



IAM Levels 4 and 5

Certificate in Business and Administrative Management

Qualification handbook
2011 edition

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1 • Introduction to the IAM Levels 4 and 5 Certificate in Business and Administrative Management

Introduction

These certificates are based on the IAM's definition of administrative management, namely that the administrative management function supports organisations in planning, organising, directing and controlling their business activities across all functional areas. Thus administrative management and administrative managers have a key role in ensuring that businesses gain and maintain their competitive advantage.

These certificates are ideal for managers who wish to gain skills in specific business and administrative management techniques but are unable to commit to full time education.

Qualification accreditation information

Level 4 accreditation number: 600/2571/2

Level 5 accreditation number: 600/2574/8

Last registration date: 31/07/14

Last certification date: 31/07/17

Qualification structure - Level 4

The IAM Level 4 Certificate in Business and Administration Management has four distinct pathways. Each pathway leads to an individual level 4 certificate.

IAM Level 4 Certificate in Business and Administrative Management

QCF unit reference	IAM unit number	Unit title	Credit value
Pathway 1: Administrative management and systems			
A/602/1796	401	Fundamentals of administrative management	15
K/602/1809	402	Administrative systems	10
Pathway 2: Managing operation and quality			
D/602/1810	403	Managing operations	15
H/602/1811	404	Managing quality	10
Pathway 3: Managing and developing human resources in organisations			
M/602/1813	405	Personal effectiveness	10
T/602/1814	406	Managing people in organisations	15
Pathway 4: Managing finance, information and knowledge			
F/602/1797	407	Managing information and knowledge	15
K/602/1812	408	Finance for administrative managers	10

Rules of combination (RoC)

To achieve the IAM Level 4 Certificate in Business and Administrative Management candidates must achieve a minimum of 25 credits.

Qualification structure - Level 5

The IAM Level 5 Certificate in Business and Administration Management has two distinct pathways. Each pathway leads to an individual level 5 certificate.

IAM Level 5 Certificate in Business and Administrative Management

QCF unit reference	IAM unit number	Unit title	Credit value
Pathway 1: Strategic administration of operations, information and finance			
J/602/1820	501	Operations management	15
R/602/1822	502	Information for strategic decision-making	10
L/602/1821	503	Advanced finance for business managers	10
Pathway 2: Strategic administration of human resources, knowledge and change			
L/602/5453	504	Organisational analysis and change	15
J/602/1817	505	Human resource management	10
R/602/1809	506	Knowledge management strategy	5

Rules of combination (RoC)

To achieve the IAM Level 5 Certificate in Business and Administrative Management candidates must achieve a minimum of 35 credits to achieve pathway 1 and 30 credits to achieve pathway 2.

Level 4 Certificate in Business and Administrative Management

Qualification assessment

Each pathway is assessed by a synoptic examination paper details of which are given here.

Pathway 1: Administrative management and systems

401 Fundamentals of administrative management (15)

402 Administrative systems (10)

This pathway is assessed by a three-hour written examination paper. The paper is divided into two sections:

Section A

This section forms 60% of the total mark.

Candidates will be expected to complete three questions from a selection of six.

Section B

This section forms 40% of the total mark for this paper.

This section is compulsory. Candidates will be given a short scenario to read and must answer a question related to that scenario.

This section will encourage candidates to use independent thinking as opposed to quoting text book answers.

Pathway 2: Managing operation and quality

403 Managing operations (15)

404 Managing quality (10)

This pathway is assessed by a three-hour written examination paper. The paper is divided into two sections:

Section A

This section forms 60% of the total mark.

Candidates will be expected to complete three questions from a selection of six.

Section B

This section forms 40% of the total mark for this paper.

This section is compulsory. Candidates will be given a short scenario to read and must answer a question related to that scenario.

This section will encourage candidates to use independent thinking as opposed to quoting text book answers.

Pathway 3: Managing and developing human resources in organisations

405 Personal effectiveness (10)

406 Managing people in organisations (15)

This pathway is assessed by a three-hour case study examination based on a pre-released case study. The paper is divided into two sections:

Section A

This section forms 40% of the total mark.

This section is compulsory. Candidates must answer two compulsory questions relating to the pre-published case study.

Section B

This section forms 60% of the total mark.

Candidates will be expected to complete three questions from a selection of six.

Pathway 4: Managing finance, information and knowledge

407 Managing information and knowledge (15)

408 Finance for administrative managers (10)

This pathway is assessed by a three-hour written examination paper. The paper is divided into two sections:

Section A

This section forms 60% of the total mark.

Candidates will be expected to complete three questions from a selection of six.

Section B

This section forms 40% of the total mark for this paper.

This section is compulsory. Candidates will be given a short scenario to read and must answer a question related to that scenario.

This section will encourage candidates to use independent thinking as opposed to quoting text book answers.

Level 5 Certificate in Business and Administrative Management

Qualification assessment

Each pathway is assessed by a synoptic examination paper details of which are given here.

Pathway 1: Strategic administration of operations, information and finance

501 Operations management (15)

502 Information for strategic decision-making (10)

503 Advanced finance for business managers (10)

This pathway is assessed by a three-hour written examination paper. The paper is divided into two sections:

Section A

This section forms 60% of the total mark.

Candidates will be expected to complete three questions from a selection of six.

Section B

This section forms 40% of the total mark for this paper.

This section is compulsory. Candidates will be given a short scenario to read and must answer a question related to that scenario.

This section will encourage candidates to use independent thinking as opposed to quoting text book answers.

Pathway 2: Strategic administration of human resources, knowledge and change

504 Organisational analysis and change (15)

505 Human resource management (10)

506 Knowledge management strategy (5)

This pathway is assessed by a three-hour case study examination based on a pre-released case study. The paper is divided into two sections:

Section A

This section forms 40% of the total mark.

This section is compulsory. Candidates must answer two compulsory questions relating to the pre-published case study.

Section B

This section forms 60% of the total mark.

Candidates will be expected to complete three questions from a selection of six.

Relevant sources of information

Related publications

The IAM also provide the following documents specifically for this qualification:

Publication	Available from
Study guide	http://www.instam.org
Sample assignments	http://www.instam.org
FAQs	http://www.instam.org

IAM assessment terminology

The table below includes the terminology the IAM uses in all types of assessment at levels 2 to 6. It also includes the Institute's explanation of the meaning of these terms in the contexts of assessments.

Knowledge/understanding	
<p>These are foundation skills.</p> <p>Assessment tasks in this category require candidates to demonstrate their knowledge and understanding of the required subject content. They assess basic learning.</p>	<p>define describe list name outline state</p>
Application	
<p>Candidates must show an ability to demonstrate the understanding of the specified knowledge content in practical business contexts.</p> <p>Assessment tasks in this category require candidates, for example, to:</p> <ul style="list-style-type: none"> • make a practical decision • demonstrate the required knowledge, understanding and skills in organisational contexts. 	<p>apply calculate create (in an applied context) demonstrate / demonstrate how design estimate investigate plan prepare propose use</p>
Analysis	
<p>Candidates must be able to break down situations, statements, theory and numerical and non-numerical data into components or essential features.</p> <p>For higher level analysis candidates should incorporate relevant concepts and theory into their arguments.</p> <p>Assessment tasks in this category require candidates to:</p> <ul style="list-style-type: none"> • select data relevant to tasks • organise data relevant to tasks • break down data/texts to their elements • respond to data/text that contains several elements 	<p>analyse / critically analyse clarify compare differentiate between examine explain identify why, how, reasons, characteristics investigate select summarise</p>
Evaluation	
<p>The most advanced cognitive skill is that of evaluation. At this level candidates make connections, present judgements, opinions and draw conclusions that are supported by valid reasons and evidence.</p> <p>Evaluation involves reflective thinking.</p> <p>Assessment tasks in this category require candidates to give detailed responses and while doing so:</p> <ul style="list-style-type: none"> • provide supported decisions or conclusions • make a reasoned case • make comparisons based on valid and relevant reasons & evidence • set up arguments based on valid reasons and evidence 	<p>advise argue for and against compare, contrast and reach a judgement criticise discuss evaluate identify the most important... interpret investigate e.g. the effectiveness of justify reason for and against recommend solve summarise ...to what extent?</p>

2 • Information for candidates

Candidate entry requirements

There are no formal entry requirements for this qualification. However, the IAM recommend that candidates wanting to complete the Level 4 Certificate should have a Level 3 qualification or equivalent work experience in the business administration area. Candidates wishing to undertake the Level 5 Certificate should have a Level 4 qualification or equivalent work experience in the business administration area.

Language knowledge

The IAM recommend a language knowledge equivalent to Level 6 IELTS. It is the centre's responsibility to assess if candidates have the required level of English and if they wish, they could require formal certification.

Age restrictions and legal considerations

The content and level of demand of these qualifications are broadly equivalent to the first and second year of a university bachelor's degree in the area of business management. Therefore, given the complexity of some of the content we believe that candidates will not have sufficient knowledge or experience below the age of 18.

Progression

These qualifications leads to further studies in management at Levels 4, 5 and 6.

Exemption policy

The Institute operates an exemption scheme which offers students recognition for other relevant academic or professional qualifications. For more information please refer to our exemption policy document, which can be found on our website www.instam.org.

Independent candidates

Some candidates choose to prepare for IAM examinations by studying as an independent student, with no support from a tuition centre. The IAM does not recommend such a learning strategy because there is evidence to suggest that the quality of learning is greatly enhanced by tutor and peer group support.

If a candidate still wishes to undertake any of the IAM qualifications as an independent student they will need to complete the appropriate registration forms, which can be found on the IAM website, www.instam.org.

Important notice for independent candidates

It is important that all candidates are aware that IAM accredited centres are not permitted to provide tutorial or assessment support for independent candidates. If candidates are aware of any breach of these rules, they should immediately notify the IAM on info@instam.org.

Replacement documentation

In some circumstances candidates will require replacement copies of documents previously issued i.e. notifications of results, transcripts, certificates. For information on how to order replacements please refer to the information section of our website www.instam.org

Membership

The IAM is the only professional body in the United Kingdom specialising in the promotion of Administrative Management.

Our membership includes directors, accountants and company secretaries, people concerned with specialist functions, general managers and executives with operational and administrative responsibilities in both the public and private sector.

There are two routes into professional membership of the IAM, based on:

- taking IAM professional qualifications
- previous experience and knowledge

Both routes have equal status and all members are encouraged to undertake Continuing Professional Development (CPD).

Student membership

All Level 4 and Level 5 Certificates in Business and Administrative Management candidates registered with the IAM receive student membership of the Institute. This enables them to have access to the student membership area of the IAM website, which includes the course study and support materials.

Associate (AInstAM)

Associate membership is open to individuals who:

- have been employed for two years or more in any business where their duties involve the management of business administration
- hold the IAM Level 4 Diploma in Business and Administrative Management

Associate members of the Institute are eligible to use the designatory letters AInstAM. Upon successful completion of the Level 4 Diploma in Business and Administrative Management, candidates automatically gain the grade of associate member.

Member (MInstAM)

Full membership is open to individuals who:

- have been employed for **five** years or more in any business where their duties involve the management of business administration
- hold either the IAM Level 5 Diploma in Business and Administrative Management

Full members of the Institute are eligible to use the designatory letters MInstAM.

Upon successful completion of the Level 5 Diploma in Business and Administrative Management, students automatically gain the grade of member.

Fellow (FInstAM)

Fellowship of the IAM is open to full members who have held continuous membership for at least **five** years. Fellows of the Institute are eligible to use the designatory letters FInstAM.

On occasion, the IAM will accept applications for direct entry to fellowship when the applicants experience and achievements merit the status of IAM fellow.

Designatory letters can only be used while an associate member, member or fellow is a paid-up member of the IAM.

Obtaining IAM centre and qualification approval

IAM accredited centres must meet the required criteria and satisfy the IAM that their tutorial staff, learning resources and quality systems comply with IAM quality standards.

3 • Information for centres

Accredited centre status

The potential of a centre to become an IAM accredited centre is assessed by reference to the quality and availability of appropriate:

- academic track record
- academic staff
- premises
- financial status
- learning resources
- information technology resources
- administrative services and examination centre facilities
- senior management commitment
- marketing capability

In short, a centre seeking accreditation by the IAM is expected to demonstrate that:

- it is capable of sustaining an effective system for supporting IAM students
- it has appropriate premises
- it is committing sufficient academic staff to offer the required level of teaching
- it will provide staff with the qualifications and skills necessary for valid and reliable tuition of candidates
- sufficient learning resources are available to support candidates who study at the centre
- the teaching is backed up by effective administrative resources and processes
- examination accommodation and invigilation facilities meet the IAM's standards
- it complies with the IAM accredited centre code of practice, rules and regulations
- the centre will market the IAM programmes with integrity.

Becoming an IAM accredited centre

Centres wishing to apply to become an IAM accredited centre are invited to submit a formal application for accreditation.

For further information or to find out more about how to apply to become an accredited IAM centre, please contact the IAM business sales managers on info@instam.org.

Equal opportunities

When accrediting prospective and inspecting existing centres, the IAM will ensure that they:

- have equal opportunities policies incorporating processes in line with the above principles and that these adhere to current equal opportunities legislation
- are adhering to their own published equal opportunities policies in practice
- comply with the policies and processes set out in the IAM 'equal access, reasonable adjustments and special consideration' policy document

The IAM expects all centre staff to be aware of, and comply with, these policies.

Resource requirements

A statement assuring the IAM that the centre has the appropriate accommodation and systems to support the IAM provision. This includes the IT system which must enable the centre to transmit to the IAM systems assessment and other personal data securely. Our sales managers will inspect prospective centre facilities and systems, including teaching rooms, libraries, teaching materials and IT systems in the course of the initial accreditation visit. If the centre is outside the UK, we will ask for photographic evidence of the facilities.

Tutor Conference

The IAM holds a centre conference once a year. It is part of the centre accreditation contract that the centre ensures its participation at this event.

Registration and certification

It is the responsibility of the centre to ensure that their candidates' registrations are up-to-date.

Equal access and reasonable adjustments

When developing qualifications and designing assessments, the IAM makes every effort to consider the needs of all candidates, including those with disabilities or specific difficulties.

Despite careful design it is possible that some candidates require reasonable adjustments to assessment methods or arrangements in order to ensure that they can access the assessment.

Candidates may apply for special consideration at the time of the assessment because they have been disadvantaged by temporary illness, injury, indisposition or other adverse circumstances.

Appeals

Centres must have their own auditable appeals procedure that they must explain to candidates during the induction to the courses.

Plagiarism

Guide to centres and examiners

What is plagiarism?

Candidates commit plagiarism when they copy, very closely imitate, paraphrase or cut and paste some one else's work, ideas and/or language and present it as their own.

How could tutors and centres prevent plagiarism in assessments?

First of all tutors should assess if the groups and individuals they teach are likely to commit plagiarism. They should also establish why this could happen, for example for linguistic, cultural reasons or because of simple ignorance or misunderstanding of the concept.

Tutors and centres then should:

- explain what plagiarism is and why it is wrong to plagiarise
- explain the concept of intellectual property; the ownership of words, concepts, electronic materials, etc
- develop centre policies to prevent plagiarism
- explain the consequences of committing plagiarism
- explain the importance of referencing and teach the use of referencing systems
- set differentiated, individual assignments for each candidate.

What are the consequences of plagiarism?

The IAM considers plagiarism dishonest and a serious offence. The IAM will enter a zero mark on the full piece of work containing the plagiarised materials. In cases of very serious or repeated plagiarism the candidate may be suspended for a specific length of time from registering to IAM qualifications or assessments.

Tutors should explain to candidates that those who commit plagiarism achieve lower academic results than those who do not.

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4 • IAM Level 4 Pathways

- **Pathway 1**

Administrative
management and systems

- **Pathway 2**

Managing
operations and quality

- **Pathway 3**

Managing and developing
human resources in organisations

- **Pathway 4**

Managing finance,
information and knowledge

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Pathway 1 • Administrative management and systems
Unit 401: Fundamentals of administrative management

Credit: 15
GLH: 60

Unit aim

This unit explores the role and function of administrative management in organisations and within the management profession. The candidates will become familiar with the communication tools necessary for this business function and will examine the role of ICT in administrative management.

Candidates who aspire to managerial positions in business and administration will develop the fundamental knowledge and understanding, and the analytical and evaluative skills necessary for such job roles.

Learning outcomes

This unit has three learning outcomes.

The candidate will:

- 01 Understand the concept of administrative management
- 02 Understand administrative systems
- 03 Understand the role of communication in organisations

Assessment

This unit is assessed by a three-hour written examination set and marked by the IAM.

Mandatory reading

Mullins, L. J. (2010) *Management and Organisational Behaviour*. 9th edition. Harlow, FT Prentice Hall

Pathway 1 • Unit 401 Fundamentals of administrative management

Outcome 01: Understand the concept of administrative management

Assessment criteria

The candidate can:

- 1.1 Outline the role of administrative management
- 1.2 Demonstrate how the role of the administrative manager relates to the functions of management
- 1.3 Evaluate the role of the administrative manager in the context of the administrative management function
- 1.4 Analyse the strengths and weaknesses of administrative managers

Outcome 02: Understand administrative systems

Assessment criteria

The candidate can:

- 2.1 Describe the main features of administrative systems employed in different types of organisations
- 2.2 Explain how organisations manage information flows
- 2.3 Analyse and evaluate the role of information and communication technology (ICT) in supporting administration

Outcome 03: Understand the role of communication in organisations

Assessment criteria

The candidate can:

- 3.1 Understand different models of communication
- 3.2 Analyse the strengths and weaknesses of an organisation's communication system
- 3.3 Recommend how an organisation's communication system can be improved

Pathway 1 • Administrative management and systems
Unit 402: Administrative systems

Credit: 10
GLH: 40

Unit aim

This unit explores how a framework of systems thinking can be used to improve the administrative performance of organisations. It examines the impact administration has on the organisation and the need for sound administrative policies and procedures to manage organisational activities.

Candidates who aspire to design administrative systems, policies and procedures will develop the fundamental knowledge, understanding and skills necessary for such job roles.

Learning outcomes

This unit has two learning outcomes.

The candidate will:

- 01 Understand how systems thinking can affect the administrative performance of organisations
- 02 Understand the role and function of policies and procedures in meeting customer requirements

Assessment

This unit is assessed by a three-hour written examination set and marked by the IAM.

Mandatory reading

Lucey, T. (2005) *Management information systems*. 9th edition. London, Thomson

Pathway 1 • Unit 402 Administrative systems

Outcome 01: Understand how systems thinking can affect the administrative performance of organisations

Assessment criteria

The candidate can:

- 1.1 Explain the contribution of systems thinking to efficient and effective administrative performance
- 1.2 Demonstrate the potential drawbacks to systems thinking in an organisational context
- 1.3 Apply systems thinking to the analysis of work situations

Outcome 02: Understand the role and function of policies and procedures in meeting customer requirements

Assessment criteria

The candidate can:

- 2.1 Identify criteria for administrative procedures
- 2.2 Analyse the purposes of administrative policies and procedures
- 2.3 Analyse the relationship between formulating policy and preparing procedures
- 2.4 Judge the extent to which the procedures meet customer requirements

Pathway 2 • Managing operations and quality
Unit 403: Managing operations

Credit: 15
GLH: 60

Unit aim

The aim of this unit is to examine how operations support other service or manufacturing activities. Candidates will explore how administration enables the effective management of operations across business functions, incorporating the management of the supply chain.

Candidates who aspire to positions in operations management will develop the fundamental knowledge, understanding and skills necessary for such job roles.

Learning outcomes

This unit has three learning outcomes.

The candidate will:

- 01 Understand the activities that make up operations management
- 02 Understand the relationship between operations and performance
- 03 Understand the importance of administration in operations management

Assessment

This unit is assessed by a three-hour written examination set and marked by the IAM.

Mandatory reading

Slack, N. et al (2007) *Operations management*. 5th edition. FT Prentice Hall

Pathway 2 • Unit 403 Managing operations

Outcome 01: Understand the activities that make up operations management

Assessment criteria

The candidate can:

- 1.1 Outline the main types of operations found within businesses
- 1.2 Explain how all operational activities can be represented as systems
- 1.3 Evaluate the characteristics which differentiate operational systems

Outcome 02: Understand the relationship between operations and performance

Assessment criteria

The candidate can:

- 2.1 Describe how the operations function supports business performance
- 2.2 Identify the main internal measures of success used by businesses
- 2.3 Evaluate how internal measures of success link to business objectives

Outcome 03: Understand the importance of administration in operations management

Assessment criteria

The candidate can:

- 3.1 Examine the relationship between operations and administrative management
- 3.2 Compare the process and functional approaches to operations
- 3.3 Examine the relationship between operations and the supply chain
- 3.4 Demonstrate the links between operations and quality management

Pathway 2 • Managing operations and quality
Unit 404: Managing quality

Credit: 10
GLH: 50

Unit aim

This unit examines the role quality management plays in enhancing quality across all functional areas of a business. It also discusses how administration takes an integral part in activities which lead to continuous quality enhancement in business organisations.

Candidates who aspire to positions in quality management will develop the fundamental knowledge, understanding and skills necessary for such job roles.

Learning outcomes

This unit has three learning outcomes.

The candidate will:

- 01 Understand the activities that make up quality management
- 02 Understand how quality management supports performance in organisations
- 03 Understand the role administration plays in managing quality

Assessment

This unit is assessed by a three-hour written examination set and marked by the IAM.

Mandatory reading

Slack, N. et al. (2007) *Operations management*. 5th edition. Harlow, FT Prentice Hall

Pathway 2 • Unit 404 Managing quality

Outcome 01: Understand the activities that make up quality management

Assessment criteria

The candidate can:

- 1.1 Identify the main approaches organisations use to manage quality
- 1.2 Explain how organisations benefit from continuous improvement
- 1.3 Identify the differences between compliance and ownership based approaches to achieving quality

Outcome 02: Understand how quality management supports performance in organisations

Assessment criteria

The candidate can:

- 2.1 Demonstrate how quality management supports performance in organisations
- 2.2 Evaluate the main approaches to performance evaluation used within business organisations

Outcome 03: Understand the role administration plays in managing quality

Assessment criteria

The candidate can:

- 3.1 Analyse the role of administrative systems in the effective management of quality
- 3.2 Explain the benefits of adopting a holistic approach to quality management
- 3.3 Critically examine the role of quality management in meeting customer needs
- 3.4 Demonstrate the links between quality and operations management

Pathway 3 • Managing and developing human resources
in organisations

Unit 405: Personal effectiveness

Credit: 10

GLH: 50

Unit aim

This unit explores the relationship between the effective management of people, motivation and the performance of individuals in organisations. It focuses on the skills managers should develop to solve problems and diffuse conflicts occurring in organisations. The unit also examines the role of continuous professional development (CPD).

Candidates who aspire to manage individuals in organisations will develop the fundamental knowledge, understanding and skills necessary for such job roles.

Learning outcomes

This unit has four learning outcomes.

The candidate will:

- 01 Understand the relationship between personal effectiveness and people management
- 02 Understand the relationship between motivation and personal effectiveness
- 03 Understand the need for effective skills in problem-solving and conflict resolution when managing people
- 04 Understand how CPD influences personal effectiveness

Assessment

This unit is assessed by a three-hour written examination based on a pre-released case study, set and marked by the IAM.

Mandatory reading

No single text adequately addresses the diverse nature of this unit. Candidates should selectively access and utilise a range of resources.

Pathway 3 • Unit 405 Personal effectiveness

Outcome 01: Understand the relationship between personal effectiveness and people management

Assessment criteria

The candidate can:

- 1.1 Identify the personal and interpersonal skills needed by effective managers
- 1.2 Analyse the relationship between time management and the effective performance of individuals in organisations
- 1.3 Propose solutions to problems caused by ineffective time management in organisations

Outcome 02: Understand the relationship between motivation and personal effectiveness

Assessment criteria

The candidate can:

- 2.1 Explain the relationship between motivation and the effectiveness of individuals in organisations

Outcome 03: Understand the need for effective skills in problem-solving and conflict resolution when managing people

Assessment criteria

The candidate can:

- 3.1 Identify sources of conflict within organisations
- 3.2 Examine how conflicts can be managed
- 3.3 Demonstrate how managers use the appropriate skills to resolve conflicts
- 3.4 Demonstrate problem-solving skills needed by managers

Outcome 04: Understand how CPD influences personal effectiveness

Assessment criteria

The candidate can:

- 4.1 Examine the role of CPD in organisations
- 4.2 Demonstrate how CPD influences the effectiveness of individuals in organisations

Pathway 3 • Managing and developing human resources
in organisations

Unit 406: Managing people in organisations

Credit: 15

GLH: 75

Unit aim

This unit examines the effects that individual differences have on the approach to work and the relationship between leadership and team working. It recognises that the greatest assets organisations possess are the people who work there, and that effective management of these people is the key to sustaining competitive advantage within a framework of organisational behaviour. It also explores the impact ethical practice and social responsibility have on organisations and the individuals within them.

Candidates who aspire to positions in human resource management or aim to manage and lead teams will develop the fundamental knowledge, understanding and skills necessary for such job roles.

Learning outcomes

This unit has six learning outcomes.

The candidate will:

- 01 Understand the different methods by which individuals learn and develop in the workplace
- 02 Understand how individual differences between people influence their behaviour at work
- 03 Understand the concept of leadership and its influence on effective team working
- 04 Understand the factors contributing to the successful development and performance of teams
- 05 Understand how types of organisational structure and culture impact on individuals and organisations
- 06 Understand the impact of ethical practice and social responsibility on organisations and the individuals within them

Assessment

This unit is assessed by a three-hour written examination based on a pre-released case study, set and marked by the IAM.

Mandatory Reading

Mullins, L.J. (2010) *Management and Organisational Behaviour*. 9th edition. Harlow, FT Prentice Hall

Pathway 3 • Unit 406 Managing people in organisations

Outcome 01: Understand the different methods by which individuals learn and develop in the workplace

Assessment criteria

The candidate can:

- 1.1 Identify different learning and development methods and the basis for their selection
- 1.2 Select appropriate learning and development methods for an individual at work

Outcome 02: Understand how individual differences between people influence their behaviour at work

Assessment criteria

The candidate can:

- 2.1 Distinguish between ability and aptitude
- 2.2 Explain how abilities, aptitudes, personalities, attitudes and perceptions affect individual behaviour at work
- 2.3 Explain the importance of motivation and morale for individual performance

Outcome 03: Understand the concept of leadership and its influence on effective team working

Assessment criteria

The candidate can:

- 3.1 Critically examine the concept of leadership and its importance for teamwork
- 3.2 Apply relevant concepts, models and theories of leadership to specific situations
- 3.3 Analyse the impact of leadership styles on leading and communicating within teams

Outcome 04: Understand the factors contributing to the successful development and performance of teams

Assessment criteria

The candidate can:

- 4.1 Explain the nature and importance of teamwork for an organisation
- 4.2 Identify the stages of group development and factors influencing effective team performance
- 4.3 Examine the relationship between different group roles and effective team performance

Pathway 3 • Unit 406 Managing people in organisations

Outcome 05: Understand how types of organisational structure and culture impact on individuals and organisations**Assessment criteria**

The candidate can:

- 5.1 Outline different types of organisational structure
- 5.2 Outline different types of organisational culture
- 5.3 Analyse the impact of structure and culture on organisations
- 5.4 Explain how structure and culture influence the behaviour of individuals and teams at work

Outcome 06: Understand the impact of ethical practice and social responsibility on organisations and the individuals within them**Assessment criteria**

The candidate can:

- 6.1 Examine ethics as relating to the organisation and the individual employee
- 6.2 Weigh up the benefits to organisations of adopting codes of ethics
- 6.3 Identify areas of ethical concern and social responsibility for organisations
- 6.4 Give reasons for and against organisations accepting social responsibility

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Pathway 4 • Managing finance, information and knowledge
Unit 407: Managing information and knowledge

Credit: 15
GLH: 60

Unit aim

This unit explores the relationship between data, information and knowledge, and the contribution information and knowledge management makes to the success of organisations.

Candidates who aspire to positions in information and knowledge management will develop the fundamental knowledge, understanding and skills necessary for such job roles.

Learning outcomes

This unit has three learning outcomes.

The candidate will:

- 01 Understand the need to manage information and knowledge within organisations
- 02 Understand the role of ICT in managing information and knowledge
- 03 Understand the links between knowledge management strategy and competitive advantage

Assessment

This unit is assessed by a three-hour written examination set and marked by the IAM.

Mandatory reading

Lucey, T. (2005) *Management information systems*. 9th edition. London, Thomson Learning

Pathway 4 • Unit 407 Managing information and knowledge

Outcome 01: Understand the need to manage information and knowledge within organisations

Assessment criteria

The candidate can:

- 1.1 Outline the main features of information management
- 1.2 Explain the relationship between data, information and knowledge
- 1.3 Analyse the concept of knowledge management
- 1.4 Analyse the benefits that information and knowledge management brings to organisations

Outcome 02: Understand the role of ICT in managing information and knowledge

Assessment criteria

The candidate can:

- 2.1 Outline the types and nature of organisational information systems
- 2.2 Explain how information and communication technology (ICT) affects organisational communication
- 2.3 Evaluate how ICT can be used to disseminate knowledge throughout the organisation

Outcome 03: Understand the links between knowledge management strategy and competitive advantage

Assessment criteria

The candidate can:

- 3.1 Explain the role and importance of knowledge for organisations
- 3.2 Justify the need for maintaining a learning culture in a changing environment
- 3.3 Demonstrate how knowledge management strategies and processes support and facilitate organisational learning
- 3.4 Evaluate the relationship between organisational learning and competitive advantage

Pathway 4 • Managing finance information and knowledge
Unit 408: Finance for administrative managers

Credit: 10
GLH: 50

Unit aim

This unit explores how financial information enables administrative managers to plan, control and make effective decisions.

Candidates who aspire to managerial positions in businesses will develop the fundamental financial and accounting knowledge, understanding and skills underpinning such job roles.

Learning outcomes

This unit has three learning outcomes.

The candidate will:

- 01 Understand the relationship between cost accounting and management accounting
- 02 Understand budgets and how budgetary control operates
- 03 Understand the application of financial accounting

Assessment

This unit is assessed by a three-hour written examination set and marked by the IAM.

Mandatory reading

Burns, P. and Morris, P. (1997) *Business finance – a pictorial guide for managers*. Butterworth-Heinemann

Lucey, T. (2009) *Costing*. 7th revised edition. Cengage Learning

Pathway 4 • Unit 408 Finance for administrative managers

Outcome 01: Understand the relationship between cost accounting and management accounting

Assessment criteria

The candidate can:

- 1.1 Explain the purpose and scope of cost and management accounting
- 1.2 Use information that can be provided by a cost accounting system to make decisions

Outcome 02: Understand budgets and how budgetary control operates

Assessment criteria

The candidate can:

- 2.1 Explain the use of and relationships between budgets
- 2.2 Use budgetary techniques to plan and control

Outcome 03: Understand the application of financial accounting

Assessment criteria

The candidate can:

- 3.1 Explain the nature and purpose of the main financial statements
- 3.2 Prepare a basic set of company accounts

5 • IAM Level 5 Pathways

- Pathway 1

Strategic administration of operations, information and finance

- Pathway 2

Strategic administration of human resources, knowledge and change

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Pathway 1 • Strategic administration of operations, information and finance

Unit 501: Operations management

Credit: 15

GLH: 75

Unit aim

This unit examines the strategic importance of operations management in its role of supporting other service or manufacturing activities in a business setting. Candidates will explore the contribution of the operations function to a business achieving success through the development of suitable strategies. This will include a consideration of setting and achieving operational performance targets and employing quality improvement techniques to help in delivering competitive advantage.

Candidates who aspire to positions in operations management will develop knowledge, understanding and skills necessary for such job roles.

Learning outcomes

This unit has four learning outcomes.

The candidate will:

- 01 Understand the role of operations within businesses
- 02 Understand the strategic importance of meeting operational performance targets
- 03 Understand how and why businesses use performance evaluation
- 04 Understand the impact of a range of quality improvement techniques on competitive advantage

Assessment

This unit is assessed by a three-hour written examination set and marked by the IAM.

Mandatory reading

Slack, N. et al. (2007) *Operations management*. 5th edition. Harlow, FT Prentice Hall

Pathway 1 • Unit 501 Operations management

Outcome 01: Understand the role of operations within businesses

Assessment criteria

The candidate can:

- 1.1 Employ a framework for analysing operations management within businesses
- 1.2 Analyse how operations management supports businesses

Outcome 02: Understand the strategic importance of meeting operational performance targets

Assessment criteria

The candidate can:

- 2.1 Identify the links between strategy and operational performance targets
- 2.2 Explain why there may be conflict between different performance targets
- 2.3 Assess the role of strategic operations management

Outcome 03: Understand how and why businesses use performance evaluation

Assessment criteria

The candidate can:

- 3.1 Assess a range of techniques used by businesses to evaluate performance
- 3.2 Analyse the role of Key Performance Indicators (KPI's) in operations management

Outcome 04: Understand the impact of a range of quality improvement techniques on competitive advantage

Assessment criteria

The candidate can:

- 4.1 Explain the concept of the value chain as a means to identify competitive advantage
- 4.2 Apply quality improvement techniques to managing operations
- 4.3 Assess the role of standard setting bodies in quality improvement
- 4.4 Evaluate the impact of quality improvement techniques on the competitive advantage of specific organisations

Pathway 1 • Strategic administration of operations, information and finance

Unit 502: Information for strategic decision-making

Credit: 10

GLH: 50

Unit aim

This unit examines how strategic information supports service or manufacturing activities in business organisations. This involves making use of the appropriate management tools and models, including quantitative techniques. The unit also discusses the contribution of information and communication technology (ICT) and the value of user-friendly systems to the effective application of quantitative techniques.

Candidates who aspire to positions where they will make decisions based on strategic information will develop knowledge, understanding and skills necessary for such job roles.

Learning outcomes

This unit has four learning outcomes.

The candidate will:

- 01 Understand the role of information in strategic decision-making
- 02 Understand how information systems support the use of information, as a resource
- 03 Understand the rationale for quantitative approaches and techniques in decision-making
- 04 Understand how the systems approach is used to solve problems and make decisions

Assessment

This unit is assessed by a three-hour written examination set and marked by the IAM.

Mandatory reading

Slack, N. et al. (2007) Operations Management, 5th edition. FT Prentice Hall

Pathway 1 • Unit 502 Information for strategic decision-making

Outcome 01: Understand the role of information in strategic decision-making

Assessment criteria

The candidate can:

- 1.1 Explain the need to manage information and systems for strategic advantage
- 1.2 Assess the need for integrated knowledge to support decision-making
- 1.3 Evaluate models of strategic information systems planning
- 1.4 Determine the strategies to align information systems with business plans
- 1.5 Identify the need for corporate systems strategy

Outcome 02: Understand how information systems support the use of information, as a resource

Assessment criteria

The candidate can:

- 2.1 Evaluate the tools used in strategic planning
- 2.2 Demonstrate how information-based services contribute to business functions

Outcome 03: Understand the rationale for quantitative approaches and techniques in decision-making

Assessment criteria

The candidate can:

- 3.1 Evaluate quantitative approaches to decision-making
- 3.2 Justify the need for monitoring the business environment
- 3.3 Demonstrate the contribution of quantitative techniques to business functions
- 3.4 Evaluate the reliability of quantitative techniques in strategic decision-making

Outcome 04: Understand how the systems approach is used to solve problems and make decisions

Assessment criteria

The candidate can:

- 4.1 Compare and contrast decision-making theories
- 4.2 Evaluate decision-making models
- 4.3 Assess the strategic models organisations may follow
- 4.4 Explain why businesses need to manage information and systems in order to gain strategic advantage

Pathway 1 • Strategic administration of operations, information and finance

Unit 503: Advanced finance for business managers

Credit: 10

GLH: 50

Unit aim

This unit explores the concepts of cash flow forecasting, marginal costing, capital investment appraisal and financial ratios. It investigates how business managers use financial information to plan, control and make effective decisions.

Candidates who aspire to managerial positions in business will develop the financial knowledge, skills and understanding necessary for such job roles.

Learning outcomes

This unit has four learning outcomes.

The candidate will:

- 01 Understand how to assess the future cash flow position of a business
- 02 Understand how cost accounting techniques contribute to decision-making
- 03 Understand the financial implications of capital investment decisions
- 04 Understand how to assess the financial performance and stability of a business

Assessment

This unit is assessed by a three-hour written examination set and marked by the IAM.

Mandatory reading

Benedict, A. and Elliott, B. (2008) *Financial accounting: An introduction*. Harlow, FT Prentice Hall

Lucey, T. (2009) *Costing*. 7th revised edition. Andover, Cengage Learning

Pathway 1 • Unit 503 Advanced finance for business managers

Outcome 01: Understand how to assess the future cash flow position of a business

Assessment criteria

The candidate can:

- 1.1 Examine the reasons for and problems with forecasting future cash requirements
- 1.2 Create and adjust cash budgets
- 1.3 Evaluate the impact of expected cash flows on management decision-making

Outcome 02: Understand how cost accounting techniques contribute to decision-making

Assessment criteria

The candidate can:

- 2.1 Assess the financial implications of short run decisions by applying suitable costing techniques

Outcome 03: Understand the financial implications of capital investment decisions

Assessment criteria

The candidate can:

- 3.1 Analyse the financial consequences of capital investment decisions
- 3.2 Evaluate investment appraisal outcomes in relation to internally set criterion levels
- 3.3 Use quantitative findings and qualitative factors to make recommendations to the business

Outcome 04: Understand how to assess the financial performance and stability of a business

Assessment criteria

The candidate can:

- 4.1 Analyse the recent financial performance and stability of businesses by applying appropriate financial measures
- 4.2 Discuss the extent to which analysis of published accounts can help to anticipate the future performance of a business

Pathway 2 • Strategic administration of human resources,
knowledge and change

Unit 504: Organisational analysis and change

Credit: 15

GLH: 75

Unit aim

This unit explores how organisation and management theories support the practical analysis and design of organisations. The unit also investigates the strategic importance of organisational change. It examines the factors that promote and limit the achievement of change objectives for the dynamic environment within which organisations operate.

Candidates who aspire to positions involving change management, organisational analysis and design will develop knowledge, understanding and skills necessary for such job roles.

Learning outcomes

This unit has six learning outcomes.

The candidate will:

- 01 Understand the evolution of and changing perspectives on organisation and management theory
- 02 Understand the impact of a dynamic external environment on organisational structures and processes
- 03 Understand the relationship between structure, culture and the strategic aims and objectives of organisations
- 04 Understand models for planning and implementing organisational change
- 05 Understand the interaction between organisational culture and the process of implementing change
- 06 Understand the causes and effects of resistance to change, identifying strategies for overcoming it

Assessment

This unit is assessed by a three-hour written examination based on a pre-released case study, set and marked by the IAM.

Mandatory reading

Mullins, L. J. (2010) *Management and organisational behaviour*. 9th edition. Harlow, FT Prentice Hall

Pathway 2 • Unit 504 Organisational analysis and change

Outcome 01: Understand the evolution of and changing perspectives on organisation and management theory

Assessment criteria

The candidate can:

- 1.1 Explain the main theories of management and organisational behaviour
- 1.2 Examine the historical development of organisation theory in analysing organisations
- 1.3 Apply organisation theory to the analysis, design and management of organisations

Outcome 02: Understand the impact of a dynamic external environment on organisational structures and processes

Assessment criteria

The candidate can:

- 2.1 Examine the changing world of organisations and management
- 2.2 Identify different types of organisation structure within the organisational life cycle and their relationship to the environment
- 2.3 Analyse the impact of the environment on the need for organisations to act in a socially and ethically responsible manner

Outcome 03: Understand the relationship between structure, culture and the strategic aims and objectives of organisations

Assessment criteria

The candidate can:

- 3.1 Explain the nature and function of organisational culture
- 3.2 Identify different types of organisational culture and their relation to organisational structure
- 3.3 Evaluate the importance of the informal organisation to the effectiveness of organisations and to their culture
- 3.4 Apply elements of organisational culture to strategy, aims and objectives

Outcome 04: Understand models for planning and implementing organisational change

Assessment criteria

The candidate can:

- 4.1 Compare types and models of organisational change
- 4.2 Analyse variables and their interaction in the implementation of change
- 4.3 Select methods for organisational change that are appropriate to the type of intervention

Pathway 2 • Unit 504 Organisational analysis and change**Outcome 05: Understand the interaction between organisational culture and the process of implementing change****Assessment criteria**

The candidate can:

- 5.1 Identify stages in the change process
- 5.2 Explain the role of the change agent in the change process
- 5.3 Analyse the impact of organisational culture on the implementation of leading change
- 5.4 Assess the outcomes of the change process

Outcome 06: Understand the causes and effects of resistance to change, identifying strategies for overcoming it**Assessment criteria**

The candidate can:

- 6.1 Discuss the causes and effects of resistance to change
- 6.2 Identify forces on the organisation causing and resisting change
- 6.3 Evaluate strategies to address the causes and effects of resistance to change

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Pathway 2 • Strategic administration of human resources,
knowledge and change

Unit 505: Human resource management

Credit: 10

GLH: 50

Unit aim

This unit examines the concept and practice of human resource management (HRM). It explores how the HRM function supports the achievement of an organisation's objectives and strategies. The unit also aims to introduce candidates to appropriate concepts and theories that encapsulate this important corporate function.

Candidates who aspire to positions in human resource management will develop knowledge, understanding and skills necessary for such job roles.

Learning outcomes

This unit has seven learning outcomes.

The candidate will:

- 01 Understand the context and role of human resource management (HRM)
- 02 Understand the nature of strategic HRM
- 03 Understand the role of human resource planning (HRP) in the organisation
- 04 Explore the process of recruitment and selection
- 05 Understand the context of human resource development (HRD)
- 06 Understand the role of performance management and reward in the organisation
- 07 Understand the context of the employment relationship

Assessment

This unit is assessed by a three-hour written examination based on a pre-released case study, set and marked by the IAM.

Mandatory reading

Torrington, D. et al. (2007) *Human resource management*. 7th edition. Harlow, FT Prentice Hall

Pathway 2 • Unit 505 Human resource management

Outcome 01: Understand the context and role of human resource management (HRM)

Assessment criteria

The candidate can:

- 1.1 Identify the origins of HRM
- 1.2 Analyse the nature and objectives of personnel management and HRM
- 1.3 Evaluate the differences between personnel management and HRM
- 1.4 Analyse the influences on the development of HRM as a theory and management function

Outcome 02: Understand the nature of strategic HRM

Assessment criteria

The candidate can:

- 2.1 Identify the context of strategic HRM
- 2.2 Evaluate the interface between HRM and strategic management
- 2.3 Analyse models of strategic HRM
- 2.4 Evaluate the extent to which strategic HRM influences business performance

Outcome 03: Understand the role of human resource planning (HRP) in the organisation

Assessment criteria

The candidate can:

- 3.1 Identify the nature and objectives of human resource planning (HRP)
- 3.2 Examine the process of HRP
- 3.3 Identify different types of HR plans
- 3.4 Evaluate the difficulties of effective HRP implementation in specific organisations

Outcome 04: Explore the process of recruitment and selection

Assessment criteria

The candidate can:

- 4.1 Identify the objectives of recruitment and selection in the organisation
- 4.2 Analyse the recruitment and selection processes as a system
- 4.3 Apply recruitment and selection methods

Pathway 2 • Unit 505 Human resource management

Outcome 05: Understand the context of human resource development (HRD)**Assessment criteria**

The candidate can:

- 5.1 Identify the context of HRD in the organisation
- 5.2 Analyse models of HRD
- 5.3 Examine learning theories
- 5.4 Describe the role of continuing professional development (CPD) and lifelong learning

Outcome 06: Understand the role of performance management and reward in the organisation**Assessment criteria**

The candidate can:

- 6.1 Identify the ways in which performance can be managed
- 6.2 Evaluate the ways in which performance can be measured
- 6.3 Develop strategies for rewarding employees in the organisation

Outcome 07: Understand the context of the employment relationship**Assessment criteria**

The candidate can:

- 7.1 Examine the role of the psychological contract in the organisation
- 7.2 Identify the importance of equality of opportunity and managing diversity in the employment relationship
- 7.3 Explain how organisations deal with conflict situations through discipline and grievance procedures

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Pathway 2 • Strategic administration of human resources,
knowledge and change
Unit 506 Knowledge management strategy

Credit: 5
GLH: 25

Unit aim

This unit explores the context and concept of knowledge management and its importance to organisations operating in the 21st century knowledge economy. It investigates if knowledge can be managed and how it can be used by business organisations to gain and sustain competitive advantage.

Candidates who aspire to positions in knowledge management will develop knowledge, understanding and skills necessary for such job roles.

Learning outcomes

This unit has three learning outcomes.

The candidate will:

- 01 Understand the concept of knowledge management in the organisation
- 02 Understand the practice of knowledge work in the organisation
- 03 Understand the impact of knowledge management on business strategy

Assessment

This unit is assessed by a three-hour written examination based on a pre-released case study, set and marked by the IAM.

Mandatory reading

Hislop, D. (2009). *Knowledge management in organisations: A critical introduction*. 2nd edition. Oxford, Oxford University Press

Pathway 2 • Unit 506 Knowledge management strategy

Outcome 01: Understand the concept of knowledge management in the organisation

Assessment criteria

The candidate can:

- 1.1 Outline different views of the term knowledge management
- 1.2 Examine critically models on knowledge management
- 1.3 Explore the characteristics of the knowledge intensive firm
- 1.4 Demonstrate how knowledge can be used as a source of competitive advantage by organisations

Outcome 02: Understand the practice of knowledge work in the organisation

Assessment criteria

The candidate can:

- 2.1 Identify the role of the knowledge worker in the organisation
- 2.2 Examine the role of the knowledge manager in the organisation
- 2.3 Examine the difficulties of managing knowledge successfully within different organisations

Outcome 03 Understand the impact of knowledge management on business strategy

Assessment criteria

The candidate can:

- 3.1 Examine the link between knowledge management and strategy formulation
- 3.2 Evaluate the ways in which knowledge management affects human resource strategy
- 3.3 Demonstrate how knowledge management strategy can be implemented

