

The lower half of the cover features a complex, abstract background. It is composed of various shades of blue and black, with sharp, angular geometric shapes that create a sense of depth and movement. A horizontal line of binary code (0s and 1s) is visible in the middle-left area. Below the binary code, there are three white arrows pointing to the right. The overall aesthetic is modern and technological.

# **IAM Level 4 Diploma in Business and Administrative Management**

**Qualification handbook**  
Autumn 2012 edition

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# 1. Introduction to the Level 4 Diploma in Business and Administrative Management

## Qualification aim

The IAM Level 4 Diploma in Business and Administrative Management is 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. The qualification explores how businesses design and operate internal structures and systems which support these goals.

Candidates will develop a holistic approach to business together with the analytical and evaluative skills necessary for those in management positions. They will also become familiar with the theory that underpins research, with the elements of formal research and with research methods and techniques.

Candidates will gain knowledge, skills and understanding to manage effectively and efficiently business and administrative functions across organisations. The qualification has a flexible structure and includes a range of optional units. This enables candidates to tailor the qualification to their specific needs.

## Qualification accreditation information

Accreditation number: 501/1567/4

Review date: 31/08/2015

### Qualification structure

The IAM Level 4 Diploma in Business and Administrative Management is made up of a combination of mandatory and optional units.

Mandatory units				
Ofqual ref.	Unit no.	Unit title	GLH	Credit
<b>Group 1 Administrative management and systems</b>				
A/602/1796	401	Fundamentals of administrative management	60	15
K/602/1809	402	Administrative systems	40	10
<b>Group 2 Managing operations and quality</b>				
D/602/1810	403	Managing operations	60	15
H/602/1811	404	Managing quality	50	10
<b>Group 3 Managing and developing human resources in organisations</b>				
M/602/1813	405	Personal effectiveness	50	10
T/602/1814	406	Managing people in organisations	75	15
<b>Group 4 Managing finance, information and knowledge</b>				
F/602/1797	407	Managing information and knowledge	60	15
K/602/1812	408	Finance for administrative managers	50	10

IAM Optional units				
Ofqual ref.	Unit no.	Unit title	GLH	Credit
M/602/4873	409	Administration for executive assistants	50	10
T/602/4874	410	Introduction to Islamic finance	75	10
R/602/4865	411	Managing business facilities	50	10

Imported Optional units				
Ofqual ref.	Unit no.	Unit title	GLH	Credit
R/601/0836	431	Management accounting: costing and budgeting	60	15
K/601/0955	432	Marketing intelligence	60	15
J/601/1109	433	The Internet and e-business	60	15
Y/601/1048	434	Business events management	60	15

### Rule of combination (RoC)

To achieve the IAM Level 4 Diploma in Business and Administrative Management candidates must achieve a minimum of 120 credits. Candidates must complete all **eight** mandatory units, worth 100 credits, plus **two** optional units worth a minimum of 20 credits.

## Qualification assessment

**Units 401-408** are assessed in groups; consequently none of these units are assessed individually.

Each of the four assessment groups is assessed by **either** a three-hour written examination **or** an IAM assignment; the word count for these assignments is 2000-2500 words. When entering for assessment, the centre or independent candidate must notify the IAM which method of assessment the candidate is to be entered for.

Live assignments are downloaded from the Student Members' Login area of the IAM website. For each mandatory assessment group, candidates have a choice of assignments from which each candidate must select **one** assignment only. Assignments are marked by the centre and moderated by the IAM.

All **Level 4 optional units** are assessed by IAM assignments; the word count for these assignments is 2000-2500 words. Live assignments are downloaded from the Student Members' Login area of the IAM website. Candidates have a choice of assignments from which each candidate must select **one** assignment only. Assignments are marked by the centre and moderated by the IAM.

## Examinations

### Group 1 Administrative management and systems

401 Fundamentals of administrative management (15)

402 Administrative systems (10)

This group is assessed by **either** a three-hour written examination **or** an IAM assignment. The examination paper is divided into two sections:

#### Section A

This section forms 60% of the total mark for this paper. Candidates must 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 will then answer a question related to that scenario. This section will encourage candidates to use independent thinking as opposed to quoting text book answers.

### Group 2 Managing operations and quality

403 Managing operations (15)

404 Managing quality (10)

This group is assessed by **either** a three-hour written examination **or** an IAM assignment. The examination paper is divided into two sections:

#### Section A

This section forms 60% of the total mark for this paper. Candidates must 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 will then answer a question related to that scenario. This section will encourage candidates to use independent thinking as opposed to quoting text book answers.

### **Group 3 Managing and developing human resources in organisations**

405 Personal effectiveness (10)

406 Managing people in organisations (15)

This group is assessed by **either** a three-hour examination based on a pre-released case study **or** an IAM assignment. The examination paper is divided into two sections:

#### **Section A**

This section forms 60% of the total mark for this paper. Candidates must complete three questions from a selection of six, all based on the pre-released case study.

#### **Section B**

This section forms 40% of the total mark. This section is compulsory. Candidates are expected to answer two compulsory questions relating to the pre-released case study.

### **Group 4 Managing finance, information and knowledge**

407 Managing information and knowledge (15)

408 Finance for administrative managers (10)

This group is assessed by **either** a three-hour written examination **or** an IAM assignment. The examination paper is divided into two sections:

#### **Section A**

This section forms 60% of the total mark for this paper. Candidates must 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 will then answer a question related to that scenario. This section will encourage candidates to use independent thinking as opposed to quoting text book answers.



## IAM assessment terminology

The table below includes the terminology the IAM uses in all types of assessment at levels 2 to 5. 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. 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"> <li>• make a practical decision</li> <li>• demonstrate the required knowledge, understanding and skills in organisational contexts.</li> </ul>	<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"> <li>• select data relevant to tasks</li> <li>• organise data relevant to tasks</li> <li>• break down data/texts to their elements</li> <li>• respond to data/text that contains several elements</li> </ul>	<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"> <li>• provide supported decisions or conclusions</li> <li>• make a reasoned case</li> <li>• make comparisons based on valid and relevant reasons and evidence</li> <li>• set up arguments based on valid reasons and evidence</li> </ul>	<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 should have a level 3 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 this qualification is broadly equivalent to the first 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

This qualification leads to further studies in management at level 5 and to higher education.

### 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](http://www.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](http://www.instam.org)

### Appeals

Where learners feel that the assessment decision has not been fair, they should have the opportunity to access the normal appeals/complaints procedure of the centre, in the first instance, and if this does not resolve the situation then the IAM's enquiries and appeals procedures.

### Independent candidates

Some candidates choose to prepare for IAM examinations by studying as an independent candidate, 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 at this level.

If a candidate still wishes to undertake any of the IAM qualifications as an independent candidate they will need to complete the appropriate registration forms, which can be found on the IAM website, [www.instam.org](http://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](mailto:info@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 Diploma 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 Members' Login area of the IAM website, which includes the course study and support materials.

## Technician (TInstAM)

Associate membership is open to individuals who:

- hold a qualification at level 2 or 3
- have been employed for **two** years or more in any business where their duties involve the management of business administration or professional administration
- have completed ten days' CPD in the past two years

Technician members of the Institute are eligible to use the designatory letters TInstAM. Upon successful completion of any IAM level 2 or 3 qualification, candidates may apply to become a technician member.

## Associate (AInstAM)

Associate membership is open to individuals who:

- have been employed for **four** years or more in any business where their duties involve the management of business administration
- hold a qualification at level 4 or 5
- have completed twenty days' CPD in the past three years

Associate members of the Institute are eligible to use the designatory letters AInstAM. Upon successful completion of any IAM level 4 or 5 qualification, candidates may apply to become an 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 a qualification at level 6
- have completed thirty days' CPD in the past three years

Full members of the Institute are eligible to use the designatory letters MInstAM. Upon successful completion of any IAM level 6 qualification, candidates may apply to become a full member.

### **Fellow (FInstAM)**

Fellowship of the IAM is open to full members who:

- can demonstrate significant experience or contribution to the fields of business and administrative management or professional administration, assessed according to IAM Professional Standards
- hold a qualification at level 7 or above

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.

### **Companion (CInstAM)**

Companion is the highest grade attainable and is by invitation only. Only those most senior and experienced Fellows who have made a significant contribution to the institute or have increased the breadth of research and knowledge in business and administrative management, or professional administration, are eligible for this level.

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

## 3. Information for centres

### 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.

### 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](mailto: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.

## 4. Plagiarism

### Guide to Centres, Assessors, Examiners and Candidates

#### What is plagiarism?

Candidates commit plagiarism when they copy, very closely imitate, paraphrase or cut and paste someone 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?

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

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## 5. IAM Mandatory units

**Group 1 Administrative management and systems**

**Group 2 Managing operations and quality**

**Group 3 Managing and developing human  
resources in organisations**

**Group 4 Managing finance, information and  
knowledge**

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## Group 1 Administrative management and systems

### 401 Fundamentals of administrative management

**Credit: 15**

**GLH: 60**

#### Unit aim

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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

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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

#### Mandatory reading

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

#### Further reading

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Cole, G. (2003) *Management Theory and Practice*. 6th edition. Thomson Learning

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 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

## 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

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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

### Mandatory reading

---

Lucey, T. (2005) *Management Information Systems*. 9th edition. London, Thomson

### Further reading

---

Alter, S. (2001) *Information Systems, Foundations of E-business*. 4th edition. Pearson Education

Appleby, R.C. (1994) *Modern Business Administration*. 6th edition. London, ELBS with Pitman

Quible, Z. K. (2005) *Administrative Office Management: An Introduction*. 8th edition. Upper Saddle River, N.J., Pearson/FT Prentice Hall

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 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

## Group 2 Managing operations and quality

### 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

#### Mandatory reading

---

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

#### Further reading

---

Boddy, D. (2005) *Management: An Introduction*. 3rd edition. Harlow, FT Prentice Hall

Johnston, R. and Clark, G. (2008) *Service Operations Management*. 2nd edition. Harlow, FT Prentice Hall

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 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



## 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

### Mandatory reading

---

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

### Further reading

---

Boddy, D. (2005) *Management: An Introduction*. 3rd edition. Harlow, FT Prentice Hall

Dale, B. G. (2007) *Managing Quality*. 5th edition. Blackwell Business

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 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

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*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

## Group 3 Managing and developing human resources in organisations

### 405 Personal effectiveness

**Credit: 10**

**GLH: 50**

#### Unit aim

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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

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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

#### Mandatory reading

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

#### Further reading

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Armstrong, M. (2008) *How to Be a Better Manager*. Kogan Page

Horn, R. (2009) *The Business Skills Handbook*. Chartered Institute of Personnel & Development

Pedler, M. et al (2006) *A Manager's Guide to Self Development*. 5th edition. McGraw-Hill

Routledge, C. and Carmichael, J. (2007) *Personal Development and Management Skills*. Chartered Institute of Personnel & Development

Templar, R. (2009) *The Rules of Work: A Definitive Code for Personal Success*. Harlow, FT Prentice Hall

Whetten, D. and Cameron, K. (2010) *Developing Management Skills*. 8th edition. FT Prentice Hall

Winstanley, D. (2005) *Personal Effectiveness*. Chartered Institute of Personnel & Development

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 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

## 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

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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

### Mandatory reading

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

### Further reading

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Cole, G. A. (2003) *Management Theory and Practice*. 6th edition. London, Thomson

Huczynski, A. A. and Buchanan, D. A. (2007) *Organizational Behaviour, an Introductory Text*. 8th edition. Harlow, Financial Times Prentice Hall

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 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

### 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**

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*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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## Group 4 Managing finance, information and knowledge

### 407 Managing information and knowledge

**Credit: 15**

**GLH: 60**

#### Unit aim

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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

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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

#### Mandatory reading

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Lucey, T. (2005) *Management Information Systems*. 9th edition. London, Thomson Learning

#### Further reading

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Hislop, D. (2009) *Knowledge Management in Organizations: A Critical Introduction*. 2nd edition. Oxford, Oxford University Press

Senge, P. M. (2006) *The Fifth Discipline: The Art and Practice of the Learning Organisation*. 2nd revised edition. Random House Books

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 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

## 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

### Mandatory reading

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Burns, P. and Morris, P. (1997) *Business Finance: A Pictorial Guide for Managers*. Butterworth-Heinemann

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

### Further reading

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Hawkins, A. and Turner, C. (1995) *Balance Sheet Pocketbook*. Management pocketbooks

Hawkins, A. and Turner, C. (1995) *Managing Budgets Pocketbook*. Management pocketbooks

Hawkins, A. and Turner, C. (1995) *Managing Cash Flow Pocketbook*. Management pocketbooks

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 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

**Administration for executive assistants**

**Introduction to Islamic finance**

**Managing business facilities**

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## 409 Administration for executive assistants

**Credit: 10**

**GLH: 50**

### Unit aim

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This unit explores the contribution executive assistants make to organisational systems, processes and to the physical environment in their workplace. It investigates how they support their managers and the effectiveness of the management of the organisation.

Candidates who aspire to become executive assistant will develop the fundamental knowledge, skills and understanding to fulfil such job roles.

### Learning outcomes

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This unit has **seven** learning outcomes.

*The candidate will:*

- 01 Understand the skills required by executive assistants
- 02 Understand how executive assistants support organisational systems and processes
- 03 Be able to support the office environment
- 04 Be able to support business meetings and events
- 05 Be able to communicate in the workplace
- 06 Be able to support projects
- 07 Understand the importance of managing diaries effectively

### Mandatory reading

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France, S. (2009) *The Definitive Personal Assistant and Secretarial Handbook: A Best Practice Guide for All Secretaries, PAs, Office Managers and Executive Assistants*. Kogan Page Limited

### Further reading

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Allen, D. (2002) *Getting Things Done: The Art of Stress-free Productivity*. Piatkus Books

Campbell, F. (2003) *Essential Tips for Organizing Conferences and Events*. Routledge Falmer

Eley, J. et al, (2000) *Office Space Planning: Designs for Tomorrow's Workplace*. McGraw-Hill Professional

Farrington, B. and Lysons, K. (2005) *Purchasing and Supply Chain Management*. Financial Times Prentice Hall

Fisher, J. (2000) *How to run a successful conference: proven management techniques for delivering a successful event on budget*. 2nd edition. Kogan Page

Foster, J. (2008) *Effective writing skills for public relations*. 4th edition. Kogan Page Ltd

Gutmann, J. (2010) *Taking minutes of meetings*. Kogan Page Ltd

Heller, R. and Hindle, T. (1998) *Managing meetings*. Penguin Books Ltd

Mullins, L.J. (2007) *Management and organisational behaviour*. 8th edition. Harlow, Financial Times Prentice Hall

Portny, S.E. (2010) *Project management for dummies*. John Wiley and Sons Ltd

Sayce, K. (2006) *What not to write*. Words at Work. London.

### Further reading (continued)

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Waters, D. (2003) Inventory control and management. John Wiley and Sons Ltd

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.



## 409 Administration for executive assistants

### Outcome 01: Understand the skills required by executive assistants

#### Assessment criteria

---

*The candidate can:*

- 1.1 Explain how executive assistants support effective management in organisations
- 1.2 Identify the skills required and challenges posed to executive assistants when working with multiple managers

### Outcome 02: Understand how executive assistants support organisational systems and processes

#### Assessment criteria

---

*The candidate can:*

- 2.1 Describe the factors to be considered when setting up filing systems
- 2.2 Demonstrate how stock control ordering and purchasing systems operate in organisations
- 2.3 Demonstrate how executive assistants support human resources processes

### Outcome 03: Be able to support the office environment

#### Assessment criteria

---

*The candidate can:*

- 3.1 Outline the factors to consider when designing the layout of an office
- 3.2 Compare the benefits of different types of office environments
- 3.3 Examine and address the concerns that employees and managers may have over different working environments

### Outcome 04: Be able to support business meetings and events

#### Assessment criteria

---

*The candidate can:*

- 4.1 Explain the differences between meetings and events
- 4.2 Compare different types of statutory meetings
- 4.3 Demonstrate how executive assistants contribute to the organisation of meetings events

### Outcome 05: Be able to communicate in the workplace

#### Assessment criteria

---

*The candidate can:*

- 5.1 Evaluate the appropriateness and effectiveness of different communication channels and tools within organisations
- 5.2 Demonstrate how to select appropriate communication channels and tools within organisations
- 5.3 Demonstrate how clear use of language support effective communication

## Outcome 06: Be able to support projects

### Assessment criteria

---

*The candidate can:*

- 6.1 Explain the key stages of projects
- 6.2 Discuss the main reasons causing projects to fail

## Outcome 07: Understand the importance of managing diaries effectively

### Assessment criteria

---

*The candidate can:*

- 7.1 Demonstrate how good diary management supports effective time management
- 7.2 Analyse the relationship between project management and diary management

## 410 Introduction to Islamic finance

**Credit: 10**

**GLH: 75**

### Unit aim

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This unit sets out the fundamental principles of Islamic finance and banking, and highlights the differences between these and the traditional forms of finance and banking. Candidates will learn about the Islamic law of contract and about Islamic financial instruments.

### Learning outcomes

---

This unit has **four** learning outcomes.

*The candidate will:*

- 01 Understand Islamic finance and the fundamental principles of Islamic banking
- 02 Understand the Islamic law of contract
- 03 Understand how Islamic financial instruments are applied
- 04 Understand the function of Sukuk

### Mandatory reading

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Ayub, M. (2007) *Understanding Islamic Finance*. John Wiley and Sons Ltd

### Further reading

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Usmani, M. M. T. (2001) *An Introduction to Islamic Finance*. Washington, CQ Press

Iqbal, Z. and Mirakhor, A. (2011) *An Introduction to Islamic Finance: Theory and Practice*. 2nd edition. John Wiley and Sons Ltd

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 410 Introduction to Islamic finance

### Outcome 01: Understand Islamic finance and the fundamental principles of Islamic banking

#### Assessment criteria

---

*The candidate can:*

- 1.1 Define the principles on which Islamic finance is based
- 1.2 Describe the notion of Islamic finance and its ethical foundations
- 1.3 Differentiate between the Islamic and conventional banking systems
- 1.4 Differentiate between the key Islamic regulatory bodies

### Outcome 02: Understand the Islamic law of contract

#### Assessment criteria

---

*The candidate can:*

- 2.1 Identify and explain the major prohibitions in Islam (Riba and Gharar)
- 2.2 Describe the Islamic law of contract
- 2.3 Examine the classification of contracts
- 2.4 Explain what a valid sale is in Islamic finance by applying the rules of the elements of contract

### Outcome 03: Understand how Islamic financial instruments are applied

#### Assessment criteria

---

*The candidate can:*

- 3.1 Explain how Islamic banks operate and manage their funds
- 3.2 Analyse different Islamic instruments and their practical applications

### Outcome 04: Understand the function of Sukuk

#### Assessment criteria

---

*The candidate can:*

- 4.1 Explain the basics of Sukuk (Islamic Bonds)
- 4.2 Understand how to structure Sukuk by using different Islamic financial instruments
- 4.3 Examine the Murabaha and Ijarah Sukuk models

## 411 Managing business facilities

**Credit: 10**

**GLH: 50**

### Unit aim

---

This unit examines the role of facilities management in businesses. It investigates the responsibilities and skill needs of facilities managers. The unit also discusses how facilities management can support businesses in maintaining their competitive advantage while taking into account consideration related to health, the environment and ethical business practice.

### Learning outcomes

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This unit has **four** learning outcomes..

*The candidate will:*

- 01 Understand the role of facilities management and managers in businesses
- 02 Be able to plan and manage organisational accommodation
- 03 Understand how considerations and legislation related to health and the environment influence facilities management
- 04 Understand the relationship between business ethics and facilities management

### Mandatory reading

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Atkin, B. and Brooks, A. (2009) *Total Facilities Management*. 3rd edition. Wiley Blackwell

Wiggins, J. M. (2010) *Facilities Management Handbook*. Wiley Blackwell

### Further reading

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*Journal of Facilities Management*, available on [www.emeraldinsight.com/info/journals/jfm/jfm.jsp](http://www.emeraldinsight.com/info/journals/jfm/jfm.jsp)

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 411 Managing business facilities

### Outcome 01: Understand the role of facilities management and managers in businesses

#### Assessment criteria

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*The candidate can:*

- 1.1 Explain the contribution of facilities management in organisations
- 1.2 Evaluate the relationship between the operations function and facilities management in businesses
- 1.3 Investigate the role and responsibilities of facilities managers
- 1.4 Assess the skills needed by effective facilities managers

### Outcome 02: Be able to plan and manage organisational accommodation

#### Assessment criteria

---

*The candidate can:*

- 2.1 Analyse the relationship between business needs and space planning
- 2.2 Plan improvements to the usage of space in businesses
- 2.3 Demonstrate how to manage changes to accommodation

### Outcome 03: Understand how considerations and legislation related to health and the environment influence facilities management

#### Assessment criteria

---

*The candidate can:*

- 3.1 Assess the environmental impact of equipment, energy sources and consumables used by businesses
- 3.2 Demonstrate how businesses may minimize their impact on the environment
- 3.3 Identify the main aspects of environmental and health legislation regulating facilities management

### Outcome 04: Understand the relationship between business ethics and facilities management

#### Assessment criteria

---

*The candidate can:*

- 4.1 Examine the relationship between ethical business practice and facilities management

## 7. Imported Optional units

**Management accounting: costing and budgeting**

**Marketing intelligence**

**The Internet and e-business**

**Business events management**

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## 431 Management accounting: costing and budgeting

**Credit: 15**

**GLH: 60**

### Unit aim

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This unit provides candidates with the knowledge, understanding and skills to use cost information for budgeting and forecasting purposes in the management of business.

This unit deals with cost information, both current and future, of businesses. It investigates how cost data is collected, compiled and analysed, and processed into information that is useful for business managers. Candidates will have the opportunity to apply these principles to practice.

The unit also deals with budgetary planning and control. It examines how to prepare forecasts and budgets and to compare these to actual business results. Finally, the unit considers different costing and budgetary systems and the causes of resulting variances, together with the possible implications and the corrective action the business will need to take.

### Learning outcomes

---

This unit has **four** learning outcomes.

*The candidate will:*

- 01 Be able to analyse cost information within a business
- 02 Be able to propose methods to reduce costs and enhance value within a business
- 03 Be able to prepare forecasts and budgets for a business
- 04 Be able to monitor performance against budgets within a business

### Mandatory reading

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

Business Essentials (2010) *Management Accounting and Financial Reporting*. BPP Learning Media

### Further reading

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Atrill, P. and McLaney, E. (2009) *Management Accounting for Decision Makers*. 6th edition. FT Prentice Hall

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

Thomas, R. (1997) *Quantitative methods for business studies*. Prentice Hall

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 431 Management accounting: costing and budgeting

### Outcome 01: Be able to analyse cost information within a business

#### Assessment criteria

---

*The candidate can:*

- 1.1 Classify different types of cost
- 1.2 Use different costing methods
- 1.3 Calculate costs using appropriate techniques
- 1.4 Analyse cost data using appropriate techniques

### Outcome 02: Be able to propose methods to reduce costs and enhance value within a business

#### Assessment criteria

---

*The candidate can:*

- 2.1 Prepare and analyse routine cost reports
- 2.2 Use performance indicators to identify potential improvements
- 2.3 Suggest improvements to reduce costs, enhance value and quality

### Outcome 03: Be able to prepare forecasts and budgets for a business

#### Assessment criteria

---

*The candidate can:*

- 3.1 Explain the purpose and nature of the budgeting process
- 3.2 Select appropriate budgeting methods for the organisation and its needs
- 3.3 Prepare budgets according to the chosen budgeting method
- 3.4 Prepare a cash budget

### Outcome 04: Be able to monitor performance against budgets within a business

#### Assessment criteria

---

*The candidate can:*

- 4.1 Calculate variances, identify possible causes and recommend corrective action
- 4.2 Prepare an operating statement reconciling budgeted and actual results
- 4.3 Report findings to management in accordance with identified responsibility centres

## 432 Marketing intelligence

**Credit: 15**

**GLH: 60**

### Unit aim

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The aim of this unit is to enable candidates to understand the purchase decision-making process and how marketing research techniques are used to contribute to the development of marketing plans.

This unit explores buyer behaviour and how this is influenced by a range of factors and situations. Candidates will explore the marketing research process and assess the importance of different types of information. The approach is practical and candidates will learn how to prepare and present a research proposal, assess the reliability of market research findings, and use secondary sources of data.

Candidates will then develop the skills needed to assess trends and carry out competitor analysis.

Finally, candidates will consider customer relationship management and how to assess levels of customer satisfaction.

The unit seeks to combine a sound theoretical framework with the development of useful business skills.

### Learning outcomes

---

This unit has **four** learning outcomes.

*The candidate will:*

- 01 Understand buyer behaviour and the purchase decision making process
- 02 Be able to use marketing research techniques
- 03 Be able to assess market size and future demand
- 04 Be able to measure customer satisfaction

### Mandatory reading

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Business Essentials (2010) *Marketing Intelligence*. BPP Learning Media

### Further reading

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Chisnall, P. M. (2001) *Marketing Research*. 6th edition. McGraw Hill

Wilson, A. M. (2003) *Marketing Intelligence: An Integrated Approach*. Pearson Education Ltd.

Wright, R. (2006) *Consumer Behaviour*. Thomson Learning

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 432 Marketing intelligence

### Outcome 01: Understand buyer behaviour and the purchase decision making process

#### Assessment criteria

---

*The candidate can:*

- 1.1 Describe the main stages of the purchase decision-making process
- 1.2 Explain theories of buyer behaviour in terms of individuals and markets
- 1.3 Explain the factors that affect buyer behaviour
- 1.4 Evaluate the relationship between brand loyalty, corporate image and repeat purchasing

### Outcome 02: Be able to use marketing research techniques

#### Assessment criteria

---

*The candidate can:*

- 2.1 Evaluate different types of market research techniques
- 2.2 Use sources of secondary data to achieve marketing research objectives
- 2.3 Assess the validity and reliability of market research findings
- 2.4 Prepare a marketing research plan to obtain information in a given situation

### Outcome 03: Be able to assess market size and future demand

#### Assessment criteria

---

*The candidate can:*

- 3.1 Assess market trends within a given market
- 3.2 Plan and carry out a competitors analysis for a given organisation
- 3.3 Evaluate an organisation's opportunities and threats for a given product or service

### Outcome 04: Be able to measure customer satisfaction

#### Assessment criteria

---

*The candidate can:*

- 4.1 Evaluate techniques of assessing customer response
- 4.2 Design and complete a customer satisfaction survey
- 4.3 Review the success of a completed survey

## 433 The Internet and e-business

**Credit: 15**

**GLH: 60**

### Unit aim

---

This unit gives candidates an understanding of the internet and how e-business can be used in organisations.

Candidates are introduced to the scope of e-business and the benefits it offers to an organisation through the different business models. It enables sufficient understanding of internet technology for learners to appreciate the potential, and the limitations, of using the internet for business. The features of good website design are also covered.

Candidates new to studying e-business may already be familiar with e-business through having dealt with them as buyers and/or sellers. One of the aims of this unit is to help candidates build on these experiences and look at them more objectively as viable and productive business organisations. Candidates will examine the scope of e-business and the inherent models it can follow. The unit will give candidates the ontology of the internet and business requirements for usable website design. They will have an in-depth knowledge of the technology behind the HCI of e-business.

By studying online business environments candidates will gain insight into how business is evolving within the virtual marketplace in order to remain competitive; how the development of a global marketplace impacts on all businesses; and how businesses can take advantage of these opportunities whilst meeting customer expectations.

### Learning outcomes

---

This unit has **four** learning outcomes..

*The candidate will:*

- 01 Understand the scope of e-business
- 02 Understand how the Internet works
- 03 Be able to use different e-business models
- 04 Be able to use good website design

### Mandatory reading

---

Chaffey, D. (2009) *E-business and E-commerce Management*. 4th edition. Harlow, FT Prentice Hall

### Further reading

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King, T. et al. (2008) *Electronic Commerce 2008: A Managerial Perspective*. Pearson Publishing

Reynolds, J. (2004) *The Complete E-commerce Book*. CMP Books

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 433 The Internet and e-business

### Outcome 01: Understand the scope of e-business

#### Assessment criteria

---

*The candidate can:*

- 1.1 Describe the environment in which e-business is conducted and business transaction types
- 1.2 Explain the benefits and barriers to businesses considering an online presence
- 1.3 Assess the security and legislative issues facing an online business organisation
- 1.4 State the modes of communication available to an e-business and their applications

### Outcome 02: Understand how the internet works

#### Assessment criteria

---

*The candidate can:*

- 2.1 Explain the internet technologies and their importance in making an e-business successful
- 2.2 Explain the main features of HTML
- 2.3 Analyse the functions of client servers and browsers, and the role of the search engine
- 2.4 Evaluate the use of intranets and extranets within business communication

### Outcome 03: Be able to use different e-business models

#### Assessment criteria

---

*The candidate can:*

- 3.1 Illustrate the different e-business models that can be used to generate revenue for a business
- 3.2 Analyse each model in terms of its capacity to generate revenue
- 3.3 Report on future developments in e-business models

### Outcome 04: Be able to use good website design

#### Assessment criteria

---

*The candidate can:*

- 4.1 Use the key elements of good web design structure
- 4.2 Evaluate the impact of a well-designed website to an e-business
- 4.3 Report on the issues concerning website usability

## 434 Business events management

**Credit: 15**

**GLH: 60**

### Unit aim

---

The aim of this unit is to provide candidates with a knowledge and understanding of different administrative functions and roles and to provide them with the skills to organise events and activities.

This unit allows candidates to develop and practise their knowledge, understanding and skills as administrators or managers by examining the administrative functions within organisations. The unit is about preparing and coordinating operational plans and managing time effectively and developing self to meet the needs of an organisation. The unit investigates the roles and responsibilities of key people within the organisation helping to meet its objectives.

While completing this unit candidates find out how to manage events or activities. They have the opportunity to investigate and participate in the running of an event in which they take a major role in managing a range of key resources. This is a practical unit which prepares candidates for a management role in any organisation whether large, medium or small.

### Learning outcomes

---

This unit has **four** learning outcomes..

*The candidate will:*

01 Be able to plan an event or project

02 Be able to effectively administer an event or project

03 Be able to organise teamwork when managing an event or project

04 Be able to use a range of business communication systems in managing the event or project

### Mandatory reading

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Bowdin, G. et al. (2006) *Events Management*. 2nd edition. Butterworth-Heinemann

### Further reading

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Shone, A. and Parry, B. (2004) *Successful Event Management: A Practical Handbook*. 2nd edition. Thomson

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 434 Business events management

### Outcome 01: Be able to plan an event or project

#### Assessment criteria

---

*The candidate can:*

- 1.1 Carry out an identified event or project within an agreed timescale
- 1.2 Write appropriate documentation
- 1.3 Organise resources to carry out the event or project
- 1.4 Perform regular reviews and evaluations including the methods and resources

### Outcome 02: Be able to effectively administer an event or project

#### Assessment criteria

---

*The candidate can:*

- 2.1 Set up the project, choose the completion date and allocate responsibilities
- 2.2 Demonstrate leadership, effective time management and skills of prioritising and delegating
- 2.3 Support and monitor the project
- 2.4 Take corrective action if necessary to keep the project on schedule

### Outcome 03: Be able to organise teamwork when managing an event or project

#### Assessment criteria

---

*The candidate can:*

- 3.1 Choose the appropriately sized team with the knowledge and abilities required for the project
- 3.2 Demonstrate team-building skills and how to diffuse anger
- 3.3 Show the importance of effective co-ordination and clear communication when liaising with the team
- 3.4 Plan the actions and resources needed to achieve the success of the event or project

### Outcome 04: Be able to use a range of business communication systems in managing the event or project

#### Assessment criteria

---

*The candidate can:*

- 4.1 Create clear records of communication both internal and external and of team meetings
- 4.2 Demonstrate good use of information technology where applicable
- 4.3 Produce information regularly and on time



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**The Institute of Administrative Management (IAM)**

6 Graphite Square, Vauxhall Walk, London, SE11 5EE

Tel: 020 7091 2600 | Fax: 020 7091 2619 | [info@instam.org](mailto:info@instam.org) | [www.instam.org](http://www.instam.org)

