational and employee performance	2.1 Evaluate the factors impacting on the changing role of HR in organisations 2.2 Assess the impact of perception and expectations on the delivery of, and contribution made by, SHRM 2.3 Assess the main frameworks and models developed to analyse the role of the HR function 2.4 Analyse the suitability and implications of different structural arrangements for HR service delivery across a range of organisational contexts	20%
3. Critically evaluate a range of HR strategy formations within specified contexts	3.1 Analyse the process, content and issues associated with HR strategic formation 3.2 Analyse the implications of contextual factors on the choice of approaches to HR and HR strategies	20%
4. Assess the appropriateness of a range of HR strategies and their application within specified organisational contexts	4.1 Critically assess the role of HR in talent acquisition, development management and retention 4.2 Critically assess the concept of HR development (HRD) and its relationship with organisational success 4.3 Evaluate the approaches to managing employee relations and the factors influencing different choices 4.4 Appraise the contribution of HR strategies in managing organisational performance 4.5 Appraise the role of HR in promoting and facilitating successful organisational change	20%

5. Critically evaluate contemporary perspectives and debates on SHRM in order to develop insights into the changing nature of the profession	5.1 Review and evaluate contemporary research and debates 5.2 Analyse a range of contemporary issues affecting the practice of SHRM, justifying potential solutions and approaches	20%

Capabilities

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

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

Element of learning	Key capabilities developed
Element 1 - The emergence of a strategic dimension to people management	Ability to align HR strategies and approaches with, and in support of, organisational direction and business strategy Ability to evaluate and make recommendations for improvements to functional performance, selecting appropriate forms of measurement Critical understanding of different perspectives and approaches to the delivery of SHRM which can be applied in context *Strategic thinking, reasoned judgements, recommending improvements, analysis*
Element 2 - The global context of SHRM	Ability to promote ethical approaches to work and management of employees within the workplace Ability to manage ethical issues to protect the organisation's reputation and respect its obligations Appreciation of the wider contextual influences affecting the delivery of SHRM within a global context Ability to scan the wider labour market (locally, nationally and internationally) in order to proactively inform the development of HR strategies Ability to communicate and manage effectively and sensitively in a cross cultural context *Adoption of ethical practices, managing people, external and internal analysis, communication, cross-cultural sensitivity*
Element 3 - Developing and implementing HR strategies	Ability to develop appropriate HR strategies in support of organisational goals Ability to maintain a strategic perspective when identifying HR solutions within the organisation Ability to communicate proposals clearly and with reason *Strategy development, critical thinking, analysis, problem-solving, decision-making, leadership and management, communication, persuasion, accuracy*
Element 4 - The use and application of a range of HR strategies to improve employee and organisational performance	Ability to contribute to the shaping of organisational practice and strategies Ability to develop appropriate approaches to improve employee and organisational performance *Strategic thinking, analysis, improving employee and organisational performance, leadership and management*

Element 5 - Contemporary issues affecting SHRM	**Awareness of current trends, challenges and best practice in the wider HR field and ability to selectively draw upon research and evidence in furthering own and organisational HR practice** **Ability to adopt an inquiring mindset in keeping abreast of trends and debates** ***Critical thinking and debate, awareness of current trends and issues, best practice, gathering and interpreting research data***

Organisational Design, Development and Performance 6UODD

Unit Type: Optional
Level: 6
Credits: 20
GLH: 50
Assessment Method: Assignment

An organisation is a group of people working together to achieve specific goals. The way an organisation is designed, and then the way it develops to address the challenges it faces, helps to determine whether the organisation will be successful. In this unit, the focus is on understanding the different ways that organisations design the process of organisational development and the link between this and organisational performance.

On completion of this unit, you will be able to analyse and evaluate the theoretical bases of organisational design, and decide on the appropriate design for different organisations. You will be able to reflect on the impact of the organisational design on the individual employee and report on any needs to develop and change the organisation.

You will be able to analyse and predict the need to make interventions to develop organisations. You will understand the process of identifying problems that have occurred in the design of an organisation, and solving those problems. You will be equipped with the skills required to manage change processes, and you will be able to critically reflect on the outcome of an organisation intervention resulting in change.

Furthermore, you will be able to synthesise the design and development of an organisation with the overall performance outcomes. In doing this, you will define success of the organisation and reflect on any barriers that occur in achieving that 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).

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Weighting
1. Critically evaluate the concept of organisational design to evaluate the performance of the organisation	1.1 Analyse the theoretical basis of organisational design 1.2 Compare and contrast models and tools used to manage the organisational design process 1.3 Critically evaluate the different structures used in an organisation	20%
2. Analyse the impact of external and internal factors on organisational performance	2.1 Analyse the impact of external factors on the success of the organisation 2.2 Analyse the impact of internal factors on the success of the organisation 2.3 Analyse the influence of external and internal factors on the design of the organisation	20%
3. Critically evaluate the theoretical and practical basis of organisational development to allow development of appropriate strategies	3.1 Evaluate the theoretical basis of organisational development 3.2 Analyse the process of organisational development 3.3 Appraise the role of the employee in effective organisational development	20%
4. Critically assess the success of an organisation by defining acceptable and excellent performance	4.1 Critically discuss the concept of success in an organisation 4.2 Critically review models of organisational change 4.3 Analyse the link between management of change and successful performance of an organisation	20%
5. Compare and contrast strategies of organisational development to achieve successful organisational performance	5.1 Justify the implementation of strategies to improve organisational performance 5.2 Assess the impact of development strategies on the success of the 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
Element 1 - Organisational design	Critical understanding of the basis for organisational design and why it is important to successful business organisations Knowledge of tools used to manage the design process Knowledge of different organisational structures *Critical thinking, organisational design, processes*
Element 2 - External and internal factors and their impact on the organisation	Ability to analyse the internal and external environment to identify different factors and the impact they have on the organisation and why those impacts occur *Internal and external analysis, critical thinking, environmental scanning and stakeholder mapping, management styles*
Element 3 - Organisational development	Critical understanding of the theoretical basis for organisational development and an ability to apply theory to practical situations Understanding of the organisational development process *Critical thinking, principles of organisational development, stakeholder management*
Element 4 - Defining successful performance of the organisation and managing change	Critical understanding of the concept of success as a basis for achieving success in reality Ability to identify and implement organisational performance indicators and use techniques such as balanced scorecard and target setting Ability to manage change and resistance to change, understanding the different theoretical models of change *Critical thinking, organisational performance, target setting, use of tools and models, change management*
Element 5 - Implementing successful organisational development strategies	The ability to lead on organisational development activities, taking a strategic role *Strategic leadership, strategy development and implementation, objective setting, continuous improvement, communications, stakeholder buy-in, evaluating strategy impact*

Contemporary Developments in Global HRM 6UGHR

Unit Type: Optional
Level: 6
Credits: 20
GLH: 50
Assessment Method: Assignment

This unit focuses on developments in this global context of HRM. You will explore existing and emerging models of HRM and will consider the impact of the global environment on these models including international policy, law and regulation.

You will also consider the concept of globalisation and its effect upon international management practices. You will evaluate trends in demography, social and technological changes and the way in which these shape and influence HR strategies and practices in rising to both challenges and opportunities. This is an opportunity to consider the future trends of globalisation and their impact upon the world of work and the HR function.

You will utilise your understanding of HRM in an international context to explore the challenges involved in cross-border managing an international HR function including the consideration for staff working across international boundaries.

Furthermore, you will understand the tools and techniques required to develop high performing, integrated cross-cultural teams.

The unit will end with a consideration of the emerging trends in a global context; recent events such as Brexit and mass migration in the world indicate radical political and economic changes in the future and there will be debate on how this affects HRM.

What you'll learn

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

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Weighting
1. Critically analyse the concept of globalisation and its effect on the internationalisation of management	1.1 Critically analyse the concept of globalisation and consider economic globalisation within the context of cultural, social, political and technological change 1.2 Analyse the main aspects of globalisation and its implications for international management 1.3 Critically examine the different levels of analysis for understanding management action in multinational companies	20%
2. Critically evaluate international strategy and organisational structure in international companies	2.1 Evaluate the nature of the transnational strategy and structure and the challenges of putting it into practice 2.2 Evaluate the political dimension to cross-border mergers and acquisitions	20%
3. Critically appraise the challenges involved in managing an international HR function and transnational workers	3.1 Critically examine the features of a host environment that require practices to be tailored to fit local conditions 3.2 Appraise the possible ways in which practices may operate within and across a multinational corporation (MNC) 3.3 Analyse the benefits and challenges facing a transnational worker	20%
4. Critically discuss the process of integrating cross-cultural teams	4.1 Critically review cross-cultural models 4.2 Critically review cross-cultural integration processes	20%
5. Apply existing and emerging models of HRM within a global context and consider the influence of international policy, law and regulation	5.1 Evaluate globalisation and aligning HR strategy and plans 5.2 Analyse globalisations innovative and best practices 5.3 Assessing the challenges for HRM in the global world	20%

Capabilities

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

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

Element of learning	Key capabilities developed
Element 1 - Globalisation and internationalisation of management	Critical understanding of the concept of globalisation and the subsequent impact on the internationalisation of management *Critical thinking, global strategy, leadership and management, awareness of contemporary issues*
Element 2 - International strategic intentions	Ability to evaluate strategic intentions of organisations and the challenges involved in cross border mergers and acquisitions *Critical thinking, global strategy, problem-solving, political and cultural considerations*
Element 3 - Managing internationally	Ability to analyse the challenges of managing internationally and critically reflect upon their own managerial skills to operate in multinational companies *Reflection and self-development, leadership and management, cultural considerations, environmental scanning and analysis, ethical issues*
Element 4 - Integrating cross-cultural teams	Ability to identify the potential issues in cross-cultural teams and to suggest resolutions through appropriate cross-cultural models and integration processes *Cross-cultural management, cultural sensitivity, leadership and management*
Element 5 - Emerging HRM models within global context	Ability to synthesise a variety of trends in current political/economic theory to establish emerging HRM models in a complex global context *Critical thinking, analysis, problem-solving, decision-making, strategic leadership and management, awareness of new and emerging HRM models*

Appendix A

Mapping of modules to QAA Benchmark Statement

(Business and Management - February 2015)

Undergraduate – Knowledge – Level 6

Module	Markets and Customers	Finance	People	Operations	Information Systems	Communication and Information Technology	Policy/ Strategy	Innovation / Enterprise Development	Social Responsibility
Leading Strategic Change			•			•	•		
Business Strategy and Decision-making	•				•	•	•	•	•
Developing International Markets	•				•	•	•	•	•
Business Ethics and Sustainability	•		•				•		•
Strategic HRM			•		•	•	•		
Organisation Design, Development and Performance			•					•	
Contemporary Developments in Global HRM	•		•	•	•		•	•	

Undergraduate – Business and Management Skills – Level 6

Module	People Management	Problem solving / Critical	Research	Commercial Acumen	Innovation, creativity, enterprise	Numeracy	Networking
Leading Strategic Change	•	•	•				•
Business Strategy and Decision-making		•	•	•	•	•	
Developing International Markets		•	•	•	•		
Business Ethics and Sustainability	•	•	•				•
Strategic HRM	•	•	•				
Organisation Design, Development and Performance	•	•	•				•
Contemporary Developments in Global HRM	•	•	•				

Undergraduate – Generic Skills and Attributes – Level 6

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
Leading Strategic Change	•	•	•	•	•	•	•	•	•
Business Strategy and Decision-making		•	•		•		•	•	
Developing International Markets		•	•		•		•	•	
Business Ethics and Sustainability	•	•	•	•	•		•	•	
Strategic HRM		•	•	•	•		•	•	
Organisation Design, Development and Performance	•	•	•	•	•		•	•	
Contemporary Developments in Global HRM	•	•	•	•	•		•	•	

www.abeuk.com

ABE's offices are located in New Malden, Greater London, UK.
Tel: +44 (0)20 8329 2930 Fax: +44 (0)20 8329 2945