

Aims and Objectives

Understand the Qualification level and course requirements Signpost to supporting materials

Identify Level 5 writing

Check standards using AAAA approach

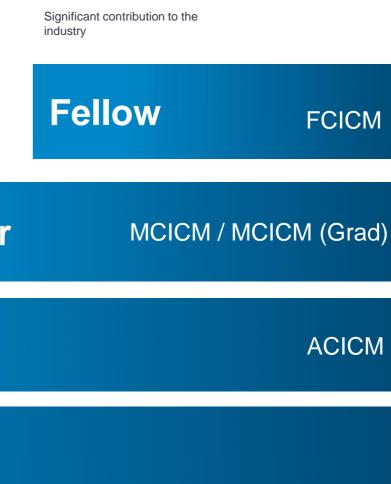
Practice using mark schemes

Share top tips

Consider FAQ



CICM Qualifications



Completion of a Level 5 Diploma or through experience

Member

Associat

Introductory Membership

Affiliate / Studying Member

Completion of a Level 3 Diploma or through experience

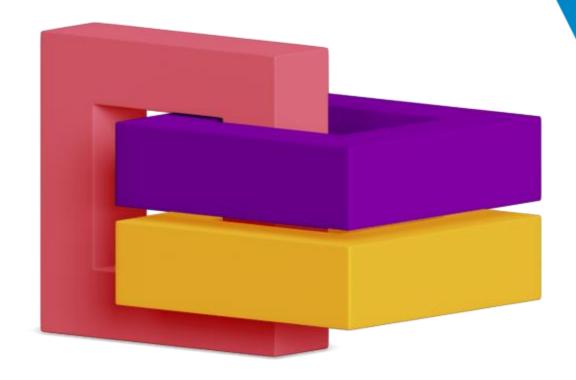


Structure of Level 5 Diploma

Recommended for credit management specialists and senior credit management roles

Six Compulsory Units

Strategic Planning
Advanced Credit Risk Management
Strategic Communications and leadership
Process improvement
Compliance with legal, regulatory, social and ethical requirements
Legal proceedings and insolvency





Preparation Methods

You will need:

- Learner Guidance booklet
- Study Skills Webinar
- o CICM Study Guide
- Essential Reading Materials
- Assignment Question
- Mark Scheme
- o Grade Criteria



What your Level 5 writing needs to display

- Knowledge beyond basic application
- Awareness of the wider environment
- More extensive Reading of academic works
- A degree of autonomous study
- The ability to link theory to practice
- Assessment and analysis of information
- Justification of decisions/recommendations
- To write succinctly in a variety of formats





4-A Assignment

Level 5 requires

- o ACADEMIC theories
- APPLICATION to workplace
- ANALYSIS of findings
- o APPENDIX items in support





What meets the mark

Paired excercise

o Identify the Level 5 'point scorers' in the blank copy of appendix B

 Compare your findings with the callouts in the learner guidance booklet





CREATING

EVALUATING

CRITICALLY EXAMINE INFO &

MAKE JUDGEMENTS

ANALYZING

USE INFORMATION TO

CREATE SOMETHING NEW

Design, Build, Construct,

Plan, Produce, Devise, Invent

Judge, Test, Critique,

Defend, Criticize

TAKE INFO APART &

EXPLORE RELATIONSHIPS

Categorize, Examine,

Compare/Contrast, Organize

APPLYING

USE INFORMATION IN A NEW (BUT SIMILAR) SITUATION

Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate

UNDERSTANDING

UNDERSTANDING & MAKING SENSE OUT OF INFORMATION

Interpret, Summarize, Explain, Infer, Paraphrase, Discuss

REMEMBERING

FIND OR REMEMBER INFORMATION List, Find, Name, Identify, Locate,

Describe, Memorize, Define



BLOOMS TAXONOMY



Assessing theories; Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating

Using old concepts to create new ideas; Design and Invention; Composing; Imagining; Inferring; Modifying; Predicting; Combining

SYNTHESIS

ANALYSIS

Identifying and analyzing patterns;
Organisation of ideas;
recognizing trends

Using and applying knowledge; Using problem solving methods; Manipulating; Designing; Experimenting

APPLICATION

COMPREHENSION

Understanding; Translating; Summarising; Demonstrating; Discussing

Recall of information; Discovery; Observation; Listing; Locating; Naming

KNOWLEDGE



Task 1

Using both PESTEL and SWOT analysis techniques, together with other useful and appropriate analytical models, investigate and fully evaluate the factors influencing an organisation

Areas for consideration

Macro and micro economics; distinguishing economic features; competitive forces; common driving forces of change; resources, capabilities, competitive power, costs and prices; business modeling; corporate governance; functional area and operating strategies; organisational objectives and goals; vision, mission, values, SLAs.

Refer	Level 5 pass	Level 5 merit	Level 5 distinction
Inadequate or basic	SWOT and PESTEL used to	Well-supported and	A searching, well-supported
assessment of either or	investigate the	referenced investigation	and referenced
both of the internal and	environmental factors	and evaluation of a range	investigation and
external organisational	which influence an	of internal and external	evaluation of internal and
environment. Limited or no	organisation. Development	environmental factors using	external environmental
effective use of the	of investigation through	SWOT, PESTEL and an	factors using an informed
obligatory and additional	assessment of influential	informed range of useful	range of specified and
analytical techniques.	environmental factors and	analytical models.	useful assessment
Little or no development	some demonstration of	Sustainable conclusions	methods. Response
beyond basic employment	judgement. Evidence of	presented. Response	demonstrates great
of the techniques	research, appropriately	demonstrates context and	awareness of context, the
themselves. Inadequate or	referenced.	wider understanding of the	impact of environmental
no academic referencing		impact of environmental	factors and evaluation of
and/or background reading		factors.	techniques used.
and research			



of Credit Management To pass or not to pass...

I have analysed the communication channels that the credit department uses at present. My department uses letter, phone and email to communicate with customers. The letters are used to remind customers to pay

and to send welcome letters and information such as terms and conditions. We tend to email order information such as confirmations.

We use the 'phone to collect cash because it allows us to achieve a 'one-stop' solution and hopefully obtain the payment over the 'phone.

I think some of the credit controllers avoid using the 'phone because they don't like confrontation, but it should be used more because it is

so effective.

We also use personal visits for key customers but we do not use social media very much. This could be improved upon.

We use all channels to communicate with internal stakeholders, which shows that our communications are better here. (144 words)

Using the Shannon and Weaver (2010) model of communication (appendix X) analysis of the communication channel within the credit department was undertaken (appendix Y). This revealed that, of the 5 channels available, only 2 were used on key customers. As a 'high power, high influence' stakeholder (appendix Z), adoption of other channels would be worth considering, in order to maximise communication effectiveness with this key stakeholder.

In contrast, all available channels were used between internal departments, predominantly the customer care and sales teams.

This indicates open communication (Reuben & Steward 2006) with another 'high influence' stakeholder. It could be argued that the use of postal communication is obsolete because it slows the message speed. However, its permanency reduces noise, which distorts the message. It should therefore be retained for non-urgent but important messaging, such as changes to policy and procedures. (140 words)



- Academic essay (Appendix B)
- Business Report (Appendix C)
- Executive Summary
- Action Plan
- Assignment Checklist

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- Academic essay (Appendix B)
- Business Report (Appendix C)
- Executive Summary (Appendix D)
- Action Plan
- Assignment Checklist

P.11 P.24 P.25





- Academic essay (Appendix B)
- Business Report (Appendix C)
- Executive Summary (Appendix D)
- Action Plan (Appendix E)
- Assignment Checklist

P.11 P.24 P.25 P.26





- Academic essay (Appendix B)
- Business Report (Appendix C)
- Executive Summary (Appendix D)
- Action Plan (Appendix E)
- Assignment Checklist (Appendix F)

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- Academic essay (Appendix B)
- Business Report (Appendix C)
- Executive Summary (Appendix D)
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- Assignment Checklist (Appendix F)

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Assignment rules

- Answer all parts of each task
- o Structure your assignment
- o Reference your work





Assignment rules

o What are your 3 golden rules?





Final Checks

- o Create contents page for assignment and appendix
- Proof read the whole assignment
- o Clearly label and link report and appendix items
- Standardise font/headings etc.
- o Use 'Spell and grammar check'





FAQ

- O How much time will I need to spend on this?
- o Will it apply to my workplace?
- o How do I stay within the word count?





More questions? Contact us!

https://www.cicm.com/contact-us/