



**ABE Level 6 Diploma in  
Business Management  
(603/1600/7)**

**Qualification Specification**

**Version 3.3**

Version and date	Change details	Section
Launch Version – June 2017	Document created	All
Version 2.0 – March 2018		
Version 3.0 – July 2019	<p>Format changed from one to three individual specifications</p> <p>Additional guidance added</p> <p>Assessment method for 2020 added</p> <p>Assessment method changed- Units 6UCF and 6UAPM</p> <p>Weighting changed – Units 6UAPM and 6USSR</p> <p>Indicative content removed</p>	<p>All</p> <p>Qualification Summary; Assessment</p> <p>Qualification Structure</p> <p>Unit specifications</p> <p>Unit specifications</p> <p>Unit specifications</p>
Version 3.1 – December 2019	<p>Assessment method for 2019 removed</p> <p>Assignment as an assessment method for 6UCF and 6UAPM (December 2019) removed</p>	<p>Qualification structure</p> <p>Unit structure</p>
Version 3.2 – October 2021	Updating wording to reflect new assessment strategy.	<p>Assessment method – whole document</p> <p>Recognition of prior learning (RPL), accreditation of prior learning (APL), and exemptions</p> <p>Assessment</p>
Version 3.3 – November 2024	General updates.	Cover sheet and Progression.

# Contents

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

<b>Grade descriptors</b> .....	20
<b>Results and certification</b> .....	21
<b>Unit specifications</b> .....	22
<b>Appendix A</b> .....	47
<b>Mapping of modules to QAA Benchmark Statement</b> .....	47

# About ABE

## Recognition

ABE Level 4, 5 and 6 qualifications are designated higher education qualifications. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. All ABE qualifications are part of the UK Regulated Qualifications Framework (RQF).

ABE is fully regulated by Ofqual, the qualifications regulator for England. In addition to Ofqual, ABE 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 a wealth of tuition resources to help them deliver teaching to an outstanding standard.
<b>International</b>	For more than 40 years, learners around the world have been benefitting from ABE qualifications.
<b>Proven</b>	Our alumni speak for themselves – see their testimonials on our website. They work in a diverse range of industries and organisations. Many are in top jobs or running their own successful enterprises.
<b>Flexible</b>	You can study full time or part time at a pace that suits you. All our diplomas provide expertise in business management and offer you the option of specialising in Marketing or Human Resources alongside this.

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**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.

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## 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.

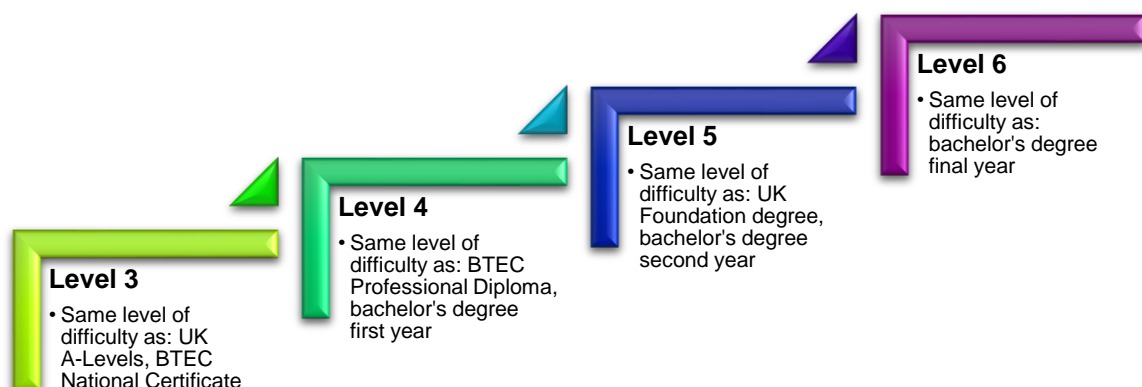
The content and format of our qualifications are the outcome of extensive research which explored the knowledge and skills employees need to possess in order for businesses to succeed. When redeveloping the new qualifications in Business, we collaborated with a wide range of students, employers, higher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

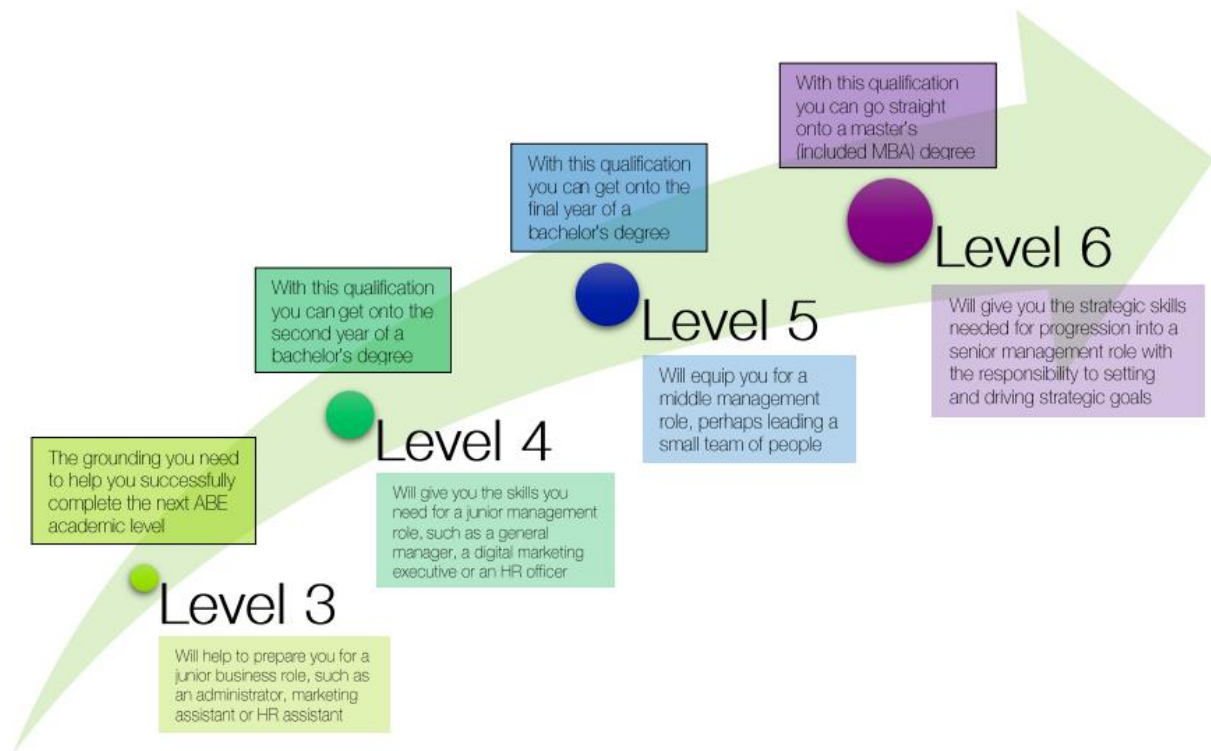
ABE is regulated by Ofqual who also manage the Regulated Qualifications Framework, which ABE diploma are accredited against. Qualifications within the RQF must be levelled against the RQF level descriptors to ensure they are broadly similar in the knowledge and depth of understanding required to pass 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 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 (603/1600/7)

## Operational start date

1<sup>st</sup> June 2017

## Qualification objective

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

- 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 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 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](#).

## Localisation

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

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

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

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

# Qualification structure

## ABE Level 6 Diploma in Business Management (603/1600/7)

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

The total Guided Learning Hours (GLH) is **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
<b>Core Mandatory Units</b>					
6ULSC	Leading Strategic Change	6	50	20	Assignment
6UBSD	Business Strategy and Decision-making	6	50	20	Timed Open Book Exam
6UDIM	Developing International Markets	6	50	20	Timed Open Book Exam
6UBES	Business Ethics and Sustainability	6	50	20	Timed Open Book Exam
<b>Optional Units</b>					
6USSR	Strategic Stakeholder Relationships	6	50	20	Assignment
6UCF	Corporate Finance	6	50	20	Timed Open Book Exam
6UAPM	Advanced Project Management	6	50	20	Timed Open Book Exam

## QAA benchmarking

One of the key design principles of ABE new qualifications is to enable progression to higher education university programmes. As well as ensuring that each qualification level offers the appropriate credit values for progression, we have also 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 timed open book exams 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 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 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 (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
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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, so 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 for Business Management**.

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:

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

## Indicative Content

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

**Unit Type:** Mandatory

**Level:** 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).

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Weighting</b>
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
<b>Element 1 - Strategic leadership principles</b>	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 <i>Approaches to strategic leadership, communication, role model, professionalism</i>
<b>Element 2 - Leading and influencing strategic change</b>	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 <i>Change management, planning, leadership, influencing others, impact analysis</i>
<b>Element 3 - Engaging and collaborating with stakeholders</b>	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 <i>Stakeholder analysis, leadership, change management, application of models and approaches, planning and implementation</i>
<b>Element 4 - Developing strategic leadership skills</b>	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 <i>Strategic leadership, leading change, self-reflection and self-evaluation, self-development, gap analysis</i>

**Unit Type:** Mandatory

**Level:** 6

**Credits:** 20

**GLH:** 50

**Assessment Method:** Timed Open Book Exam

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).

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Weighting</b>
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%

<p>4. Apply techniques to support recommendations for strategic decision-making in different contexts</p>	<p>4.1 Examine approaches to strategic management in different contexts</p> <p>4.2 Apply decision-making techniques and tools</p> <p>4.3 Evaluate identified options against specified criteria using decision-making techniques</p> <p>4.4 Make recommendations for strategic development in a specified business and organisational context</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 - Strategic concepts in contemporary business organisations</b>	<p>Ability to adopt a critical approach to concepts of strategy and strategic thinking in their application to a business organisation</p> <p>Ability to assess whether a particular approach to strategic development is appropriate for different contexts and situations</p> <p><i>Critical thinking, strategic thinking, strategic development, decision-making</i></p>
<b>Element 2 - Strategic capability in context</b>	<p>Ability to assess organisational strategic capability for future proofing and response to changes in the business environment</p> <p><i>Assessing capabilities, analysis, future proofing, decision-making, leadership, planning, change management, flexibility, commercial awareness, competitor awareness</i></p>
<b>Element 3 - Strategic formation: option development in a business context</b>	<p>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</p> <p><i>Options development and evaluation, strategic decision-making, analysis, organisational development</i></p>
<b>Element 4 - Strategic decision-making</b>	<p>Ability to conceptualise decision-making in different contexts</p> <p>Ability to apply models, forecasting techniques and scenario-building approaches</p> <p>Ability to evaluate options to assist in strategic decision-making in context</p> <p><i>Problem solving, critical thinking, teamwork, communications, analysis, forecasting, scenario building, strategic decision-making</i></p>

**Unit Type:** Mandatory

**Level:** 6

**Credits:** 20

**GLH:** 50

**Assessment Method:** Timed Open Book Exam

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).

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Weighting</b>
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
<b>Element 1 - The World trading environment</b>	<p>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</p> <p><i>Intellectual debate, analysis of the global business environment, competitor analysis</i></p>
<b>Element 2 - Global strategies</b>	<p>Ability to apply evaluation skills in respect of international markets and business opportunities based upon the use of appropriate analytical frameworks</p> <p>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?</p> <p><i>Evaluation, assessing opportunities, application of analytical frameworks, data analysis and interpretation, decision-making, leadership, strategy, influence and persuasion</i></p>
<b>Element 3 - Market entry strategies</b>	<p>Ability to apply cultural awareness, cross-cultural sensitivity, diversity, in respect of globalisation and different work contexts</p> <p>Ability to utilise to local context, applying concepts to explain local/regional business practice</p> <p><i>Cultural awareness, cross-cultural relationships, diversity, local knowledge of markets, critical analysis, assessing barriers, decision-making, risk management</i></p>
<b>Element 4 - The challenge of globalisation</b>	<p>Ability to present arguments with respect to global marketing decisions effectively in a written format</p> <p>Ability to utilise these skills to apply to local/regional organisations</p> <p><i>Reasoned arguments, global marketing, decision-making, communication, persuasion and influence, flexibility</i></p>



**Unit Type:** Mandatory

**Level:** 6

**Credits:** 20

**GLH:** 50

**Assessment Method:** Timed Open Book Exam

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).

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

**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*

**Unit Type:** Optional

**Level:** 6

**Credits:** 20

**GLH:** 50

**Assessment Method:** Assignment

Business stakeholders include anyone who has an interest in what the organisation is doing or the outcomes of its activities. An increasing number of qualifications include elements on stakeholder management, but this unit will focus on stakeholder relationships that have a *strategic* significance to the business, be they beneficial or potentially damaging. The difficulty about stakeholder management is that stakeholders have different agendas and, in seeking to satisfy one group, you can alienate others. Stakeholder *engagement* seeks to build *collaborative relationships*, which requires an integrated approach. By its nature, it has to be proactive rather than reactive and at its best, it reflects long term corporate culture rather than being done on a project-by-project basis.

This unit will take you through a step-by-step process that will enable you 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. You will explore 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.

Engaging effectively with stakeholders needs to be at the heart of strategic management, not an optional extra; without it, many strategies fail and, in extreme situations, cost organisations dearly through reputational damage. It does take resource to engage effectively with stakeholders, but the benefits are usually more than worth the investment.

## What you'll learn

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

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Weighting</b>
1. Critically assess an organisation's stakeholders in order to determine their strategic influence and impact in relation to a particular project	1.1 Critically discuss the importance of stakeholder analysis 1.2 Analyse the range of stakeholders for their strategic influence and potential impact in relation to a specific project	20%
2. Critically review the process of engaging with stakeholders and developing an appropriate engagement plan	2.1 Critically analyse the strategic relationships that an organisation has with the stakeholders of a particular project in order to decide how best to engage with them 2.2 Prioritise the use of resources for an engagement plan in relation to a particular project, justifying it from a strategic perspective 2.3 Review the success of the engagement plan objectives, including from the perspective of the organisation and its stakeholders 2.4 Recommend strategic changes that could be made in order to respond to stakeholders' perceptions and/or adapt to changing conditions	30%
3. Develop relevant communication approaches and messages that would be used at each stage of the stakeholder engagement plan	3.1 Justify the key components of the message that needs to be communicated, customising it for different stakeholder groups as necessary in relation to a specific project 3.2 Recommend, with justification, communications that will engage the key strategic stakeholders for a particular project in line with its objectives	25%
4. Recommend how to deal with the stakeholder resistance that might be encountered with a project's objectives and the way a project is planned to be implemented	4.1 Assess the response to your engagement campaign in order to identify early indications of resistance so that prompt action can be taken 4.2 Recommend practical ways of managing and resolving conflict so that stakeholder engagement can be achieved in line with the project's objectives	25%

## Capabilities

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

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

Element of learning	Key capabilities developed
<b>Element 1 - Strategic influence of stakeholders</b>	Ability to assess the strategic significance of an organisation's stakeholders in relation to a specific project <i>Commercial acumen, stakeholder awareness</i>
<b>Element 2 - Engaging with stakeholders</b>	Ability to analyse a project's stakeholders in order to prioritise the use of resources for the engagement plan <i>Stakeholder awareness, prioritisation, stakeholder engagement strategies, resource and budgetary planning</i>
<b>Element 3 - Communication with stakeholders</b>	Ability to develop the messaging and media selection for each stage of a stakeholder engagement plan <i>Targeted communications, campaign planning and media selection</i>
<b>Element 4 - Managing stakeholder resistance</b>	Ability to deal with the stakeholder resistance that might be encountered during the implementation of an engagement plan <i>Listening, negotiation, assertiveness, conflict management, sensitivity to social diversity</i>

**Unit Type:** Optional

**Level:** 6

**Credits:** 20

**GLH:** 50

**Assessment Method:** Timed Open Book Exam

The focus of corporate finance is the sourcing and investment of finance in the business. It addresses the key principles and concepts that are needed to ensure the financing and investment decisions reflect the strategic requirements of the business. It focuses on applied techniques that managers need in order to take financial decisions that create value for the business.

Corporate finance is fundamental feature of modern business. In an increasingly competitive and complex business environment, decisions on from where a business obtains financing and the investment opportunities that it chooses to pursue are often critical. This unit will provide you with knowledge of the key principles and concepts that are important in these decisions. It will also equip you with the skills that are needed to apply this knowledge in a contemporary work 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).

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Weighting
1. Critically analyse the factors that influence capital structure decisions and strategy	1.1 Appraise the alternative role and purpose of corporate finance in order to decide how best to formulate a capital structure for the business  1.2 Critically analyse the roles played by stakeholders, different types of risk, and alternative approaches to business strategy when selecting a capital structure that reflects the strategic objectives and strategic environment of the business  1.3 Critically evaluate the alternative frameworks for the development of a capital structure to ensure that it is based on a sound conceptual and contemporary underpinning	20%
2. Critically evaluate alternative sources of finance to ensure that financing decisions reflect the strategic objectives and strategic circumstances of the business	2.1 Compare alternative approaches to sources of equity and debt in relation to the strategic objectives and strategic environment of the business  2.2 Critically evaluate the impact of the use of a range of equity and debt financing on a business's financing structure  2.3 Apply criteria and decision-making frameworks in equity and debt financing	20%
3. Critically evaluate approaches to the calculation of the cost of capital that take account of techniques for the valuation of equity and different types of risk	3.1 Critically evaluate the alternative approaches to the valuation of equity  3.2 Apply appropriate methods for the calculation of the cost of capital in order to provide a basis on which strategic financing and investment decisions can be made  3.3 Critically evaluate the effects of different types of risk on the cost of capital by applying techniques that reflect the strategic environment in which the business operates	20%

<p>4. Critically evaluate the strategic objectives and environment in which the business operates in order to decide on appropriate advanced investment appraisal techniques</p>	<p>4.1 Apply appropriate advanced investment appraisal techniques</p> <p>4.2 Apply advanced investment appraisal techniques that take account of cash flows, taxation and inflation in ways that reflect the strategic environment in which the business operates</p> <p>4.3 Critically evaluate a range of advanced investment appraisal techniques in order to ensure that their use by the business reflects a critical understanding of how decisions might be affected by the features of different techniques</p>	<p>20%</p>
<p>5. Critically evaluate contemporary issues in corporate finance, including the importance of ethics and corporate governance, and the role of corporate finance in the market for ownership and control</p>	<p>5.1 Critically evaluate alternative perspectives on the role of ethics in corporate finance</p> <p>5.2 Appraise the business's approach to corporate governance in the context of legal, regulatory and professional requirements</p> <p>5.3 Critically evaluate the role of corporate finance in mergers and acquisitions, and the market for ownership and control in a globalised environment</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 importance of capital structure</b>	<p>Ability to develop an approach to formulating the capital structure for a business based on sound conceptual and theoretical underpinning</p> <p>Ability to manage stakeholders and risks as part of selecting a financing structure, ensuring that the choice reflects the strategic objectives and existing and potential strategic pressures</p> <p><i>Financial management, application of theoretical frameworks, appreciation of impact of strategic objectives of financial decision-making, communication, influence, stakeholder management, approaches to business strategy</i></p>
<b>Element 2 - Equity and debt financing</b>	<p>Ability to critically evaluate alternative sources of finance in order to ensure that financing decisions reflect the strategic objectives and strategic circumstances of the business</p> <p>Ability to apply criteria and decision-making frameworks in the context of equity and debt financing</p> <p><i>Critical thinking, analysis, business acumen, commercial awareness, decision-making</i></p>
<b>Element 3 - The cost of capital</b>	<p>Ability to critically evaluate different approaches to the calculation of the cost of capital in line with a business's strategic direction</p> <p>Ability to apply techniques to calculate the cost of capital that take account of alternative approaches to the valuation of equity and different types of risk</p> <p><i>Critical thinking, analysis, calculations, decision-making, risk assessment</i></p>
<b>Element 4 - Advanced investment appraisal</b>	<p>Ability to select and apply appropriate investment appraisal techniques that reflect the strategic objectives and environment in which the business operates</p> <p>Ability to apply investment appraisal techniques that take account of cash flows, taxation and inflation</p> <p><i>Analysis, decision-making, influence and persuasion, investment appraisal techniques</i></p>
<b>Element 5 - Contemporary issues in corporate finance</b>	<p>Appreciation of contemporary issues in corporate finance and their impact on businesses</p> <p>Recognition of the importance of ethics, corporate governance and the role of corporate finance in ownership and control in a globalised economy</p> <p><i>Critical thinking, contemporary issues, ownership and control, ethical issues</i></p>

**Unit Type:** Optional

**Level:** 6

**Credits:** 20

**GLH:** 50

**Assessment Method:** Timed Open Book Exam

This unit will build on the fundamental principles covered in the Level 4 Project Management unit and enable you to develop knowledge of the advanced principles, practices and techniques vital to the successful leadership and commercial management of complex projects.

Projects can range from civil construction works, through new information technology and internet-based systems and the outsourcing/offshoring of work previously tackled in-house, to the launch or re-engineering of products, services and processes. All projects should be aligned with the overall strategic objectives of the organisation.

Projects are a constant feature of organisations and the need for effective project management is essential. Employers confirm that staff with precisely this type of practical knowledge and skills are consistently hard to recruit and retain. Experience and the application of knowledge is always a key factor in project management and a key priority throughout the unit will be for you to be able to apply tools and techniques to realistic scenarios in order to effectively lead current and future strategic projects.

## What you'll learn

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

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Weighting</b>
1. Critically analyse the organisational and strategic management issues concerned with project and programme management	1.1 Evaluate the difference between project and programme management and the alternative contracting options available 1.2 Assess how the structure of an organisation can impact on the performance of project/programme management 1.3 Analyse the external business and competitive environment within which a project/programme is undertaken 1.4 Assess the strategic fit between major projects and corporate business strategy	25%
2. Analyse the importance of the human aspects of project management, including leadership, management, teamwork, knowledge management and communication	2.1 Compare and contrast leadership theories and their application to project management 2.2 Critically discuss aspects of teamwork relating to the successful management of projects 2.3 Evaluate the various methods of communication that could be used by an effective project manager 2.4 Critically evaluate the principles of knowledge management and organisational learning to projects	25%
3. Critically discuss the strategic responsibilities of a project/programme manager	3.1 Develop an appropriate business case for a project 3.2 Discuss considerations in the management of resources and budgets 3.3 Evaluate approaches for the identification and management of project/programme risks 3.4 Discuss approaches to monitoring project/programme delivery against milestones 3.5 Critically discuss the meaning and importance of benefits realisation	30%
4. Critically review the role of partnerships in project management	4.1 Review the role of partnerships in project management 4.2 Critically discuss the characteristics of an effective project partnership 4.3 Analyse how to monitor and manage project partnerships through to conclusion	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 - Strategy and project management</b>	Awareness of the difference between project management and programme management and how a project or programme is influenced by the wider business strategy and structure  <i>Strategic management, external analysis, performance management, contracting, business structures</i>
<b>Element 2 - Human aspects of project management</b>	Ability to apply theories of leadership to project/programme management Critical understanding of the human aspects of project management, such as teamwork and communication, and their critical importance to the success of a project  <i>Leadership, teamwork, project management, communications, knowledge management, organisational learning</i>
<b>Element 3 – Project planning and benefits realisation</b>	Knowledge of the strategic responsibilities of the project/programme manager Ability to develop a business case appropriate to a project Ability to plan and monitor a project/programme, including managing resources and budgets, assessing and managing risks, and monitoring progress  <i>Strategy, responsibility and accountability, developing a business case, budget management, risk management, performance management</i>
<b>Element 4 - Partnerships</b>	Critical understanding of the role of partnerships in project management and the ability to assess when it may be appropriate to use partners  <i>Critical thinking, partnerships, relationships management, monitoring, handling conflict, handling partnership termination</i>

# 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	•		•				•		•
Corporate Finance		•			•	•			•
Strategic Stakeholder Relationships	•		•			•	•	•	•
Advanced Project Management			•	•		•			

## 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	•	•	•				•
Corporate Finance		•		•		•	
Strategic Stakeholder Relationships	•	•	•	•	•		•
Advanced Project Management	•	•	•	•		•	•



## Undergraduate – Generic Skills and Attributes – Level 6

Module	Work collaboratively	Working with those from a range of cultures	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	•	•	•	•	•		•	•	
Corporate Finance		•	•		•		•	•	
Strategic Stakeholder Relationships	•	•	•		•	•	•	•	
Advanced Project Management	•	•	•	•	•		•	•	



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