

Postgraduate Courses

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Course
Provider

Postgraduate Diploma in Business Management Course Delivery Handbook

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Course Introduction

The Postgraduate Diploma in Business Management is designed to give students an understanding of the responsibilities of a manager and the techniques they will use to deal with different situations as well as the legal requirements within their role.

The course consists of **4 mandatory units** in which students get an introduction to the fundamentals of business management. They then choose **2 optional** to gain more specialist knowledge. Students must also complete a **5000-10000 word research project/dissertation**.

Students will also have a final examination after completing all the units. The duration of the course is flexible though normally completed within **9 - 12 months**.

Students can use ATHE resources and recommended textbooks however being a postgraduate level course the majority of text used should be from their own research.

Registering Students

When registering students for this course ATHE needs to have received the student application form and registration fee within 14 days of the student starting the course.

The student application form can be found at **www.atheuk.com**, on the left hand menu click on procedures and you will find the form in PDF format.

Please ensure the registration form is completed in full and signed by the student.

The form then needs to be printed off, filled in, scanned and e-mailed to **registrations@atheuk.com**

You can alternatively post the form to:

**ATHE
The Royal
Bank Plain
Norwich
NR2 4SF**

To pay the students fees go to **www.atheuk.com** and click on registrations.

Upon registration students will receive a unique identification number to be used in any further correspondence with ATHE.

If you would like any further information on registering students please e-mail **registrations@atheuk.com** or call **01603 283500**.

To see the entry requirements for this course go to **www.atheuk.com** and click on the course brochure.

Moderation

ATHE is committed to upholding the quality of the courses we offer, due to this we have a comprehensive internal and external moderation system to ensure the standard of coursework submitted is to an appropriate standard.

The individual unit projects and research project will be marked by the internal examiners and ATHE will moderate a pre-agreed percentage of these to ensure standards and consistency.

The final examination will be marked solely by ATHE markers.

To view the full moderation process go to **www.atheuk.com** and click on procedures and you will find:

Internal Moderation

This give colleges a breakdown of the moderation process.

Internal Moderation Records

This is the form required to be completed by colleges to keep a record of moderation done.

Moderation of Assignments

This is the form used by the ATHE representative to ensure quality of colleges internal moderation. For more information on moderation e-mail **moderation@atheuk.com**

Unit 1 Marketing

Marketing Unit Teaching Guidance

This unit is designed to give students an in-depth analysis of the marketing function and its importance in the modern business.

The learner should read the ATHE resources, study the recommended text book on this unit and also do their own research.

The learning outcome below will all be covered, a case study, report group, exam will then be supplied by ATHE which will contribute the final mark for each student.

After the completion of all lectures on the subject the unit will be assessed by an essay of choice from one of three:

- How do markets differ from one another?
- What models might organisations use to locate a profitable market, to what extent are these models consistent with each other and how might they be used in practise?
- What are the main criticisms against marketing and to what extent are these criticisms valid?

Learning Outcomes and Assessment Criteria

1 Understand how marketing principles apply to different businesses.

- 1.1 Evaluate the principles of the marketing mix.
- 1.2 Evaluate the benefits of segmentation for businesses

2 Understand the marketing strategies of organisations.

- 2.1 Examine the advantage of branding in relation to a product a student has researched.
- 2.2 Design a SWOT analysis for a company with which the student is familiar.

3 Know how sales and promotion is used to promote products within an industry.

- 3.1 Evaluate external influences when promoting a specific product.
- 3.2 Analyse marketing objectives when planning a promotional campaign.

4 Understand the role of market research in the selling of products and services.

- 4.1 Propose advantages and disadvantages of primary and secondary research.
- 4.2 Examine internal and external sources of information available to a business when planning an expansion.

Recommended textbooks

Title - Marketing Management
Author - Philip Kotler
Publisher - Pearson Education

Marketing - Suggested Lesson Plan

1 Understand How Marketing Principles Apply to different Businesses

- **1.1 Evaluate the components of the marketing mix.**

Seminar

This seminar should explain and evaluate each of the components of the marketing mix Product, Price, Promotion, Place.

Lecture

This lecture should again go through the components of the marketing mix, this time picking a UK company and dissecting their marketing mix.

Individual/Group Tutorial

After both the Seminar and Lecture the tutor/lecturer should ask the students to write down any questions they have and partake in researching those questions.

The students should then bring those questions and research they have undertaken to a smaller group where debate and questioning should be encouraged.

- **1.2 Evaluate the benefits of segmentation for businesses**

Seminar

This seminar should explain the concept of segmentation and how companies use this to their advantage when marketing to different demographics, it should also highlight how businesses use segmentation to retain their most profitable customers.

Lecture

This lecture should highlight a major global company and evaluate how it uses consumer segmentation to its benefit.

Individual/Group Tutorial

After both the Seminar and Lecture the tutor/lecturer should ask the students to write down any questions they have and partake in researching those questions.

The students should then bring those questions and research they have undertaken to a smaller group where debate and questioning should be encouraged

2 Understand the marketing strategies of organisations.

- **2.1 Examine the advantage of branding in relation to a product students have researched.**

Seminar

The lecturer should explain the concepts of branding and how it is used in marketing various products and give the students a small assignment to research a company's branding method.

Group Discussion

The lecturer should facilitate a group discussion in which students discuss a particular company/product's branding methods that they have researched.

- **2.2 Design SWOT analysis for a company with which the student is familiar.**

Seminar

This seminar should go through an example of a SWOT analysis and explain what companies use it for. After the seminar the lecturer should give the students a particular company to do a SWOT analysis on before the next Lecture.

Lecture

This lecturer should go through and discuss the findings of the students on the relevant SWOT analyses they have conducted.

Individual/Group Tutorial

After both the Seminar and Lecture the tutor/lecturer should ask the students to write down any questions they have and partake in researching those questions.

The students should then bring those questions and research they have undertaken to a smaller group where debate and questioning should be encouraged

3 - Know how sales and promotion is used to promote products within an industry.

- **3.1 Evaluate external influences when promoting a specific product.**

Lecture 1

Before beginning this lecture students should have been asked to research the matter of external influences when promoting any product.

The definition of 'external influence' in the context of marketing should be discussed.

This can be facilitated by students being asked to suggest influences and in turn discuss with the class why they should be defined as 'external' or 'internal'.

The tutor should be writing these on the white board.

The class can then discuss certain products that will be most affected by the influences on the white board.

Lecture 2

Before beginning this lecture students should have read a given case study of a relevant company.

The external influences that have affected the company in question should then be dissected with attention paid to both positive and negative impacts.

Half way through the lesson attention can be paid to ways in which negative influences can be remedied or avoided and how positive influences can be exploited with specific attention paid to the case study.

Lecture 3, with presentation

The tutor can first evaluate external influences affecting a chosen product.

The students can then be split into 5 or so groups and told to choose a company and analyse the external influences it faces.

After 20 to 30 minutes each group can appoint their chosen representative(s) to present the findings of their discussion to the rest of the class.

- **3.2 Analyse marketing objectives when planning a promotional campaign.**

Lecture 1

Ask students to suggest reasons a company would have to start a promotional campaign and write these reasons on the whiteboard.

Choose one and discuss with the students how a promotional campaign can be designed to fulfill these marketing objectives?

Lecture 2

Before beginning this lecture students should have been asked to research a promotional campaign started within the last two years by a given company for any reason, (brand awareness, launching a new product etc).

Start by asking the following questions and expanding on the individually.

Which demographic did the campaign target? (age, sex, class etc)

In what areas if any was the campaign successful?

What other companies have had similar campaigns?

End the lecture by discussing with students the ways in which they would have managed the campaign differently and why.

4 Understand the role of market research in the selling of products and services.

- **4.1 Propose advantages and disadvantages of primary and secondary research.**

Lecture

The lecturer should discuss with students the advantages and disadvantages of primary and secondary research and give the students an assignment to conduct their own primary research and find some secondary research in the same field.

Lecture

In this lecture the primary and secondary research findings should be discussed and each one's benefits and failures investigated.

- **4.2 Examine internal and external sources of information available to a business when planning an expansion.**

Lecture

The lecturer should discuss with the students the different sources of information available to different businesses and how they would use them to plan an expansion. For an assignment the students should be given a particular UK company to research what sources of information are available to that business when planning an expansion.

Lecture

This lecturer should go through and discuss the findings of the students and see how the information they have found could be used in the expansion plan.

Unit 2 Financial Management

This unit is to help students understand the importance of business having an effective financial reporting process and an accounting system.

The learner should read the ATHE resources, study the recommended text book on this unit and also do their own research.

After the completion of all lectures on the subject the unit will be assessed by being provided with profit and loss accounts, balance sheets, and cash flow statements. Students will need to explain all three and come to a conclusion as to the financial health of the company.

Learning Outcomes and Assessment Criteria

1 Understand the importance of financial management to an organisation

- 1.1 Evaluate the importance of credit control within a Finance Department
- 1.2 Analyse how a company can adjust both its variable and fixed costs during economic downturns

2 Be able to explain why companies need to raise finance for different purposes

- 2.1 Propose two sources of debt financing for a medium sized company for both the short term and the long term
- 2.2 Propose ways a company can raise finance by equity financing

3 Be able to conduct an appraisal on the different options available to a company wishing to invest specific amount of money

- 3.1 Write about the considerations that a company will need to make before making a major investment
- 3.2 Evaluate a proposed investment by using payback ratio and dividend ratio explaining the difference between them

4 Be able to demonstrate the importance of preparing reports on the state of an organisation's finances

- 4.1 Examine the published profit & loss account and balance sheet of an organisation
- 4.2 Propose reasons why it is more advantageous to use the cash flow statement rather than the balance sheet when a company is applying for funds

Recommended Textbook

Title - Financial Accounting for Business

Author - Bob Ryan

Publisher - Pearson Education

Financial Management - Suggested Lesson Plan

1 Understand the importance of financial management to an organisation

• 1.1 Evaluate the importance of credit control within a Finance Department

Lecture 1

“What is credit control?” ask students and write answers on the board.

“Who is in charge of maintaining credit control?” again write the students answers on the board. Discuss the importance of collective responsibility and also the importance of financial authority.

The neglect of credit control is the downfall of many companies, discuss the internal mistakes which companies make and also the external affects that can cause the loss of credit control.

Lecture 2

Before beginning this lecture students should have read a given case study on the importance of credit control.

It is important to have prepared credit terms and agree these with customers before making a sale based on credit.

What other systems should you have in place before giving credit to customers?

(e.g Credit checks, Payment methods, Invoicing system, Debt Collection)

Discuss this with the students and write their answers on the white board.

If money is not collected from the customer there can be cashflow problems, discuss what these may be & how the methods above can be used to prevent them.

• 1.2 Analyse how a company can adjust both its variable and fixed costs during economic downturns

Lecture 1

Discuss the ways in which a company can cut costs and write the answers on the white board.

Which of these are variable and which are fixed, discuss the difference.

Certain spenditure will often temporarily increase R.O.I,

Discuss how certain costs can be increased to increase profit.

Many cuts will damage both the internal structure and the external image of a company, discuss ways in which this can be avoided.

Lecture 2

Before beginning this lecture students should have been asked to research a given company with attention to the ways they have adjusted spending during the recent recession.

Ask students how the company has reacted to the economic downturn and write their answers on the board.

Which of these reactions have affected the companies variable costs and which have affected it's fixed?

2 Be able to explain why companies need to raise finances for different purposes.

- **2.1 Propose two sources of debt financing for a medium sized company for both the short term and the long term.**

Seminar

This lecture should go through the different types of finance available for medium companies such as loans, overdrafts, share sales etc. For an assignment the students should be asked to propose two sources of debt financing for a company for the short and long term.

Lecture

In this lecture the students and lecturer should discuss the proposals by the individual students and how they would work in practise.

- **2.2 Propose ways a company can raise funds by equity financing.**

Seminar

The lecturer should explain equity financing and give an example of how and why a major company has used this in the past.

The lecturer should ask the students to research a company that has raised funds through equity financing and give the reasons for the company taking this action.

Group Tutorial

In the group discussion the students and tutor should discuss each case of equity financing research and give the advantages and disadvantages.

3 Be able to conduct an appraisal on the different options available to a company wishing to invest money.

- **3.1 Write about the considerations that a company will need to make before making a major investment.**

Lecture

The lecturer should discuss with the students different options available to a company when making a major investment and the pros and cons of each.

The lecturer should then provide the students with a case study of a company that has made a major investment and students should research what the repercussions were both good and bad.

Group Discussion

The lecturer should facilitate a group discussion in which students discuss the investment choices made by companies that they have researched.

- **3.2 Evaluate a proposed investment by using payback ratio and dividend ratio explaining the difference between payback ratio and dividend ratio.**

Seminar

In this seminar the lecturer should discuss the difference between payback ratio and dividend ratio as well as what companies would use them for.

At the end of the seminar the students should be given a case study of a proposed investment and asked to evaluate it using the different types of ratio.

Lecture

The lecturer should go through and discuss the students findings from the previous lessons research and discuss how the different ratios would affect the decision whether or not to make the investment.

4 Be able to demonstrate the importance of preparing reports on the state of an organisations finances

• 4.1 Examine the published profit & loss account and balance sheet of an organisation

Seminar

The lecturer can begin by describing the purpose and use of a balance sheet and asking the students to expand on examples of how it can be used.

“What are the requirements of a published profit & loss account and balance sheet? What should they cover and why?”

The students should then be given the balance sheet of a given company and be made aware that the next lesson will be spent assessing it and what requirements previously discussed has it fulfilled.

Group Tutorial

The students should be split straight into groups where they can discuss the purpose of the balance sheet they were given in the previous lesson.

The tutor can then nominate each group in turn to discuss what they have found.

• 4.2 Propose reasons why it is more advantageous to use the cash flow statement rather than the balance sheet when a company is applying for funds

Seminar

“What is a cash flow statement?”

“How is a cash flow statement different to a balance sheet?”

Ask the students to discuss which system they feel would benefit the business most.

Group Tutorial

In the group discussion the students and tutor will further discuss the specific characteristics of cash flow statements and attempt to agree on reasons why the cash flow statement is more advantageous.

Unit 3 - Management Behaviour

This unit has been designed to give students a broad understanding of different styles of management behaviour and how they affect a businesses performance.

The learner should read the ATHE resources, study the recommended text book on this unit and also do their own research.

This unit will be tested internally using a discussion group followed by a report made by each student

Examples of questions to ask are -

The changes that have occurred in management work during the last 40 years (i.e. during the working life of somebody about to retire)

The changes that are likely to occur in management work during the next 40 years (i.e. during the working life of somebody who is just starting a career)

The skills required for management work and list according to their importance.

50% will be the pass mark. All assessment criteria should be covered in the report.

Learning Outcomes and Assessment Criteria

1 Be able to analyse management behaviour in terms of structure and culture

- 1.1. Analyse the relationship between management structure and culture and its effect on business performance
- 1.2 Formulate the factors which influence individual performances in the workplace

2. Be able to analyse the different approaches to management in the workplace by evaluating theories

- 2.1 Evaluate one organisational theory and relate it to management in practice
- 2.2 Compare and contrast two approaches to management by different organisations

3 Understand the relationship between two motivational theories

- 3.1 Write about different motivational theories and their application and performance within the workplace

4.1 Understand teamwork and group dynamics.

- 4.1 Propose factors that may curtail the success of teamwork
- 4.2 Evaluate the impact of technology on a given organisation

Recommended Textbook

Title - Management and Organisational Behaviour

Author - Laurie J Mullins

Publisher - Financial Times/Prentice Hall

Management Behaviour - Suggested Lesson Plan

1 Be able to analyse management behaviour in terms of structure and culture

- **1.1. Analyse the relationship between management structure and culture and its effect on business performance**

Seminar

The lecturer should discuss with the students how different management structures and cultures can have different positive and negative effects on a particular businesses performance.

The students should be asked to research a company's management structure and culture and how this has effected that particular company's business performance.

Group Discussion

The lecturer should facilitate a group discussion in which students discuss their findings on the company that they have researched.

- **1.2 Formulate the factors which influence individual performances in the workplace**

Seminar

This lecture should focus on the different factors which effect an employees performance in the workplace for example pay, colleagues etc.

Group Discussion

The lecturer should facilitate a discussion about which of the factors is the most important and how they interlink with each other.

2 Be able to analyse the different approaches to management in the workplace by evaluating theories.

- **2.1 Evaluate one organisational theory and relate it to management in practise.**

Lecture

The lecturer should go through different organisational theories and discuss the benefits of each with the students, as an assignment the students should be asked to pick one organisational theory and evaluate how it relates to management in practice.

Group Discussion

The lecturer should facilitate a group discussion in which students discuss the theory they have researched highlighting its advantages and disadvantages.

- **2.2 Compare and contrast two approaches to management by different organisations.**

Seminar

In this seminar the lecturer should discuss with the students two different approaches to management, for example autocratic and democratic. The students should be questioned on why one approach may work in a certain type of company and the other in another type.

3 Understand the relationship between two motivational theories.

- **3.1 Write about different motivational theories and their application and performance within the workplace.**

Lecture

This lecture should focus on two motivational theories namely theory X & theory Y. The students should be given an assignment to research their application and performance within the workplace.

Group Discussion

The lecturer should facilitate a group discussion in which students discuss their findings on the different motivational theories.

4 Understand teamwork and group dynamics.

- **4.1 Propose factors that may curtail the success of teamwork.**

Lecture

This lecture should focus on why teamwork is imperative in the workplace and propose different factors that may disrupt the success of teamwork.

Group Discussion

The lecturer should ask the students to pick a real life situation in business, sport or politics where teamwork was working and was disrupted by different factors, then facilitate a discussion around this.

- **4.2 Evaluate the impact of technology on a given organisation.**

Lecture

This lecture should discuss how technology has evolved and how it has had an impact on different organisations, for example 'The birth of internet book sellers like Amazon has effected high street book shops in that shoppers no longer need to trawl through book shops to find a particular book. This has obviously been to the detriment of smaller independent book shops who (in large) have not adapted to the internet shopping revolution.'

Unit 4 - Business Strategy

This unit has been designed for students to question the importance of having a strategy in business and how they would go about implementing one.

The learner should read the ATHE resources, study the recommended text book on this unit and also do their own research.

This unit will be tested internally using a case study based test. Students will be provided with the names of three companies - Ikea, Starbucks Corporation and one other of tutor choice. Printed notes will be provided for the first two. Students will then be divided into three groups and conduct either a SWOT analysis or PESTEL for one of these companies. Each student complete a SWOT/PESTEL analysis and make an individual report.

50% will be the pass mark. All assessment criteria should be covered in the report.

Learning Outcomes and Assessment Criteria

1 Be able to analyse business strategy within a small to medium and large organisations

- 1.1 Construct an organisational audit of an organisation with which the learner is familiar
- 1.2 Examine the significance of a business strategy to a number of stakeholders

2 Be able to develop a strategy for strategic planning

- 2.1 Differentiate strategic planning from operational and tactical planning
- 2.2 Prepare a strategic plan for an organisation with which the learner is familiar

3 Understand approaches to strategic evaluation and selection

- 3.1 Write a SWOT and a PESTEL analysis for an organisation with which the learner is familiar

4 Understand how a variety of business strategies can be implemented

- 4.1 Evaluate the resource requirements to implement a new strategy for a business with which the learner is familiar
- 4.2 Propose targets and timescales for achievement in an organisation in order to monitor a given strategy

Recommended Textbook

Title - Business Strategy - A Guide to Effective Decision Making

Author - Jeremy Kourdi

Publisher - Economist Books

Business Strategy - Suggested Lesson Plan

1 - Be able to analyse business strategy within a small to medium and large organisations

• 1.1 Construct an organisational audit of an organisation with which the learner is familiar

Seminar

Begin by presenting a company and then an organisational audit of the same company and reviewing its construct and purpose.

What should an organisational audit contain? Discuss this with students.

Examples include, group coordination problems, decision-making processes, incentive systems, job motivation, structural re-engineering to accommodate rapid growth, cultural integration after a merger and product information flows.

Ask the students to suggest different reasons for conducting an organisational audit and the benefits of doing so. In retrospect discuss the problems companies can face when organisation isn't often re-assessed.

Lecture

The lecturer should prepare students to construct their own organisational audit.

Start by discussing the process of conducting an organisational audit from start to finish and the resources needed as well as where to research.

Break the students into groups and ask each to design a mini hypothetical audit using the process discussed.

• 1.2 Examine the significance of a business strategy to a number of stakeholders

Seminar

Briefly discuss the meaning of a written "Business Strategy" with the students before asking them to suggest who would have an interest in the health of a business, I.E share holders, staff, customers etc.

Then discuss what the interested parties would be looking for when reading a business strategy.

Lecture

Students should have read a given case study on the business strategy of a given company before beginning this lesson.

Ask the students to assess the risks involved in investing in the given company from a shareholders point of view and then also the point of view of two other interested parties discussed in the last lesson.

2 - Be able to develop a strategy for strategic planning

• 2.1 Differentiate strategic planning from operational and tactical planning

Seminar

Discuss the several types of planning that a business might conduct.

What benefits could be had by preparing a business strategy rather than another of the previously discussed plans?

What is operational and tactical planning and what are its distinct differences from a strategic planning?

Lecture

Briefly summarise the findings of the last lessons discussion focusing on Strategic Planning and Operational & Tactical planning.

Ask students to discuss the differences between strategic planning and operational & tactical planning.

• 2.2 Prepare a strategic plan for an organisation with which the learner is familiar

Seminar

Ask the students to suggest the process from start to finish that a company or individual would go through to produce a strategic plan for a business.

Present a brief case study on a company and ask students to suggest how they would go about completing a strategic plan for this business.

Write their answers on the board and discuss each one individually.

At the end of the lesson ask students to prepare a strategic plan for any organisation to be discussed in the next lesson.

Lecture

Split the students into groups and ask them to discuss each others prepared strategic plan making notes on ways in which they can be improved.

Discuss with each group which improvements they have made and ask the entire class whether they think these improvements will in fact benefit the strategic plan.

Students should use a different company example for their course work.

- **3 - Understand approaches to strategic evaluation and selection**

- **3.1 Write a SWOT and a PESTEL analysis for an organisation with which the learner is familiar**

Seminar

Briefly run through the four headings of a swot analysis and discuss reasons why each of these headings is important when evaluating a business.

Provide the students with a SWOT analysis and briefly run through it before asking the students to suggest ways in which it could improved.

A company is unlikely to reveal true weaknesses, students should consider whether the given SWOT analysis may be missing information or be rose-tinting the truth.

Lecture

Briefly summarize the 6 headings of a PESTEL analysis.

Ask the students to suggest Political pressures for change in a given organisation.

They should make notes of their answers. As well as the notes on the white board.

Repeat this for Economic, Social, Technological, Environmental and Legislative pressures.

Discuss the differences between a PESTEL analysis and a SWOT analysis.

- **4 - Understand how a variety of business strategies can be implemented**

- **4.1 Evaluate the resource requirements to implement a new strategy for a business with which the learner is familiar**

Seminar

Discuss different changes a business may make in its strategy that would require an increase in resources. Pick an example and write on the whiteboard the changes in resource requirements it might need.

Lecture

Students should have read a given case study on a company that has made a large change in their business strategy.

Ask students to suggest the requirements in great detail that would have been required to implement the strategy including human resources, travel costs, marketing etc

- **4.2 Propose targets and timescales for achievement in an organisation in order to monitor a given strategy**

Seminar

Discuss the importance of setting targets in a business strategy.

Using an example run through the different stages a company would go through whilst implementing a business strategy. Write these examples on the white board.

Beside each stage on the whiteboard ask students to suggest time scales that the given company should hope to have each stage completed by.

Debate how realistic these time scales are and adjust accordingly

Lecture

Briefly summarise the points raised in the last lessons discussion including the importance of targets.

Why do businesses need to monitor their strategies?

Discuss the importance of assessment during each stage of the business strategy.

Conclude in a summary of the 8 assessment criteria covered in the Business Strategy unit.

Optional Units

Each individual student can now choose from two of the units below.

The students should complete one of Human Resources and Communication Process and one of Macroeconomics and Business Globalisation.

For example

- Unit 1 - Marketing
- Unit 2 - Financial Management
- Unit 3 - Management Behaviour
- Unit 4 - Business Strategy

Then move on to

- Unit 5 - Human Resource Management
- Unit 8 - Macroeconomics

Unit 5 - Human Resource Management

This unit has been designed to give students a broad understanding of human resource management and its importance in every business.

The learner should read the ATHE resources, study the recommended text book on this unit and also do their own research.

This unit will be assessed by an essay on:

What is Human Resource Planning and how does it contribute to achieving an organisation's goals?

50% will be the pass mark. All assessment criteria should be covered in the report.

Learning Outcomes and Assessment Criteria

1 Be able to analyse the importance of workforce planning and explain the difficulties

- 1.1 Analyse in detail the recruitment requirements of a major company including legal requirements of the employer
- 1.2 Develop a programme of professional development and training for a large organisation

2 Be able to evaluate the significance of employee motivation and appraisal programmes in a business

- 2.1 Evaluate the Human Relations School of Management in relation to the motivation of staff
- 2.2 Develop a programme of motivational factors for a small to medium sized business

3. Know the different 'schools' of management thought that have been developed over the last century

- 3.1 Compare and contrast the classical and scientific schools of management developed during the 20th century
- 3.2 Evaluate the relevance of Maslow's theory in today's work force

4 Understand the problems of introducing and implementing change in today's workforce

- 4.1 Evaluate the autocratic and democratic ways of implementing change within an organisation
- 4.2 Propose ways in which management styles are linked to motivational programmes

Recommended Textbook

Title - Human Resource Management

Author - Sarah Gilmore

Publisher - Oxford University Press

Human Resource Management - Suggested Lesson Plan

1 - Be able to analyse the importance of workforce planning and explain the difficulties

• 1.1 Analyse in detail the recruitment requirements of a major company including legal requirements of the employer

Seminar

Begin by asking the direct question to the students, "What are the recruitment requirements of a major company?" Write them down on the white board and discuss each in turn.

Ask students to suggest why these requirements exist.

Lecture

This lecture should focus on the legal requirements of the employer and students should have read a relevant handout, book or website before beginning the lesson.

Discuss employer liability & responsibility and consider how this would apply in practice to the recruitment process.

• 1.2 Develop a programme of professional development and training for a large organisation

Seminar

Briefly discuss the importance of staff development and how it can be put into practice in a large organisation.

Ask students to consider the structure of a development programme and the benefits it could achieve as well as the problems it could fix.

Ask students to suggest what resources might be required to develop such a programme and write their answers on the whiteboard. (These resources can include staff and training time.)

Group discussion

Students can be split into groups and each group asked to develop a 2-day training programme including time scales for a large organisation. Whilst they do this ask the students "What does their programme hope to achieve"

Each group should then present their findings for the class to debate and consider the strengths and weaknesses of each of their training programmes.

2 - Be able to evaluate the significance of employee motivation and appraisal programmes in a business

• 2.1 Evaluate the Human Relations School of Management in relation to the motivation of staff

Seminar

Start with a brief overview of the managers responsibilities to ensure productivity.

Discuss the managers relationship with other employees before asking the students to consider how motivational factors could be introduced to improve this relationship.

Lecture

This lecture should cover the several most prominent Management theories and students should have researched these before starting the lesson.

Start by asking students to name a few of the theories they have researched and write them on the board before discussing the different methods that each of them uses.

Once you have taken a brief look into each theory start to debate the contrasting theology between them and which of these theologies would work best in which situations.

• 2.2 Develop a programme of motivational factors for a small to medium sized business

Seminar

Ask the students to list the methods that a manager may use to motivate employees and write these methods on the white board.

Critically analyse each of these in turn weighing the benefits and problems associated with them.

Discuss the process of assessing results in the workplace and ways in which targets can be effective in motivating employees.

Group discussion

Students will benefit from having taken further research in motivational factors before starting this lesson.

Split the class into groups and provide them with hypothetical scenarios of employees lacking motivation in the workplace.

Each group should construct a short assessment of the situation and prepare a short plan for the hypothetical manager to deal with the situation. The plan should reference previously discussed motivational theory.

3 Know the different 'schools' of management thought that have been developed over the last century.

- **3.1 Compare and contrast the classical and scientific schools management thought of management developed during the 20th century.**

Lecture

The lecturer should explain and discuss the 20th century schools of management thought chronologically i.e Classical, Behavioural, Quantitative. Focusing on the framework of each one and why they evolved and how they are relevant today.

Group Discussion

The lecturer should ask the students to make a presentation in groups of the different schools of management thought and present the advantages and disadvantages of each one to the class.

- **3.2 Evaluate the theory of Maslow's theory in today's work force.**

Lecture

In this lecture the lecturer should discuss with the students how Maslow's hierarchy of needs pyramid (Physiological, Safety, Love/Belonging, Esteem, Self-Actualisation) relates to the behaviour, needs and well-being of today's work force.

Group Discussion

The lecturer should facilitate a discussion in which students talk about how Maslow's theory could relate to them as individuals in a place they have worked.

4 Understand the problems of introducing and implementing change in today's workforce

• 4.1 Evaluate the autocratic and democratic ways of implementing change within an organisation

Seminar

Students should have researched the meaning of autocratic and democratic leadership styles before beginning the lesson.

Start by briefly summarising both meanings and ask the class what they think are the most positive affects of each. Write Autocratic & Democratic at the top of the white board and list the positive attributes below.

Lecture

A case study of a given company should have been given to the students a day or two before this lesson. The case study should contain a situation wherein a major change has been implemented.

Ask the students to discuss how this change could have been made autocratically and how it could have been made democratically.

End the lesson with a debate on which of these styles would have been most effective.

• 4.2 Propose ways in which management styles are linked to motivational programmes

Seminar

"Motivational programmes can be a big part of management." Discuss with the students how this could be the case and what role would the manager or management play.

Briefly remind students of the management theories discussed in previous lessons and ask them to consider how each relates to motivational programmes and whether they would work well together.

Group Discussion

The class should be split into groups and each group should prepare a management strategy which would heavily involve motivational programmes. This strategy should consider the ways in which motivational programmes and Management styles can work together.

Each group should then in turn present their strategies to the class.

Unit 6 - Communication Processes

This unit has been designed for students to investigate the different types of communication in business and its importance.

The learner should read the ATHE resources, study the recommended text book on this unit and also do their own research.

This unit will be assessed by three questions as below: Students will answer under test condition and will have one and a half hours.

- 1 Draw a diagram of the communication process and explain each stage.
- 2 What are the main barriers to good communication?
- 3 What is the importance of the 'grapevine' to managers?

50% will be the pass mark. All assessment criteria should be covered in the report.

Learning Outcomes and Assessment Criteria

1 Understand the concept of communication and how it differs between companies

- 1.1 Evaluate existing processes of communication within a multi-national business
- 1.2 Arrange improvements to ensure greater integration of a system of communications within a multi-national business

2 Be able to evaluate in detail each of the main stages of communication

- 2.1 Write about how communication can be divided into discreet stages
- 2.2 Analyse the problems with mass communication when addressing large number of employees

3 Be able to compare and contrast verbal communications with non-verbal communications

- 3.1 Write about how culture and gender can change the meaning of communication for different groups of people
- 3.2 Examine the saying 'action speaks better than words' when referring to verbal and non verbal communication

4 Be able to analyse and compare different communication channels

- 4.1 Examine the reasons why the same message can lead to different results when using different mediums
- 4.2 Write about recent examples of bad communications within the business sector

Recommended Textbook

Title - Understand the Communication Processes in the Workplace.

Publisher - Pergamon Flexible Learning

Communication Process - Suggested Lesson Plan

1 Understand the concept of communication and how it differs between companies

- **1.1 Evaluate existing processes of communication within a multi-national business**

Seminar

This lecturer should pick a large multi-national business and discuss and evaluate the methods of communication senior management and staff use to communicate with each other with the students. The lecturer should then give the students an assignment in which they would imagine if they were the head of a multi-national business how they would ensure communication is effective to all levels of employees.

Discussion

The lecturer should facilitate a group discussion in which students discuss their assignments and opinions on how to implement effective communication.

- **1.2 Arrange improvements to ensure greater integration of a system of communications within a multi-national business**

Seminar

The lecturer should provide a case study of a well known company that has improved its communications systems and discuss with the students how they implemented it.

Discussion

The lecturer should provide an example of a well known company or organisation that is perceived to have poor communication systems and discuss with the students how they would go about improving it.

2 Be able to evaluate in detail each of the main stages of communication

- **2.1 Write about how communication can be divided into discreet stages**

Seminar

The lecturer should discuss with the students each stage of the communication process in detail. Sender/Source, Encoding, Channel, Decoding, Receiver and Feedback. (These sometimes go under different names but the concept is all similiar)

Discussion

The lecturer should have a group discussion on how problems can occur in one to one communication and how barriers can be removed at each stage of the process to improve communication.

- **2.2 Analyse the problems with mass communication when addressing large number of employees**

Seminar

This lecturer should begin with a small session asking the students what they think the main problems in mass communication when addressing large numbers of employees, putting their responses on the whiteboard. The lecturer can then facilitate discussion analysing the problems further in depth.

Discussion

Students should present their findings and analyse each others ideas of what companies could do to overcome the communication problems.

3 Be able to compare and contrast verbal communications with non-verbal communications

- **3.1 Write about how culture and gender can change the meaning of communication for different groups of people**

Lecture

The lecturer should ask the students for examples of when cultural differences can cause offence, and how to overcome the issues this can sometimes create.

The lecturer should ask the students to conduct some research into how different genders communicate before the next lecture.

Group Discussion

The lecturer should facilitate a discussion on the research students have undertaken.

- **3.2 Examine the saying 'action speaks better than words' when referring to verbal and non verbal communication**

Lecture

The lecturer should provide students with analysis of Albert Mehrabian and his findings on the three elements of communication and how they are received 7% words, 38% tone of voice & 55% body language. The lecturer should provide students with an assignment to provide an example of when Albert Mehrabian's findings could be identified in a business situation.

Group Discussion

The lecturer should facilitate a discussion and encourage debate on the assignments they have provided.

4 Be able to analyse and compare different communication channels

- **4.1 Examine the reasons why the same message can lead to different results when using different mediums**

Lecture

The lecturer should help the students analyse how, as a business manager they would convey different messages to staff and how they would have different results depending on which medium was used. For example, Would you tell staff they were being made redundant via e-mail? Would you tell one of your staff specific complex instructions they need to remember, in a casual face to face conversation? For an assignment the lecturer should give the students a case study of message they would have to convey to staff, the students should state the advantages and disadvantages of conveying the message in the different communication mediums.

Group Discussion

The lecturer should facilitate a discussion on the assignments the students have undertaken.

- **4.2 Write about recent examples of bad communications within the business sector**

Lecture

The lecturer should give the student a case study of an example of bad communications within the business sector and encourage the students to analyse the reasons behind why the communication was not well received.

Unit 7 - Business Globalisation

This unit has been made to for students to question the pro's and con's of the rise of business globalisation.

The learner should read the ATHE resources, study the recommended text book on this unit and also do their own research.

This unit will be assessed by an essay on:

Describe the history of globalisation and the stages an organisation might pass through on its progress towards full globalisation. Use examples wherever possible.

50% will be the pass mark. All assessment criteria should be covered in the report.

Learning Outcomes and Assessment Criteria

1 Understand reasons for the growth of globalisation

- 1.1 Examine the advantages of trading blocs
- 1.2 Write about the changes in the balance of world trade during the course of the 20th Century

2 Know the advantages of globalisation to an organisation

- 2.1 Examine how Economies of Scale has benefited specific industries
- 2.2 Propose reasons why globalisation has led to organisations finding cheaper resources

3 Understand the cultural dimensions of globalisation

- 3.1 Propose ways in which individuals and businesses can deploy culture to transform social and economic inequalities, and bring about social and economic change
- 3.2 Propose ways in which a business can enter into new forms of relationship with diverse cultures to enhance cultural diversity and innovation

4 Understand the implications of globalisation for organisations and their management

- 4.1 Examine why globalisation is of particular interest to employees of a major organisation
- 4.2 Propose reasons why some believe that the current form of globalisation has brought poverty and hardship to millions of workers

Recommended Textbook

Title - Economics for Business

Author - Mcaleese

Publisher - Pearsons Education Ltd

1 Understand reasons for the growth of globalisation

- **1.1 Examine the advantages of trading blocs**

Lecture

Tutors should begin this lecture by presenting information on the definition of Trading blocs in the Business Globalisation environment.

“Why use trading blocs?” Ask the students and generate debate.

Group Discussion

Students should research The European Economic Community (EEC) before starting this lesson. The lecturer can facilitate the discussion by asking for the pros and cons of the EEC to write on the white board.

- **1.2 Write about the changes in the balance of world trade during the course of the 20th Century**

Lecture

Begin by writing a time line for the 20th century on the white board and ask students to suggest the biggest changes in world trade to put on this time line.

Discuss the reasons or/and catalysts that brought each of these changes about.

Group Discussion

Students should be assigned to write a 300 word paper on the most notable changes in the balance of world trade during the 20th century before beginning this group discussion.

Start by putting the students into groups and asking them to compile a thorough timeline for the 20th century. They can do this by amalgamating their research compiled in their essays.

The second half of the lesson can be spent with each group suggesting the changes they've found and discussing each of these changes in relation to the rest.

2 Know the advantages of globalisation to an organisation

- **2.1 Examine how Economies of Scale has benefited specific industries**

Lecture

Draw a diagram for the 'Economies of Scale' or provide handouts for the students.

What does the term "Economies of Scale" mean? Spend a brief 10 minutes on this question.

Discuss how the economies of scale works in a practical situation and move on to ask how it benefits certain industries.

Group Discussion

Separate the class into groups and ask them to pick an industry and prepare a short list of the benefits of applying the Economies of Scale for that industry.

- **2.2 Propose reasons why globalisation has led to organisations finding cheaper resources**

Lecture

What benefits has globalisation brought to certain companies, ask for examples and discuss them.

"Why has globalisation often resulted in cheaper resources?" ask for examples and write them on the board.

Group Discussion

Ask students to discuss the process of finding cheaper resources during globalisation and encourage debate.

3 Understand the cultural dimensions of globalisation

- **3.1 Propose ways in which individuals and businesses can deploy culture to transform social and economic inequalities, and bring about social and economic change**

Lecture

Pick a company and discuss its presence and influence on a country with different values.
(Example, Google in China)

Using a different example ask students to suggest other ways in which a company can bring about social change for the better. Write these ideas on the board and discuss each one.

Lecture

Each student should prepare a short 200 word summary of the ethical responsibilities of a company on a global scale.

Ask a few students in turn to volunteer and present their research in a 5 minute summary.
This should facilitate debate as to the ways in which companies can make a difference.

- **3.2 Propose ways in which a business can enter into new forms of relationship with diverse cultures to enhance cultural diversity and innovation**

Lecture

Students should have conducted their own research on the cultural relationships between businesses from diverse cultures and the benefits they can bring.
They should present their findings throughout the lessons debate.

Pick a company and ask students to suggest ways in which they could improve cultural diversity and innovation by entering new forms of relationships.

Group Discussion

Find examples of ways companies have improved diversity and innovation on a global scale and spend the first half of the lesson discussing this with the class.

For the second half of the lesson ask students to split into groups and collectively construct their own ethical strategy for one of the example companies previously mentioned.

4 Understand the implications of globalisation for organisations and their management

- **4.1 Examine why globalisation is of particular interest to employees of a major organisation**

Lecture

Students should research the differences between working for a small company and working for a big company before starting this lesson.

Ask students to provide their findings by suggesting the implications that arise from working for a large company working on a global scale.

- **4.2 Propose reasons why some believe that the current form of globalisation has brought poverty and hardship to millions of workers**

Lecture

Present the students with the question, “How has globalisation brought about poverty?”

List the ways on the white board and discuss in depth the reasons that they have brought about such harm.

Ask students to consider ways in which such hardship can be avoided and ways in which they believe it may change in the future.

Unit 8 - Macroeconomics

This unit has been designed to help students investigate the importance of macroeconomics and how it has developed over the last century.

The learner should read the ATHE resources, study the recommended text book on this unit and also do their own research.

This unit will be assessed by a number of discussion groups which will need to discuss the following:

What UK party can be imagined to deliver better fiscal policies? Has the independence of the Bank of England been an advantage of otherwise in terms of fiscal policy?

Students will then write individual reports on their discussions and come to their own conclusion.

50% will be the pass mark. All assessment criteria should be covered in the report.

Learning Outcomes and Assessment Criteria

1 Understand the development of Macroeconomic theory of money since 1933

- 1.1 Write about the impact of Keynesian economics on modern economic and political theory and the fiscal policies of governments
- 1.2 Examine the evolution of macroeconomic theory during the 20th century

2 Understand the relationship between demand and supply

- 2.1 Write about factors which influence the supply of a product or service
- 2.2 Describe using examples the relationship between inflation and aggregate demand

3 Understand how fiscal policy has been a tool of the government in influencing the general level of economic activity

- 3.1 Evaluate the three possible stances of fiscal policy which are neutral, expansionary & contractionary
- 3.2 Propose reasons why changes in the level and composition of taxation and government spending can impact on a major company

Recommended Text Book

Title - Macroeconomics - Understanding the Wealth of Nations

Author - David Miles

Publisher - David Wiley and Sons

1 Understand the development of Macroeconomic theory of money since 1933

- **1.1 Write about the impact of Keynesian economics on modern economic and political theory and the fiscal policies of governments**

Lecture

The lecturer could discuss the origin of John Maynard Keynes philosophy and how it is relevant in the recent economic crisis.

Group Discussion

The lecturer could ask the students to discuss how Keynesian economic theory has influenced modern economics.

- **1.2 Examine the evolution of macroeconomic theory during the 20th century**

Lecture

The lecturer could provide the students with a step by step guide through macroeconomic developments over the last century whilst facilitating a discussion on the pro's and con's of each new theory. The lecturer could provide the students with an assignment to submit in the next lecture asking each student to select a different time in the evolution of macroeconomic theory and question why the theory had changed over the decades.

Group Discussion

The lecturer could facilitate a debate on the students assignments each arguing why each change happened and the reason behind the change.

2 Understand the relationship between demand and supply

- **2.1 Write about factors which influence the supply of a product or service**

Lecture

The lecturer could discuss the relationship between supply and demand on a global scale. Focusing on how globalisation has effected the trade relationships between countries.

The lecturer could ask the student to research a recent example of political factors which have influenced the supply and demand between countries, as an assignment.

Group Discussion

The lecturer should facilitate a discussion regarding the students assignments.

- **2.2 Describe using examples the relationship between inflation and aggregate demand**

Lecture

This lecture could start with an examination of 'inflation' and 'aggregate demand' then move on to a discussion in which students can debate how the relationship between them both interact. The lecturer should ask the students.

Why does the aggregate demand curve slope downwards and upwards and what makes it shift?

3 Understand how fiscal policy has been a tool of the government in influencing the general level of economic activity

- **3.1 Evaluate the three possible stances of fiscal policy which are neutral, expansionary and contractionary**

Lecture

The lecturer could help the students examine the three stances and what the implications of each are - Neutral $G=T$ (government spending = tax revenue), expansionary $G>T$, contractionary $G<T$. The lecturer should ask the students to complete an assignment in which they ask themselves the question 'Which fiscal policy they would take if they were the current chancellor in the government and why'.

Group Discussion

The lecturer could ask the students to discuss how they came about their decision in their last assignment.

- **3.2 Propose reasons why changes in the level and composition of taxation and government spending can impact on a major company**

Lecture

The lecturer could discuss with the students the reasons why different taxation and spending policies have positive and negative impacts on companies.

Group Discussion

The lecturer could provide a case study on large business which and facilitate a discussion on how government spending and taxation has affected that company.

4 Understand how monetary policy has been a tool of the government in influencing the general level of economics activity.

- **4.1 Evaluate the impact of lowering interest rates during 2008 and 2009.**

Lecture

The lecturer could explain why the Bank of England monetary policy council took the decisions to lower the central interest rates in the wake of the economic crisis.

The lecturer could ask the students what the impact of changing the rates was and whether this was detrimental to the overall economy or had a positive effect.

Group Discussion

The lecturer should facilitate a debate between the students on what the impact of raising the central interest rates by 1% would be.

- **4.2 Propose reasons why changes in the Bank of England official interest rates can influence the overall level of expenditure in the economy.**

Lecture

In this lecture the lecturer should help the students investigate the correlation between central interest rates, inflation and the general level of expenditure in the overall economy.

The lecturer should give the students an assignment to research how the interest rates rises of the early 1990's effected the UK's economic health.

Group discussion

The students should individually provide a presentation on their findings and debate among the class on how interest rate rises should be decided.

Research Method/Dissertation

As part of the PDBM students are required to complete a 5000-10000 word research project. Students can start their research project at any time during the course, agreed with the college. This can be on any matter related to business management and should demonstrate the students knowledge of the subject.

It should contain both primary and secondary research.
50% will be the pass mark and students will have to pass both the research project and exam/unit section of the course to Postgraduate Diploma in Business Management.

Go to www.atheuk.com resources page for the PDBM and click on research project for more information regarding the research project.
The following should be taken into effect when marking the research project.

Assessment of Research Project/Dissertation

Tutors should mark each of the following eight components of a research project/dissertation from one to ten and input on the marking spreadsheet.

1. Fail - Has not provided this component of the research project/dissertation
2. Fail - Is of an extremely poor standard and does not cover the component
3. Fail - Is of a poor standard and does not cover the component
4. Fail - Is slightly below pass standard and barely covering the component
5. Fail/Pass - Is of a reasonable standard covering most of the component
6. Pass - Is of a good standard covering the component in full
7. Merit - Is of a very good standard thoroughly covering the component in full.
8. Merit/Distinction - Is of very high standard covering the component in full and in-depth
9. Distinction - Is of an extremely high quality the tutor can see little room for improvement, it covers the component fully and in-depth
10. Distinction - Is of an extremely high quality the tutor can see no room for improvement, it covers the component fully and in-depth

Introduction

Does it include a problem statement
Does it provide a roadmap for readers
Does it state a purpose of the dissertation
Does it describe the motivation for the study

Originality

Do the students use majority of their own words
Is the dissertation is on a subject not widely covered
Does the student look at situations and problems from an angle not usually seen

Quality of Writing

What is the level of grammar and spelling
What is the students use of words like.
Is the dissertation well laid out, presentable and easy to read.

Primary Research

Does the student explain the reasons behind conducting this type of research
Does the student explain their findings in a clear and unbiased manner
Has the student used unbiased sampling techniques
Has the student shown their methodology behind the research

Secondary Research

Does the student explain the findings of the research in a clear unbiased manner
How many sources of research does the student use
How relevant is the research to the dissertation
Has the student shown the methodology behind the research

Understanding of Subject

Has the student shown a high knowledge of the subject
Has the student demonstrated how his understanding of the subject has grown through completing the dissertation
Does the student explain the subject to the reader in a clear manner

Analysis of Arguments

Does the student explain the reasoning behind different arguments
Does the student provide an in depth analysis of the different arguments
Does the student come to a conclusion of the different arguments

Conclusion

Does the student summarise the findings and give their perspective on them
Does the student discuss the dissertations strengths and weaknesses
Does the student refer back to introduction and tie all their findings together

Assessment Criteria/Marking Guidelines

Assessment Evidence:

All mandatory units must be tested as well as two of the optional units.

There will be an assessment of every unit the student undertakes, a final examination and the research project.

50% will be the pass mark for all sections of the course, go to **www.atheuk.com** and click on procedures for the assessment guide.

The student will have to pass all sections of the course to successfully achieve the Postgraduate Diploma in Business Management.

The external assessment will be based on the knowledge and understanding of the Unit and will require content which has shown some evidence of research and its analysis. This should be secondary and primary.

Final Examination

After completion of the six units all students will be required to complete two final examination which will have questions from each of the units.

ATHE will supply the examination papers the day before the exams and they should then be couriered back to ATHE for to be marked by the ATHE marking team.

Each college should provide an examination invigilator.

The marking process can take up to 2 weeks, ATHE will then supply the college with the marks and providing moderating of the unit assignments and research project has been completed supply the college with certificates and transcripts.

Examination 1 will cover the compulsory units. There will be four questions each relating to one of these units. Students will receive a mark for each question.

Examination 2 will cover the elective units. There will be four questions each relating to one of these units and students will answer the two relating to their choice of unit. Students will receive a mark for each relevant question.

Progression

ATHE has agreements with Universities in which students who complete the ATHE PDBM can progress to complete an MBA.

Edge Hill University and University of Wales give 105 credits to the ATHE PDBM so students only need to complete one week at the University to complete a Research Methods Unit then complete their dissertation via distance.

University applications need to be sent to ATHE 8 weeks before the University start date for international students and 6 weeks for UK students, ATHE will then send the applications through to the relevant University.

The ATHE MBA check list needs to be attached to the front of every application, the form can be found at **www.atheuk.com** under 'procedures'.

If colleges require further information on progression from the Postgraduate Diploma in Business Management to University MBA or other courses, please e-mail **progression@atheuk.com** or call **01603 283 500** with any progression questions.