

athe | AWARDS FOR
TRAINING AND
HIGHER EDUCATION

Learner

Handbook v6



Introduction to this document

This handbook should be used by all ATHE learners as it contains important information and guidance. This handbook is designed to support you in developing your skills and understanding, achieving your ATHE qualification and helping you to progress to the next stage in your professional development and career.

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Message from the Director of UK Operations

Dear Learner,

Thank you for taking the decision to undertake a course of study towards an ATHE qualification.

ATHE qualifications have been developed by our team of experts with input from universities, other higher education providers and professionals with experience in management, business, healthcare, tourism, law, computing and other specialist areas. When developing the qualifications, we sought to meet the needs of the learner in terms of the content of the qualifications, the range and choice of units and the style of the assessment. In addition, we wanted to ensure that wherever possible learners could demonstrate the grade at which they had achieved and there were clear progression routes.

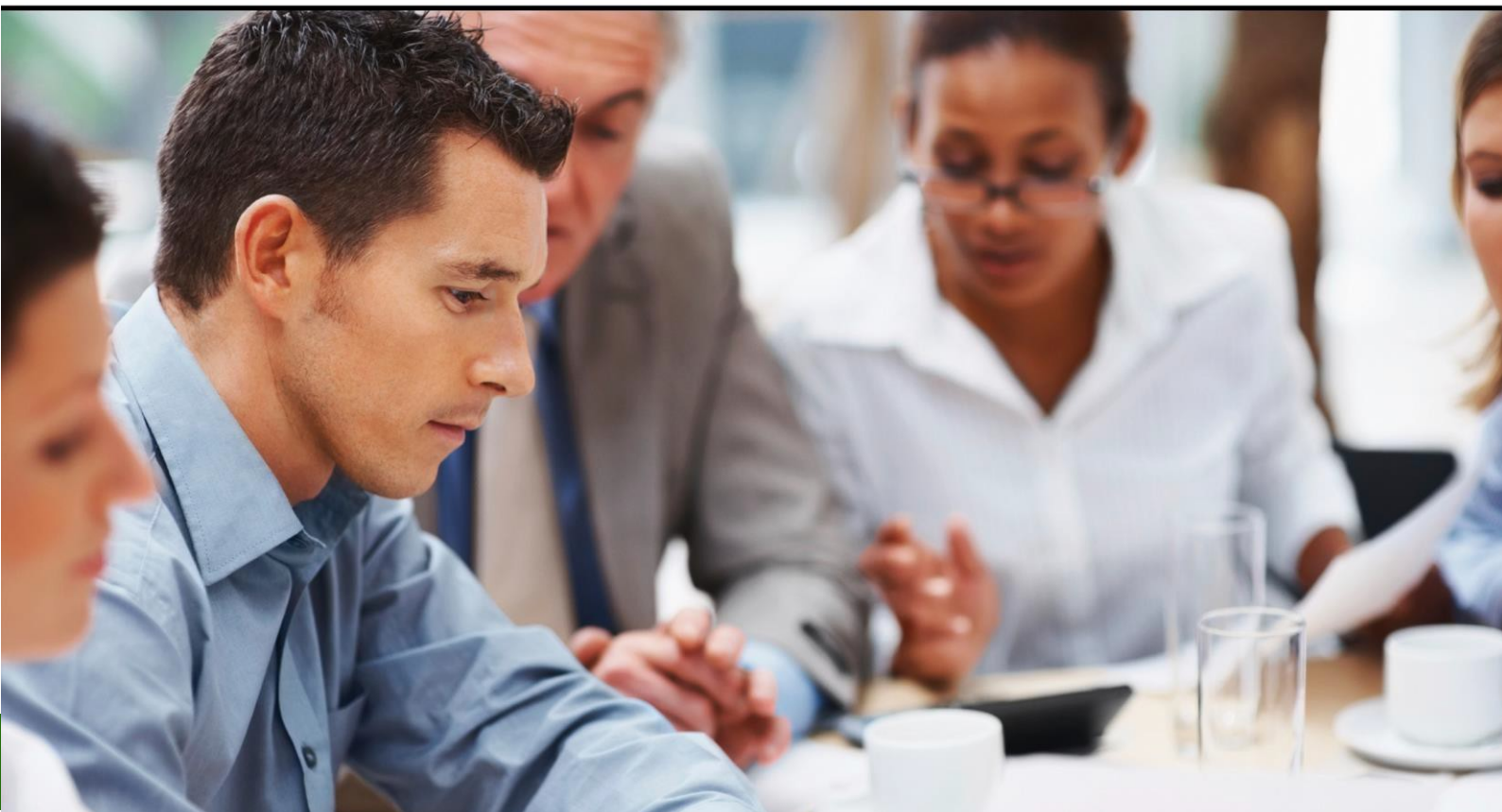
We believe that your qualification will enable you to develop the knowledge, understanding and skills required from today's professionals. The qualifications will also allow you to progress into employment, higher education or to a higher level ATHE qualification.

I hope you find this handbook useful and supportive in helping you to benefit from your learning and achieve your qualification.

With best wishes for success with your studies,



Joseph Jones
Director of UK Operations



About Us

ATHE is committed to providing outstanding qualifications, customer service and support, enabling centres to thrive and their learners to achieve and progress.

We will support this mission by:

- providing qualifications which enable learners to fulfil their potential and make a positive contribution both socially and economically
- delivering the highest standards of customer service
- delivering support and guidance which meet the needs of all centres and enables them to improve performance
- upholding and maintaining the quality and standards of qualifications and assessments
- a commitment to lifelong learning and development

Every year, thousands of learners take qualifications leading to ATHE awards from around two hundred recognised centres. These learners are studying in many different parts of the world and in cities such as Budapest, Dubai, New Delhi and Lagos.

ATHE is regulated by Ofqual (the Office of Qualifications and Examinations Regulation) which is the independent regulator of qualifications, examinations and assessments in England and Qualifications Wales which reports to the Welsh Assembly. This means you can be assured that we are working to the highest standards.

Contact Details

Learners should always contact their centre if they have queries regarding ATHE qualifications, however should you need to speak to ATHE you can contact us on the details below. Please have your ATHE Learner ID number to hand so we can find your details promptly.

Tel: 01603 760 030

Email: info@athe.co.uk

Address: ATHE, Clarence House, 6 Clarence Road, Norwich
NR1 1HH

Regulated Qualifications Framework

All ATHE qualifications sit on the Regulated Qualifications Framework (RQF). The RQF is the national qualifications framework for qualifications in England. Qualifications range in difficulty from Entry level to level 8.

These qualifications also have direct comparisons to international qualifications, so a qualification achieved through ATHE is recognised in countries across the world. This is important in supporting mobility of labour and will provide you with opportunities to apply for progression to other qualifications or for employment in other parts of the world.

Example ATHE Qualifications	Regulated Qualifications Framework*	European Qualifications Framework	National Framework of Qualifications for Ireland	Higher/Further Education Qualifications
	8	8	10	Doctoral Degrees
ATHE Level 7 Qualifications	7	7	9	Master's Degrees
ATHE Level 6 Qualifications	6	6	8	Bachelor's degrees
			7	
ATHE Level 5 Qualifications	5	5	6	Foundation Degrees
ATHE Level 4 Qualifications	4			Higher National Certificates
ATHE Level 3 Qualifications	3	4	5	A-Levels
	2	3	4	
	1	2	3	
			2	
			1	

* Also relates to Credit and Qualifications Framework for Wales.

Your ATHE Qualification

ATHE qualifications are made up of units and each unit has a credit value. In order to achieve your qualification, you will need to gain a certain number of credits. For example, to achieve the ATHE level 7 Extended Diploma in Strategic Management you will need to achieve 120 credits.

Unit Structure

The table below shows the typical structure of an ATHE unit.

Marketing Communications			
Unit Aims	This unit enables learners to understand the principles, practice and components of integrated marketing communications and how they are used to develop marketing messages, including advertising and sales promotion. Learners will be able to develop an integrated marketing communications plan.		
Unit Level	6		
Unit code	D/615/2719		
GLH	60		
Credit Value	15		
Unit Grading Structure	Pass/Merit/Distinction/Not Achieved		
Assessment Guidance	To achieve a pass grade, learners must demonstrate a good understanding of the learning outcomes and assessment criteria for the unit. Learners should provide exemplar material to demonstrate the understanding required by the LOs. For LO4 learners will be required to develop an actual integrated marketing communications plan. This may be created from a case study or for an actual organisation that the learners knows well and where detailed information can be obtained.		
Learning Outcomes – The learner will:	Assessment Criteria – The learner can:		
	Pass	Merit	Distinction
1 Understand the principles of marketing communications	Pass: 1.1 Explain the theory and concepts of marketing communications	1M1 Analyse the nature of and need for marketing communication related research	
	2.1 Develop a marketing communications strategy		

The unit aims show the overall purpose of the unit.

This shows the level of the RQF unit.

Guided learning hours are an indication of the number of hours of staff time required to teach or support the learner in achieving a qualification.

Credit value indicates the size of a unit and how long it would normally take to complete.

ATHE units are either achieved (pass)/ not achieved (fail) or pass/merit/distinction/not achieved

The Assessment Guidance gives centres an overview of what the learners are required to produce in order to achieve the unit.

These are statements of what a learner can be expected to know, understand or do as a result of a process of learning.

These are the specific standards that learners need to meet in order to demonstrate achievement of the learning outcomes and achieve a pass grade.

In addition to the pass assessment criteria, learner need to meet these standards to achieve a merit.

	Merit:		
2. Understand integrated marketing communications (IMC)	2.1 Analyse the advantages of integrated marketing communications 2.2 Assess the role and character of paid advertising 2.3 Analyse the role and requirements of public relations marketing 2.4 Assess the role and requirements of direct marketing		2D1 Evaluate the use of IMC by a named organisation

In addition to the pass and merit assessment criteria, learner need to meet these standards to achieve a distinction.

Actions for Achieving Your ATHE Qualification

Listed below are six actions you should take, in order to help you successfully achieve your ATHE qualification.

1. Develop your knowledge, understanding and skill.

During your programme of study towards your qualification, you must use different sources of information to confirm and develop your knowledge of the topics you are studying. The sources of information will be wide ranging and include books, the internet, periodicals, lecture notes. The information will be a mixture of factual details and opinions. You must develop your understanding of the topics you are studying, so you can write assignments in your own words and with clarity and authority. You will need to use a range of skills to be successful in your qualification, for example analysis, planning, synthesis, and communication both oral and written. You will already have developed some of the necessary skills for success in the ATHE qualification, but all skills can be improved through practice and repetition.

2. Achieve the learning outcomes at the standards set by each of the assessment criteria listed in each unit you are studying.

You must ensure you understand the meaning and implications of the learning outcomes and the assessment criteria for all of the units that make up your qualification. This includes any criteria you need to achieve for merit and distinction grades, where this is applicable. Read them carefully. You will need to demonstrate that your completed work achieves these learning outcomes and at the standards stated by the assessment criteria. Merit and Distinction grades can be achieved by completing the extension activities provided in the sample assignments. In order to achieve a higher grade you must achieve each of the criteria given for the Merit or the Distinction. You will also need to be familiar with the qualification level expected of you. You can find a description of each level offered in ATHE qualifications in this handbook.

3. Understand and take account of the command words in the assessment criteria.

The assessment criteria always begin with a command word. There is a large range of command words and they vary between the different levels of qualification. They include evaluate, explain, review, plan, report, assess and analyse. It is essential that you understand what these command words mean. Check your understanding with your tutor. Your work must demonstrate that you have provided sufficient information to show you have done what is required by the command word in each criterion. The definitions of command verbs used in ATHE qualifications on page 15 should help you understand these terms.

4. Take account of the feedback provided by lecturers and tutors.

You must do this in order to build on the successes you have made and improve on any aspects of your work that do not meet the standards required. The feedback must be timely so that it allows you to improve. If you are unsure about what the feedback is saying or it does not relate sufficiently closely to the assessment criteria, you must seek clarification. General comments such as 'Good work' will not be sufficient and you need to be clear which LOs have been achieved and at what grade where this is appropriate. Where LOs have not been achieved or a grade has not been given the feedback must clearly show why this is the case.

5. Review the way you work.

It is good practice for you to personally review on a regular basis how you are progressing on your programme of study, in order to identify what works well and the issues which are impeding your success. In your review, you should take account of information gained from your tutor and others. You can then plan any improvements which are required.

Reviewing progress by individuals, teams and organisations in order to improve is not a new concept. Ralph Coverdale, Head of Management Studies at Esso and founder of The Coverdale Organisation developed and refined theories on how people work while he was studying at Oxford. He believed strongly that skills could not be taught like knowledge, but rather developed through experience, 'Life has to be lived forwards but it can only be understood backwards'. Review is a way of helping you to learn from your experience.

6. Produce successful assignments.

Use the information provided in the following section in this handbook to help you produce assignments that meet the required standards.

What makes a Successful Assignment?

The following is a list of general features which characterise successful assignments. They are provided to help you reflect on what you need to do to achieve the right standard in your work. However, each assignment which is issued to you, as part of the assessment programme for your qualification, is unique. So, you must use this information as a general guide and always follow the instructions given to you by your tutors. You should also seek your tutor's guidance if you are unsure how to proceed with an assignment.

1. You must complete the tasks which are given in the assignment to the correct standard. Ignoring the assignment and addressing only the individual assessment criteria provided in the ATHE units is insufficient. Look at the completed sample assignments in Appendix 5. In one assignment a full response is produced for the first section of a staff training manual. In the other a report is provided on the principles of marketing and this includes extension work to meet the grading criteria for the higher grades.
2. Some assignments will have extension tasks to help you achieve higher grades. Your work will need to be to a higher standard. Discuss with your tutor whether you should attempt these tasks
3. You must plan your work carefully so that you are ready for the submission dates. Do not leave things to the last minute as work completed quickly may not meet the standards required for success. Unless your centre has granted any special considerations, you must submit your work by the deadlines provided.
4. You must present the work appropriately so that it is easy for the assessor to read. In the completed assignment in Appendix 5, the learner has produced work in a language which is easy to read and appropriate for the staff in the hotel, which is the context for the assignment. Note how in the level 3 assignment the learner work is clearly structured so the reader can easily see the sections which have been produced to achieve the higher grades.
5. Some tasks in assignments expect work to be presented in a particular way. You may be asked to draft a report, produce a booklet or prepare slides and other materials for a presentation. You must follow the instructions in the task and present the work as required for the target audience. The finished assignment in the appendix required the learner to produce a section of a staff training manual and the learner has completed this task. If you are unsure about the features of a report or how to produce slides or a booklet for a presentation, please ask your tutor for guidance.
6. Fundamentally your completed work must show that you have achieved the stated learning outcomes tested in the assignment. These learning outcomes must be achieved at the standards set by the assessment criteria for that learning outcome.
7. Look at the unit specification for the assignment you have been given and you will see the link between the specification and the tasks in the assignment. You must achieve the standards set by the assessment criteria. Check that you have done this, as failure to do so will compromise the success of your work.
8. In each of the assessment criteria there is a command verb such as 'evaluate', 'analyse' or 'critically assess'. You must follow the direction given by the command words. There are definitions of command verbs in this handbook, but check with your tutor what these words mean if you are unsure what is required.
9. In the completed assignment at the end of this handbook, the learner breaks down (analyses) the role of customer service in creating a competitive advantage, writing two sections: 'Making and Generating Bookings and Sales' and 'Building a Reputation'. In each section, the learner provides a number of valid ways that competitive advantage can be gained through the role of customer service, using paragraphs to distinguish different ideas.

10. For AC1.2 the learner has fully evaluated the implications for organisations of poor customer service, and grouped the implications under logical subheadings, using paragraphs for individual concepts.
11. The best work is produced from the synthesis of data and ideas. Data has been processed, problems have been solved, decisions taken and the conclusions justified. In the completed assignment in Appendix 5, the learner has referred to a range of up to date, relevant, original and credible sources including books and websites.
12. The completed assignment must be coherent, have a logical development of information, ideas, principles and concepts and demonstrate effective thinking. The learner has done this in the completed sample assignment included in this Handbook.
13. Some tasks may require self-reflection and you need to produce a balanced analytical response which is detailed, factual and wide ranging. Self-reflection needs to be informed and based on evidence.
14. As stated above, all of your work must be planned and organised but large projects such as a piece of research must also be managed carefully. You must gather sufficient and reliable information and data to support your conclusions. Your plan must be able to accommodate any unforeseen developments. You should evaluate the validity of results in assignments against stated criteria.
15. Wherever possible you should try to apply innovative thought in your work. This can be applied to a wide range of tasks but there are certain tasks in assignments which require creativity such as the production of marketing materials or materials for a presentation. All of your work must take account of the target audience and the communications must use appropriate media.
16. Your completed work must have a range of sources of information, which need to be relevant and reliable. Where you are quoting specific sources, you must use a standard referencing system and include a bibliography. Look at the completed assignment where the learner has used an established referencing technique. Cited words are in quotation marks and diagrams taken from sources are clearly referenced. As a reader we are clear which words are the learner's own and which are attributed to particular sources. You should not copy large sections of text written by others, even if you attribute this, unless there is a clearly justifiable reason for doing so. Centres can use different referencing systems depending on what it considers best for learners and tutors, so please follow the instructions provided.

Guide to Referencing

When preparing for your assignment, you are more likely to be successful if you use a range of relevant, reliable, up-to-date, credible sources to inform your thinking, such as books, journals and websites.

You should use sources in two ways: firstly, to absorb ideas and information; and secondly to cite short relevant phrases or sentences to support your own thinking.

It is very important that you acknowledge your sources so your tutor knows which sources have informed your thinking and so that you give credit to the writers who have provided you with the information. By acknowledging your sources, you can also show your tutor that you have read widely on the topic and that you are presenting credible information.

Failure to reference your sources may make your tutor think you are cheating by knowingly taking another's work and claiming it as your own. This is called plagiarism and is a serious offence. By careful, honest and accurate use of referencing you can avoid plagiarism.

There are a number of established referencing systems and you should ask your tutor if there is a preferred system for your centre. ATHE does not prescribe any particular referencing system, but whichever one you use, you must use it consistently and with great attention to detail throughout the assignment.

When you directly quote the exact words from sources, you must put the cited information in inverted commas known as quotation marks to show that you are attributing the source to another person and are not claiming that the words are your own. For example:

Schein (2009, p.79) argues that a culture cannot be measured through questionnaires as it might only measure 'superficial characteristics of the culture'.

Or you could begin the sentence with The author states that '.....'

In the following example, the student has written the sentence but the source is identified as the words are paraphrased from the work of another person.

An organisation is composed of individuals that will interpret and attribute meanings to their organisational life (Schultz, 1995).

For longer citations (where it is 50 words or more), you may also indent the quoted words. When you incorporate graphs, pictures or diagrams from other sources you must give details of the sources.

When you quote, you should use the spelling of the original text. For example, if you cite from an American English website you must retain the spelling in American English.

When you are preparing for the assignment, it is a good idea to keep a record of the sources as you use them, listing for example the author name, year of publication, edition number, publisher name, title of article, page number in journal, date website accessed, and type of electronic resource.

At the end of your assignment, you should have a list of references and a list of the sources which have generally informed your thinking in a Bibliography. This should be done in alphabetical order. Using the examples above the entries would be as follows:

Schein, E.H. (2009) *The Corporate Culture Survival Guide*. San Francisco: John Wiley distributor.

Schultz, M. (1995) *On Studying Organizational Cultures: Diagnosis and Understanding*. Berlin: de Gruyter.

This is only a brief guide to referencing and your college will undoubtedly provide you with more information.

Personal Development Planning

Many colleges and universities have processes in place to help learners recognise their strengths and weaknesses and plan for their short term and long term future. Identification of personal strengths and weaknesses and a clear ability to learn from experience and to plan for further improvements are highly valued by employers looking for effective managers in their organisations. High value is placed on the skill of being a reflective learner whether you are a student or in employment. So based on the evidence which exists, you should develop this skill now and

- critically review and evaluate your learning on your programme of study including the skills you used
- identify areas of success and where you need further development
- build on the successes and learn from the mistakes or areas of weakness
- plan for future developments

If you complete the audit which is provided at the end of this handbook, this will help you to identify where your strengths and weaknesses lie currently. You can then create an initial action plan which is aimed at further improvement. This should focus on your academic and personal objectives and you should decide what specific steps are needed in order to achieve the goals. In time, you may wish to extend this into career objectives. Each objective needs to have clearly defined targets with associated action points that are challenging but can be realistically achieved in a specified timescale. At the end of the handbook there is a blank template and some examples to help you to get started with the action plan.

As the learning on your ATHE programme of study towards your qualification proceeds, you can then build on this information and plan for further improvement. As you progress through the units in the qualification, you need to review regularly and ensure that this becomes a normal way of working. It does not need to take long. The information obtained from the review will enable you to modify your action plan for further development.

Ofqual Level Descriptors Summary

The Ofqual level descriptors in the table below show what level of knowledge and understanding, application and action and autonomy and accountability learners should be able to demonstrate relevant to the level of qualification they are studying. It is important to take these into account when studying towards ATHE qualifications.

Level	Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)	Example ATHE Qualifications	Example General Qualifications
1	<p>Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; and</p> <p>Is aware of aspects of information relevant to the area of study or work.</p>	<p>Use basic cognitive and practical skills to complete well-defined routine tasks and procedures.</p> <p>Select and use relevant information.</p> <p>Identify whether actions have been effective.</p>		
2	<p>Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems.</p> <p>Can interpret relevant information and ideas.</p> <p>Is aware of a range of information that is relevant to the area of study or work.</p>	<p>Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>		
3	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p>	ATHE Level 3 Diploma in Law	A Levels

	<p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>		
4	<p>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.</p> <p>Can analyse, interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of approximate scope of the area of study or work.</p> <p>Has an informed awareness of different perspectives or approaches within the area of study or work.</p>	<p>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>	ATHE Level 4 Diploma in Computing	
5	<p>Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.</p> <p>Can analyse, interpret and evaluate relevant information, concepts and ideas.</p> <p>Is aware of the nature and scope of the area of study or work.</p> <p>Understands different perspectives, approaches or schools of thought and</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>	ATHE Level 5 Diploma in Management for Health and Social Care	Foundation Degree

	the reasoning behind them.			
6	<p>Has advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors. Understands different perspectives, approaches or schools of thought and the theories that underpin them.</p> <p>Can critically analyse, interpret and evaluate complex information, concepts and ideas.</p>	<p>Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors.</p> <p>Use and, where appropriate, design relevant research and development to inform actions.</p> <p>Evaluate actions, methods and results and their implications.</p>	ATHE Level 6 Diploma in Healthcare Management	Bachelor's Degree
7	<p>Reformulates and uses practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors. Critically analyses, interprets and evaluates complex information, concepts and theories to produce modified conceptions.</p> <p>Understands the wider contexts in which the area of study or work is located.</p> <p>Understands current developments in the area of study or work.</p> <p>Understands different theoretical and methodological perspectives and how they affect the area of study or work.</p>	<p>Use specialised skills to conceptualise and address problematic situations that involve many interacting factors.</p> <p>Determine and use appropriate methodologies and approaches.</p> <p>Design and undertake research, development or strategic activities to inform or produce change in the area of work or study.</p> <p>Critically evaluate actions, methods and results and their short- and long-term implications.</p>	ATHE Level 7 Diploma in Strategic Management	Master's Degree

Command Verbs used in Units and Assignments

The verbs used in the assessment criteria in ATHE units and assignments are very important. The evidence you provide via your assignment needs to show that you have met the assessment criteria so it is important that you understand what the criteria expect you to do.

Here is a list of verbs used in ATHE assessment criteria and assignments. The explanations for the verbs provide alternative words or phrases that help to clarify the verb used. It is also important to take into account the level of the unit when reviewing the command verbs.

For example, analyse at level 7 will be different to analyse at level 5, you can use the summary of the qualification level indicators in the previous page to establish the correct standards.

Verbs	Explanation
Agree	Have the same opinion about something; concur
Analyse	Break the subject or complex situations into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important; reference to current research or theory may support the analysis
Apply	Explain how existing knowledge, practices, standards etc. can be linked to new or different situations Use information to determine outcomes/conclusions /recommendations
Appraise	Assess the value or quality
Assess	Use available information to make a judgement
Calculate	Determine or ascertain by mathematical methods
Carry out	Implement; do; execute
Close	Bring to an end
Collaborate	Work jointly with
Collate	Collect and present information arranged in sequence or logical order which is suitable for purpose
Communicate	Convey or exchange spoken or written information
Compare	Examine the subjects in detail looking at similarities and differences

Compare and contrast	Examine the subjects in detail, identify similarities and differences , consider these from different perspectives
Conduct	Carry out
Consider	Ponder, contemplate or study in order to make a decision
Construct	Form by bringing together various elements
Convey	Communicate (information)
Create	Bring something into existence
Critically assess	Use available information to make a judgement; produce a convincing argument for a judgement
Critically evaluate	This is a development of evaluate. Examine strengths and weaknesses, arguments for and against and/or similarities and differences; consider the evidence and discuss the validity of evidence from opposing views; produce a convincing argument to support the conclusion or judgement.
Critically review	Look back over the topic or activity, analysing the positive and negative aspects
Define	State or show clearly and accurately
Demonstrate	Clearly show by giving proof or evidence; give a practical exhibition and explanation
Describe	Provide an extended range of detailed factual information about the topic or item in a logical way
Design	Decide on the look and function of something by making a detailed visual or written document of it
Determine	Ascertain or establish exactly by research or calculation
Develop	Identify, build and extend a topic, plan or idea
Devise	Plan or invent (a complex procedure, system or mechanism) by careful thought
Differentiate between	Discuss identified differences between more than one entity, item, product, object or activity

Discuss	Give a detailed account including a range of views or opinions which includes contrasting perspectives
Distinguish between	Discuss identified differences between more than one item, product, object or activity
Document	Record something in written, photographic or other form
Draw conclusions	Arrive at judgements or opinions by reasoning
Establish	Set up; show something to be true by determining the facts
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; Apply current research or theories to support the evaluation when applicable
Examine	Inspect (something) thoroughly in order to determine its nature or condition
Explain	Make something clear to someone by describing or revealing relevant information in more detail
Explore	Investigate or examine a range of issues from different perspectives
Formulate	Draw together; put together in a logical way; express in systematic terms or concepts
Identify	Ascertain the origin, nature, or definitive characteristics of
Illustrate	Explain or make something clear by using examples, charts, graphics etc.
Interpret	Explain the meaning of something
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts
Justify	Give a comprehensive explanation of the reasons for actions and/or decisions
Lead	Be responsible for taking people, organisation or a piece of work in a direction
Make recommendations	Use conclusions to suggest ways forward. Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of

Manage	Be in charge of; control or direct people/resources
Match	Correspond or cause to correspond (something with something else)
Measure	Assess the importance, effect or value of something
Monitor	Maintain regular surveillance
Negotiate	Discuss with a view to finding an agreed settlement
Outline	Identify accurately and describe clearly – the main points
Plan	Decide on something and make arrangements for it in advance; Design or make a plan of something
Prepare	Make something or someone ready for use
Present	Show for others to scrutinise or consider; Formally deliver (e.g. in verbal, written or graphical format)
Produce	Make, create or form something
Propose	Put forward (a plan or suggestion) for consideration by others
Provide	Identify and give relevant and detailed information in relation to the subject
Recommend /Make recommendations	Use conclusions to suggest ways forward. Revisit and judge the merit of; Endorse a proposal or course of action; Advocate in favour of
Record	Set down in writing or some other permanent form for later reference
Reflect	Consult with oneself or others, recognising implications of current practice with a view to changing future practice
Reflect critically	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for future action, learning or practice, producing a convincing argument to support the conclusion or judgement.
Report (on)	Give a spoken or written account of something that has been observed, heard, done or investigated
Request	Politely or formally ask for

Research	Conduct a detailed study of a subject to discover new information or reach a new understanding
Review	Revisit and consider the merit of analysing the positive and negative aspects
Select	Make informed choices
Self-analyse	Examine methodically in detail to explain and interpret oneself and one's actions
Set up	Establish; place something in position
Specify	Identify clearly and definitely
Suggest	Put forward for consideration
Summarise	Give the main ideas or facts in a concise way
Synthesise	Combine into a coherent whole
Translate	Convert
Validate	Demonstrate or support the truth, accuracy or value of something

The Assessment Process

ASSESSMENT

Assessment can be both formative and summative. It may involve initial assessment at enrolment on to the programme of study. In all cases your centre will assess your work and for ATHE qualifications this will be to ensure it has met the learning outcomes at the standard set by the assessment criteria. In the assessment process, lecturers provide feedback to learners on why they have met the standards or what needs to be done to achieve success. At the formative stage you may be given additional tasks to improve your work so that it clearly meets the standards required. In summative assessment a final judgement is made on whether your work meets the standard and at what grade, where this is applicable.



INTERNAL VERIFICATION

After the assessment has been completed, Internal Verifiers at your centre will check the assessment decisions made by the original assessor to ensure they are valid and reliable.

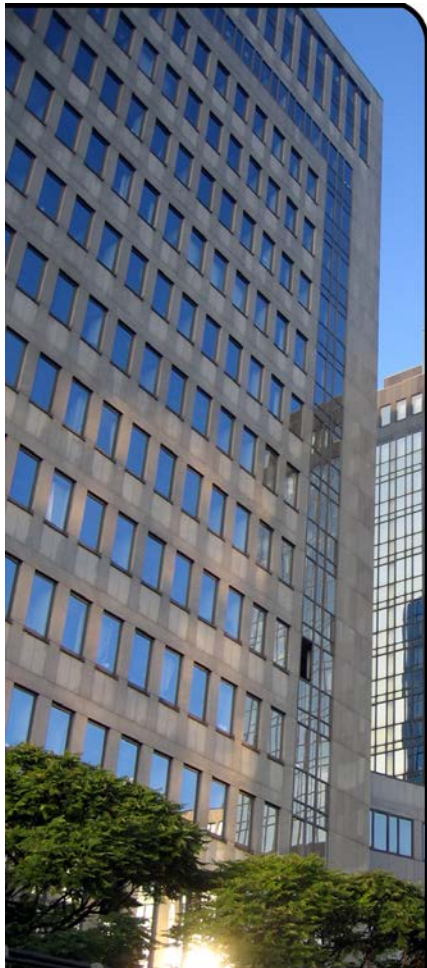


EXTERNAL VERIFICATION

Upon completion of the internal verification at your centre, the centre will upload learners' results to the ATHE Portal.

ATHE will then arrange for an External Verifier to visit your college. The purpose of this visit is to make a judgement on whether the assessors have assessed the learner work and internally verified the decisions to the correct standards.

Once the visit is completed, the External Verifier will provide a report which will have recommendations on whether the centre has passed the verification. If the centre has passed, certificates will be issued for learners within 10 working days.



Suggested Resources

The suggested resources below provide useful theory, statistics and case studies relevant to management, healthcare management and tourism management. These resources can supplement the resources provided by your centre and resources suggested by ATHE for each unit. Always ensure you reference correctly when using information from any source.

Management

www.Businesscasestudies.co.uk

This website provides useful case studies from The Times.

www.ft.com

The Financial Times is one of the world's leading business and finance newspapers. Its website contains up to date financial and business information and news stories.

www.hse.gov.uk

The Health and Safety Executive is the UK's independent body watchdog for work related health and safety, illness and sickness. Its website contains templates on workplace risk assessments.

www.wri.org

The World Resources Institute provides information on climate change and how this affects business.

www.managementhelp.org

This website is a free online resource with articles in management.

www.open.edu/openlearn/money-management

The Open University provides free online resources and short courses.

www.businessballs.com

Businessballs is a free learning and development resource for people and organisations.

www.mindtools.com

This website provides practical and straightforward information to improve management skills and knowledge.

www.bbrt.org

Beyond Budgeting Round Table is a website which gives readers a new way of managing performance and shows case studies of companies that have used their methods.

www.researchproposalguide.com

This website gives information on how to write a good research proposal.

www.un.org

This is the main website of the United Nations; its document section contains information on the work of the UN and its member countries.

www.oecd.org

The Organisation for Economic and Co-operation and Development is an international organisation which promotes the economic development of its member countries. Its website contains statistics and reports on its work.

Healthcare Management

www.hsj.co.uk

The Health Service Journal is an online news and resource magazine for leaders in the Health and Social care industry.

<http://budgetresponsibility.org.uk/data/> The Office for Budget Responsibility website contains key information on finance in the public sector.

www.who.int

The World Health Organisation is the directing and coordinating authority for health within the United Nations system. Their website contains reports and statistics on the global health situation.

<http://webarchive.nationalarchives.gov.uk/20130502102046/http://systems.hscic.gov.uk/> This National Health Service website provides case studies, leaflets and guidance on NHS systems.

www.skillsforcare.org.uk

Tourism

www.unwto.org

The World Tourism Organisation (UNWTO) is the United Nations agency responsible for the promotion of responsible, sustainable and universally accessible tourism.

www.wttc.org

The World Travel and Tourism Council is the international industry body representing the tourism industry. On its website you will find key industry statistics and research.

www.abta.com/news-and-views

The Association of British Travel Agents is the UK's leading travel association. Its news and views page contains industry updates, press releases and news articles.

www.visitbritain.com

Visit Britain is the national tourism agency, responsible for marketing Britain worldwide & developing Britain's visitor economy. Its website contains information on tourism destinations on Britain.

www.people1st.co.uk

People 1st is the sector skills council for hospitality, people transport, travel and tourism in the UK. Its website contains free to download research, case studies, and industry profiles.

Computing

www.helpwithpcs.com/courses/binary-numbers.htm

An introduction to binary numbers and conversion formulas

<http://www.computerweekly.com/>

General computing news

<http://www.computing.co.uk/type/news>

General computing news

Law

www.e-lawresources.co.uk

Free law resources

www.lawsociety.org.uk

The Law Society

www.barcouncil.org.uk

The Bar Council

www.ibanet.org

The International Bar Association

General

Brilliant interview: what employers want to hear and how to say it
Jay, Ros

Published Harlow: Prentice Hall 2011

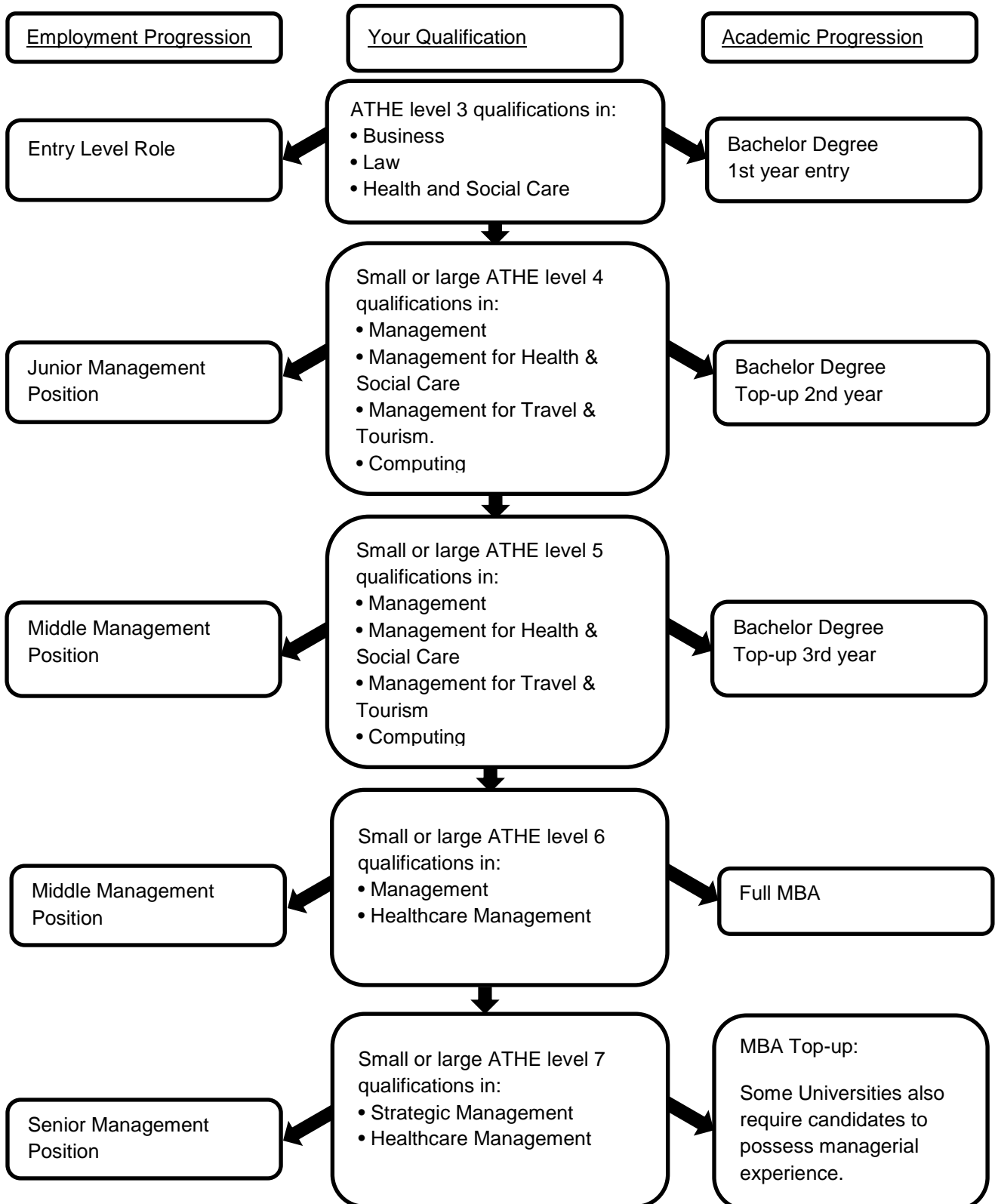
Brilliant Intern

Scherer, Andrew

Published Harlow: Prentice Hall 2012

After Achieving Your ATHE Qualification

There are many options available to you once you have achieved an ATHE qualification. These include going to university or another higher education institution, progressing to an ATHE qualification at a higher level gaining promotion or starting a new job or business. The table below illustrates the different options open to you when you have achieved an ATHE qualification.



Going to University or Higher Education

If you are interested in progressing to a university degree, then your ATHE qualification and the level of achievement will prove extremely useful as there are a wide range of progression routes to various universities.

These include Bachelor's Degrees and Master's Degrees from a range of UK and international universities with delivery options which include both online and campus based.

To see our full range of progression routes visit www.athe.co.uk/progression

Preparing a CV

If you are venturing into the world of work after achieving an ATHE qualification, then preparing a good CV is important in order to give you the best chance of success in gaining employment.

Here are ATHE's top tips for CV writing:

1. Keep it short - most employers only spend a small amount of time looking at any one CV, so to ensure it gets read make sure that it is well presented and written in chronological sections for ease of understanding. Normally, this means starting with the present date and working back in time. Two pages are normally a suitable amount.
2. Your CV should normally include:
 - Personal details e.g. your name, contact details
 - Personal profile and career objectives
 - Education experience and achievements
 - Business or other experience including positions of responsibility and achievements in these roles
 - Personal interests
 - Names of referees



These sections should provide evidence for how and when you have demonstrated the skills you possess. Saying that you have a skill or you are good at something is not enough.

3. Keep it up to date - even if you are not looking for employment, it is a good idea to keep your CV relevant and up to date, so you do not forget important details later on.
4. Check for errors – most employers receive a large volume of CVs so do not give them an excuse to dismiss yours by not checking for grammatical or spelling errors. Ask a friend or relative to review for document for any errors.
5. Do not leave unexplained gaps – employers may get suspicious if there are gaps in dates. If you have been out of work for a period of time, explain what you did during this period to keep up to date. Were you doing voluntary work, a course or working on a personal project?

6. Make it look good – make sure it is laid out correctly and a clear font like Arial is used.
7. Ensure you attach a personal statement to the CV which shows how your experience, skills and qualities make you an ideal candidate for the job. This statement will also show that you understand the specific role for which you are applying. In addition, the statement should demonstrate that you have researched the company and wish to work there. In preparing this personal statement, pay particular attention to the person specification attached to the job description.

Drafting a Covering Letter

Employers may expect job applicants to complete a form for a specific post and to send a covering letter. These kind of letters are also important if you decide to send some speculative job applications. Finally you may send a covering letter with your CV.



There is clearly little point having an excellent CV which is well constructed if you then produce a poor covering letter, almost as an afterthought. The employer may read the letter and decide to go no further.

The CV and covering letter must complement one another. Keep the letter short, ideally no more than one page and ensure it does not simply repeat what is in the CV. Produce about 4 paragraphs and use the following as a guide.

Points to consider for inclusion in the Covering Letter:

1. A clear statement about the job you are applying for. If you have a name of a relevant person with whom you discussed the post or who referred, you to the role include it here.
2. Identify key aspects of the job and provide some examples of work you have done which meet these requirements. You may wish to refer to grades you have achieved in certain units as this will help to show your aptitude for certain areas of knowledge and skill.
3. You may refer to the personal skills and qualities you possess which are particularly relevant to this role.
4. Ensure the tone of the letter is positive but do not come across as being arrogant. You need to show that you are an interesting and personable individual.
5. Sum up by re stating your interest in the post and the business and thank the person reading the letter for their time in considering your application.

Preparing for Interviews

An interview is one of the most common ways used to recruit staff and their purpose is to assess the applicant's suitability for a role. Interviews take many different forms, for example they may be staged with an informal interview first or there may be structured interviews with all candidates being asked the same questions.

These structured interviews may in themselves lead to a second stage of the selection process, reducing the number of candidates down to those which are deemed particularly suited to the role. Interviews are normally done face-to-face but telephone or Skype interviews may be used sometimes at an early stage in the selection process.

In addition, some employers will ask candidates to complete tasks at the interview, which are directly related to the job role. You should be prepared for a range of different types of selection processes and the employer will not always inform you what to expect beforehand.



Employers will note your level of professionalism in all communications they have with you. Always use a formal style in your responses irrespective of whether this is by telephone, letter or email. Ensure you respond promptly and to the named person who has contacted you.

Top ten tips:

1. Ensure you are clear about the venue, date and time for the interview and you are there in good time.
2. Decide what to wear and ensure this is reasonably formal and typical business wear. If employers have planned any specific tasks at interview which require any other types of clothing, they will have informed you.
3. Take relevant information with you to the interview. This should include the job description and person specification, your CV and any notes you have prepared for the interview. Switch your mobile off when you enter the building.
4. Be clear about the job role including the person specification. Some interview questions will be directly linked to this information.
5. Consider what other questions you may be asked. In addition, questions which emerge from the job role and the person specification, you may also be asked questions on information you have provided in your CV. Note down key points you wish to make.
6. Research the organisation thoroughly. Employers will expect that you have checked the website as a minimum. Be clear about the mission and vision of the organisation, the contents of annual reports. Know why you wish to work there and be able to explain this clearly.
7. When you are asked questions listen carefully; give concise answers which directly address the question asked, providing relevant examples where necessary. Sometimes, the questions may come from different people in the room and be in different parts – answer all sections. If you are unclear about the question, ask for clarification. Take a little time to think about the question before you respond but you should not appear hesitant.

8. Always speak clearly and at a pace which ensures the interviewer is able to understand what you are saying. Often interviewers take notes while the interviewee is speaking, so keeping to a moderate pace is important.
9. Be aware of the effects of your body language, be friendly and positive; keep good eye contact with the person asking the question and other interviewers. Most people get nervous before and during interviews but try to keep as calm as possible.
10. Think about any questions you wish to ask the interviewer(s) before you attend for the interview. It is not compulsory to ask questions but candidates frequently seek clarification on something about the role or the organisation.

Appendix 1

Personal Skills Audit

Grading Criteria

1. I use this skill but I am not completely competent so I need more practice
2. I am able to do this but occasionally I need to seek assistance
3. I am competent without any assistance
4. I am competent and sufficiently confident to be able to help others

SELF MANAGEMENT	1	2	3	4	Examples to support your judgement
Manage your time effectively (meet deadlines, get to appointments and classes on time)					
Set realistic objectives and priorities					
Monitor, evaluate and adapt own performance					
Show flexibility and see that there may be more than one way to solve a problem					
Behave in a professional/ethical manner					
Deal with criticism constructively					
MANAGING YOUR LEARNING					
Use a range of academic skills such as analysis, synthesis, evaluation					

Take responsibility for your own learning evaluating and adapting how you work in order to achieve your goals					
Set yourself realistic objectives, priorities and standards					
Use learning in new or different situations/contexts					
Learn through collaboration with others					
PROBLEM SOLVING					
Identify the key features of the problem					
Identify the options					
Identify solutions and plan and implement a course of action.					
Carry out solutions, monitoring progress					
COMMUNICATION					
Present oral/visual information competently					
Use appropriate language in a range of different assignments with accurate spelling, punctuation and grammar					

Listen actively and effectively, building on other peoples' ideas and offering constructive criticism					
Speak fluently and confidently to a variety of audiences					
Produce a variety of written documents using appropriate formats					
Use charts, diagrams and other illustrations to support verbal and written communication					
Use appropriate technology and media including IT					
WORKING WITH OTHERS					
Plan with others ensuring there are clear goals, take responsibility and carry out appropriate tasks					
Respect the views and values of others and adapt to the needs of the group/ team					
Assist and support others in learning					
Work to collective goals and agreed plans.					
Negotiate with individuals/groups					

DATA HANDLING					
Use appropriate sources of information e.g. library, retrieval systems, IT, people etc.					
Handle large amounts of information and data effectively interpreting results					
Use appropriate numerical information					
Use information critically and innovatively and in support of argument					

Appendix 2

Example Action Plan

Area for improvement	Action(s) to be taken	By when	Monitoring of progress	Evidence of improvement/success	Further Action
<i>I lack confidence with oral communication skills and get very nervous. I usually read the notes/slides rather than referring to them and I speak too quickly.</i>	<p><i>Ask the tutor for some advice on presentation skills.</i></p> <p><i>Practice the presentation before delivering it to the rest of the class</i></p> <p><i>Prepare a feedback sheet for the class so I can make further improvements</i></p>	<p><i>Presentation scheduled for 6 weeks.</i></p> <p><i>Ask tutor for advice this week.</i></p> <p><i>Practice presentation at least 4 days before event.</i></p>		<i>I was more confident with this presentation and the speed was good. The feedback sheet was very useful. The main feedback was that I had poor eye contact with the audience and I relied too heavily on the notes.</i>	<p><i>Prepare notes with key headings and bullet points.</i></p> <p><i>Know what I plan to say for each heading.</i></p>

Appendix 3 Action Plan

Area for improvement	Action(s) to be taken	By when	Monitoring of progress	Evidence of improvement/success	Further Action

Appendix 4

Learner Achievement Tracking Sheet

You can use the tracking sheet to make sure you have completed work at the right standards for each of the learning outcomes.

How to use the tracking sheet

An electronic copy of this sheet is available on the ATHE website for you to download. You will find it at www.athe.co.uk/lts

Then:

1. Check the unit specification and/or the assignment for the number of learning outcomes in the unit. You should also take account of the assessment criteria.
2. Delete or insert rows in the grid so that there is one row for each learning outcome.
3. Number each row with the number of learning outcomes, as shown in the example below.
4. Look at the assignment and note the kind of evidence you are required to produce for each task, and which assessment criteria the evidence relates to. The type of evidence might be for example a report, a presentation, a handbook or a brochure. Fill in the type of evidence you will produce next to the relevant learning outcome and note the assessment criteria it covers.
5. If your tutor asks you to complete a first draft or conduct prior research, fill in the date you completed this in the third column. If you do not need to do this, fill in 'Not applicable'.
6. In the fourth column, fill in the date you passed the work to your tutor for formal assessment.
7. When your assessor has assessed your assignment, read the assessor's feedback and find out if your work has achieved the learning outcome at the right standards.
8. Check the grid to see if there are any learning outcomes which have not been achieved. If this is the case, use the sixth column to note the action required to amend or re-do that part of your assignment, so that it can meet the standards.

Learner Achievement Tracking Sheet

Learner name:

ATHE Learner ID:

Centre:

Qualification:

Unit:

Unit number:

Guidance: Delete/insert further rows in the table below as required so there is one row for each Assessment Criterion.

Learning Outcome	Evidence	<i>If appropriate:</i> Date first draft completed or prior research conducted	Date work formally submitted	Date assessor/IV judged work (assessed evidence) has met Assessment Criteria	Action for work which does not meet the standards
e.g. LO1	1.1/1.2 Brochure for clients	Not applicable	16.05.14	30.05.14	Not applicable LO achieved
LO2	2.1/2.2/2.3 Report	12/11/14	1/12/14	16/12/14	LO achieved at the required standards
LO3					
LO4					

Before submitting your work check you have:

- ✓ Completed the tasks or activities as required by the assignment
- ✓ Labelled or numbered each task or activity
- ✓ Understood and responded to the command verbs in the Assessment Criteria
- ✓ Produced the tasks or activities in the required format
- ✓ Presented your work clearly
- ✓ Referenced sources you have used and cited from
- ✓ Put cited material in quotation marks
- ✓ Checked for any spelling or grammatical errors
- ✓ Added a footer with page numbers and your ATHE learner ID number

Appendix 5

Example Learner Assignments

You can see two assignment tasks completed by learners for part of two units. The work meets the standards set out in the learning outcome and assessment criteria:

Example one – Marketing Principles and Practices – level 3

Example two – Building Customer Relationships – level 4

