Pearson BTEC Level 4 Diploma in Business Administration (QCF)

Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF)

Specification

BTEC Professional qualifications

First teaching September 2014

PEARSON

Edexcel, BTEC and LCCI qualifications

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

BTEC Professional qualification titles covered by this specification

Pearson BTEC Level 4 Diploma in Business Administration (QCF)

Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

Details of funding approval will be available on the Learning Aims Reference Service (LARS) database, which replaces the Learning Aim Reference Application (LARA). In the interim, the LARS Lite database is available to check funding approval. Alternatively, the Skills Funding Agency's simplified funding catalogues can be used to check funding approval.

The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit reference number (URN). The QCF qualification and unit reference numbers will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

Pearson BTEC Level 4 Diploma in Business Administration (QCF)   601/3499/9

Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF)   601/3594/3

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Contents

What are BTEC Level 4 Professional qualifications?

BTEC Professional qualifications are qualifications at Level 4 to Level 8 in the Qualifications and Credit Framework (QCF) and are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Professional qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Professional qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Key features of the Pearson BTEC Level 4 Diploma in Business Administration (QCF)

The Pearson BTEC Level 4 Diploma in Business Administration (QCF) is for learners who work in, or who want to work in Business Administration in roles such as:

Office Manager   Programme Manager

Executive Assistant

It gives learners the opportunity to:

- develop the specific technical knowledge to underpin learners competence in the job roles stated above. This includes the knowledge related to business administration systems, communicating in a business, managing information and knowledge, project management and managing self-development
- develop wider business-related and technical knowledge to support competence in the roles stated above and to provide learners with a framework for extending their occupational skills to other administrative roles. This includes knowledge related to human resource management, marketing, stakeholder engagement and management, operational planning and customer service management
- have existing skills recognised
- achieve a nationally-recognised Level 4 qualification.

Key features of the Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF)

The Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF) is for learners who work in, or who want to work in Business Administration in roles such as:

Product Manager	Business Development Manager
Executive Assistant	Stakeholder Relationship Manager

It gives learners the opportunity to:

- gain specific and wider business-related knowledge to allow progression in job roles across functional areas and sectors
- develop the specific technical knowledge to underpin learners competence in the job roles stated above. This includes culture and ethics in a business, principles of quality management, communicating in a business, negotiation and influencing in the workplace, managing information and knowledge and the knowledge related to managing work activities to improve business performance
- have existing skills recognised
- achieve a nationally-recognised Level 4 qualification.

Apprenticeships

Skills CFA include the Pearson BTEC Level 4 Diploma in Business Administration (QCF) and the Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF) as the knowledge component for the Higher Apprenticeship in Business and Professional Administration.

Progression opportunities

Learners who have achieved the Pearson BTEC Level 4 Diploma in Business Administration (QCF) or the Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF) can progress to:

- Pearson BTEC Level 4 HNC Diploma in Business (QCF)
- Pearson Edexcel Level 4 NVQ Diploma in Business Administration (QCF) – competencies component for the Higher Apprenticeship in Business and Professional Administration
- Pearson Edexcel Level 4 NVQ Diploma in Customer Service (QCF) – competencies component for the Higher Apprenticeship in Customer Service
- Pearson Edexcel Level 4 NVQ Diploma in Management (QCF) – competencies component for the Higher Apprenticeship in Management
- Pearson BTEC Level 4 Diploma in Management and Leadership (QCF) – knowledge component for the Higher Apprenticeship in Management
- Jobs roles such as Manager, Senior Manager and Head of Department

National Occupational Standards

Where relevant, BTEC Level 4 qualifications are designed to provide the relevant underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). BTEC Level 4 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Annexe A shows a mapping of the mandatory units in the qualification against the underpinning knowledge of the Pearson Edexcel Level 4 NVQ Diploma in Business Administration (QCF). The Pearson BTEC Level 4 Diploma in Business Administration (QCF) and the Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF) relate to the following NOS.

- Business and Administration
- Management and Leadership

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for Pearson BTEC Level 4 qualifications

When combining units for a Pearson BTEC Level 4 Diploma in Business Administration (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 4 Diploma in Business Administration (QCF)

1   Qualification credit value: a minimum of 42 credits.
2   Minimum credit to be achieved at, or above, the level of the qualification: 32 credits.
3   17 credits must be achieved from the mandatory units.
4   A minimum of 25 credits must be achieved from the optional units.
5   All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF)

1   Qualification credit value: a minimum of 110 credits.
2   Minimum credit to be achieved at, or above, the level of the qualification: 100 credits.
3   75 credits must be achieved from the mandatory units.
4   A minimum of 35 credits must be achieved from the optional units.
5   All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 4 Diploma in Business Administration (QCF)

The Pearson BTEC Level 4 Diploma in Business Administration (QCF) is a 42 credit (where at least 32 credits must be at Level 4 or above) and 195-303 guided learning hour (GLH) qualification.

Learners must achieve a minimum of 42 credits to achieve this qualification, including 17 credits from the mandatory units (Group A) and a minimum of 25 credits from the optional units (Group B).

Pearson BTEC Level 4 Diploma in Business Administration (QCF)			
Unit	**Mandatory units (Group A)**	**Credit**	**Level**
1	Business Administration Systems	6	4
2	Communicating in a Business	5	4
3	Managing Self Development	6	3
Unit	**Optional units (Group B)**	**Credit**	**Level**
6	Principles of Quality Management	4	4
7	Principles of Operational Planning	15	4
8	Managing Information and Knowledge	15	4
9	Understand How to Manage Work Activities to Improve Business Performance	11	4
10	Principles of Project Management	10	4
11	Principles of Internet and E-Business	15	4
12	Human Resource Management	5	4
13	Principles of Marketing	8	5
14	Information Systems	5	4
15	Finance for Administrative Managers	5	5
16	Business Risk Management	6	5
17	Managing People and Performance in a Business Environment	6	4
18	Stakeholder Engagement and Management	4	4
19	Principles of Administration for Executive Assistants	10	4
20	Principles of Customer Service Management	8	4
21	Principles of Management and Leadership in Organisations	6	4
22	Collaborating with Other Departments	4	3
23	Principles of Business Strategic Planning and Development	5	4

Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF)

The Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF) is a 110 credit (where at least 100 credits must be at Level 4 or above) and 570-667 guided learning hour (GLH) qualification.

Learners must achieve a minimum of 110 credits to achieve this qualification, including 75 credits from the mandatory units (Group A) and a minimum of 35 credits from the optional units (Group B).

Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF)			
Unit	**Mandatory units (Group A)**	**Credit**	**Level**
1	Business Administration Systems	6	4
2	Communicating in a Business	5	4
3	Managing Self Development	6	3
4	Culture and Ethics in a Business	8	4
5	Negotiation and Influencing in the Workplace	5	4
6	Principles of Quality Management	4	4
7	Principles of Operational Planning	15	4
8	Managing Information and Knowledge	15	4
9	Understand How to Manage Work Activities to Improve Business Performance	11	4

Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF)			
Unit	**Optional units (Group B)**	**Credit**	**Level**
10	Principles of Project Management	10	4
11	Principles of Internet and E-Business	15	4
12	Human Resource Management	5	4
13	Principles of Marketing	8	5
14	Information Systems	5	4
15	Finance for Administrative Managers	5	5
16	Business Risk Management	6	5
17	Managing People and Performance in a Business Environment	6	4
18	Stakeholder Engagement and Management	4	4
19	Principles of Administration for Executive Assistants	10	4
20	Principles of Customer Service Management	8	4
21	Principles of Management and Leadership in Organisations	6	4
22	Collaborating with Other Departments	4	3
23	Principles of Business Strategic Planning and Development	5	4
24	Principles of Business Skills Needed for Proposals and Pitches	12	4

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- achieve **all** the specified learning outcomes
- meet the standard determined by the assessment criteria by providing sufficient and valid evidence
- prove that the evidence is their own.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities, where appropriate. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In BTEC Level 4 Professional qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

BTEC Level 4–7 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering BTEC Level 4–7 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for BTEC Level 4-7 qualifications and units.

For all centres delivering BTEC qualifications at Levels 4–7, Pearson allocates a Standards Verifier (SV) for each sector offered who will conduct an annual visit to quality assure the programmes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality assurance guidance

Details of quality assurance for BTEC Level 4–7 qualifications are available on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery BTEC Level 4 to Level 8 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC Level 4 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of BTEC Level 4 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult our policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: www.edexcel.com/policies

Restrictions on learner entry

The Pearson BTEC Level 4 Diploma in Business Administration (QCF) and the Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF) are both accredited on the QCF for learners aged 18 and above.

Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

There is further guidance in our policy document *Recognition of Prior Learning Policy and Process,* available on our website at www.edexcel.com/policies

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

Unit format

All units in BTEC Level 4 Professional qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards. Each unit has the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks, inform the allocation of level.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include the time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'e.g.' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

- *Indicative resource materials* – gives a list of resource material that benchmarks the level of study.

Units

Pearson BTEC Level 4 Diploma in Business Administration (QCF) and Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF) – Specification – Issue 1 – September 2014 © Pearson Education Limited 2014

Units

Unit 1: Business Administration Systems

Unit reference number: F/506/4140

QCF Level: 4

Credit value: 6

Guided learning hours: 31

Unit aim

The aim of the unit is to give learners an understanding of administrative systems in organisations and the contribution of systems thinking to efficient administrative performance. There is a focus on understanding how the role and function of policies and procedures enable organisations to meet customer requirements.

Unit introduction

All organisations have a back office, the places where administration takes place away from the view of customers. Administration is an important part of business activity. Invoices have to be sent out, money collected, records of hours worked have to be maintained and wages and salaries have to be paid.

In this unit, you will learn about the features of administrative systems employed in different types and sizes of organisations with an explanation of how information flows are managed. The arrival of information and communication technology (ICT) and its increasing sophistication mean that it is now widely used in supporting administration and improving the efficiency of organisations.

This unit will help you to understand how systems thinking affects the administrative performance of organisations, by looking at its contribution to efficient administrative performance, the stages of systems development and the potential drawbacks of systems thinking in a business context. There are significant benefits to implementing systems change, particularly when it improves the administrative performance of an organisation. For example, systems for online billing and collecting debts with direct debits improve the cash flow in an organisation whilst at the same time reducing costs.

A distinction will be drawn between administrative policies and administrative procedures, both formal and informal, and the relationship between them, particularly in respect of the role and function of policies and procedures in meeting customer requirements by evaluating the extent to which they are effective.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand administrative systems	1.1 Explain the features of administrative systems used in different types and sizes of organisation
	1.2 Explain how organisations manage the flow of information
	1.3 Evaluate the role of information and communication technology (ICT) in supporting administration
2 Understand how systems thinking affects the administrative performance of organisations	2.1 Explain the stages of systems development
	2.2 Explain the contribution of systems thinking to efficient administrative performance
	2.3 Analyse the drawbacks to systems thinking in an organisational context
	2.4 Evaluate the benefits of implementing systems change
3 Understand the role of policies and procedures in meeting customer requirements	3.1 Explain the difference between administrative policies and procedures
	3.2 Analyse the purpose of formal and informal administrative policies and procedures
	3.3 Analyse methods for evaluating the effectiveness of procedures
	3.4 Analyse the relationship between formulating policy and preparing procedures
	3.5 Analyse how to ensure the procedures meet customer requirements

Unit content

1 Understand administrative systems

Administrative systems: size of organisation; type of organisation; purposes, e.g. support business activity, provide back office services; functional areas, e.g. personnel, payroll, purchasing, sales, accounting, client management; methods, e.g. paper based, computer based

Managing information flow: information flows between information generators and information users; information flows across functional areas; internal flows; external flows; types of information, e.g. text, numbers, graphics, audio, video; content; level of detail; volume of information; timing; intelligibility; differentiating between essential and useful information; frequency; storage; retrieval; recording information flows; confirming receipt of information; acting on information

Role of information and communication technology (ICT) in supporting administration: hardware; software, e.g. databases; local area networks; wide area networks; world wide web; supporting administration; storing data; manipulating data; retrieving information; formatting information for users to provide intelligibility and clarity; speed of information flows; consistent information; information integration; information analysis

2 Understand how systems thinking affects the administrative performance of organisations

Stages of systems development: investigation; analysis; design; testing; documenting; implementation; operation; maintenance

Systems thinking: organisation systems; organisation sub-systems; interaction of system components on a system; hard systems; soft systems; contribution to efficient administrative performance; problem solving; performance analysis; dealing with recurring problems; action affecting environment; unobvious problem solving; drawbacks to systems thinking; unplanned consequences; time requirement; unclear system boundaries; failure to see 'the big picture'

Benefits of implementing systems change: efficiency; cost reduction; revenue generation; integration of processes both internal and external; fewer staff; immediacy of response; responsiveness to user needs; closeness to the customer (internal, external); competitive advantage; supporting achievement of organisation goals

3 **Understand the role of policies and procedures in meeting customer requirements**

Administrative policy and procedures: policies (formal and informal); formal administrative policies and procedures; broad philosophy; principles; rules to guide decisions, e.g. equality policy, health and safety policy; achievement of specified outcomes; regulation of actions and conduct; procedures (formal and informal); specific rules, e.g. procedure for dealing with late payers; relationship between formulating policy and producing procedures; support the implementation of a policy; establish accountability, e.g. who, what, where, when, why; characteristics, e.g. specific, factual, succinct, to the point; content, e.g. descriptions of processes, timelines, forms, templates; standard operating procedures; methods of procedure; informal administrative policies and procedures; custom and practice; undocumented; short circuit established policies and procedures to achieve desired outcomes; update and amend formal policies and procedures; provide advice or ideas; provide specific guidance

Procedures meeting customer requirements: customer needs; match product and/or service to customer requirements; provide product and/or service to customer; provide information; provide support; customer relationship management; customer views; feedback; customer tracking

Methods for evaluating the effectiveness of procedures: monitor; gather data from interested parties; review against best practice and/or desired outcomes; evaluate; propose improvements and/or changes

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on an organisations administration systems. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with an organisations administration systems.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For assessment criterion 1.1, learners will need to explain the features of administrative systems used in different sizes of organisations. For assessment criterion 1.2, learners will need to explain how organisations manage the flow of information. This can be built on for assessment criterion 1.3, evaluate the role of information and communication technology (ICT) in supporting administration.

Learners should use a selected organisation for learning outcome 2. For assessment criteria 2.1 and 2.2, learners need to explain the stages of systems development and explain the contribution of systems thinking to efficient administrative performance. This can be built on for assessment criteria 2.3 and 2.4, analyse the drawbacks to systems thinking in an organisational context and evaluate the benefits of implementing change.

Learners should also use their selected organisation for learning outcome 3. For assessment criterion 3.1, learners need to explain the difference between administrative policies and procedures. This can be built on for assessment criteria 3.2 and 3.3, analyse the purpose of formal and informal administrative policies and procedures and analyse methods for evaluating the effectiveness of procedures.

For assessment criteria 3.4 and 3.5, learners need to analyse the relationship between formulating policy and preparing procedures and analyse how to ensure the procedures meet customer requirements.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Appleby R C – *Modern Business Administration* (Financial Times/Prentice Hall, 1994) ISBN: 9780273602828

Benyon-Davies P – *Business Information Systems* (Palgrave Macmillan, 2009) ISBN: 9780230203686

Sherwood D – *Seeing the Forest for the Trees: A Manager's Guide to Applying Systems Thinking* (Nicholas Brealey Publishing, 2002) ISBN: 9781857883114

Websites

www.bized.co.uk – Biz/ed: business education site with materials on business administration

www.managementhelp.org – Free management library: articles on various aspects of business administration, policies and procedures. Also has materials on finance

Unit 2: Communicating in a Business

Unit reference number: D/506/4145

QCF Level: 4

Credit value: 5

Guided learning hours: 28

Unit aim

This unit aims to give learners an understanding of the role of communication in an organisation. It also helps learners to understand the importance of being able to communicate information effectively so that all decision making contributes to the achievement of an organisations goals.

Unit introduction

Communication uses different forms – written, spoken and non-verbal. Traditionally, written formats have been paper based but the efficiency of communication has been improved through the use of digital communications. Whatever the format used, the communication has to be effective, so information has to be articulated fully and clearly so that the intentions of the message sender are fully understood by the message recipient.

Communicating good quality information efficiently to those who need it, while ensuring that managerial control is maintained, contributes to decision making that supports the achievement of the organisations goals.

In this unit, you will learn that some organisations use a hierarchical communication model, some use a flatter, lateral model and others adopt a networked approach. Hierarchical models keep different levels of staff informed but communications and the consequent decision making can be slow. Lateral communication models speed up information flow, facilitating quicker decision making as information does not need to move up and down hierarchies. In organisations the speed of communication often provides a competitive advantage.

You will also consider the role of communication in organisations and its contribution to the effective management and operation of organisations. For example, at a senior level, managers of a vehicle manufacturer need to have information on markets and costs of production in order to direct the construction of new assembly plants. At the operational level, section managers in a supermarket need to know whether there is enough bread to meet likely customer demand for the rest of the day and to take action if there is not. The right information has to be communicated in the right form to enable users – whether they are employees, customers or managers, to use it to make decisions.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the principles of effective communication in organisations	1.1 Evaluate the appropriateness and efficiency of different communication channels and tools
	1.2 Explain the use of vertical, lateral or networked communication channels and tools
	1.3 Explain how the use of clear and correct language supports effective communication
2 Understand the role of communication in organisations	2.1 Analyse the features of different models of business communication that support administrative services
	2.2 Evaluate the strengths and weaknesses of an organisation's communications system
	2.3 Justify improvements to an organisation's communications system

Unit content

1 Understand the principles of effective communication in organisations

Communication channels and tools: direct; indirect; methods of communication; face-to-face, e.g. one-to-one, meetings; telephone; paper based; electronic and digital, e.g. facsimile (fax) , short messaging systems (SMS), video link and conferencing; social media, e.g. Twitter, Facebook; local area networks (LANs); wide area networks (WANs); worldwide web; selection and use; vertical (hierarchical); lateral; networked; cost; ease of use; structured; planned; co-ordinated; needs of user; needs of audience and/or recipient; clarity of message; training of staff in communication techniques

Communication: communication conventions; language used; syntax; terminology, e.g. everyday language, technical terms, use of jargon, abbreviations, acronyms; semantics; clarity; accuracy; tone; meeting user needs; audience requirements; effectiveness; document type; format; style; use of images; use of data; presentation methods; confirmation of understanding

2 Understand the role of communication in organisations

Models of business communication: models of communication, e.g. Shannon, Berlo, Schramm; components of communication; source; message; encoding; channels; decoding; recipient; context; noise; feedback; purposes of communication; provide information to interested parties (owners, managers, customers, employees, debtors, creditors, banks, government); exchange information; negotiate; persuade; influence; support management decision making; support administrative activity; contribute to achievement of an organisations goals

Communications systems: chain; wheel; star; all-channel; circle; top down; bottom up; one way; two way; strengths and weaknesses, e.g. formality, accuracy, speed, control, efficiency, freedom from error, informed decision making; formal; informal; verbal; written; non-verbal; paper-based; electronic; digital

Improvements to communications: setting objectives for improvement; alignment with an organisations goals; improved speed; improved accuracy; improved detail; improved clarity; consistency; completeness; timeliness; availability in real time; availability of information to users (employees, managers, customers); remote working; cost reduction

Essential guidance for tutors

Delivery

Learners should enquire into the topics under discussion and question theory and compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on their existing knowledge and earlier studies, while, for others, it will mean drawing experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on an organisations communication. Learners in work will be expected to use their working context and roles to learn about the practical techniques of communication within organisations.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

This unit can be assessed holistically with other units within the qualification such as: Unit 5: *Negotiation and Influencing in the Workplace* and Unit 22: *Collaborating with Other Departments.*

Learning outcome 1, learners need to evaluate the appropriateness and efficiency of different communication channels and tools, explain the use of vertical, lateral or networked communication channels and tools and explain how the use of clear and correct language supports effective communication. This learning outcome lends itself to learners being able to draw on own and others personal experience to use as examples.

It could be useful to have a guest speaker and discussion groups to help learners hear examples that will help them to achieve learning outcome 2. For assessment criterion 2.1, learners need to analyse the features of different models of communication that supports administrative services. This can be built on for assessment criteria 2.2 and 2.3, evaluate the strengths and weaknesses of an organisation's communications system and justify improvements to an organisation's communications systems.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Bovee C and Thill J – *Business Communication Today* (Pearson Education, 2011)
ISBN: 9780273761464

Field M – *Improve Your Punctuation and Grammar* (How to Books, 2009)
ISBN: 9781845283292

McClave H J – *Communication for Business* (Gill & Macmillan, August 2008)
ISBN: 9780717144556

Seely J – *Oxford Guide to Effective Writing and Speaking* (OUP, 2005)
ISBN: 9780192806130

Websites

www.bbc.co.uk – The BBC website: material on business communication

www.bized.co.uk – Biz/ed: material on business communication

www.managementhelp.org – Free management library: articles on business communication topics

www.teachitworld.com – Teachitworld: resources for English for specific purposes (ESP), including business purposes

Other

Business communications and documents, including communications sent to learners from organisations and examples of internal communications used in an organisation

Unit 3: Managing Self Development

Unit reference number: T/506/4149

QCF Level: 3

Credit value: 6

Guided learning hours: 36

Unit aim

The aim of the unit is to give learners an understanding of how to manage self-development so that it contributes to the learners achievement of career and personal goals in respect of their work role and professional development.

Unit introduction

Self-development allows individuals not just to achieve their career and personal goals, but also helps to support the achievement of business objectives since skilled, fulfilled employees make effective contributions to the activities of businesses.

In this unit, you will gain the knowledge on how to manage self-development so that it contributes to the achievement of career and personal goals and learn how it links to the work role and professional development. You will also consider how to identify own development needs by understanding how to carry out a skills audit and how to evaluate the current and evolving requirements of your work role in order to inform self-development.

You will gain an understanding of how to identify the gaps between current knowledge and skills and those required for achieving personal and professional objectives before using this as a basis for producing an effective self-development plan that relates to your job role and professional development. You will be able to set objectives which are SMART (specific, measurable, achievable, realistic and time-based) and recognise how different types of learning style contribute to your learning and development. Consideration will be given as to how to monitor and evaluate performance in achieving development targets and matching them against the requirements of the work role. Understanding how to use different sources of feedback to review performance will help inform modifications to your self-development plan.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how Continuous Professional Development (CPD) influences personal effectiveness	1.1 Evaluate the role of CPD in organisations
	1.2 Analyse the influence of CPD on individuals
	1.3 Evaluate the effectiveness of different forms of CPD
2 Understand own values, career and personal goals in relation to a work role and professional development	2.1 Analyse the importance of considering own values, career and personal goals and how these relate to your job role and professional development
	2.2 Describe how to evaluate the current requirements of a work role and how the requirements may evolve in the future
	2.3 Describe how to identify gaps between current knowledge and skills required for achieving objectives
	2.4 Explain how to set objectives which are SMART
	2.5 Explain how to identify your own development needs
3 Understand how to plan development	3.1 Explain how to develop an effective development plan
	3.2 Analyse the different types of learning styles and how these contribute to own performance
	3.3 Describe development activities and how these contribute to performance
4 Understand how to monitor and evaluate development activities	4.1 Analyse how to monitor the quality of own work and progression against plans
	4.2 Explain how to evaluate your performance against the requirements of your work role
	4.3 Explain how to use feedback in your own performance

Unit content

1 **Understand how Continuous Professional Development (CPD) influences personal effectiveness**

Role of CPD: record, review and reflect on own learning

Different forms of CPD: use of experts; workshops; online communities; talking to colleagues, manager; individual reading and research; formal course

2 **Understand own values, career and personal goals in relation to a work role and professional development**

Goals: personal values; career goals, e.g. promotion, remuneration, professional qualification, contribution to business objectives; personal goals, e.g. job satisfaction, fulfilment, work-life balance, personal development, social interaction with colleagues

Work requirements: current job role requirements; knowledge; understanding; skills; qualifications; evolving requirements; participating in a learning culture; flexibility and adaptability in response to change; acquiring new skills, knowledge and understanding

Gap analysis: current knowledge, skills and understanding compared with desired knowledge, skills and understanding required for achieving objectives (business, personal); skills audit; personal profile; personal SWOT (strengths, weaknesses, opportunities, threats) analysis; assessment against relevant National Occupational Standards (NOS); identify own development needs; identifying development needs to meet organisational objectives; objective setting, e.g. SMART targets

3 **Understand how to plan development**

Development planning: structure of a plan; components of a plan; setting objectives, e.g. personal, professional, career; aligning personal objectives to business objectives; identifying gaps to be bridged; methods of meeting objectives; resources required, e.g. finance, time, physical, managerial support; on-the job training, e.g. job shadowing, job rotation, mentoring; off-the-job training, e.g. external courses; monitoring; review; evaluation; self-motivation

Learning styles: Kolb's learning style inventory; Fleming's VARK (visual, aural, read/write, kinaesthetic) model; Honey and Mumford's model (activist, reflector, theorist, pragmatist); identifying own preferred learning style by using learning style questionnaires; using learning styles in managing self-development

4 **Understand how to monitor and evaluate development activities**

Monitoring and evaluating development plans: planning monitoring activities; benchmarks; milestones, e.g. review points, review dates, achievements, records; review role of a manager and/or a critical friend; monitoring progression against plans; quality of own work; collecting performance data; feedback from others, e.g. peers, line manager, customers; methods of feedback, e.g. appraisal, supervision, performance review, mentoring; critical reflection; review of own work; evaluate performance against the requirements of your work role; evaluate performance against personal goals; agree whether planned objectives have been achieved or not; record review results; revision to plan; set date for next review; set revised/new objectives

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, guest speakers, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on managing self development. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with managing self development.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

For this unit, it is important for learners to use their current work role or a role they are looking to move into.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For learning outcome 1, learners need to evaluate the role of CPD in organisations (AC1.1), analyse the influence of CPD on individuals (AC1.2) and evaluate the effectiveness of different forms of CPD. Discussion groups will help with achieving learning outcome 1 as it will allow learners to use examples from both their experience and other people personal experience.

For learning outcome 2, it would be useful for learners to begin by completing a self-assessment questionnaire. This can then be built on for assessment criteria 2.1, analyse the importance of considering own values, career and personal goals and how these relate to their job role and professional development. This can be built on to achieve the rest of the assessment criteria in learning outcome 1, describe how to evaluate the current requirements of a work role and how the requirements may evolve in the future (AC2.2), describe how to identify gaps between current knowledge and skills required for achieving objectives (AC2.3), explain how to set objectives which are SMART (AC2.4) and explain how to identify own development needs (AC2.5).

Using the outcomes of learning outcome 2 learners can build on these for learning outcome 3 and learning outcome 4.

Learners can begin by looking at different learning styles and identify which learning styles best suit them. Using this information and the outcomes from learning outcome 2, learners can begin to develop an effective development plan (AC3.1), analyse the different types of learning styles and how these contribute to own performance (AC3.2) and describe development activities and how these contribute to performance (AC3.3).

Learners will achieve learning outcome 4 over time. They will need to analyse how to monitor the quality of own work and progression against plans (AC4.1), explain how to evaluate their performance against the requirements of their work role (AC4.2) and explain how to use feedback in their own performance (AC4.3).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Blackwell J O – *Engage: The Trainer's Guide to Learning Styles* (John Wiley & Sons, 2012) ISBN: 9781118029435

Cottrell S – *Skills for Success: Personal Development and Employability* (Palgrave Macmillan, 2010) ISBN: 9780230250185

Forde C, McMahon, McPhee A D and Patrick F – *Professional Development, Reflection and Enquiry* (Sage Publications Ltd, 2006) ISBN: 9781412919371

Websites

www.cimaglobal.com– Chartered Institute of Management Accountants: professional bodies have advice and guidance on professional development

www.cipd.co.uk/cpd – Chartered Institute of Personnel and Development: continuing professional development

www.managementhelp.org – Free management library: articles on personal and professional development

www.vark-learn.com/english/index.asp – VARK: a guide to learning styles

Unit 4: Culture and Ethics in a Business

Unit reference number: H/506/4163

QCF Level: 4

Credit value: 8

Guided learning hours: 49

Unit aim

The aim of this unit is to give learners knowledge and understanding of culture and ethics in a business including the impact of different organisational cultures on both individuals and businesses, different ethical perspectives in business and sustainability and corporate social responsibility.

Unit introduction

Most businesses today are concerned about the impact of their activities on the business environment. Ethical concerns and greater consumer awareness have resulted in many businesses promoting their social values to ensure competitive advantage. Business ethics embraces corporate social responsibility and ethics relating to accounting practices, marketing, human resource management, and production.

In this unit, you will learn about the impact of different organisational cultures on individuals and businesses, including different models and classificatory schemes relating to organisational culture, the development of organisational culture and the factors that affect it and the influence of organisational structure and culture on individual and team behaviour.

You will also learn about different ethical perspectives and the ethical issues which can affect the operational activities of a business. You will also gain an understanding of the purpose and benefits of an ethical code, how ethical considerations are affected by ethical considerations and the implications for a business and its stakeholders to operate ethically.

You will gain an understanding of the role of a company acting as a moral agent, the relevance of ethics for individual roles and behaviour and the effectiveness of ethical codes in changing behaviour of individuals.

Finally, you will learn about sustainability and corporate responsibility, including key legislation associated with sustainability and the role stakeholders have in persuading business' to adopt policies that consider social and environmental matters.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the impact of different organisational cultures on individuals and businesses	1.1 Analyse the nature, elements and types of organisational culture
	1.2 Analyse different models and classificatory schemes relating to organisational culture
	1.3 Analyse the development of organisational culture and the factors that affect it
	1.4 Analyse the influence of organisational structure and culture on individual and team behaviour
2 Understand different ethical perspectives in business	2.1 Explain the background and development of theoretical ethical approaches
	2.2 Compare and contrast absolute and relative ethics
	2.3 Explain the ethical issues which can affect the operational activities of a business
3 Understand business objectives from an ethical perspective	3.1 Analyse the purpose and benefits of an ethical code
	3.2 Assess the effectiveness of ethical codes in changing the behaviour of businesses
	3.3 Explain how business objectives are affected by ethical considerations
	3.4 Evaluate the implications for a business and its stakeholders to operate ethically
4 Understand ethics in workplace relationships	4.1 Evaluate the role of the company acting as moral agent
	4.2 Explain the relevance of ethics for individual roles and behaviour
	4.3 Evaluate the effectiveness of ethical codes in changing the behaviour of individuals

Learning outcomes	Assessment criteria
5 Understand sustainability and corporate social responsibility	5.1 Explain the term 'sustainability' 5.2 Explain the key legislation associated with sustainability 5.3 Explain the 'triple bottom line' approach to measuring the performance of an organisation 5.4 Analyse the role stakeholders have in persuading business' to adopt policies that consider social and environmental matters

Unit content

1 **Understand the impact of different organisational cultures on individuals and businesses**

Organisational structure: purpose and meaning of organisational structure; formal versus informal; types, e.g. functional, product based, geographically based, multifunctional and multidivisional structures, matrix; organisational charts; spans of control; internal and external network structures; contribution of administrative role; models, e.g. Mintzberg, centralisation and de-centralisation

Organisational culture: definition of organisational culture; cultural norms and symbols; values and beliefs; assumptions and behaviours; development of organisational culture; factors affecting the development, e.g. internal and external environment; models and classification of organisational culture, e.g. Handy, Deal and Kennedy, Hofstede, Schein; impact of Hawthorne studies

Impact of structure and culture: factors, e.g. size and type of organisation; impact on individual behaviour, e.g. personality, traits and types; its relevance in understanding self and others; impact on team behaviour, e.g. commitment to shared beliefs, team loyalty; impact on the organisation, e.g. strategic planning, setting objectives

2 **Understand different ethical perspectives in business**

Ethical perspectives: deontological and teleological ethical theory; developments from these early approaches e.g. utilitarianism and other consequential approaches; early contributions of Kant and Mill; absolute and relative ethics; Institute of Business Ethics

Operational activities: definitions of business ethics; ethical activities; values of businesses; professional ethics

Ethical issues: corporate governance; corporate social responsibility; environment; sustainability; human rights; corruption; trading fairly; legal and regulatory compliance; business practices; working conditions; individual ethical responsibilities

Employment implications: implications of full-time work, e.g. volatility of employment; patterns of work, flexibility

3 **Understand business objectives from an ethical perspective**

Ethical code: definition; why organisations have one

Business objectives and ethical considerations: how business objectives reflect ethical considerations; ethical code; standards of professional conduct

4 **Understand ethics in workplace relationships**

Moral agent: definition; link to ethical code; examples from current affairs

Relevance of ethics for individual roles and behaviour: individual yearly objectives; organisation objectives; impact of ethical code

5 **Understand sustainability and corporate social responsibility**

Sustainability: definition; types, e.g. social, ecological, economic, political; managing waste and recycling; using sustainable resources; reducing carbon footprint; improving work activities and production processes; pollution; climate change; monitoring impact of activities; identifying improvements

Corporate social responsibility: definition, e.g. how organisations integrate social and environmental concerns into business operations; corporate governance; stakeholder and community engagement; human rights; 'green' initiatives; importance of ethical codes of practice, e.g. in sales and marketing, intellectual property; role and responsibility of the facilities manager, e.g. energy awareness training and signage, publishing initiatives, targets and results

Key legislation: relating to minimising environmental impact and damage, e.g. Environment Protection Act 1990; Duty of Care; handling, transporting and disposing of waste, e.g. hazardous and non-hazardous waste; Licensed Waste Contractors; Waste Electrical and Electronic Equipment Regulations 2006, Packaging Waste Regulations 2007; building regulations; international conventions and agreements; role of the Environment Agency

Triple Bottom Line: measure of sustainability that includes financial social and environmental performance measures

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research the culture and ethics in a business. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with the culture and ethics in a business.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as a written report or presentation. If a presentation is used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

At the start of this unit, learners could be given a number of case studies based on organisations. The case studies need to include organisations that have either faced ethical issues, are currently facing ethical issues, outline organisation cultures and that look at organisations that are socially responsible.

For learning outcome 1, it would be beneficial for learners to select at least three different types of organisations to focus on. The learner will need to analyse the nature, elements and types of culture for each organisation (AC1.1), analyse the models and classificatory scheme of each organisations culture (AC1.2). This can be built on for assessment criteria 1.3 and 1.4 where the learner will need to analyse the development of all three organisational cultures and the factors that affect it and analyse the influence on individuals and team behaviour, of the structure of all three organisations and the culture.

For learning outcome 2, learners will need to focus on the theory around ethical perspectives. They will need to begin by explaining the background and development of theoretical ethical approaches (AC2.1), compare and contrast absolute and relative ethics (AC2.2) and finally explain the ethical issues which can affect the operational activities of a business (AC2.3). It might be beneficial for the learner to use their three selected organisations to help give examples for assessment criterion 2.3.

For learning outcome 3, it will be beneficial for learners to use their three selected organisations to help give examples. Learners will need to analyse the purpose and benefits of an ethical code (AC3.1) and assess the effectiveness of ethical codes in changing the behaviour of businesses (AC3.2). For assessment criteria 3.3 and 3.4, it would be beneficial for learners to work in discussion groups to gain thoughts, perspectives and examples from others. Learners will then need to explain how business objectives are affected by ethical considerations (AC3.3) and evaluate the implications for a business and its stakeholders to operate ethically (AC3.4).

For learning outcome 4, again learners may find it beneficial to work in discussion groups in order to gain opinions, perspectives and examples that will help widen their knowledge and understanding. Using their selected organisations, learners will need to evaluate the role of the company acting as a moral agent (AC4.1), explain the relevance of ethics for individual roles and behaviours (AC4.2) and evaluate the effectiveness of ethical codes in changing the behaviour of individuals (AC4.3).

For learning outcome 5, learners will focus on the sustainability and corporate social responsibility. They will need to begin by explaining the term 'sustainability' (AC5.1), explain the key legislation associated with sustainability (AC5.2) and explain the 'triple bottom line' approach to measuring the performance of their selected organisations (AC5.3). This can then be built on for assessment criterion 5.4, analyse the role of stakeholders have in persuading business' to adopt policies that consider social and environmental matters.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Fisher C and Lovell A – *Business Ethics and Values: Individual, Corporate and International Perspectives* (FT Prentice Hall, 2008) ISBN: 9780273716167

Mullins L J – *Essentials of Organisational Behaviour* (3rd edition) (FT Prentice Hall, 2011) ISBN: 9780273757344

Robertson M – *Sustainability Principles and Practices* (Routledge, 2014) ISBN: 9780415840187

Journals

Ethical Consumer (ECRA Publishing Ltd)

Websites

www.business-ethics.com – Business Ethics: online magazine about corporate responsibility

www.ethicalconsumer.org – Ethical Consumer

www.gov.uk – UK Government website: for all environment related departments, legislation and policies

www.ibe.org.uk – Institute of Business Ethics: charity that raises public awareness of business ethics

Unit 5: Negotiation and Influencing in the Workplace

Unit reference number: A/506/4170

QCF Level: 4

Credit value: 5

Guided learning hours: 34

Unit aim

The aim of this unit is to give learners knowledge and understanding of the process of negotiation and how to use negotiation techniques.

Unit introduction

Negotiation skills are vital when working in a business environment. Negotiation means effectively being able to articulate your position on issues to gain support from others, generate multiple alternatives to a problem and to present these in an effective way.

An effective negotiator works to achieve 'win/win' outcomes that others can accept and utilises skills such as diplomacy and compromise. Negotiation is based on good communication skills; however, there are a number of tools and techniques that can be used for effective negotiation. Negotiating is about achieving results, but is not necessarily about being results-oriented.

In this unit, you will learn about the process of negotiation, including the stages of the negotiation process, the factors which must be taken into account before commencing negotiations and the influence of context on the process of negotiation.

You will also learn how to use negotiation techniques, including when different influencing and negotiating techniques might be used, the use of power to influence internal and external negotiations, how to overcome barriers in negotiation, how to reduce resistance and minimise conflict to achieve a win-win situation and why a win-win situation is more effective than other negotiation positions.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the process of negotiation	1.1 Assess the stages of the negotiation process
	1.2 Evaluate factors which must be taken into account before commencing negotiations
	1.3 Analyse the influence of context on the process of negotiation
2 Understand how to use negotiation techniques	2.1 Analyse when different influencing and negotiating techniques might be used
	2.2 Assess the use of power to influence internal and external negotiations
	2.3 Explain how to overcome barriers in negotiation
	2.4 Describe how to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations
	2.5 Explain why a win-win situation is more effective than other negotiation positions

Unit content

1 **Understand the process of negotiation**

Negotiation process: 4 stage (exploration, bidding, bargaining, settling); 5 stage (preparation and planning, definition of ground rules, classification and justification, bargaining and problem solving, closure and implementation); 8 stage (prepare, open, argue, explore, signal, package, close, sustain)

Factors to take into account before commencing negotiations: yourself, e.g. how you want to be perceived, how you want to come across; your organisation, e.g. how they want to be presented; culture you are working in, e.g. country, religion, gender; your negotiating partner; strategy; objectives; information

2 **Understand how to use negotiation techniques**

Pre negotiation techniques: problem analysis, e.g. interests of other party; preparation, e.g. identifying negotiation goals and outcomes, conducting research on other party, setting negotiation parameters and fall-back position, confirming available resources

During negotiation: active listening, e.g. body language; emotional control, e.g. head over heart; verbal communication, e.g. clear, effective, state desired outcomes, questioning, exercising silence; collaboration and teamwork, e.g. working towards mutually agreeable solutions; problem solving, e.g. solving the problem rather than focussing on the goal; decision making, e.g. being decisive; interpersonal skills, e.g. forming working relationships, patience, powers of persuasion; ethics and reliability, e.g. maintaining ethical standards, trust, executing promises and agreements

Barriers in negotiation: standstill; compromise; resource; expertise from another functional area;

Reduce resistance: compromise; negotiation; calm; active listening; departments involved that should be involved

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on negotiating and influencing in the workplace. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with negotiating and influencing in the workplace.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as a written report or presentation. If a presentation is used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

This unit can be assessed holistically with other units within the qualification such as: Unit 2: *Communicating in a Business* and Unit 22: *Collaborating with Other Departments.*

At the start of this unit, it would be beneficial for learners to be part of a project that involves collaborating and negotiating with other departments, or setting up a role play that involves collaboration and negotiating with other people. It would also benefit the learner to participate in discussion groups so that they can draw on theirs and others personal experiences.

For learning outcome 1, learners will need to focus on the process of negotiation. They need to begin by assessing the stages of the negotiation process (AC1.1), then evaluate at least three factors which must be taken into account before commencing negotiations (AC1.2) and then finally analysing the influence of context on the process of negotiation (AC1.3).

Once learners have achieved learning outcome 1, they will find it easier to use examples from their experience in order to help achieve learning outcome 2. For learning outcome 2, learners will need to analyse when different influencing and negotiating techniques might be used (AC2.1), assess the use of power to influence internal and external negotiations (AC2.2), explain how to overcome barriers in negotiation (AC2.3), describe at least three way to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations (AC2.4), and finally explain why a win-win situation is more effective than other negotiation positions (AC2.5).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Borg J – *Body Language: 7 Easy Lessons to Master the Silent Language* (Pearson, 2009) ISBN: 9780137002603

Borg J – *Persuasion: The Art of Influencing People* (3rd edition) (Pearson, 2010) ISBN: 9780273734161

Boynton A and Fischer B – *Virtuoso Teams: Lessons from Teams That Changed their Worlds* (Financial Times/ Prentice Hall, 2005) ISBN: 9780273702184

Goleman D – *Emotional Intelligence and Working with Emotional Intelligence* (Bloomsbury Publishing, 2004) ISBN: 9780747574569

Websites

www.entrepreneur.com/article/203168 – Entrepreneur.com: article about negotiating in business

Unit 6: Principles of Quality Management

Unit reference number: A/506/4167

QCF Level: 4

Credit value: 4

Guided learning hours: 37

Unit aim

The aim of the unit is to give learners an understanding of the importance of having good quality products, services and business practices. The unit also helps learners to understand how the management of quality in a business contributes to the achievement of business goals.

Unit introduction

In this unit, you will consider the role of managing quality in businesses and how it supports the effective operation of businesses. Some products, for example motor vehicles, have to be built in compliance with the law, which in effect defines a particular quality threshold. However, manufacturers want to do more than just the legal and regulatory minimum. For example, they want components to arrive just in time, they want products to be made with zero defects and they want a productive workforce. You will learn that many businesses adopt a policy of trying to promote continuous improvement in all their activities.

By managing quality, managers will help improve the performance of businesses. If vehicles are produced with zero defects there will be no costly product recalls, repair and maintenance costs will be lower and customers will be satisfied and may want to tell others about the benefits of a particular model. Sales may increase as more of the manufacturer's vehicles are purchased and the manufacturer may be able to charge a premium price for good quality vehicles. Increased output will lead to lower average costs. All of which contributes to profitability. You will understand that administrative systems contribute to the management of quality and the quality of administrative systems contributes directly to meeting customer needs and ensuring the continuation of profitable relationships and therefore supporting the achievement of business goals.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand approaches to quality management	1.1 Evaluate the concept, purpose and scope of quality management
	1.2 Distinguish between quality management, quality control and quality assurance
	1.3 Analyse the features of different approaches to quality management
	1.4 Explain the benefits of adopting an holistic approach to quality management
	1.5 Analyse the role of administrative systems in the effective management of quality
2 Understand the benefits of quality management	2.1 Analyse the potential benefits to an organisation of effective quality management
	2.2 Explain the relationship between quality management and customer satisfaction
	2.3 Evaluate the impact of quality management on continuous improvement
3 Understand the use of quality controls	3.1 Explain the purpose of user and non-user surveys
	3.2 Analyse the relationship between quality controls and customer complaints
	3.3 Evaluate the risks attached to the self-assessment on the quality of business performance
	3.4 Evaluate the benefits of involving others in the management of quality

Unit content

1 Understand approaches to quality management

Quality control: ensuring everything produced/sold meets a defined set of standards

Quality assurance: a process of checking that the products/service meets specific requirements

Different approaches to quality management: quality management components (quality planning, quality control, quality assurance, quality improvement); ensuring consistency; ensuring good quality; product quality; service quality; process quality; Deming's 14 Points for Management, e.g. product/service improvement, building in quality; Six Sigma; developing the leadership of change, training, plan-do-act-check; prevention of problems, e.g. zero defects, get it right first time; business process re-engineering; compliance approaches, e.g. target setting, inspection; assurance; ownership-based approaches, e.g. pride in work, individual's responsibility for quality

Holistic approach to quality management: integrate work across functional areas; holistic/inclusive approaches to quality management (individuals, teams, clients, suppliers, functions, systems); multi-disciplinary approach to quality; multi-level teams; transparency; participatory culture; customer expectations; customer care; meeting customer needs; requirements of suppliers; supplier care; operations management (purchasing, selling, manufacturing, human resources, finance, logistics)

Role of administrative systems: promoting quality; communicating quality management requirements; monitoring quality, e.g. products, services, processes; gathering data; reputational management; managing consequences of poor quality

2 Understand the benefits of quality management

Benefits of effective quality management: quality standards, e.g. International Standards ISO9000 series, British Standards Institute (BSI) BS5750, Investors in People, CE marking, Royal warrants; customer requirements met; organisations requirements met; help organisation achieve goals and objectives; competitive advantage

Quality management and customer satisfaction: meet customer needs and expectations; continuous improvement

Continuous improvement: understand the need; measures of success; strategies; using data; implementing change

3 Understand the use of quality controls

User and non-user surveys: understand strengths and weaknesses; identify demand and need

Relationship between quality controls and customer complaints: customer satisfaction and complaints handling, e.g. ISO 10002

Involving others in management of quality: continuous process improvement; improve motivation; teamwork; holistic approach

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research into quality management. Learners in work are expected to use their working context and roles to learn quality management.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

Learners could begin by evaluating the concept, purpose and scope of quality management (AC1.1), distinguish between quality management, quality control and quality assurance (AC1.2), analyse the features of different approaches to quality management (AC1.3), explain the benefits of adopting an holistic approach to quality management (AC1.4) and analyse the role of administrative systems in the effective management of quality (AC1.5).

For learning outcome 2, learners need to understand the benefits of quality management. It would be beneficial for learners to be given a case study about an organisation and the quality management process they have implemented. They could begin by analysing the benefits to an organisation of effective quality management (AC2.1), explain the relationship between quality management and customer satisfaction (AC2.2) and evaluate the impact of quality management on continuous improvement.

This can be built on for learning outcome 3. It would be beneficial for learners to use their case study and discussion groups explain the purpose of user and non-user surveys (AC3.1), analyse the relationship between quality controls and customer complaints (AC3.2), evaluate the risks attached to the self-assessment on the quality of business performance (AC3.3) and evaluate the benefits of involving others in the management of quality (AC3.3).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Hoyle D – *ISO 9000 Quality Systems Handbook* (Butterworth-Heinemann, 2009) ISBN: 9781856176842

Webber L and Wallace M – *Quality Control for Dummies* (John Wiley and Sons, 2007) ISBN: 9780470069097

Journals

The Economist (The Economist Newspaper Ltd) has articles on quality management from time to time and offers a current perspective on the application of quality management systems to business

The Financial Times (Financial Times Group) is a daily business newspaper which reports on stories that will include those dealing with quality management systems in business

Websites

www.bized.co.uk – Biz/ed: material on Total Quality Management

www.managementhelp.org – Free management library: articles on organisational performance and quality management

Unit 7: Principles of Operational Planning

Unit reference number: M/506/4182

QCF Level: 4

Credit value: 15

Guided learning hours: 67

Unit aim

The aim of this unit is to give learners knowledge and understanding of the principles of operational planning, including the activities that make up operations management, the relationship between operations and business performance and the importance of administration in operations management.

Unit introduction

Operational planning is an important aspect of the day-to-day running of a business.

In this unit, you will gain an understanding of the activities that make up operations management, including the main types of operations found within business, how all operational activities can be represented as systems and the characteristics which differentiate operational systems.

You will also learn about the relationship between operations and business performance, including how the operations function supports business performance, the main internal measures of success used by businesses and how internal measures of success link to business objectives.

Finally you will gain an understanding of the importance of administration in operations management, including the relationship between operations and administrative management, the process and functional approaches to operations management, the relationship between operations and the supply chain and the link between operations and quality management.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the activities that make up operations management	1.1 Outline the main types of operations found within business
	1.2 Explain how all operational activities can be represented as systems
	1.3 Analyse the characteristics which differentiate operational systems
2 Understand the relationship between operations and business performance	2.1 Describe how the operations function supports business performance
	2.2 Identify the main internal measures of success used by businesses
	2.3 Evaluate how internal measures of success link to business objectives
3 Understand the importance of administration in operations management	3.1 Analyse the relationship between operations and administrative management
	3.2 Critically compare the process and functional approaches to operations management
	3.3 Analyse the relationship between operations and the supply chain
	3.4 Explain the link between operations and quality management

Unit content

1 Understand the activities that make up operations management

Main types of operations: management process; operational processes; supporting processes

Characteristics of operational systems: main features; advantages and disadvantages; extra functionality; across organisation use

2 Understand the relationship between operations and business performance

How operations function supports business performance: shares ideas; brings together resources and ideas to create product; improve processes; help achieve objectives; flexibility; increase collaboration

Internal measures of success: key performance measures; profit; increase customer base, improve customer satisfaction; increase employee satisfaction

3 Understand the importance of administration in operations management

Relationship between operations and administrative management: efficiency; access to knowledge and information

Process approach: measured inputs; measured outputs; Hazard Analysis of Critical Control Points (HACCP)

Supply chain: different people/resources/departments involved in developing a product/service through the different stages of operation; efficiency; resources; who is involved

Operations and quality management: reliability; efficiency; responsiveness to customers; flexibility; competitive; price; Total Quality Management

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on operational planning. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with operational planning.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as a written report or presentation. If a presentation is used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

It would be beneficial for learners to work in discussion groups, to help them gain examples based on their own and other experiences.

For learning outcome 1, learners will need to outline the main types of operations found in their selected business (AC1.1), explain how all operational activities can be represented as systems (AC1.2) and analyse at least three characteristics which differentiate operational systems (AC1.3).

For learning outcome 2, learners will need to describe how the operations function supports business performance in their selected organisation (AC2.1), identify the main internal measures of success used by their selected business (AC2.2) and evaluate how internal measures of success link to their business objectives (AC2.3).

For learning outcome 3, learners will need to analyse the relationship between operations and administrative management (AC3.1), critically compare the process and functional approaches to operations management in their selected organisation (AC3.2), analyse the relationship between operations and the supply chain (AC3.3) and explain the link between operations and quality management (AC3.4).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Websites

www.leoisacc.com/operations/index.htm - Online resources for Sports Management: section of the website dedicated to operational planning

Pearson BTEC Level 4 Diploma in Business Administration (QCF) and Pearson BTEC Level 4 Extended Diploma in
Business Administration (QCF) – Specification – Issue 1 – September 2014 © Pearson Education Limited 2014

Unit 8: Managing Information and Knowledge

Unit reference number: F/506/4218

QCF Level: 4

Credit value: 15

Guided learning hours: 72

Unit aim

The aim of this unit is to give learners knowledge and understanding of the importance of managing the flow of information and knowledge in an organisation.

Unit introduction

Information and work-based knowledge is the most valuable resource that an organisation possesses. The effective gathering, protection, analysis, processing and dissemination of information are vital to the success of any organisation. Organisations must ensure that their information systems are reliable, efficient and able to cope with rapid change. This unit is designed to develop knowledge and understanding of managing information and knowledge in an organisation.

In this unit, you will learn how to manage information and knowledge within organisations, including the relationship between data, information and knowledge and the benefits information and knowledge management brings to organisations.

You will also learn about the role of ICT in managing information and knowledge, including how ICT affects organisational communication and how ICT can be used to disseminate knowledge throughout the organisation.

Finally, you will gain an understanding about the links between knowledge management strategy and competitive advantage, including the importance of maintaining a learning culture in a changing environment, how knowledge management strategies and processes facilitate and support organisational learning and the relationship between organisational learning and competitive advantage.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the need to manage information and knowledge within organisations	1.1 Analyse the main features of information management 1.2 Explain the relationship between data, information and knowledge 1.3 Analyse the concept of knowledge management 1.4 Analyse the benefits information and knowledge management brings to organisations
2 Understand the role of ICT in managing information and knowledge	2.1 Describe the types and nature of organisational information systems 2.2 Explain how information and communication technology (ICT) affects organisational communication 2.3 Evaluate how ICT can be used to disseminate knowledge throughout the organisation
3 Understand the links between knowledge management strategy and competitive advantage	3.1 Explain the role and importance of knowledge for organisations 3.2 Analyse the importance of maintaining a learning culture in a changing environment 3.3 Evaluate how knowledge management strategies and processes facilitate and support organisational learning 3.4 Evaluate the relationship between organisational learning and competitive advantage

Unit content

1 **Understand the need to manage information and knowledge within organisations**

Information management: definition; organisation; controlling; processing; reporting; maintaining; paper-based; electronic

Relationship between data, information and knowledge: pyramid; overlap

Knowledge management: definition; capturing; developing; sharing; link to organisational objectives; models, e.g. Nonaka and Takeuchi

Benefits of information and knowledge management: learning culture; improves decision making; organisations chance of success increases; use expertise across organisation; increase revenue; collaboration increase; help manage change; help prepare for the future

2 **Understand the role of ICT in managing information and knowledge**

Organisational information systems: different systems for different levels/needs; input, process, output; Transaction Process Systems (TPSs); Management Information Systems (MIS); Executive Information Systems (EISs); Decision Support Systems (DSSs)

How ICT affects organisational communication: most communication is electronic; impersonal; more efficient; resources; lower cost; quicker response

How ICT can be used to disseminate knowledge: storage; circulate; shared areas to centralise knowledge, e.g. intranet, server; store reliable and valid knowledge

3 **Understand the links between knowledge management strategy and competitive advantage**

Role and importance of knowledge: improves performance; collaborative culture; increases innovation in employees; problems solved quicker; evaluation on previous problems and solutions

Maintaining a learning culture: motivation; staff retention; learning and development; understanding and appreciation of other areas of the organisation; help manage change; increase productivity; increase revenue

How knowledge management strategies and processes facilitate and support learning: encourage collaboration; encourage own research to find the answer; encourage sharing

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on managing information and knowledge. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with managing information and knowledge.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as a written report or presentation. If a presentation is used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

Working in discussion groups for this unit, will enable the learner to use examples base on their own and other personal experience.

For learning outcome 1, learners will focus on the need to manage information and knowledge with in organisations. Using either their own organisation or an organisation that has been selected for them, learners will need to analyse the main features of information management (AC1.1), explain the relationship between data, information and knowledge (AC1.2), analyse the concept of knowledge management (AC1.3) and analyse at least three benefits information and knowledge management brings to organisations (AC1.4).

For learning outcome 2, learners will need to begin by describing the types and nature of organisational information systems (AC2.1). They can then, using examples, explain how ICT affects organisational communication (AC2.2) and evaluate how ICT can be used to disseminate knowledge throughout the organisation (AC2.3).

Focusing on their selected organisation for learning outcome 3, learners will need to explain the role and importance of knowledge for organisations (AC3.1), analyse, with examples, the importance of maintaining a learning culture in a changing environment (AC3.2), evaluate how knowledge management strategies and processes facilitate and support organisational learning (AC3.3) and evaluate the relationship between organisational learning and competitive advantage (AC3.4).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Cornellison J – *Corporate Communication: A Guide to Theory and Practice* (Sage Publications, 2008) ISBN: 9781847872463

Davenport T and Prusak L – *Working Knowledge: How Organizations Manage What They Know* (Harvard Business School Press, 2000) ISBN: 9781578513017

Websites

www.managementhelp.org – Free management library: links to articles on communication

www.thetimes100.co.uk – The Times 100: case studies on managing information and knowledge

Unit 9: Understand How to Manage Work Activities to Improve Business Performance

Unit reference number: A/506/4220

QCF Level: 4

Credit value: 11

Guided learning hours: 43

Unit aim

The aim of this unit is to provide learners with the understanding and skills to manage their activities in the business workplace to improve their effectiveness and efficiency.

Unit introduction

This unit focuses on the effective and efficient planning and management of business work activities. In this unit, you will gain an understanding and the skills needed to design and implement operational systems to improve their effectiveness and efficiency and achieve the desired results for the business.

You are encouraged to consider the importance and interrelationship of business processes and the implementation of operational plans, together with quality systems and health and safety, in achieving satisfactory results.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of business processes in delivering outcomes based on business goals and objectives	1.1 Analyse the effect of the mission, aims and objectives of an organisation on its structure and culture
	1.2 Explain the methodology used to map processes to the organisation's goals and objectives
2 Understand how work plans are developed	2.1 Explain the importance of identifying and prioritising outcomes for work plans
	2.2 Explain the purpose of agreeing SMART objectives that align people and other resources in an effective and efficient way
	2.3 Evaluate the usefulness of techniques used to manage activities
	2.4 Assess factors to be taken into account when allocating and agreeing work with team members
	2.5 Explain how to produce a work plan which promotes goals and objectives
3 Understand how to monitor work plans and systems to improve organisational performance	3.1 Assess the importance of implementing quality audit systems/practice to manage and monitor quality standards
	3.2 Explain the importance of embedding a quality culture to improve organisational performance
	3.3 Explain the importance of providing leadership and direction for own area of responsibility
	3.4 Evaluate methods used to monitor progress and provide feedback to team members

Learning outcomes	Assessment criteria
4 Understand health and safety requirements when managing business activities	4.1 Explain the impact of health and safety legislation on work activities 4.2 Explain the purpose and benefits of carrying out a risk assessment when managing work activities 4.3 Assess the importance of reviewing organisational health and safety policies and procedures

Unit content

1 **Understand the importance of business processes in delivering outcomes based on business goals and objectives**

Functions: interrelationships of functions, mission, aims, objectives and culture; interrelationship with processes

Processes: principles and models of effective process management; types of business process measures, output; quality gateways; how to evaluate suitability

2 **Understand how work plans are developed**

Techniques used to manage activities: random sampling; non-random sampling; stakeholder analysis; documentation review; direct observation; cost-benefit analysis (CBA)

Factors when allocating and agreeing work: strengths and weaknesses; resource; holiday; knowledge; ability to work as a team

3 **Understand how to monitor work plans and systems to improve organisational performance**

Systems: Total Quality Management (TQM), TQM philosophy, principles, methods and techniques; quality systems, quality circles, ISO9000/EN29000 or subsequent current amendments, managing and monitoring quality

Organisational performance: principles of models which underpin organisational performance; types of performance measures and how to determine and set them; cost/benefit analysis; risk analysis; the value of a customer-focused culture; the importance of prevention rather than correction; importance of developing a continual improvement culture and how to involve others; planning, proposing, implementing and evaluating change; identifying wider implications of change within the organisation; Business Process Re-engineering (BPR)

Importance of providing leadership and direction: provide positive environment; helps grow a business; employees have direction and are motivated

Methods used to monitor progress: benchmarks; individual goals and objectives

Methods used to provide feedback: one-to-one meetings, appraisal meetings, 360 degree feedback; personal development plans (PDPs)

4 **Understand health and safety requirements when managing business activities**

Health and safety: legislation and regulations relating to health and safety at work; organisational policies and procedures regarding health and safety; risk assessment and monitoring; practical application of regulations; public attitudes and concerns relating to health and safety

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, guest speakers, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on managing work activities to improve business performance. Learners in work are expected to use their working context and roles to learn about the practical techniques associated managing work activities to improve business performance.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For learning outcome 1, learners need to be given a selected organisation to research. They need to analyse the effect of the mission, aims and objectives of an organisation on its structure and culture (AC1.1) and explain the methodology used to map processes to the organisation's goals and objectives (AC1.2).

Learners can build on learning outcome 1 in order to achieve learning outcome 2. It would be beneficial for learners to have the opportunity to participate in role plays and discussion groups as this will give them the examples based on their own and others personal experience to help achieve learning outcome 2.

Learners need to explain the importance of identifying and prioritising outcomes for work plans (AC2.1), explain the purpose of agreeing SMART objectives that align people and other resources in an effective and efficient way (AC2.2) and evaluate the usefulness of techniques used to manage activities (AC2.3). This can be built on to achieve assessment criteria 2.4 and 2.5, assess factors to be taken into account when allocating and agreeing work with team members and explain how to produce a work plan which promotes goals and objectives.

For learning outcome 3, learners need to assess the importance of implementing quality audit systems/practice to manage and monitor quality standards (AC3.1), explain the importance of embedding a quality culture to improve organisational performance (AC3.2), explain the importance of providing leadership and direction for own area of responsibility (AC3.3) and evaluate methods used to monitor progress and provide feedback to team members (AC3.4).

Discussion groups will assist learners when completing learning outcome 4.

For learning outcome 4, learners need to explain the impact of health and safety legislation on work activities (AC4.1), explain the purpose and benefits of carrying out a risk assessment when managing work activities (AC4.2) and assess the importance of reviewing organisational health and safety policies and procedures (AC4.3).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Heizer J and Render B – *Principles of Operations Management and Student DVD & CD-ROM* (7th edition) (Pearson Education, 2008) ISBN: 9781408222492

Krajewski L, Ritzman L and Malhotra M – *Operations Management: International Version* (Pearson Education, 2009) ISBN: 9780132458917

Slack N et al – *Operations Management/Quantitative Analysis in Operations Management/Companion Website with Gradetracker Student Access Card: Operations Management* (5th edition) (Financial Times/Prentice Hall, 2008) ISBN: 9781408215371

Unit 10: Principles of Project Management

Unit reference number: F/506/4185

QCF Level: 4

Credit value: 10

Guided learning hours: 57

Unit aim

The aim of this unit is to give learners an understanding of the principles of project management in business. Learners will be required to develop a business case for a specified project, which will then be executed and evaluated.

Unit introduction

Businesses may have a wide number of reasons for commencing a project. For example they may be looking to expand their range of products and services, target new customers or develop new market areas.

In this unit, learners will develop understanding of the critical requirements for a successful project. A potential project will need to be identified before you can consider the scope, definition and objectives of the project and how it could impact on a business. It could be useful for you to develop a business case to support the selected project and appreciate the significance of the key roles of the project manager and sponsor.

You will have to utilise project lifecycle planning and identify the project stakeholders and their management which will be operative throughout the lifecycle of the project. You will also need to access sources of appropriate data and information and consider resourcing, monitoring and controls for the project.

You will need to understand the importance of critical success factors and performance measurement in monitoring and evaluating the project.

Finally, you will assess the achievement of the project against objectives and the business case and present the outcomes.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of the initiation phase of a project	1.1 Define the aim, scope and objectives of a project
	1.2 Evaluate the importance of identifying the tasks, deliverables and schedule of a project
	1.3 Assess the importance of identifying the impact of a project on the business
	1.4 Identify the components of a business case that supports a project
2 Understand how to execute a project	2.1 Evaluate the role of the project manager in a project
	2.2 Explain the role of the project sponsor in a project
	2.3 Assess the importance of selecting a project lifecycle plan to achieve the project objectives
	2.4 Assess the importance of analysing sources of data and information to support a project
	2.5 Explain the importance of defining project stakeholders and their management throughout a project lifecycle
	2.6 Explain project resourcing, monitoring and controls
	2.7 Assess the importance of identifying the critical success factors in the realisation of a project
	2.8 Assess the importance of specifying performance measures to monitor project outcomes
	2.9 Evaluate ways to monitor the progress of a project through its lifecycle

Learning outcomes	Assessment criteria
3 Understand how to evaluate and present project outcomes	3.1 Explain how to assess the achievement of project outcomes against project scope objectives
	3.2 Assess the importance of evaluating the outcomes of a project against the original business case
	3.3 Explain how to present the outcomes of a project

Unit content

1 Understand the importance of the initiation phase of a project

Project aim, scope and objectives: need, e.g. emergence, recognition, articulation; aims, e.g. goals, mission, values; scope, e.g. stakeholder involvement (internal, external), requirements, feasibility, constraints, required amendments; objectives, e.g. specific, measurable, achievable, realistic, timescales, methods

Business case: rationale; analysis, e.g. PESTEL, SWOT; relationship to project aims and objectives; deliverables; goals; project impact, e.g. internal, external, positive, negative, short term, long term

2 Understand how to execute a project

Project manager: planning; execution; monitoring; control; closure

Project sponsor: project initiation; securing spending authority and resources; champion; goals and objectives; decision making; high-level planning; Project Initiation Plan; support; troubleshooting and alterations; meeting deliverables; giving approval to proceed; steering committee; delegating

Project lifecycle: stages (definition, planning, execution, delivery)

Sources of data and information: primary research, e.g. surveys, questionnaires, interviews, focus groups; secondary research, e.g. trade publications, newspapers, public sources, commercial sources, websites; quantitative data; qualitative information

Stakeholders: internal, e.g. functional areas, employees, managers; external, e.g. shareholders, customers, suppliers, contractors, local residents

Resourcing: roles of project sponsor and manager; finance; staff; expertise; equipment and materials; timescales

Monitoring and controls: project management templates and software; accountabilities; targets; tracking systems; liaison with team and other stakeholders

Critical success factors (CSFs): identification; key factors, e.g. strategic, environmental, industry specific, internal, managerial; Six Sigma quality improvement

Performance measures: key attributes, e.g. valid, reliable, responsive, functional, credible, available, understandable; specifying performance measures

Ways to monitor the progress of a project: focus group meetings; weekly reports; Gantt chart

3 Understand how to evaluate and present project outcomes

Project outcomes in relation to original business case: degree to which critical success factors are met; achievement of performance measures; positive outcomes; negative outcomes; implications (internal, external); potential future developments (short term, long term)

Presentation: format (formal, informal, written, verbal); style; use of visual aids; use of media; suitability for intended audience; relevance of project outcomes to project objectives; implications for business; timing; conclusion

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, guest speakers, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on project management. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with project management.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria. It would be useful for learners to either use a potential project from a selected organisation or a case study of a project that has been undertaken.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For learning outcome 1, it could be useful to start with assessment criterion 1.4, identify the components of a business case. This will then then be developed for assessment criteria 1.1, 1.2 and 1.3, where learners need to define the aim, scope and objectives of a project, evaluate the importance of identifying the tasks, deliverables and schedule of a project and assess the importance of identifying the impact of a project on the business.

Learners can build on learning outcome 1 in order to achieve learning outcome 2. It could be beneficial for learners to become a project manager for a project or observe a project that has been started. This will give them the opportunity to understand the role of the project manager (AC2.1), the role of the project sponsor (AC2.2), the importance of defining project stakeholders and their management throughout a project lifecycle (AC2.5), project resourcing, monitoring and controls (AC2.6), the importance of specifying performance measures to monitor project outcomes (AC2.8) and ways to monitor the progress of a project through its lifecycle (AC2.9).

By writing a report about the specific areas to consider during a project, learners will be able to demonstrate the appropriate breadth and depth to meet the level of the demand for the assessment criteria, e.g. explaining, assessing and evaluating.

The report will also allow learners to include the importance of selecting a project lifecycle plan to achieve the project objectives (AC2.3), the importance of analysing sources of data and information to support a project (AC2.4) and the importance of identifying the critical success factors in the realisation of a project (AC2.7). Including examples in their report will help the learner to illustrate their understanding.

For learning outcome 3, it would be beneficial for learners to be part of a project evaluation meeting either within their workplace or as a role-play. This would give learners first-hand experience in understanding how to assess the achievement of project outcomes against project scope objectives (AC3.1), the importance of evaluating the outcomes of a project against the original business case (AC3.2) and how to present the outcomes of a project (AC3.3).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Horine G – *Project Management Absolute Beginner's Guide (Absolute Beginner's Guides)* (3rd edition) (QUE, 2012) ISBN: 9780789750105

Kerzner H, International Institute for Learning – *Project Management: Best Practices: Achieving Global Excellence (The Iil/Wiley Series in Project Management)* (2nd edition) (John Wiley & Sons, 2010) ISBN: 9780470528297

Williams M – *The Principles of Project Management* (SITEPOINT, 2008) ISBN: 9780980285864

Journals

Project Manager Today – www.pmtoday.co.uk/content/en/default.aspx

Websites

www.apm.org.uk – Association for Project Management: website about developing and promoting project and programme management

www.open.edu/openlearn – The Open University: has courses on project management

Unit 11: Principles of Internet and E-Business

Unit reference number: K/506/4200

QCF Level: 4

Credit value: 15

Guided learning hours: 76

Unit aim

The aim of the unit is to give learners an understanding of the significance of the internet and e-business to an organisations activity and the internet's role in promoting growth and efficiency. Effective use of internet and e-business techniques will give an organisation a competitive advantage and contribute to the achievement of their goals.

Unit introduction

In this unit, you will learn about the role of the internet and e-business in contributing to an organisations operations. New technologies have created new ways of doing business. Some organisations, such as Amazon and Expedia, are almost entirely e-businesses. Other organisations have used e-business approaches in developing their existing operations so that techniques such as click and collect allow goods to be purchased from a website but collected from a neighbourhood store.

The internet and its associated technologies give users the means of conducting business online. Web browsers and web pages allow customers to search the globe for goods and services and allow suppliers to market their goods and services across the globe in ways that are easy to use and understand. These activities are supported by secure payment systems that enable trading to take place.

Organisations have developed models to monetise their online business activities.

Many news organisations, for example, use pay walls that allow readers to see headlines at no cost but require readers to pay for the in-depth stories that go with the headlines. E-business opens up new methods of conducting business, such as the use of near-field communications technology that makes mobile telephones into credit and debit cards, giving rise to 'wave and pay' as a means of paying for goods and services. Learners will understand that many of the traditional characteristics of running a 'bricks' organisation effectively need to be replicated when running a 'clicks' organisation. Customers expect stores, whether real or virtual, to be laid out in an enticing and customer-friendly way and for payments to be processed accurately. A well-designed website can be made to offer a better way of trading which ultimately helps underpin the achievement of the goals of an organisation.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the scope of e-business	1.1 Describe the environment in which e-business is conducted
	1.2 Evaluate the business transaction types for an e-business
	1.3 Analyse the benefits and barriers to businesses considering an online presence
	1.4 Assess the security and legislative issues facing an online business organisation
	1.5 Explain the modes of communication available to an e-business and their applications
2 Understand how the internet works	2.1 Explain the internet technologies and their importance in making an e-business successful
	2.2 Analyse the functions of client servers and browsers, and the role of the search engine
	2.3 Evaluate the use of intranets and extranets within business communication
3 Understand different e-business models	3.1 Evaluate the different e-business models that can be used to generate revenue for a business
	3.2 Analyse each model in terms of its capacity to generate revenue
4 Understand issues in e-business including communication and quality	4.1 Evaluate how the internet can be used for communication with prospective and current employees and customers
	4.2 Analyse how an e-business ensures it's quality

Unit content

1 Understand the scope of e-business

E-business environment: size of e-business market (national, global); e-business market trends; computer networks; internet marketing and selling; online transaction processing; electronic funds transfer; logistics and distribution; inventory management systems; automated data collection; electronic data interchange (EDI); secure payments systems; technologies, e.g. computer, email, mobile devices, telephone

Online presence: benefits; global market; 24-hour trading; complement to the 'bricks' market; competitive advantage; customer orientation; customer profiling; targeted marketing; targeted pricing; disadvantages; lack of technical expertise; start up costs, e.g. website, inventory management, logistics, payment processing, location; lack of face-to-face customer support; operating in international jurisdictions

Security and legislative issues: jurisdiction for operations; UK legislation (Data Protection Act 1998, Computer Misuse Act 1990, Consumer Credit Act 1974, Freedom of Information Act 2000, Copyright, Design and Patents Act 1988); trading standards, Electronic Commerce (E C Directive) Regulations 2002; security; system redundancy; back up site; off-site data storage; disaster recovery; continuity of service; denial of service; hacking; viruses; Trojan horses; firewalls; authentication methods; encryption (hypertext transfer protocol secure [HTTPS], RSA keys); secure funds transfer

Modes of communication: facsimile (fax); email; voicemail; voice over internet; internet television; videoconference; short messaging systems (SMS); social media, e.g. Twitter, Facebook

2 Understand how the internet works

Internet technologies: inter-connected computer networks; internet communication protocols (transmission control protocol (TCP), internet protocol (IP)); TCP/IP purposes (format, address, transmission, routing); information sources; information services; domain name system (DNS)

Internet functioning: functions of client servers; access to server resources; interact with server resources; functions of browsers, e.g. read HTML files, convert files to display/audio; role of the search engine hardware (data centres, processing, networks); role of software, e.g. indexing, searching, managing data; communication; web servers; bandwidth (capacity, speed)

Networks: local area network (LAN); wide area network (WAN); packet switching; access to common data; sharing resources; communication (internal, external); access to external data; speed of communication

3 **Understand different e-business models**

E-business models: generating revenue for businesses; storefront, e.g. Amazon, Tesco; auction, e.g. eBay; portal; dynamic pricing, e.g. Priceline; business to business (B2B); business to consumer (B2C); developments in e-business, e.g. growth, market size, technology, ease of use; integration of models, e.g. storefront and portal; integrating e-business with traditional business activities, e.g. click and collect; targeted customer relationship management; niche marketing; improved customer choice; efficient supply chains; access from multiple gateways, e.g. computer, satellite TV, telephones, portable devices

4 **Understand issues in e-business including communication and quality**

Communication: updates; marketing; communication on new products and/or services; intranet for employees

How an e-business ensures its quality: documents process and procedures; implement necessary changes to processes based on feedback and/or problems encountered; conduct market research, e.g. questionnaires to customers, suppliers, and employees

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research into the internet and e-business activities. Learners in work are expected to use their working context and roles to learn about practical internet techniques and e-business activities.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

It would be useful for learners to be given a case study of a proposal for a new e-business. Learners could begin by describing researching the environment in which the e-business is going to be conducted (AC1.1) and the business transaction types for an e-business (AC1.2). This can be developed for assessment criteria 1.3, 1.4 and 1.5, the benefits and barriers to businesses considering an online presence, the security and legislative issues facing an online presence and the modes of communication available to an e-business and their applications.

For learning outcome 2, learners need to understand how the internet works. They could begin by explaining the internet technologies and their importance in making an e-business successful (AC2.1), the functions of client servers and browsers, and the role of search engines (AC2.2) and the use of intranets and extranets within business communication (AC2.3). Relating these areas to the learners case study will make it easier for them to use examples.

This can be built on for learning outcome 3 and 4. It would be beneficial for learners to use their case study to evaluate the different e-business models that can be used to generate revenue for their business (AC3.1), analyse each model in terms of its capacity to generate revenue (AC3.2), evaluate how the internet can be used for communication with prospective and current employees and customers (AC4.1) and analyse how an e-business ensures quality (AC4.2).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Chaffey D – *E-Business and E-Commerce Management* (Financial Times/Prentice Hall, 2011) ISBN: 9780273752011

Daniel I – *E-commerce Get It Right!* (NeuroDigital, 2012) ISBN: 9780956526212

Levine J R and Levine Young M – *The Internet for Dummies* (John Wiley & Sons, 2011) ISBN: 9781118096147

Journals

The Economist (The Economist Newspaper Ltd) has articles on e-business from time to time and offers a current perspective on the application of computing and technology to business

The Financial Times (Financial Times Group) is a daily business newspaper that reports on stories, including those dealing with e-business

Websites

www.bized.co.uk – Biz/ed: material on e-business

www.businesscasestudies.co.uk – The times 100: case studies on e-commerce

www.managementhelp.org – Free management library: articles on e-commerce topics

Unit 12: Human Resource Management

Unit reference number:	**L/506/4206**
QCF Level:	**4**
Credit value:	**5**
Guided learning hours:	**38**

Unit aim

This unit provides an introduction to the concepts and practices of human resource management and focuses on the management of recruitment, retention and employment cessation.

Unit introduction

The success of an organisation depends to a great degree on recruiting the right people. The human resource management process is important as it contributes to the achievement of organisational goals through ensuring that staff of the right calibre are selected to fill vacancies. While they are on the payroll, staff must make a valued contribution to the work of the organisation. Eventually they will leave, more often than not because they find alternative employment or retire.

Occasionally employment has to be terminated. However, the focus of human resource management has moved beyond personnel management towards a more proactive approach that, in addition to the traditional roles associated with staff management, also considers how to get the best people and the best out of people so that they work in roles and in ways that are closely aligned to organisational objectives. This often leads to the common place assertion by many senior managers that 'Our employees are our most valuable resource'. In this unit, you will consider how human resource management deals with these aspects of working.

Human resource management takes place against a background of organisational needs, policies and procedures, shaped by legal and regulatory requirements. In this unit, you will learn about UK, national and European legislation.

Organisations with effective human resource management policies, processes and practices in place will have fully-committed, skilled employees who contribute effectively to the organisation and in competitive contexts this is a significant contribution in maintaining a competitive advantage.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the role of human resource management	1.1 Explain the difference between personnel management and human resource management
	1.2 Analyse the function of human resource management in contributing to the purpose of the organisation
	1.3 Evaluate the roles and responsibilities of line managers in human resource management
	1.4 Assess the impact of the legal and regulatory framework on human resource management
2 Understand how to recruit employees	2.1 Analyse the reasons for human resource planning in organisations
	2.2 Describe the stages involved in planning human resource requirements
	2.3 Analyse the recruitment and selection process
3 Understand how to reward employees in order to motivate and retain them	3.1 Examine the methods organisations use to monitor employee performance
	3.2 Assess the link between motivational theory and reward
	3.3 Evaluate the effectiveness of reward systems in organisations
4 Understand the mechanisms for cessation of employment	4.1 Identify the reasons for cessation of employment
	4.2 Describe employment exit procedures
	4.3 Assess the impact of the legal and regulatory framework on employment cessation arrangements

Unit content

1   Understand the role of human resource management

Personnel management and human resource management: definitions; development of personnel management; change in contexts leading to human resource management (HRM); similarities and differences between personnel management and HRM; models of HRM, e.g. Guest, Storey

Human resource management function: tasks, e.g. selection, recruitment, payroll administration, employee motivation, reward management, employment termination; training and development; performance management, e.g. planning, monitoring, recording, actioning; employee relations; working in partnership with functional areas; involvement of line managers, e.g. selection, recruitment, training, coaching, mentoring, appraisal, grievance, discipline, termination; ethical issues; equality of opportunity

Employment legislation: Sex Discrimination Act 1995/97; Race Relations Act 1992; Race Relations Amendment Act 2000; Equal Pay Act 1970; Equality Act 2010; European Working Time Directive; Employment Act 2008; Employment Relations Act 2004; Work and Families Act 2006; national minimum wage; Data Protection Act 1998; employment tribunals

2   Understand how to recruit employees

Human resource planning: definition, links to organisational purposes, organisational strategy, senior management; purpose, e.g. increased volume of business, changes to the required skill sets, employee turnover; labour cost control; time horizon, e.g. short term, medium term, long term; internal planning factors, e.g. organisational needs, demand for products and services, new products and services, new markets, technological change, location of production; workforce profiles, e.g. age, gender, ethnicity, ability, skills; external planning factors; supply and demand for labour, e.g. local, national, international; government policy; labour market competition; changing nature of work; impact of technology

Recruitment and selection: recruitment policies; recruitment procedures; aims and objectives of the selection process; job analysis; job description, e.g. purpose, standard formats, responsibilities; scope of post, e.g. education and qualifications, experience; person specification, e.g. purpose, standard formats, job title, location in management line; essential and desirable attributes; recruitment methods, e.g. advertising vacancies, application methods including web-based methods, agencies, headhunters; interviews; assessment centres; tests, e.g. psychological, psychometric, aptitude, practical; resumés (CVs); letters of application; references

3 **Understand how to reward employees in order to motivate and retain them**

Monitoring: probation; appraisal, feedback; performance indicators, achievement against targets; goal theory; SMART (specific, measurable, achievable, realistic, time-based) targets, e.g. sales, growth, financial, waiting times, pass rates, punctuality, attendance; benchmarking

Motivation: theories of motivation, e.g. Taylor, Mayo, Maslow, Herzberg, McGregor, McClelland, Vroom; relationship between motivation theories and reward; employee involvement techniques; membership of work groups board; works councils quality circles; intra-organisational groups, e.g. transnational, national, site specific; devolved authority and responsibility; open communications; organisational culture, ethos, values, mission; national accreditation, e.g. Investors in People (IIP), Charter Mark, International Standards Organisation (ISO)

Reward management: job evaluation; factors determining pay; reward systems; performance-related pay; pension schemes; profit sharing; employee share options; mortgage subsidies; re-location fees; bonuses; company vehicles; loans and advances; childcare; school fees; corporate clothes; staff discounts; flexible working; leave; health care; extended parental leave; career breaks; cafeteria incentive schemes; salary sacrifice schemes; contracts of employment

4 **Understand the mechanisms for cessation of employment**

Reasons: dismissal, e.g. wrongful, unfair, justified; termination of employment, e.g. resignation, retirement, termination of contract; redundancy; redeployment; retraining

Management of exit: procedures, e.g. retirement, resignation, dismissal, redundancy; legal and regulatory framework; counselling; training; employment tribunals, e.g. role, composition, powers and procedures

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, guest speakers, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on human resource management. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with human resource management.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For assessment criterion 1.1, learners need to show that they understand the development of the HRM concept by explaining the differences with personnel management. For assessment criterion 1.2, learners need to analyse HR functions in a selected organisation, preferably their own workplace, to assess how they contribute to organisational purposes. This will lead to assessment criterion 1.3, where learners will draw on the role and responsibilities of line managers in HRM, again using supporting examples from a selected organisation. For assessment criterion 1.4, learners need to assess the impact of the legal and regulatory framework on HRM. They will need to outline the purpose of current employment legislation when recruiting staff and analyse how legislation is incorporated into organisational policies and procedures, relating it to a selected organisation. Evidence for learning outcome 1 could be in the form of a report, briefing document, or presentation.

For learning outcome 2, learners will need to understand the reasons why vacancies occur and be able to analyse the factors that influence organisations when they plan their human resources. For assessment criterion 2.1, learners should examine how an organisation is developing and how changes that may arise from internal decisions and external events can affect the direction the organisation is moving in. For example, there may be a gap between the demand for and supply of particular skills. This can link with assessment criterion 2.2 to describe the stages involved in planning the human resource requirements for the organisation from the business strategy through to resourcing plans. To meet assessment criterion 2.3, learners need to analyse the recruitment and selection process. Evidence can be in the form of a detailed report that covers a range of aspects of the recruitment and selection process in a selected organisation.

For assessment criteria 3.1 and 3.3, learners could research a suitable organisation, such as their workplace, or use a case study to examine the methods organisations use to monitor employee performance and the effectiveness of reward systems.

For assessment criterion 3.2, learners will show how the ideas from theorists on motivation have shaped the way that organisations motivate their employees. Some reward systems emphasise payments by results and are influenced more by ideas of scientific management and Taylorism. Other reward systems emphasise the personal and social nature of motivation and draw on ideas from Maslow and Herzberg. Learners need to assess the link between motivational theory and reward, showing how motivation affects employee performance, as it is clear that employees value aspects of working other than just the pay they receive. Learners also need to evaluate the effectiveness of reward systems in a selected organisation.

For learning outcome 4, learners need to research at least three different reasons for cessation of employment, such as dismissal and redundancy, and describe the employment exit procedures followed by a selected organisation, considering how the legal and regulatory framework impacts on these employment cessation arrangements.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Armstrong M – *Armstrong's Handbook of Human Resource Management Practice* (12th edition) (Kogan Page, 2012) ISBN: 9780749465506

Lewis D, Sargeant M and Schwab B – *Employment Law: The Essentials* (11th edition) (CIPD, 2011) ISBN: 9781843982623

Mankin D – *Human Resource Development* (OUP Oxford, 2009) ISBN: 9780199283286

Slocombe M – *Employment Law Made Easy* (12th edition) (Lawpack, 2012) ISBN: 9781907765773

Journals

People Management – HR news magazine from CIPD

Personnel Review – Emeraldinsight.com

Personnel Today – Chartered Institute of Personnel and Development (CIPD)

Websites

www.investorsinpeople.co.uk – Investors in People: the standard for developing staff

www.personneltoday.com – Personnel Today: HR jobs, articles, networking and statistics

Unit 13: Principles of Marketing

Unit reference number: R/506/4210

QCF Level: 5

Credit value: 8

Guided learning hours: 53

Unit aim

This unit provides an introduction to the principles of marketing and focuses on the contribution of marketing in achieving organisational objectives, the main barriers to marketing planning, ethical issues in marketing, how to develop a marketing strategy and how to strengthen an organisations value through marketing.

Unit introduction

The success of an organisation depends on the marketing that is used to promote products and/or services, help achieve organisational objectives and increase an organisations market share.

In this unit, you will learn about the main barriers to marketing planning and how organisations may overcome barriers to marketing planning. You will also learn how ethical issues influence marketing planning, how organisations respond to ethical issues and the effect consumer ethics has on marketing planning.

You will gain knowledge of how to identify the objectives of marketing strategies, resources required to develop a marketing strategy, how to implement a marketing strategy to ensure that it contributes to the achievement of organisational objectives and the purpose of reviewing marketing strategies.

Finally you will gain an understanding or the elements of internet marketing, why organisations develop international marketing, branding and how it is used to strengthen an organisation and/or product and how a product or service mix can be used to enhance value for the customer and organisation.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the contribution of marketing in achieving organisational objectives	1.1 Analyse how marketing orientation supports the achievement of organisational objectives
	1.2 Evaluate the contribution of marketing principles to the achievement of organisational objectives
	1.3 Analyse the reasons for integrating the marketing function with other functional activities
2 Understand the main barriers to marketing planning	2.1 Describe the main barriers to marketing planning
	2.2 Analyse how organisations may overcome barriers to marketing planning
3 Understand ethical issues in marketing	3.1 Explain how ethical issues influence marketing planning
	3.2 Analyse how organisations respond to ethical issues
	3.3 Analyse the effect consumer ethics has on marketing planning
4 Understand how to develop a marketing strategy	4.1 Explain how to identify the objectives of marketing strategies
	4.2 Analyse resources required to develop a marketing strategy
	4.3 Analyse how to implement a marketing strategy to ensure that it contributes to the achievement of organisational objectives
	4.4 Evaluate the purpose of reviewing marketing strategies

Learning outcomes	Assessment criteria
5 Understand how to strengthen organisations value through marketing	5.1 Analyse the elements of internet marketing
	5.2 Explain why organisations develop international marketing
	5.3 Explain branding and how it is used to strengthen an organisation or product
	5.4 Explain how a product or service mix can be used to enhance value for the customer and organisation

Unit content

1 **Understand the contribution of marketing in achieving organisational objectives**

Marketing orientation: market orientated company organises its activities, products and services around the wants and needs of its customers; customer focus is the responsibility of the whole organisation; effectiveness of marketing orientations; customer and competitor orientation; how marketing strategies and objectives come from the organisations mission statement; advantages, disadvantages of marketing orientation

Marketing principles: market analysis, e.g. use of macro-market analysis techniques, SWOT and PESTLE; consideration of microenvironment factors; buyer behaviour analysis; selecting target markets; designing marketing strategies; new product strategies; planning marketing programmes, e.g. marketing campaigns, advertising campaigns, designing sales promotions; organising, implementing and controlling the marketing effort, e.g. customer relationship management (CRM); organising resources; controlling the budget

Integration of marketing activities: strategies impact on other departments; emphasis on communication and collaboration between functions; research and development, driven by the marketing concept; needs of consumers central to any new research and development; human resources will recruit staff with relevant marketing skills and expertise

2 **Understand the main barriers to marketing planning**

Barriers: objective/strategy/tactics confusion; isolation of marketing function; organisational barriers, e.g. organisational culture, change management, ethical issues, behavioural, cognitive, systems and procedures, resources; competitor strategy and activity; customer expectation

3 **Understand ethical issues in marketing**

Ethical issues in marketing: ethics and the development of the competitive stance; different perspectives on ethics in the global marketplace; ethical trade-offs; ethics and managerial cultures

Ethics of the marketing mix: management of the individual elements of the marketing mix

Counterfeiting: imitation (fakes, knock-offs); pirate and bootleg copies; prior registration and false use of trade names, brand names and domain names

Consumer ethics: false insurance claims; warranty deception; returns of merchandise; illegal downloads, copying and distribution (music, videos, film, software)

4 **Understand how to develop a marketing strategy**

Objectives: marketing objectives derived from organisational objectives; marketing objectives linked to organisational goals; defines what needs to be achieved through marketing activities; provide direction for employees; different objectives for different size businesses; reflect current corporate and marketing situation; key market factors; identify opportunities; potential for key market segments; respond to competition in the market place; the use of the marketing mix; marketing objectives supports organisational corporate social responsibility and ethics policies

Resource requirements: finance, e.g. investment to introduce new products, promotional activities; people with relevant skills, knowledge and expertise; marketing budget

Strategies: coordination of different functional departments and activities across the organisation; marketing strategies which align and support organisational goals and objectives, e.g. increase market share, improve customer base; issuing of tasks and setting timeframes; awareness of current corporate and marketing situation; knowledge on market changes and market activity; aware of competitor activity and any growth; supporting organisational ethics and corporate social responsibility

Reviewing strategies: monitoring, review and control mechanisms; marketing control systems; measures of marketing performance; tracking of progress; revise strategies to meet changes in the market and customer needs; implications of not reviewing strategies, e.g. missed opportunities, new competitors, improved products introduced into the market place; risks, issues if marketing strategy fails

5 **Understand how to strengthen organisations value through marketing**

The elements of internet marketing: definition of digital marketing; definition of e-commerce and e-business; the internet micro- and macro-environment; benefits of internet marketing, e.g. reach, scope, immediacy, interactivity, targeting; adaptive and closed loop marketing

Branding: purpose, objectives, benefits and dimensions of branding; brand strategies, e.g. individual, blanket, family, multi-branding, brand extension, own brands, brand repositioning; brand image, personality and equity; brand value; brand evaluation techniques

Service/product mix: nature of services as intangibles; services as added value to product mix; services within relationship marketing; service sector growth; increasing importance of services in developed economies; globalisation of services provision

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, guest speakers, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on marketing. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with marketing.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria. It would be beneficial for learners to use a selected organisation or be given a case study based on the marketing strategy of an organisation.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For learning outcome 1, learners will need to focus on the contribution of marketing in achieving objectives. Using their selected organisation and working in discussion groups, learners need to analyse how marketing orientation supports the achievement of organisational objectives (AC1.1), evaluate the contribution of marketing principles to the achievement of organisational objectives (AC1.2) and analyse at least three reasons for integrating the marketing function with other functional activities (AC1.3).

Learners can build on learning outcome 1 to help achieve learning outcome 2. They will need to focus on the main barriers to marketing planning (AC2.1) and analyse how their selected organisation may overcome barriers to marketing planning (AC2.2).

For learning outcome 3, it will be beneficial for learners to focus on a selected organisation that has to overcome ethical issues, e.g. oil companies, fairtrade, clothes manufacturers. Learners will need to begin by looking at how ethical issues influence the marketing planning for their selected organisation (AC3.1). This can be developed for assessment criterion 3.2, how organisations respond to ethical issues and developed further for assessment criterion 3.3, the effect consumer ethics has on marketing planning.

For learning outcome 4 and learning outcome 5, it will be useful for learners to be given the task of developing a marketing strategy for a particular product or service for a particular organisation. Learner could begin by identifying the objectives of their marketing strategy (AC4.1), and analyse the resources required to develop their marketing strategy (AC4.2). They can then develop this further by analysing how to implement a marketing strategy to ensure that it contributes to the achievement of their organisation's objectives (AC4.3). They will then need to evaluate the purpose of reviewing marketing strategies (AC4.4).

For learning outcome 5, learners will focus on strengthening their organisations value through marketing. They will need to analyse the elements of internet marketing (AC5.1), explain why organisations develop international marketing (AC5.2), explain branding and how it is used to strengthen an organisation or product (AC5.3) and explain how a product or service mix can be used to enhance value for the customer and organisation (AC5.4). Using the product or service from learning outcome 4 will help the learner to focus their ideas in order to achieve learning outcome 5.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Chernev A – *Strategic Marketing Management* (7th edition) (Cerebellum Press, 2012) ISBN: 9781936572151

Kotler P and Keller K L – *A Framework for Marketing Management* (5th edition) (Pearson Education, 2011) ISBN: 9780273752516

Levens M – *Marketing* (Pearson Education, 2009) ISBN: 9780137013296

Pride W F and Ferrell O C – *Marketing* (Houghton Mifflin, 2007)
ISBN: 9780618799701

Winer R and Dhar R – *Marketing Management* (4th edition) (Pearson Education, 2010) ISBN: 9780130387929

Journals

European Journal of Marketing (Emerald)

International Journal of Research in Marketing (Elsevier)

Journal of Marketing Communications (Routledge)

The Journal of Customer Behaviour (Westburn Publishers Ltd)

Websites

www.businessballs.com – Businessballs: management learning resources and articles and links on strategic marketing management

www.businesscasestudies.co.uk/business-theory/marketing.html#axzz36sjCfITm – The Times 100: case studies on marketing topics

www.cim.co.uk – Chartered Institute of Marketing: resources on marketing

www.managers.org.uk – Chartered Management Institute: searchable database with access to articles and books for members only

www.marketingteacher.com/category/marketing-mix/ MarketingTeacher.com: free case studies on a range of marketing topics

Unit 14:   Information Systems

Unit reference number: Y/506/4211

QCF Level: 4

Credit value: 5

Guided learning hours: 31

Unit aim

The aim of this unit is to give learners an understanding of the role of information systems in a business and the management of information systems.

Unit introduction

Information is the most valuable resource that an organisation possesses. The effective gathering, protection, analysis, processing and dissemination of information is vital to the success of any organisation. As globalisation and the 24-hour economy develop and increase, organisations must ensure that their information systems are reliable, efficient and able to cope with rapid change.

Organisations whose information systems previously dealt purely with data processing have now introduced those supporting strategic management and decision support. Managers at all levels need appropriate and timely information to plan successfully in the short, medium and long term, and that information can have many sources and destinations. As organisations diversify and centralise, information also needs to be available to non-managerial staff in a variety of locations.

In this unit you will gain the knowledge on the role of information systems in a business including how information systems can be used to support functions in a business, the importance of continuously improving, maintaining and updating information systems and the role of information systems in developing business strategy.

You will also learn about the management of information systems including the implication of system updates and system development to an organisation, the use of stakeholder feedback on the effectiveness of an information system and the consequences of publishing reports containing inaccurate or unsubstantiated information.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the role of information systems in a business environment	1.1 Evaluate how information systems can be used to support functions in a business environment
	1.2 Explain why it is important to continuously improve information systems
	1.3 Explain why it is important to maintain and update information systems
	1.4 Examine the role of information systems in developing business strategy
	1.5 Evaluate how information systems can improve business performance
2 Understand the management of information systems	2.1 Describe information system interfaces
	2.2 Analyse the implication of system updates and system developments to an organisation
	2.3 Analyse the use of stakeholders' feedback on the effectiveness of an information system
	2.4 Evaluate the implications of data protection requirements for the management and use of an information system
	2.5 Evaluate the consequences of publishing reports containing inaccurate or unsubstantiated information

Unit content

1 **Understand the role of information systems in a business environment**

How information systems support functions: allow other functions to interact with each other; collects, processes and stores data and information

Continuously improve information systems: ensure technology is updated; incorporate new functions; improve efficiency; fix problems with system

Maintain and update information systems: ensure technology is using latest software; fix problems

Information systems in developing business strategy: data and information collected; competitive advantage; ways to improve efficiency; reduce cost

2 **Understand the management of information systems**

Typical information system interfaces: definition; function; interface types, e.g. hardware, software, people, telecommunications

Reasons for systems updates and developments: external pressures, e.g. changing regulatory and legal frameworks, keeping up with competitors; enhanced business opportunities, e.g. increasing globalisation, potential for outsourcing, improving customer service; internal factors, e.g. revised policies, procedures and processes, additional information requirements; organisation growth; improving staff productivity and performance

Impact of systems updates and developments: cost; procedures; staff, e.g. upskilling/training, dealing with redundancies; integration of legacy systems; security; legal requirements, e.g. data protection, copyright; system 'downtime'; continuity of service

Measuring system effectiveness: system objectives, e.g. desired system outcomes, actual system outcomes; efficiencies, e.g. cost, time, resources; handling information, e.g. input, processing, output, reporting, analysis, storage; system operations, e.g. interfaces, logical processes, usability, technical support; issues, e.g. hardware, software, people, processes, data; recommendations for improvement

Use of stakeholder feedback: value stakeholder opinions; timely resolution of issues; inform change; communication of feedback outcomes, e.g. meetings, reporting, presentation, publishing; staff development

Legal issues: relevant and current data protection legislation, e.g. Data Protection Act 1998, Freedom of Information Act 2000; other relevant legislation, e.g. Computer Misuse Act 1990

Ethical issues: codes of practice, e.g. use of email, internet; 'whistle blowing'; organisational policies; information ownership

Operational issues: security of information; backups, e.g. hardware, peripherals, software, storage media, local storage, remote storage, cloud storage; organisational policies, procedures and processes; staff training

Implications of data protection: access; information security, e.g. internal threats, external threats, data corruption; cost; reputation; effects on business sustainability

Inaccurate or unsubstantiated information: errors; omissions; information integrity

Potential consequences: mistrust; stakeholder satisfaction; bad or delayed decisions; reduced revenue; reduced throughput; tarnished reputation

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, guest speakers, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on information systems. Learners in work are expected to use their working context and roles to learn about the practical techniques associated information systems.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For learning outcome 1, learners need to evaluate how information systems can be used to support functions in a business environment (AC1.1), explain the importance of continuously improve information systems (AC1.2), explain the importance of maintaining and updating information systems (AC1.3), examine the role of information systems in developing business strategy (AC1.4) and evaluate how information systems can improve business performance (AC1.5).

For learning outcome 2, learners need to describe information system interfaces (AC2.1), analyse the implication of system updates and system developments to an organisation (AC2.2), analyse the use of stakeholders' feedback on the effectiveness of an information system (AC2.3), evaluate the implications of data protection requirements for the management and use of an information system (AC2.4) and evaluate the consequences of publishing reports containing inaccurate or unsubstantiated information (AC2.5).

Discussion groups will be beneficial to the learner throughout this unit as it will give learners the opportunity to gain examples using both their own and others personal experiences.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Chaffey D and White G – *Business Information Management: Improve Performance Using Information Systems* (FT/Prentice Hall, 2010) ISBN: 9780273711797

Lucey Y – *Management Information Systems* (9th edition) (Cengage Learning, 2004) ISBN: 9781844801268

Unit 15: Finance for Administrative Managers

Unit reference number: D/506/4212

QCF Level: 5

Credit value: 5

Guided learning hours: 31

Unit aim

The aim of this unit is to give learners knowledge and understanding of the purpose and scope of cost management accounting, the application of financial accounting, the impact of internal and external factors on budgetary planning and how to manage a budget.

Unit introduction

Financial information supports business decision making and contributes to the achievement of business goals.

In this unit, you will learn about the application of financial accounting, including the nature and purpose of the main financial statements and the features of a basic set of company accounts.

You will also learn about the impact of internal and external factors on budgetary planning in a business, including the need for short and long term budgetary plans and the relationship between functional departments and responsibility centres.

Finally you will learn how to manage a budget, including strategies used to manage budget variance and improve profitability and how management controls could be used to minimise budget deficit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the purpose and scope of cost and management accounting	1.1 Explain the purpose and scope of cost and management accounting
2 Understand the application of financial accounting	2.1 Analyse the nature and purpose of the main financial statements
	2.2 Describe the features of a basic set of company accounts
3 Understand the impact of internal and external factors on budgetary planning in a business	3.1 Analyse the need for long and short term budgetary plans in a business
	3.2 Analyse the relationship between functional departments and responsibility centres
4 Understand how to manage a budget	4.1 Evaluate strategies used to manage budget variance and improve profitability
	4.2 Analyse how management controls could be used to minimise budget deficit

Unit content

1 **Understand the purpose and scope of cost and management accounting**

Cost and management accounting: nature of cost accounting; types of costs, e.g. fixed, variable, direct, indirect; costing methods, e.g. job, batch, service; absorption costing; activity-based costing; marginal costing; nature of management accounting; management accounting as an information system; identification of managerial needs; collection of financial source data; data analysis; information reporting (financial, non-financial); quality of information; timing of reports; access to reports

2 **Understand the application of financial accounting**

Financial statements: purpose, e.g. measure profitability, financial stability; reporting to stakeholders, e.g. owners, managers, creditors, banks, Her Majesty's Revenue and Customs; trial balances; adjustments for prepayments and accruals; trading account; profit and loss account; appropriation account; balance sheet; structure of a balance sheet; style of presentation (narrative, T-style); legal and regulatory requirements, e.g. Companies Acts, Statements of Standard Accounting Practice; frequency of reporting

3 **Understand the impact of internal and external factors on budgetary planning in a business**

Short term and long term budgetary plans: short term plans relate to long term plans; existing trend, forecast, plan; resource allocation; coordination; performance evaluation; profitability; marketing strategy;

Functional department and responsibility centres: cost centre, e.g. how much money will be spent by each department; budget gone over; revenue centre, e.g. know how much money is made on sales

4 **Understand how to manage a budget**

Strategies used to manage budget variance: variance analysis; budget vs actual costs; forecasting; flexible budget

Management controls: highlight potential savings that can be made; reduce marketing costs

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on finance for administrative managers. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with finance for administrative managers.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as a written report or presentation. If a presentation is used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

Using a number of case studies, financial records and budgets will help the learner achieve this unit.

For learning outcome 2, learners need to analyse the nature and purpose of the main financial statement (AC2.1) and describe the features of a basic set of company accounts (AC2.2).

For learning outcome 3, learners need to analyse, using examples the need for long and short term budgetary plans in a business (AC3.1) and analyse the relationship between functional departments and responsibility centres (AC3.2). Discussion groups may benefit learners for this learning outcome to enable them to gain examples based on their own and others experiences.

For learning outcome 4, learners need to evaluate at least three strategies used to manage budget variance and improve profitability (AC4.1) and analyse how management controls could be used to minimise budget deficit (AC4.2). Again, discussion groups may benefit learners by enabling them to gain examples based on their own and others experiences.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Dyson J R – *Accounting for Non-Accounting Students* (Financial Times/Prentice Hall, 2010) ISBN: 9780273722977

Siciliano G – *Finance for Non-Financial Managers: A Briefcase Book* (McGrew-Hill Professional, May 2003) ISBN: 9780071413770

Websites

www.bized.co.uk – Biz/ed: material on finance and accounting

www.businesscasestudies.co.uk – The Times 100: case studies on finance and accounting

www.managementhelp.org – Free management library: articles on finance topics

www.universalteacherpublications.com/mba/free-management-library.htm – Free management library: articles on finance topics

Pearson BTEC Level 4 Diploma in Business Administration (QCF) and Pearson BTEC Level 4 Extended Diploma in
Business Administration (QCF) – Specification – Issue 1 – September 2014 © Pearson Education Limited 2014

Unit 16: Business Risk Management

Unit reference number: H/506/4213

QCF Level: 5

Credit value: 6

Guided learning hours: 41

Unit aim

The aim of this unit is to give learners knowledge and understanding of business risk, how model risk policy is used, business risk concepts, how to identify risk and risk probability and business resilience and the management of risk.

Unit introduction

Business activities carry with them associated risks and uncertainties that pose threats. Risks can arise internally from routine operations such as extending credit to customers with a poor credit history. They can also arise externally from developments in the business environment such as a change in consumer tastes when there is a move from fixed line telephones to mobile telephones. As risks threaten existing business activity, risk management techniques are developed and applied to anticipate and control them in order to ensure operational continuity.

In this unit, you will learn the knowledge behind business risk, including what is meant by operational risk, the risk management lifecycle and measures and techniques to mitigate business risk.

You will also gain an understanding of how a model risk policy is used, business risk concepts and how to identify risk and risk probability. This includes the internal and external risk factors and organisation faces, the potential impact of the risk factors and the laws and legislation that relate to risk management.

Finally you will learn about business resilience and the management of risk, including the relationship between risk management, disaster recovery and business continuity, scenario planning and crisis management models and techniques used to minimise business risk.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand business risk	1.1 Describe what is meant by operational risk
	1.2 Analyse the risk management lifecycle
	1.3 Analyse business risk identification theories and models
	1.4 Explain measures and techniques to mitigate business risk
2 Understand how a model risk policy is used	2.1 Describe what is included in a model risk policy
	2.2 Analyse the use of a model risk policy
3 Understand business risk concepts	3.1 Evaluate the internal and external risk factors that an organisation faces
	3.2 Analyse the potential impact of the risk factors that an organisation faces
	3.3 Explain the laws and legislation relating to risk management
4 Understand how to identify risk and risk probability	4.1 Evaluate risk and risk interdependencies
	4.2 Evaluate the effectiveness of methods used for calculating risk probability
5 Understand business resilience and the management of risk	5.1 Analyse the relationship between risk management, disaster recovery and business continuity
	5.2 Evaluate scenario planning and crisis management models
	5.3 Evaluate techniques used to minimise business risk
	5.4 Analyse ways in which risk management techniques can be built into routine business processes

Unit content

1 Understand business risk

Risk management lifecycle: identify; assess; mitigate; monitor and report

Business risk: definition; relationship between risk and probability; different types of business risks, e.g. strategic risks, compliance risks, financial risks, operational risks, reputational risks; emerging risks, e.g. cyber risks, environmental liability

Models for identifying risks: SWOT analysis for identifying internal, external factors; PESTLE analysis, key external factors which impact on a business; SLEPT analysis, the social, legal, economic, political, technological influences; decision trees; Monte-Carlo technique; Delphi model

Techniques for identifying business risks: risk analysis; risk management planning; business impact analysis; cost benefit analysis

Risk management: assessing and prioritising risks; analysing impact and consequences; level of risk, low, medium, high; implementing appropriate processes, methods and tools to manage risks; monitoring and reviewing processes

Reducing risks: implement quality processes; mitigation strategies, e.g. avoidance, acceptance, transference, control

2 Understand how a model risk policy is used

Model risk policy: description of risk; risk responsibilities; risk management process; categories of risk; risk assessment template

3 Understand business risk concepts

Internal risk factors: human, e.g. employee turnover, holiday, skills; technological, e.g. new technology, physical, e.g. machine failure, theft; operational, e.g. advertising, money

External risk factors: economic, e.g. market, pricing; natural, e.g. flood; political, e.g. regulations

Laws and legislation relating to risk management: Health and Safety at Work Act 1974; Management of Health and Safety at Work Regulations 1999; Fire risk assessment; Manual Handling Operations Regulations 1992; Personal Protective Equipment at Work Regulations 1992; Noise at Work Regulations 1989; Control of Substances Hazardous to Health Regulations 1999; Control of Asbestos at Work Regulations 1987; Control of Lead at Work Regulations 1998

4 **Understand how to identify risk and risk probability**

Risk identification: risk assessment; risk interdependencies e.g. loss of output, customer dissatisfaction, bad will generation, reputational damage; impact of risk occurring

Risk management criteria: criteria, e.g. mandate, organisational structure, resources, methodologies, reporting lines, oversight (directorial, managerial)

Calculating risk probability: statistical measures of probability; establishing probability of a risk occurring; cost of a risk = (probability of a risk event happening) x (expected cost/loss when the risk event happens); using risk probabilities to manage risk

5 **Understand business resilience and the management of risk**

Scenario planning: isolating risk factors for analysis; scenario assumptions; creating scenarios; simulations; risk mapping; alternative futures; scenario outcomes; implications, e.g. strategy, operations, resource requirements, costs, management

Crisis management: diagnosis; containment; business recovery; implementation of change; management responses, e.g. Perrier Water benzene contamination, BP Deepwater Horizon oil spill

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research business risk management. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with business risk management.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as a written report or presentation. If a presentation is used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For learning outcome 1, learners will be focusing on the wider knowledge around business risk. Learners will need to analyse at least three business risk identification theories and models for assessment criterion 1.3 and explain at least three measures and techniques to mitigate business risk for assessment criterion 1.4.

Focusing on either their own organisation or a selected organisation for learning outcome 3, learners will need to evaluate, using examples, at least three internal and at least three external risk factors that an organisation faces (AC3.1), and the impact these risk factors has on their organisation (AC3.2).

For learning outcome 5, learners again will need to focus on their selected organisation to evaluate the techniques used to minimise business risk (AC5.3) and the ways in which these risk management techniques can be built into routine business processes (AC5.4).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Crouhy M, Galai D and Mark, R – *The Essentials of Risk Management: The Definitive Guide for the Non-risk Professional* (McGraw-Hill Professional, 2006)
ISBN: 9780071429665

Hopkin P – *Fundamentals of Risk Management: Understanding, Evaluating and Implementing Effective Risk Management* (2nd edition) (Kogan Page, 2012)
ISBN: 9780749465391

Websites

www.managementhelp.org/riskmanagement/index.htm – The Free Management Library: information on risk management topics

Unit 17: Managing People and Performance in a Business Environment

Unit reference number: M/506/4215

QCF Level: 4

Credit value: 6

Guided learning hours: 38

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the skills needed for managing people and performance in the workplace. Learners will do this through understanding the importance of learning and development and the role of leadership for effective team working.

Unit introduction

Effective people management is essential for business success and staff training and learning and development are key to achieving it. Managers need to understand the patterns of behaviour that individuals and groups display in order to take appropriate actions. In this unit, you will examine how characteristics, such as individual differences of needs and wants have an impact on organisational behaviour.

Motivation at work can take place in different ways and you will examine motivation theory to explore how intrinsic and extrinsic motivation has an impact on individual behaviour. People working together in teams can benefit organisations and help them to achieve their goals. A motivated workforce is more likely to be efficient and can contribute to the long-term profitability of the business. If team members co-operate, they can inspire each other.

Co-operation helps the team to solve problems and identify the individual skills in the team. You will investigate how work can be allocated within the team so that the complementary skills of team members can be used to best effect, the benefits of team development and teamworking. Learners will examine the skills required by different team members and how an effective team leader can motivate and develop individuals within teams.

Sometimes when people work in teams, they have their own ways of communicating, which can affect others and cause conflict or tension. You will examine the factors that cause conflict and identify the skills needed to manage it effectively.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand workplace learning and development methods	1.1 Identify the benefits of a systematic approach to the management of learning, training and development
	1.2 Analyse the importance of learning and development for organisations
	1.3 Analyse the nature of learning, development and learning behaviour
	1.4 Evaluate different methods of learning
2 Understand the nature of individuals' influences on their behaviour at work	2.1 Analyse the role of wants, needs and expectations in driving an individual's motivation
	2.2 Analyse the impact of intrinsic and extrinsic rewards on motivation and satisfaction and their relationship to morale
	2.3 Explain the way in which abilities, aptitudes, personalities and perceptions affect individuals' behaviour
	2.4 Evaluate the link between motivation, morale and workplace performance
3 Understand the concept of leadership and its influence on team working	3.1 Analyse how leadership influences people and situations
	3.2 Evaluate different models and theories of leadership
	3.3 Analyse the impact of different leadership styles on leading and communicating within teams
	3.4 Evaluate the benefits and drawbacks of different types of communication network

Learning outcomes	Assessment criteria
4 Understand the factors that contribute to successful team development and performance	4.1 Analyse the nature and importance of teamwork for an organisation 4.2 Describe the stages of group development 4.3 Analyse the factors that influence effective team performance 4.4 Describe the characteristics of team effectiveness 4.5 Evaluate the relationship between different group roles and effective team performance
5 Understand problem-solving and conflict resolution when managing people	5.1 Explain the potential for conflict caused by different stakeholders' objectives 5.2 Analyse different approaches for dealing with conflict within teams and between individuals 5.3 Evaluate problem-solving and interpersonal skills needed to manage people

Unit content

1 **Understand workplace learning and development methods**

Workplace learning and development: importance for organisations – to meet strategic objectives, e.g. increase profit, increase turnover, become market leader; operational objectives, e.g. increase productivity, introduce new technology, improve health and safety, create a more flexible workforce, introduce succession training for promotion, improve job performance and motivation; satisfy UK and EU legislation; Investors in People status; meet departmental objectives; individual level, e.g. appraisal

Learning and development cycle: stages, e.g. identify learning needs, plan and design learning, deliver learning, evaluate learning outcomes; research and analyse needs, e.g. Learning Needs Analysis, Training Needs Analysis, programme review, questionnaire, employer contact; plan and prepare, e.g. learning opportunities, course development; facilitate and assess learners achievement, e.g. learning programme, assessment of achievement; evaluate and improve, e.g. programme evaluation, reflection, CPD; learning behaviour, e.g. focused attention, create personal meaning of content, relevant application, application of personal knowledge, application of subject knowledge, reflective thinking

Methods of learning: use of delegation; coaching; job rotation; job shadowing; project work; training courses; computer-based training; e-learning; blended learning; distance learning; coaching and mentoring; work shadowing; workplace training sessions; demonstration; learning style inventory; Vark's learning style test; Jackson's learning styles profiler; NLP meta programs-based iWAM learning style questionnaire; preferred learning style

2 **Understand the nature of individuals' influences on their behaviour at work**

Motivation: definition and importance of motivation; needs-based motivational theory, e.g. Maslow's Hierarchy of Needs; Herzberg's two-factor theory – motivators and hygiene factors, e.g. intrinsic (achievement, recognition, the work itself, responsibility and growth) extrinsic (pay, working conditions); meeting wants, needs and expectations, e.g. communications, training and development, employee relations

Impact of intrinsic and extrinsic rewards: effect on job performance and job satisfaction

Factors affecting behaviour: individual differences, e.g. abilities, intelligence, personality, background and culture, gender, race; attitudes affected by cultural factors; management and leadership style; organisational policies such as the reward system

Motivation, morale and workplace performance: team working; practical measures to motivate staff, e.g. giving recognition, providing effective feedback, mentoring, showing appreciation, respect for others, treating people equally; promotion of anti-discriminatory practices and behaviours; team-building processes; conflict resolution; delegation and empowerment; coaching, support, mentoring; training, supervision, monitoring and evaluation

3 **Understand the concept of leadership and its influence on team working**

Leadership: definitions; leadership qualities, e.g. delivering results, showing enthusiasm, integrity, sensitivity, communicating the vision; interpersonal skills, e.g. communication (active listening, questioning, body language, assertiveness); role of the leader for team development, performance and cohesion, e.g. setting SMART objectives, motivating team members, monitoring progress, evaluating results, recognising achievements, encouraging ideas, encouraging others to take the lead, challenging ways of working, dealing with conflict; methods of recognising creativity

Models and theories of leadership: current theories; types of power and authority, e.g. French and Raven (coercive, reward, legitimate, referent, expert; situational theories, e.g. Adair (task, team and individual), Tannenbaum and Schmidt (tell, sell, consult, share, delegate model), Handy (best-fit approach); universal theories e.g. Transformational Leadership, Transactional Leadership, Bennis, Bass); charismatic leadership (Conger and Kanungo, Shamir, House and Arthur)

Leadership styles: e.g. autocratic, democratic, participative, laissez-faire; impact of styles on team performance; adapting leadership style according to situation; identifying own leadership style; having a good cultural fit within the organisation; influences on style, e.g. culture of organisation, beliefs and values of leader; emotional leadership styles, e.g. Goleman's Six Styles, Hay and McBer's Emotional Competence Inventory, Dulewicz and Higgs Leadership Dimensions

Communication network: meetings, team briefings, communication channels, group think; benefits and drawbacks of different networks; barriers to effective communication

4 **Understand the factors that contribute to successful team development and performance**

Teams: types, e.g. formal; informal; size, e.g. small, large; temporary project/task teams; permanent groupings; benefits of teams, e.g. contribution to departmental and organisational productivity and effectiveness, target setting and monitoring, how performance is monitored; reduction of alienation; fostering innovation; sharing expertise; implementing change; roles; identification and development of talent, e.g. Belbin's team roles; stages of team development, e.g. Tuckman (forming, norming, storming, performing) Leigh and Maynard (starting, sorting, stabilising, succeeding, stopping)

Effective teams: characteristics, e.g. participative leadership, loyalty, trust, open communication, shared goals and objectives, shared responsibility, shared vision, common purpose, co-operation between members, motivation; team performance, e.g. monitoring against objectives, using performance indicators, appraisal, providing support and development

5 **Understand problem-solving and conflict resolution when managing people**

Conflict: identifying conflict at work; causes of conflict, e.g. dissatisfaction with workload, perceived lack of fairness, insufficient sharing of information, perceived lack of appreciation, personal grievances against other team members; individual conflict, e.g. personality clashes, differences of opinion, bullying or harassment; group conflict, e.g. rivalry between groups, disagreement over team goals, unfair treatment between groups, unclear job roles; conflict between groups of employees and management, e.g. specific issues such as pay or health and safety; general issues such as poor motivation or management styles; signs of conflict, e.g. heated exchanges, standoffs, cutting off from colleagues, motivation drops, behaviour changes, productivity falls, sickness and absences increase

Ways of resolving conflict: open communication; quiet word approach; education; networking; participation; negotiation; building alliances; creating positive attitudes; fight it, challenge it, flight from it, ignore it; freeze it, indecision, prolonging; face it, problem-solving cycle e.g. identify the problem and set goals, analyse the problem, collect data, analyse data, search for solutions, analyse solutions, create action plan, evaluate the plan, action the plan; formal investigation, use of internal procedures; use of outside agencies; Mintzberg's decisional roles, e.g. entrepreneur, disturbance handler, resource allocator, negotiator

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, guest speakers, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on managing people and performance in a business environment. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with managing people and performance in a business environment.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For assessment criterion 1.1, learners will need to identify the benefits of a systematic approach to the management of learning, training and development in a selected organisation. This can be built on for assessment criterion 1.2 to analyse the importance of learning and development for their selected organisation.

For assessment criterion 1.3, learners need to analyse the nature of learning, development and learning behaviour, applying the concepts of the learning development cycle, and showing how people have preferred methods of learning.

For assessment criterion 1.4, learners should be aware that organisations use a variety of methods and activities to train their staff and understand key concepts such as on- and off-the-job training. Learners can use their selected organisation to research learning methods.

For learning outcome 2, learners need to understand the nature of individuals' influences on behaviour at work. For assessment criterion 2.1, learners will analyse the role of wants, needs and expectations in driving an individual's motivation.

For assessment criterion 2.2, learners should analyse the impact of rewards on motivation and satisfaction and their relationship to morale. Some reward systems emphasise payment by results and are influenced more by ideas of scientific management, whereas other reward systems emphasise the personal and social nature of motivation and draw on ideas from Maslow and Herzberg. Learners need to analyse how organisations use reward systems because they believe they work in motivating employees, so a case study is likely to illustrate why an organisation chooses a particular approach to motivation. Learners can use their selected organisation as a case study.

To manage people effectively, it is necessary to understand factors that affect how people behave at work and for assessment criterion 2.3, learners need to explain the way in which abilities, aptitudes, personalities and perceptions affect individuals' behaviour. For assessment criterion 2.4, learners can draw everything together and evaluate the link between motivation, morale and workplace performance, demonstrating some background knowledge of motivational theories such as those of Maslow and Hertzberg.

For assessment criterion 3.1, learners must analyse how leadership influences people and situations. They can use examples of well-known leaders to illustrate leadership attributes and skills and draw on the importance of adapting leadership style to suit the particular situation, also how leadership skills link to the practical application of motivating people in the workplace. This will lead to assessment criterion 3.2 where learners will need to evaluate different models and theories of leadership. This should be related to a specific business situation, learners do not need to use lots of different theories to demonstrate a wide-ranging knowledge but should draw on a couple of them to illustrate understanding using their selected organisation help in applying the theories to real contexts.

This can then be developed for assessment criterion 3.3 where learners need to analyse the impact of different leadership styles on leading and communicating within teams.

For assessment criterion 3.4, learners can use their selected organisation to evaluate the benefits and drawbacks of different types of communication network.

For assessment criterion 4.1, 4.2, 4.3 and 4.4, learners should analyse the nature and importance of teamwork for an organisation and describe the stages of group development. They should analyse the factors that influence effective team performance and describe the characteristics of team effectiveness, drawing on examples from their own experience where possible.

This can be brought together with an evaluation of the relationship between different group roles and effective team performance for assessment criterion 4.5.

For assessment criterion 5.1, learners need to explain the potential for conflict caused by different stakeholders' objectives. For assessment criterion 5.2, learners should analyse different approaches for dealing with conflict within teams and between individuals, using examples from their own experience where possible.

For assessment criterion 5.3, learners must evaluate the problem-solving and interpersonal skills needed to manage people, including leadership skills.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Adair J – *Effective Leadership* (Pan, 2009) ISBN: 9780330504195

Belbin M – *Team Roles at Work* (Butterworth-Heinemann Ltd, 2010)
ISBN: 9781856178006

Donovan P, Townsend, J and Hailstone P – *The Training Needs Analysis Pocketbook*
(Management Pocketbooks, 2004) ISBN: 978-1903776247

Honey P – *Teams and Teamwork* (Peter Honey, 2001) ISBN: 9781902899152

Moskowitz M – *A Practical Guide to Training and Development* (Wiley & Sons, 2008)
ISBN: 9780470189467

Journals

Management Today (Haymarket Business Media)

People Management (Chartered Institute of Personnel and Development)

Professional Manager (Chartered Management Institute)

Websites

www.belbin.com – Dr Meredith Belbin's website: team role theory

www.bized.ac.uk – Biz/ed: business education website, including learning materials
and quizzes

www.businessballs.com – Businessballs: free materials, articles and ideas for team
roles and leadership

www.cipd.org.uk – The Chartered Institute of Personnel and Development:
resources on managing people and performance

www.managementhelp.org – Free management library: overview and checklist on
conducting appraisals

www.managers.org.uk – Chartered Management Institute: resources on managing
people and performance

www.thetimes100.co.uk – The Times 100: case studies on teams

Unit 18: Stakeholder Engagement and Management

Unit reference number: T/506/4460

QCF Level: 4

Credit value: 4

Guided learning hours: 13

Unit aim

This unit provides the learner with an understanding of the importance of stakeholder engagement to an organisation and the expectations that different stakeholder groups may have. The unit also provides an introduction to strategies and methods for developing and improving stakeholder relationship management.

Unit introduction

People who work at any level within an organisation need to engage with stakeholders in order to successfully perform their job role. The most effective stakeholder engagement happens when there is communication between stakeholders and relationships are built.

The term 'stakeholder' includes many different groups of people including customers, staff, suppliers and regulators whose needs and contributions can be very different and yet whose cooperation and collaboration can be of immense value to the organisation.

In this unit you will have the opportunity to learn how organisations identify, analyse and manage their interactions with stakeholders. You will explore the importance to the organisation of engaging with its stakeholders and how to manage the process. You will consider the different groups of stakeholders and their interests and expectations. You will learn about the tools and techniques to analyse the different stakeholder needs and how the results of this analysis influence the stakeholder engagement plan. You will consider the risks associated with stakeholder engagement and how to mitigate them. You will go on to consider strategies for managing stakeholder groups that have competing interests and how to promote collaborative relationships with stakeholders. Finally, you will consider the importance of monitoring stakeholder management activities to ensure that objectives are achieved.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the expectations of organisational stakeholder groups	1.1 Differentiate between primary and secondary stakeholder groups
	1.2 Analyse the expectations of different stakeholder groups and the potential conflict of interest between groups
2 Understand process of stakeholder engagement and its value to an organisation	2.1 Assess the value of stakeholder engagement to an organisation
	2.2 Discuss the main stages in the stakeholder engagement process
	2.3 Analyse techniques used to identify the relevant stakeholders with whom to engage
	2.4 Evaluate the suitability of different methods of engaging with stakeholders in relation to stakeholder level of participation and engagement goals
	2.5 Analyse strategies for managing risks associated with stakeholder engagement
3 Understand how to develop and improve stakeholder relationship management	3.1 Analyse strategies that may be used to meet the competing needs and interests of different stakeholder groups
	3.2 Assess the suitability of methods of developing and maintaining collaborative relationships with different stakeholders
	3.3 Assess the importance of monitoring the effectiveness of stakeholder relationships

Unit content

1 **Understand the expectations of organisational stakeholder groups**

Stakeholders: definition of stakeholders, e.g. 'those who can affect or are affected by an organisation, strategy or project'; includes users/beneficiaries, governance, influencers, providers (Office of Government Commerce (OCG) stakeholder categories); primary stakeholder: major direct involvement with economic transactions; types, e.g. suppliers, employees, customers, service users; indirect stakeholders: indirect link with organisation; less dependency; groups e.g. general public, investors, community groups, news media, pressure groups, legislators

Stakeholder expectations: interests of different stakeholder groups; suppliers, e.g. repeat orders, prompt payments; employees, e.g. good pay rate, job security; customers, e.g. high quality, competitive price, availability; service users, e.g. high quality, flexibility; investors, e.g. high returns, growth; community groups, e.g. control over environment, sympathetic to cause; general public, e.g. influence over changes; news media, e.g. interesting stories; financial, e.g. profits; organisational stability, e.g. sustainability; economic, e.g. market dominance

Conflicts of interest: inevitable; competing/incompatible stakeholder interests and priorities; examples of interests giving rise to conflict e.g. pricing, outsource/in-house activities, business strategy, operating tactics

2 **Understand process of stakeholder engagement and its value to an organisation**

Stakeholder engagement: differing definitions of stakeholder engagement such as 'process used by an organisation to engage relevant stakeholders for purpose to achieve accepted outcomes (AccountAbility) and 'means of describing a broader, more inclusive, and continuous process between a company and those potentially impacted that encompasses a range of activities and approaches' (International Finance Corporation)

Value of stakeholder engagement: plans shaped to satisfy needs of all stakeholders; learning about stakeholder's views; feeling of ownership of decisions; gaining support and cooperation; responding to stakeholder's interests; less resistance; assist organisation to meet corporate social responsibility aims

Stakeholder engagement process: planning; identification; analysis; engagement planning; engagement; management, review and reporting

Identification of stakeholders with whom to engage: brainstorming; mind mapping; previous projects; stakeholder lists; organisation charts; directories; Office of Government Commerce (OCG) stakeholder categories (users/beneficiaries, governance (steering groups, boards), influencers (trade unions, media); providers (suppliers, partners)

Stakeholder analysis: purpose; importance to planning process: effective use of resources; increase effectiveness; increase likelihood of successful outcome

Stakeholder analysis: process: listing potential stakeholders, identifying stakeholder expectations, identifying views of performance in meeting expectations, classifying as supporting or opposing, recording strategic issues and actions; benefits and limitations of analysis technique; suitability to context

Stakeholder influence diagrams: process*:* power versus interest grid mapping, identifying influences from one stakeholder to another, importance of influence relationships; benefits and limitations of technique; suitability to context

Different methods of engaging with stakeholders: focus groups; workshops; surveys; opinion polls; web 2.0 tools; social media; road shows; meetings, e.g. AGM; interviews; newsletters; joint planning; governance; public relations: lobbying, media strategy; advantages and disadvantages of each method; need for clarity as to decision making power

Stakeholder level of participation: power; influence; use of stakeholder influence diagram

Engagement goals: from planning stage; relationship between power, influence and engagement goals, e.g. to consult with people from all age groups in a community

Risks associated with stakeholder engagement: failure to achieve goals; damage to organisational reputation; lack of stakeholder acceptance; potential negative impact on customer retention and loyalty; negative publicity; lack of awareness of roles and responsibilities; crisis management; conflicting views; impact on working relationships between stakeholders; organisation may substitute stakeholder engagement for Corporate Social Responsibility/ethics

Strategies for managing risks: governance and management structures; clear planning and review processes; clarity over accountabilities for stakeholder engagement; collection of data against stakeholder engagement objectives; timely reviews; independent reviewers/evaluators; social media monitoring; complaints and grievance policies; whistleblowing policies

3 **Understand how to develop and improve stakeholder relationship management**

Strategies that may be used to meet the competing needs and interests of different stakeholder groups: managing expectations; conflict resolution techniques

Managing expectations: setting expectations, e.g. being honest, articulating risks and issues, communicating progress, not making assumptions; monitoring expectations, e.g. listening to stakeholders spoken and unspoken words, observing actions and contexts, identifying source of expectations, periodically checking for changes in expectations; influencing expectations, e.g. addressing unrealistic expectations early, using influencing skills and techniques, explaining why expectations are not realistic, balancing 'give and take' (concessions and compromises)

Conflict resolution techniques: different approaches, e.g. avoidance, domination, accommodation, consensus, compromise; use of facilitation; negotiation

Use of expectation and conflict resolution techniques: seeking stakeholder input during planning; addressing concerns before they escalate; clarifying and resolving issues in a timely manner; communicating and working with stakeholders to meet their needs/expectations; building trust by active listening and respecting others' views; gathering information to identify issues; generating and negotiating solutions

Methods of developing and maintaining collaboration: focus groups; workshops; surveys; opinion polls; web 2.0 tools; social media; road shows; meetings; interviews; joint planning; governance; reports on progress; websites; consultation over issues

Suitability of methods for stakeholder groups: objectives of engagement; cost vs power/influence; sensitivity about issues; media preferences; language/ literacy/IT competencies; ability to travel; time constraints; level of complexity of interaction; benefits of face to face, e.g. build relationships, active listening, rapport; disadvantages of face to face, e.g. time, cost, loss of control, usually infrequent; communication mix for each group

Monitoring effectiveness: importance of monitoring; allocation of responsibility for monitoring; methods: comparison with objectives in plan; collection of data – surveys, social media monitoring, complaints and compliments monitoring; costs (financial, opportunity) of stakeholder management activities; costs vs benefits; independence of reviewer; review of validity of the stakeholder management objectives

Essential guidance for tutors

Delivery

For this unit tuition for the learning outcomes lends itself to flexible delivery approaches. Tutors can deliver the unit using a wide range of teaching and learning strategies including lectures, discussions, seminar presentations, case studies, video clips, internet research and library resources, where the learner can work individually and in a group researching and gathering information about the subject.

Tutors can illustrate points with reference to examples of businesses that are recognised as having effective stakeholder engagement and management practices. Many learners will use self-directed study together with the expertise and skills they may have developed in a career and be able to reflect on their experience of stakeholder engagement and management.

To introduce the unit, it could be useful for learners to conduct research into the concept of organisational stakeholder groups and their expectations. For learning outcome 1, tutor input on the concept of primary and secondary stakeholder groups can lead to a whole group discussion where learners can contribute based on their research and their experiences, whether from their employing organisations or societal. It is important that learners are able to underpin their understanding of the concepts with the relevant theories. Learning outcome 2 would be suitable for case studies and small group discussions supported by tutor input to summarise and emphasise key concepts and principles. This learning outcome presents a good opportunity for learners to reflect on their own experiences on stakeholder engagement, whether as the leader/manager or part of a team in relation to the assessment criteria. For learning outcome 3, a guest speaker with a stakeholder management background could be used to introduce the topic by presenting an insight into strategies and methods that may be used to meet the needs of stakeholders, monitor stakeholder collaboration and improve the effectiveness of relationship management. This can then be followed up by tutor input and whole group discussion.

Assessment

Assessment for this unit could be through a written assignment, a reflective journal or perhaps a presentation. If a presentation is used evidence should be collected in the form of an observation record which is sufficiently detailed to enable internal and external verification to take place. This should be supported by other evidence such as the learner's presentation notes, slides or visual aids.

If the learner is concurrently working towards a competency based qualification in management and leadership, then a holistic approach to the assessment of similarly-themed units within both qualifications could be helpful to the learner; for example the learner could reflect on whether theory can be used to explain how their organisation's stakeholder engagement processes have been designed.

Learning outcome 1 is about differentiating between primary and secondary stakeholders and the expectations of the different stakeholder groups. For AC1.1 the differentiation needs to be contextualised as 'primary' and 'secondary' classifications can be influenced by the degree of dependence of the stakeholder. For AC1.2, the conflicts of interest could best be assessed using an organisation or sufficiently detailed case study.

For learning outcome 2, the assessment methods require the learner to provide appropriately detailed and reflective work and the assessment be applied to a specified organisation. When evaluating the suitability of different stakeholder engagement methods (AC2.4), the learner needs to demonstrate skills such as the ability to use various information sources, evaluate the validity, accuracy and impartiality of the sources, set criteria for evaluation and draw soundly based conclusions.

Learning outcome 3 could be assessed through a learner presentation supported with research finding on strategies and methods used in the on-going stakeholder management process. The learner could also reflect on how and why the strategies and methods should be reviewed, and, where necessary developed and improved. For learning outcome 3 the presentation and supporting evidence will need to ensure a sufficiently detailed, analytical and evaluative response is given to satisfy the assessment criteria.

Throughout this unit the learner could base their responses on organisation(s) with which they are familiar. If the learner is employed it would be useful to examine the employer's stakeholder engagement and management. If the learner is not in suitable work then an organisation with which there are links such as a charity or community organisation could be used. A case study can be developed with tutors negotiating with an organisation and obtaining agreement for relevant, suitable information to be made available and for a senior manager to give a presentation.

Indicative resource materials

Books

Freeman RE et al – *Stakeholder Theory: The State of the Art* (Cambridge University Press, 2010) ISBN: 9780521137935

Friedman AL and Miles S – *Stakeholders: Theory and Practice* (Oxford University Press, 2006) ISBN: 9780199269877

Scharioth J and Huber M – *Achieving Excellence in Stakeholder Management* (Springer 2004) ISBN: 9783540002550

Journals

Greenwood M (2007) – Stakeholder Engagement: Beyond the Myth of Corporate Responsibility. *Journal of Business Ethics*, (Springer, 2007), 74 (4), 315-327

Websites

mutuals.cabinetoffice.gov.uk – the UK Cabinet Office Mutuals Information Service: provides a guide on Planning Stakeholder Engagement Activity in the Public Service

www.stakeholdermap.com/stakeholder-definition.html – website with free resources on stakeholder identification, analysis and engagement

Other

Evan Davis 'Bottom line' podcast – '*Contacts', (16/06/11) and 'Investor Relations' (25/07/13),* available from www.bbc.co.uk/podcasts/series/bottomline/all

The Guardian: Stakeholder engagement: a practical guide – 10 April 2013

International Finance Corporation Stakeholder Engagement - a Good Practice Handbook for Companies Doing Business in Emerging Markets, 2007

Unit 19: Principles of Administration for Executive Assistants

Unit reference number:	**T/506/4216**
QCF Level:	**4**
Credit value:	**10**
Guided learning hours:	**73**

Unit aim

The aim of this unit is to give learners an understanding of the principles of administration for an executive assistant. This includes the requirements and skills for the role, managing engagements, supporting meetings and working with organisational systems and processes for senior managers.

Unit introduction

All successful organisations have effective support for their most senior managers.

This unit focuses on how executive assistants provide this support for managers.

In this unit, you will gain an appreciation of the principles and scope of the executive assistant role. You will learn about the requirements of the role, including how to maximise your interpersonal skills and behaviours to provide suitable managerial support. You will learn how collaborative working with other executive assistants can be beneficial for the organisation as time and resources are used to the best effect.

Management of diaries and engagements, to ensure that an organisations priorities and the needs of functional areas and their customers are met, is an important requirement for this challenging role. The needs of senior management have to be balanced with this requirement.

Executive assistants are expected to be able to provide essential support for high-level and strategic business meetings. You will need to understand operational requirements, including the importance of pre- and post-meeting preparation and communications. It is essential that an executive assistant appreciates the extent of their remit when required to represent senior managers at these meetings.

Ensuring that the information flow to and from senior managers is effective in an organisation, requires the executive assistant to ensure that the best use is made of management files and systems. The role requires the postholder to facilitate projects and to support human resource processes. You will gain an appreciation of the importance of using appropriate decision-making channels and tools.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the role, interpersonal skills and behaviours required by executive assistants	1.1 Appraise the role of executive assistants in supporting effective management in organisations
	1.2 Analyse the skills and behaviours required by executive assistants to provide support to senior managers
	1.3 Evaluate how collaborative working with other executive assistants supports the business
	1.4 Explain the importance of executive assistants evaluating own role to improve performance
	1.5 Explain how managing the administrative needs of senior managers optimises the time and resources of the business
2 Understand the management of diaries and engagements	2.1 Evaluate how diary and engagement management supports the business priorities of senior managers
	2.2 Analyse the importance of balancing the input from senior managers with the needs of functional business areas, speaking engagements and customers
3 Understand how executive assistants support business meetings and events	3.1 Analyse the role of executive assistants in facilitating senior management, executive and board level meetings
	3.2 Appraise the operational requirements of executive assistants in strategic meetings including: - pre-meeting liaison - research and preparation - post meeting briefs - follow up communications
	3.3 Explain the remit of executive assistants when attending meetings on behalf of senior management

Learning outcomes	Assessment criteria
4 Understand how executive assistants support organisational systems and processes	4.1 Evaluate the importance of managing information flow to and from senior managers
	4.2 Explain the role of executive assistants in developing management files and systems to enhance information flow
	4.3 Explain the role of executive assistants in facilitating business projects
	4.4 Explain how executive assistants support human resource processes
	4.5 Analyse the importance of executive assistants following appropriate decision making channels
	4.6 Evaluate the different communication channels and tools used by executive assistants to provide support to senior managers

Unit content

1 **Understand the role, interpersonal skills and behaviours required by executive assistants**

Role: supporting an organisation's executives; ensuring systems and procedures are followed; working in collaboration with other executive assistants

Skills and behaviours: ability to self-manage; effective communication; planning and preparation; interpersonal skills; lateral thinking; making judgements; meeting deadlines; discretion and confidentiality; goal focused; taking responsibility; ability to resolve issues and troubleshoot

Performance improvement: self-evaluation and review; setting targets; seeking feedback from peers and managers

Administration requirements and resources: effective office management; handling correspondence; time allocation; booking facilities, e.g. meeting rooms, IT equipment, catering; ensuring maintenance schedules are met; making travel arrangements

2 **Understand the management of diaries and engagements**

Engagement and diary management: methods and systems; online diary management tools; Gantt charts; visibility to peers, managers and others; sending reminders; updating

Business priorities: current and long-term priorities, e.g. survival, expansion, contraction, innovation, merger, takeover; relationships with stakeholders (internal, external)

Customers: new; existing; consumers; business to business (B2B); internal; external; local; national; global

Functional areas: relationship of administrative function with other organisational activities, e.g. sales, marketing, finance, research and development, operations, customer service, human resources; organisational structures; senior management input

3 **Understand how executive assistants support business meetings and events**

Meetings and events: senior management level; executive level; boardroom level; strategic meeting, e.g. agenda, notifications to attendees, booking appropriate rooms and facilities (size required, furniture, equipment, catering) providing support, preparation, research, pre-meeting liaison requirements, minutes, post-meeting briefings, follow up

Operational requirements of executive assistants in strategic meetings: capable; efficient; effective; suitable; articulate; appraisal measures

Remit when representing senior management at meetings: scope of authority and responsibility before, during and post-meeting, e.g. decision making, providing information to others, maintaining confidentiality, record keeping, liaison

4 **Understand how executive assistants support organisational systems and processes**

Information flow: executive assistant and senior manager information exchange, e.g. suitable methods, frequency, confirmation, follow up

Management files and systems: storage systems (electronic, paper based); accessibility including any restrictions; security; back-up systems

Business project facilitation: knowledge of desired outcomes and success measures; ensuring compliance with timescales and deadlines; responding to managers when obstacles encountered; liaison with staff involved with project

Supporting human resource processes: liaison on current and future staffing requirements, e.g. recruiting temporary staff, cover for sickness and holiday periods; advising senior manager availability

Decision-making channels: organisational structures; chains of command; scope of responsibility, e.g. manager, acting manager

Communication channels and tools: method, e.g. email, intranet, telephone, face-to-face, meeting, letters, conference calls, online, formal, informal; scale of organisation, e.g. small and medium-sized enterprises (SME), large national chain, multinational, number of sites, divisions, departments, teams; time zones; purpose of organisation; urgency

Essential guidance for tutors

Delivery

Programme delivery should make use of business administration resources and examples to support the development of learners' understanding of the principles of administration. Learners will be expected to work independently to gather the evidence needed for achievement. Textbooks, exercises, case studies and formative assessment should all support the preparation for summative assessment. Individual and small-group tutorials should be held and learners should be encouraged to participate in discussions and share their ideas and experiences. Presentations to the class can support development of knowledge and understanding.

Learners who have access to an employer or work experience are expected to use their role to develop their understanding of the principles of administration for executive assistants within organisations. Where possible, learners should be encouraged to base their project on this organisation. If this is not practical, learners could consider basing their project on other organisations they have contact with. If necessary, case studies can be utilised to support the evidence.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For assessment criterion 1.1, learners need to appraise the role of executive assistants in supporting effective management in organisation. Using a selected organisation, person specifications and job descriptions for the role of an executive assistant will assist the learner with achieving this assessment criterion. This can be built on for assessment criterion 1.2, where learners will need to analyse the skills and behaviours required by executive assistants to provide support to senior managers.

For assessment criterion 1.3, learners will need to evaluate how collaborative working with other executive assistants supports the business. Using examples from own or others personal experience will support their evaluations. This can be built on for assessment criterion 1.4, where learners will need to explain the importance of executive assistants evaluating own role to improve performance.

For assessment criterion 1.5, learners need to explain how managing the administrative needs of senior managers optimises the time and resources of the business.

Learning outcome 2 should focus on the management of diaries and engagements. Using a scenario where the learner has to manage the diary of a senior manager, which involves conflicting meetings, requests from different functional areas and customers as well as ensuring the diary allows for the manager to complete day-to-day activities will enable the learner to have the opportunity to achieve assessment criterion 2.2. This can be built on for assessment criterion 2.1, where learners will need to evaluate how diary and engagement management supports the business priorities of senior managers.

Allowing the learner to role play being an executive assistant facilitating a meetings will assist the learner with analysing the role of executive assistants in facilitating senior management, executive and board level meetings (AC3.1). This can be built on for assessment criterion 3.2, where learners will need to appraise the operational requirements of executive assistants in strategic meetings including pre-meeting liaison, research and preparation, post meeting briefs and follow up communications and for assessment criterion 4.3, where learners will need to explain the role of executive assistants in facilitating business projects.

Role playing meetings where the learner is attending the meeting as an executive assistant on behalf of senior management will help them with achieving assessment criterion 3.3, explain the remit of executive assistants when attending meetings on behalf of senior management.

Using a guest speaker (an executive assistant) and allowing learners to look at processes and procedures within their selected organisation will assist them in achieving learning outcome 4. Learners need to evaluate the importance of managing flow to and from senior managers (AC4.1), explain the role of executive assistants in developing management files and systems to enhance information flow (AC4.2) and explain how executive assistants support human resource processes (AC4.4).

For assessment criterion 4.5, learners need to analyse the importance of executive assistants following appropriate decision making channels. Using examples from own or others personal experience will assist the learner with achieving this assessment criterion. This can be built on for assessment criterion 4.6, where learners need to evaluate the different communication channels and tools used by executive assistants to provide support to senior managers.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Duncan M J – *The New Executive Assistant: Advice for Succeeding in Your Career* (McGraw-Hill Professional, 1997) ISBN: 9780070182417

France S – *The Definitive Executive Assistant and Managerial Handbook: A Professional Guide to Leadership for all PAs, Senior Secretaries, Office Managers and Executive Assistants* (Kogan Page, 2012) ISBN: 9780749465827

Friedmann F – *Meeting and Event Planning For Dummies* (John Wiley & Sons, 2003) ISBN: 9780764538599

Journals

Executive PA magazine – www.executivepa.com

Harvard Business Review – http://hbr.org/magazine

Unit 20: Principles of Customer Service Management

Unit reference number: A/506/4217

QCF Level: 4

Credit value: 8

Guided learning hours: 80

Unit aim

This unit gives learners knowledge and understanding of customer service principles and the systems required in a management role. The unit also looks at the links between management responsibilities and the key principles.

Unit introduction

Organisations have developed a language and approach for customer service that are recognised and understood as the basic principles for service excellence. In this unit, you will understand and explain the key principles of customer service and the way they can be applied in specific customer service management situations in a more strategic way. The basic principles defined in this unit underpin all aspects of making customer service work, they will enable you to put professional customer practice into the context of your occupational sector and organisation.

Management responsibilities in a role directly related to customer service, generally involve a set of skills, knowledge and understanding of systems that might be expected of any manager. However, the nature of customer service means that there are further skills and knowledge needed when specific customer service responsibilities are undertaken. In this unit, you will consider the links between management responsibilities and the key principles of customer service.

Achieving excellent customer service depends on the skills and knowledge of the staff who provide it. To be effective, organisations need to constantly review how effective their customer service is and what improvements should be made. Sometimes customer service improvements will depend on the training and development of staff skills. In this unit, you will consider the development and training needed for staff, what options should be considered, and how the success of the development and training should be monitored.

Improvements to customer service are based on an awareness of customer wishes and expectations. In this unit, you will learn how to gather information on customer awareness by seeking structured feedback from customers about their experiences. When this information has been collected it must be analysed and interpreted in order to use it for making improvements to customer service.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the principles of management in customer service	1.1 Evaluate how management and leadership styles impact on customer service
	1.2 Explain how customer service systems and processes balance:
	• customer satisfaction
	• financial considerations
	• legislation
	1.3 Evaluate the importance of developing customer service policies that support the culture and ethics of the organisation
2 Understand how to manage recruitment and training to support customer service	2.1 Analyse the personal and professional skills required to deliver effective customer service in the organisation
	2.2 Explain how to recruit and select staff for a customer service role
	2.3 Analyse methods used to train and develop staff in customer service delivery
	2.4 Explain the relationship between staff training, experience, personality and customer service delivery

Learning outcomes	Assessment criteria
3　Understand the management of customer service delivery	3.1　Analyse the roles and responsibilities of customer service management in relation to: • the organisation's service offer • customer expectations • customer satisfaction 3.2　Appraise the use of customer service as a competitive tool by the commercial sector 3.3　Appraise the use of customer service as a contribution to best value in the public or third sector 3.4　Evaluate how customer service values and ethics are demonstrated and maintained 3.5　Appraise the key features of a customer service culture within an organisation 3.6　Analyse how technology can be used to improve customer service delivery
4　Understand the value of monitoring, evaluating and continuous improvement in customer service delivery	4.1　Explain the importance of monitoring the delivery of customer service within the organisation 4.2　Evaluate the methods for monitoring customer service performance 4.3　Explain how risk assessment is applied within customer service delivery 4.4　Evaluate ways in which an organisation can seek continuous improvement in customer service 4.5　Explain the importance of establishing collaborative partnerships in customer service

Unit content

1 **Understand the principles of management in customer service**

Customer service management: definition of customer service; customer service management role, e.g. setting SMART team objectives, linking performance to customer-focused objectives, creating a customer-focused culture, motivating and leading a team to deliver effective customer service, communicating, building customer relationships, managing conflict, handling customer complaints, effective decision making; identifying key features of good customer service in other organisations; understanding organisation's aims for customer service excellence; translating organisational aims into team actions

Management and leadership: management, e.g. planning, organising, co-ordinating, controlling; leadership attributes and skills, e.g. delivering results, showing enthusiasm, integrity, courage, sensitivity, commitment; communicating the vision clearly; cultivating key relationships; creating sense of common purpose with team; taking responsibility for making things happen; encouraging and supporting others; application of leadership behaviours and styles to work groups, having a good cultural fit within the organisation; theories of leadership qualities, e.g. Adair, Peters, Kanter, Mintzberg; emotional intelligence

Impact of management and leadership style: styles, e.g. autocratic, charismatic, persuasive, participative; influences on style, e.g. culture of organisation, beliefs and values of manager/leader; Blake and Mouton's Managerial Grid

Organisational systems and processes: importance, e.g. for developing plans for customer service operations; working within budgets and balancing financial considerations, e.g. investment in staff, materials; compliance with legislation and regulatory organisations, e.g. Ofsted, Ofqual, Financial Services Authority, Office of Rail Regulator, Ofcom; balancing needs of organisation, e.g. role of regulations with setting standards, ensuring parity across sector, ensuring range of services offered, consumer protection, health and safety, equal opportunities and discrimination, data protection; surpassing customer needs and/or expectations, providing a personal service

Customer service policies: types, e.g. staff training, handling customer queries and/or complaints, keeping customer records, updating customers; procedures for improving or introducing new products and/or services; pricing strategies; adapting policies and procedures to find solutions to customer problems; communication within organisation; completing financial transactions; importance of developing a customer service strategy, e.g. to gain a competitive advantage, ensure customer satisfaction; contributing to the ethical and values base of the organisation, e.g. sourcing raw materials, reducing carbon emissions, fair trade; being consistent with organisational practice; using ethics base as part of customer service promise; impacts of unethical behaviour, e.g. reduction in customers; recommending changes to policies and procedures

2 **Understand how to manage recruitment and training to support customer service**

Skills to deliver effective customer service: personal skills; importance of interpersonal communications, e.g. body language, active listening, questioning, assertiveness, successful negotiation; personal presentation; professional skills; the importance of coaching and mentoring staff; using occupational standards to identify competencies, product knowledge

Recruitment and selection: scope of job role; meeting organisational policies and procedures for recruitment and selection; employment legislation relating to pay, discrimination, equality, contractual terms and conditions

Training and development: importance of staff development in customer service delivery, e.g. to improve customer service, implementing standards, to maintain team focus, to motivate; identifying training needs; ways of developing the team, e.g. on-site and off-site training, identifying appropriate qualifications, making it systematic with service standards, service measurement; benefits and drawbacks of different training and development methods; reward and recognition for team members, using technology in the team to support customers, using systems and processes; supporting team, e.g. through delegation and empowerment, motivation and inspiration; assessing impact of training on customer service performance, e.g. planning appraisals, knowing team's strengths and weaknesses, providing feedback via appraisal, meetings, email, newsletter; threats to team development, e.g. high turnover, weak or authoritarian leadership, poor definition of goals; importance of developing own team leader/manager performance; relationship between staff training, experience, personality and customer service delivery

3 **Understand the management of customer service delivery**

Customer service delivery: the organisation's service offer; the extent and limits of the offer according to type of sector, e.g. private sector as a competitive tool, public and third sectors to provide best value; aim to be over and above what an organisation would usually do; customer service promise, e.g. several customer service offers packaged together

Customer expectations: meeting and exceeding expectations, e.g. anticipating customer needs, prompt and polite service, availability of products, and services, ensuring safe and hygienic products, services and environment, providing accurate and up-to-date information, ensuring appearance meets organisational profile/image

Establishing customer service culture: key features of a customer service culture, e.g. having a customer focus, demonstrating good customer service skills, demonstrating communication and listening skills with internal and external customers, managing change, service recovery and complaint handling; importance of maintaining customer service values and ethics, e.g. competitive advantage, enhanced public image, repeat business

Use of technology to improve customer service delivery: website forums for customers to access; email for quick responses to customer enquiries and requests; customer relationship management software, e.g. data-gathering tools to analyse customer behaviour; features and functionality of technology; evaluating options for using technology

4 **Understand the value of monitoring, evaluating and continuous improvement in customer service delivery**

Monitoring: purpose, e.g. to evaluate quality of customer service, meeting organisational standards, enhanced public image, customer satisfaction; monitoring customer loyalty, e.g. repeat business, new customers; monitoring techniques, e.g. mystery shoppers, comment cards, observation; monitoring and measuring team performance, e.g. staff turnover, customer feedback via surveys, informal comments, level of complaints; benefits and drawbacks of options for monitoring performance; using financial data, e.g. turnover, repeat business; analysing statistical data; taking corrective action, e.g. supporting and developing under-performing team members, reviewing and evaluating team responsibilities and working arrangements; making recommendations and presenting information

Risk assessment: importance of managing risk; carrying out risk assessment and implementing it in relation to customer service problems, e.g. identifying risk in different stages of customer service process and its consequences, probability of the risk occurring; types of customer service risk, e.g. financial, reputational, health and safety, delivering sub-standard services or products; importance of identifying and assessing individual risks so that they can be classified and prioritised; identifying trends and patterns; actions to minimise risks, e.g. carrying out a cost benefit analysis, SWOT (strengths, weaknesses, opportunities, threats) analysis; developing staff awareness of identified risks

Continuous improvement: importance of monitoring for future performance of customer service, e.g. efficiency of operation, to bring about improvements; methods, e.g. staff training, staffing levels, employee of the month, reviewing products and services offered, loyalty schemes' assessment criteria; planning for change in competitive environment, e.g. improvements to quality of service, reliability, keeping staff by improving job satisfaction, working environment, attracting new customers, increasing turnover, complying with legal obligations; establishing collaborative partnerships and network of contacts

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, guest speakers, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on customer service management. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with customer service management.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as written reports or case studies, records of activities undertaken and presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For assessment criterion 1.1, learners will need to demonstrate that they have researched enough information to explain the relationship between management and leadership, including the skills and knowledge needed. Learners should evaluate how management and leadership styles impact on customer service by relating it to a customer service management role and responsibilities.

For assessment criterion 1.2, learners will need to consider how effective customer service depends on a combination of organisational systems and the skills of those responsible for customer service delivery. Learners should use examples from their selected organisation to explain how customer service systems and process balance customer satisfaction, financial considerations and the requirements of legislation, for example relating to consumer protection, data protection and health and safety.

For assessment criterion 1.3, learners need to evaluate the importance of developing customer service policies that support the culture and ethics of the organisation. Learners should examine the ethics and value base of their selected organisation and assess how organisational policies affect the approach to customer service while meeting the needs and objectives of the organisation.

For assessment criterion 2.1, learners need to analyse the different personal and professional skills needed for effective customer service delivery. They should complete a self-assessment of their skills and use examples from at least two different job roles involving customer service in their selected organisation, to provide a comparison of key skills and attributes for the different types of role and responsibilities.

For assessment criterion 2.2, learners need to explain the policies and procedures for recruiting and selecting staff for an identified customer service role in their selected organisation.

For assessment criteria 2.3 and 2.4, learners need to analyse the different methods used by an organisation to train and develop staff in customer service delivery. They should examine how training needs are identified in an organisation and assess the benefits and drawbacks of different methods used, focusing on how this contributes to effective customer service delivery. This will enable learners to explain how effective customer service delivery by staff involves a combination of skills acquired through training, experience and personality.

For assessment criterion 3.1, learners need to analyse an organisation's customer service management role and responsibilities in relation to its customer service offer, customer expectations and customer satisfaction. Learners should identify the policies and procedures used by the organisation to deliver effective customer service and continuously meet the expectations of customers in different customer service situations.

For assessment criteria 3.2 and 3.3, learners need to consider how customer service is used in different sectors. Examples should be given to help appraise how it is used by a commercial organisation to gain a competitive advantage and deliver a competitive service, as well as how it is used as a contribution to best value in the public or third sectors.

For assessment criteria 3.4 and 3.5, learners need to evaluate how customer service values and ethics are demonstrated and maintained. This will include an appraisal on the key features of a customer service culture in an organisation and the importance for the organisation of maintaining the values and ethics.

For assessment criterion 3.6, learners must analyse how technology can be used to improve customer service delivery. They should examine options for technology that will improve customer service delivery, drawing on examples to support it, such as the use of web forums for reviewing products or services.

For assessment criteria 4.1 and 4.2, learners need to give reasons for monitoring customer service in an organisation and consider the options for monitoring customer service performance, evaluating the benefits and drawbacks of each option.

For assessment criterion 4.3, learners need to explain how risk assessment is applied to customer service situations and problems. Learners should explain how to evaluate risk according to probability of occurrence and consequences of occurrence, and explain the techniques used for assessing financial, reputational and health and safety risks.

For assessment criterion 4.4, learners need to outline the steps an organisation takes to monitor and maintain effective delivery of customer service and evaluate how this promotes continuous improvement in customer service delivery.

For assessment criterion 4.5, learners need to explain the importance of establishing a strong network of contacts with similar interests in customer service, giving examples of collaborative partnerships.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Buttle F – *Customer Relationship Management: Concepts and Technologies* (2nd edition) (Butterworth-Heinemann, 2008) ISBN: 9781856175227

Cross A and Hailstone P – *Managing Customer Service* (Management Pocketbooks, 2008) ISBN: 9781903776926

Gold G, Thorpe R and Mumford A – *Leadership and Management Development* (Chartered Institute of Personnel and Development, 2010) ISBN: 9781843982449

Journals

Customer First – Institute of Customer Service

Management Today – Haymarket Business Media

People Management – Chartered Institute of Personnel and Development

Professional Manager – Chartered Management Institute

Training Journal – www.trainingjournal.com

Websites

www.instituteofcustomerservice.com – Institute of Customer Service: information on customer service

www.leadershipnow.com – LeadershipNow: resource for articles and blogs on leadership challenges

www.managementhelp.org – Free Management Library: articles and blogs on planning leadership development

www.managers.org.uk – Chartered Management Institute: a searchable database which members can use to access journal articles and other publications

Unit 21: Principles of Management and Leadership in Organisations

Unit reference number: L/506/4478

QCF Level: 4

Credit value: 6

Guided learning hours: 20

Unit aim

This unit provides the learner with an understanding of the concepts of leadership and managerial effectiveness within organisations. The unit also provides an introduction to the principles and practices of managing the performance of individuals in organisations.

Unit introduction

In work you will often be called upon to take your lead from senior people in the organisation and then use your own management and leadership skills to gain the buy in of others and achieve organisational objectives.

In this unit you will learn about management and leadership in organisations and how to interpret and use the key terms such as levels, leadership, management, responsibility and accountability, vision and values. You will also gain an understanding of how organisations develop managerial effectiveness through delegation and various methods of leadership development. You will go on to find out how workplace performance is managed through formal performance management schemes and also through coaching and mentoring and the use of effective communication.

Effective management and leadership ensures that all employees' efforts are working together and contributing to future success of the organisation.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the concept of leadership in organisations	1.1 Compare the different levels of leadership in organisations
	1.2 Compare the concepts of assigned leadership and emergent leadership
	1.3 Distinguish between responsibility and accountability in leadership
	1.4 Analyse the relationship between organisational vision, values and goals and leadership
2 Understand the development of managerial effectiveness in organisations	2.1 Describe the skills, attitudes and behaviours of effective leaders
	2.2 Analyse different models and styles of leadership used in organisations
	2.3 Analyse the practices of effective leaders and managers
	2.4 Evaluate the role of delegation and empowerment in managerial effectiveness
	2.5 Assess the impact of organisational structure, culture and climate on managerial effectiveness
3 Understand the principles and practices of managing the performance of individuals in organisations	3.1 Analyse the concept of performance management
	3.2 Analyse the main tools used in performance management in organisations
	3.3 Assess the value of mentoring and coaching in managing the performance of individuals in an organisation
	3.4 Evaluate the role of effective communication in managing the performance of individuals in an organisation

Unit content

1 **Understand the concept of leadership in organisations**

Levels of leadership: definitions; difference between leadership and management, e.g. The 7-S organisational framework (Watson); leadership defined by role; leadership inside/outside of organisation's hierarchy, e.g. Maxwell's '5 Levels of Leadership' hierarchy

Assigned leadership and emergent leadership: assigned leadership, e.g. power (French and Raven, 1959); emergent leadership, e.g. communication behaviours (Fisher, 1974); personality (Foti, 1998); gender bias (Watson and Hoffman, 2004); social identity theory (Hogg, 2011)

Responsibility and accountability: responsibility, e.g. obligation of subordinate to perform duties, possibility of reprimand; accountability, e.g. ultimate responsibility, cannot be delegated, responsibility for staff, performance, results, accountability to senior managers, owners, stakeholders

Relationship between organisational vision, values and goals and leadership: vision for future; values shaping actions; goals feeding into action plans; leaders create and communicate vision, engage and motivate; get buy-in

2 **Understand the development of managerial effectiveness in organisations**

Leadership skills: traits vs. process approach; Action-centred leadership (Adair), people skills, e.g. relating, communication – verbal and non-verbal, patience, active listening); James Scouller's "Three Levels of Leadership" model from 2011 (Public, Private and Personal)

Leadership attitudes: Theory X, e.g. workers inherently lazy Y, e.g. workers inherently self-motivated, (McGregor)

Leadership behaviours: leadership as a behavioural category, e.g. 'Ohio State Leadership Studies', "Employee centred and production centred supervisors"; '2 Dimensions of Managerial Leadership' (Blake and McCanse)

Models and styles of leadership: models, e.g. Continuum of Leadership (Tannenbaum and Schmidt, 1973); leadership styles, e.g. - authoritarian, democratic and laissez-faire; functional approach; situational approach, Fiedler's Contingency Model, Hay and Mcber Coercive, Authoritative, Affiliative, Democratic, Pacesetting, Coaching

Practices of effective leaders and managers: e.g. select right people, show empathy, communicate, lead by example, delegate, are positive and constructive, thank and reward staff, develop staff, encourage innovation, be flexible

Delegation and empowerment: definition of delegation, purpose of delegation; benefits of delegation to manager, organisation and staff; delegation and motivation; responsibility and authority; levels of decision making; delegation process, e.g. identification of work to delegate, matching of work to staff capacities; gradual delegation models, e.g. recommend/act/delegate; principles of learning such as learning curve, learning styles, conscious/unconscious competence (Johari Window); definitions of empowerment; forms of empowerment(Lashley), 'True Empowerment' (Stewart, Theory E), effectiveness of empowerment (Wall and Wood)

Impact on managerial effectiveness: definition of organisational culture/climate; link and interaction between leaders and culture (Organizational Culture and Leadership, Schein), Organisation Structure – types, e.g. functional, line, appropriacy of structures; benefits of different structures; flat vs. tall structures; impact on managerial effectiveness, e.g. hierarchies, span of control, workload; delegation, e.g. impact of culture: on practices, decisions, behaviour; different cultures, e.g. aggressive, constructive

Organisational climate: meaning of 'climate' such as prevailing atmosphere, level of morale, feelings of belonging, perceptions of members of the organisation; features of a healthy organisational climate; impact on performance, e.g. Goldsmith and Clutterbuck study of world's top companies

3 **Understand the principles and practices of managing the performance of individuals in organisations**

Performance management: control; monitoring activities against plans; key features, e.g. strategic, integrated, performance improvement, personal and professional development; purpose, e.g. achieving high levels of organisational performance; benefits and limitations

Performance management tools: performance appraisal, including features, techniques and benefits; 360 degree feedback, including limitations and benefits; learning and development including learning styles and learning interventions (formal and informal); objectives and performance standards; reward systems, e.g. performance–related pay

Mentoring: features of mentoring, e.g. structured programme; inductive and deductive, mentor as expert, value to organisation: spread expertise; efficient development responding to individual; benefit to individual: improved ability to do job; increase skill set; time efficient

Coaching: features of coaching, e.g. coach not necessarily an expert, primarily benefiting the individual; GROW (goals, reality, options, wrap-up) model; value to organisation: develop talent, motivate, coaching culture as 'revitalising' (Kalinauckas and King); aid constant improvement; value to individual: space and time to understand, support for change, time efficient personal development, individual at centre

Effective communication: features of effective communication, e.g. message clarity, mutual understanding; recognising others' point of view, trust, buy-in to goals, openness, improve organisational climate, collaboration; communication model: sender/encoder, receiver/decoder, message, channel, feedback/effects

Essential guidance for tutors

Delivery

For this unit tuition for the learning outcomes lends itself to flexible delivery. Tutors can deliver the unit using a wide range of teaching and learning strategies including lectures, discussions, seminar presentations, case studies, video clips, internet research and library resources, where the learner can work individually and in a group researching and gathering information about the subject.

Tutors can illustrate points with reference to examples of businesses that are recognised as having effective management and leadership practices. Many learners will use self-directed study together with the expertise and skills they may have developed in a career and be able to reflect on their experience of management and leadership.

To introduce the unit, it could be useful for learners to conduct research into the concept of leadership and the different theories of leadership models and styles. For learning outcome 1, tutor input on the concept of leadership can lead to a whole group discussion where learners can contribute based on their research and their experiences, whether from their employing organisations or societal. It is important that learners are able to underpin their understanding of the concepts with the relevant theories. Learning outcome 2 would be suitable for case studies and small group discussions supported by tutor input to summarise and emphasise key concepts and principles. This learning outcome presents a good opportunity for learners to reflect on their own experiences whether as the leader/manager or part of a team in relation to the assessment criteria. For learning outcome 3, a guest speaker with a Human Resource background could be used to introduce the topic by presenting an insight into the importance and economic value of performance management and the tools used in a good performance management system. This can then be followed up by tutor input and whole group discussion.

Assessment

This unit requires the learner to show an understanding of a range of management and leadership principles, models and concepts. Appropriate methods of assessment include written assignments, a reflective account and presentation. If a presentation is used evidence should be collected in the form of an observation record which is sufficiently detailed to enable internal and external verification to take place. This should be supported by other evidence such as the learner's presentation notes, slides or visual aids.

If the learner is concurrently undertaking a competence based qualification in management then it would be good practice for the assessment to be designed holistically; for example the learner could reflect on whether theory can be used to explain how their organisation's practices have been designed. All assessment criteria require the learner to compare, evaluate, explain, analyse etc. so care should be taken to ensure that the assessment methods and the methods of recording any oral elements permit the collection of suitable evidence.

Learning outcome 1 is about leadership in organisations and could be assessed through an assignment supported with research such as the learner interviews conducted with senior managers of organisations to highlight the hierarchical levels within an organisation (AC1.1). The learner will need to ensure that they make comparisons for both AC1.1 and AC1.2.

Learning outcome 2 is about the development of managerial effectiveness in organisations and includes a number of models. It would help to deter plagiarism and ensure relevance to the learner if the models are related, where possible, to examples from their own experiences whether as the leader/manager or part of a team, or to independently researched case studies. The responses to AC2.3 and AC2.5 could be largely drawn from an analysis of practices in researched case studies, linked with the relevant theoretical models.

For AC3.1 and AC3.2 an analysis is required so the learner may need some support to ensure that there is sufficient depth in their evidence. For AC3.3 and AC3.4 the learner should demonstrate higher level skills such as the ability to use a range of sources of information, the ability to judge the relevance, reliability and impartiality of information sources, an understanding of different viewpoints and the ability to draw justifiable conclusions. Assessment of this learning outcome could be through an evaluative report, supported by an analysis of common performance management tools and an assessment of the value of mentoring and coaching methodologies used. This could be related to the case studies/evidence presented for learning outcome 2.

Indicative resource materials

Books

Adair J – *The Inspirational Leader: How to Motivate, Encourage and Achieve Success* (Kogan Page, 2009) ISBN: 9780749454784

Bennis W and Goldsmith J – *Learning to Lead* (4th edition) (Basic Books 2010) ISBN: 9780465018864

Boddy D – *Management: An Introduction* (6th edition) (Pearson, 2013) ISBN: 9781292004242

Maxwell J C – *5 Levels of Leadership: Proven Steps to Maximise your Potential* (Center Street, 2013) ISBN: 9781599953632

Mullins L J – *Management and Organisational Behaviour* (10th edition) (Pearson, 2013) ISBN: 9780273792642

Shockley-Zalabak P – *Fundamentals of Organizational Communication: Knowledge, Sensitivity, Skills, Values* (8th edition) (Pearson, 2011) ISBN: 9780205781089

Thompson J and Martin F – *Strategic Management: Awareness and Change* (5th edition) (Cengage Learning EMEA, 2005) ISBN: 9781844800834

Websites

www.careerfaqs.com.au/news/news-and-views/top-10-management-practices-of-effective-leaders/ – a careers website: has article on management practices

www.cipd.co.uk – Chartered Institute of Personnel and Development: provides a booklet on staff well being

www.mindtools.com – provides learning resources to support development of skills needed to succeed in a career

www.managers.org.uk – Chartered Managers Institute: provision of learning resources on various aspects of management and HR issues

Other

Evan Davis 'Bottom line' podcast – *Leadership (15/03/12),* available from www.bbc.co.uk/podcasts/series/bottomline/all

Evan Davis 'Bottom line' podcast – *Who's the Boss? (24/10/13),* available from www.bbc.co.uk/podcasts/series/bottomline/all

Unit 22: Collaborating with Other Departments

Unit reference number: J/506/4219

QCF Level: 3

Credit value: 4

Guided learning hours: 18

Unit aim

The aim of this unit is to give learners knowledge and understanding of how to collaborate effectively with other departments in an organisation.

Unit introduction

An organisation cannot overlook the importance of collaboration and communication between departments. Business innovation and improvement requires collaboration amongst a variety of departments.

In this unit, you will learn how to collaborate with other departments, including the need for collaboration, the potential implications of ineffective collaboration and the factors relating to knowledge management that should be considered when collaborating with other departments.

You will also learn how to collaborate effectively, including the importance of listening to, valuing and respecting the contributions of others, the important of using language and body language the demonstrates respect and trust for others and the importance of moving on from initial positions and ideas.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to collaborate with other departments	1.1 Explain the need for collaborating with other departments
	1.2 Explain the nature of the interaction between their own team and other departments
	1.3 Explain the features of effective collaboration
	1.4 Explain the potential implications of ineffective collaboration with other departments
	1.5 Explain the factors relating to knowledge management that should be considered when collaborating with other departments
2 Understand how to collaborate effectively	2.1 Analyse the importance of listening to, valuing and respecting the contributions of others
	2.2 Explain the importance of using language and body language that demonstrates respect and trust for others
	2.3 Explain the importance of moving on from initial positions and ideas

Unit content

1 Understand how to collaborate with other departments

Collaboration: definition; techniques, e.g. brainstorming, affinity sorting/affinity diagrams, ranking

Need for collaboration: reasons, e.g. cross-disciplinary skills and insight, innovation, builds trust, communication, stakeholder/team buy-in, greater productivity

Features: e.g. shared goals, respect for all perspectives, empowerment of individuals, open communication, equal access to information, a collective mind set

Potential implications of ineffective collaboration: e.g. conflict between individuals and departments, wasted resources, organisation's competitive ability is weakened, delays, inefficiencies, poor lines of communication

Knowledge management: e.g. strategies and processes designed to identify, capture, structure, value, leverage, and share an organisation's intellectual assets to enhance its performance and competitiveness

Factors to consider: tacit and explicit knowledge to be managed; availability of IT systems to support the process e.g. intranets, databases; organisational culture, e.g. trust and willingness to share knowledge; suitability of engagement approaches; intellectual property; collaborative technologies to manage knowledge, e.g. groupware

2 Understand how to collaborate effectively

Language and body language that demonstrates respect and trust: posture, e.g. standing tall; eye contact; hand and arm gestures; slow and clear speech, tone of voice; handshake; facial expressions

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on collaborating with other departments. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with collaborating with other departments.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as a written report or presentation. If a presentation is used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

This unit can be assessed holistically with other units within the qualification such as: Unit 2: *Communicating in a Business* and Unit 5: *Negotiation and Influencing in the Workplace.*

At the start of this unit, it would be beneficial for learners to be part of a project that involves collaborating with other departments, or setting up a role play that involves collaboration with other people. It would also benefit the learner to participate in discussion groups so that they can draw on theirs and others personal experiences.

For learning outcome 1, learners need to explain the need for collaborating with other departments (AC1.1), explain the nature of the interaction between their own team and other departments (AC1.2), explain at least three features of effective collaboration (AC1.3), explain at least three potential implications of ineffective collaboration with other departments (AC1.4) and explain the at least three factors relating to knowledge management that should be considered when collaborating with other departments.

Once learners have achieved learning outcome 1, they will find it easier to use examples from their experience in order to help achieve learning outcome 2. For learning outcome 2, learners need to analyse the importance of listening to, valuing and respecting the contributions of other (AC2.1), explain the importance of using language and body language that demonstrates respect and trust for others (AC2.2) and explain the importance of moving on from initial positions and ideas (AC2.3).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Websites

www.forbes.com – Forbes: has a useful article on the habits of collaborative organisations by Jacob Morgan titled The 12 Habits of Highly Collaborative Organizations

Other

How the workplace can improve collaboration – Steelcase has a 360 white paper publication on how the workplace can improve collaboration on their website at www.steelcase.com

Pearson BTEC Level 4 Diploma in Business Administration (QCF) and Pearson BTEC Level 4 Extended Diploma in
Business Administration (QCF) – Specification – Issue 1 – September 2014 © Pearson Education Limited 2014

Unit 23: Principles of Business Strategic Planning and Development

Unit reference number: F/506/4459

QCF Level: 4

Credit value: 5

Guided learning hours: 17

Unit aim

This unit provides the learner with an understanding of the benefits and process of strategic planning the different frameworks and models used in a strategy audit. The unit also provides an introduction to the use of different models in strategy formulation.

Unit introduction

Business strategy is about setting or reviewing the overall direction of the organisation. Strategic planning provides a framework for informing the direction a business will take and allows it to decide what activities to develop in order to meet its objectives'.

You may not be asked to lead in formulating a strategy at an early stage in your career but you may be involved in helping to implement it. You will need to understand the importance of strategic planning and development to your organisation as you may be called upon to explain why certain changes are taking place, and having an understanding of how strategy is formulated could be very helpful.

In this unit you will learn about the role and benefits of strategic planning in businesses, how businesses go about the process of strategic planning, the frameworks and models commonly employed and the influence of stakeholders on strategy. You will explore the importance of strategic planning; for example, the formulation of strategies to maximise opportunities and minimise threats faced by the organisation. You will consider the analytical tools and techniques used in strategic audit. Finally, you will investigate how organisations formulate strategy, including deciding which products or services to invest in and selecting strategies to maintain, grow or even shrink their business.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the benefits and process of strategic planning	1.1 Analyse the relationship between 'strategy' and 'tactics'
	1.2 Analyse the benefits of strategic planning to an organisation
	1.3 Discuss strategic planning as a tool for formulating and implementing business strategy
	1.4 Evaluate the role of stakeholders in developing organisational strategy
2 Understand the different frameworks and models used in a strategy audit	2.1 Analyse the different techniques used to conduct a strategic analysis of the business environment
	2.2 Explain how a SWOT analysis is generated from a strategy audit
	2.3 Interpret SWOT and PEST analyses in particular contexts
	2.4 Evaluate the use of Porter's Five Forces Analysis in strategic analysis
3 Understand the use of different models in strategy formulation	3.1 Assess how product portfolio analysis supports the formulation of a product strategy
	3.2 Analyse different growth strategies in strategy formulation
	3.3 Apply strategies for the growth of an organisation in differing contexts

Unit content

1 Understand the benefits and process of strategic planning

Strategic planning: business strategy; purpose of strategy in dictating activities; achievement of strategic goals; controlling use of all resources; long term orientation

Tactics: e.g. 'the chosen types of activities needed to achieve the objectives' (Goldratt, Goldratt, Abramov); sub-goals; using sub-set of resources; shorter term than strategy

Relationship: difference between strategy and tactics; interdependence of strategy and tactics; levels of organisation from which strategy and. tactics derive, e.g. top management develop strategy, unit managers develop tactics

Process of strategic planning: identify direction, provide a framework for action, identify resources required, identify timeframes, identify subsidiary plans and actions, enable formulation of tactics, identify risks, specify contingency plans

Benefits of strategic planning: establish priorities; raise awareness of strengths and weaknesses; recognize opportunities and threats, e.g. Taylor and Hussey's approaches to planning; informal or formal planning; traps to avoid in formal planning Ringbakk or Steiner 1979

Strategic planning: tool for business strategy; Mintzberg (1989) strategies either planned or emerge; entrepreneurial mode, adaptive mode; strategic planning, e.g. implementation planning; planning process helps implementation (finite detail, monitoring and control processes, buy-in)

Role of stakeholders: e.g. 'any group or individual who can affect, or is affected by, the performance of the organisation' (Freeman 1984); internal and external stakeholders, e.g. employees, suppliers, local community; role of stakeholders in developing organisational strategy, e.g. Newbound and Luffman's (1979) current and future strategies affected by pressures; stakeholder theory (Freeman 1984)

2 Understand the different frameworks and models used in a strategy audit

Strategic analysis of business environment: purpose; strategic audit; internal and external

External Analysis: macro and micro; micro: factors in micro-environment; Porter's 5 forces as measures of competition (potential entrants, suppliers bargaining power, industry competitors, bargaining power of buyers, substitutes); limitations of Porter's 5 forces model; macro: PESTEL (political, economic, social, technological, environmental, legal)

Internal Analysis: strategic capability; resources (tangible, intangible, unique); competences; core competences; value chain analysis

SWOT: strengths, weaknesses, opportunities, threats; potential opportunities and threats in environment; organisation's strengths/weaknesses to exploit/overcome them; how SWOT is developed from internal and external analyses

3 **Understand the use of different models in strategy formulation**

Product portfolio: definition, e.g. 'range of items sold by a business'; concept of portfolio of products or services

Product portfolio analysis: BCG (Boston Consultancy Matrix) (1968); snapshot of product

Portfolio growth: market share; determination of strategy depending on product position in matrix; link to overall organization strategy

Strategy formulation: growth; consolidation; survival; contraction; market leadership

Growth strategies: types of growth; Ansoff's growth matrix, e.g. market penetration, market development, product development, diversification; use in determining product and market growth strategies; McKinsey Growth Pyramid, e.g. generic options and investment structures

Differing contexts: sector, e.g. public, private, not for profit; size of organisation; life-cycle stage of organisation; mission; vision; key stakeholders; market types and characteristics

Essential guidance for tutors

Delivery

For this unit tuition for the learning outcomes lends itself to flexible delivery approaches. Tutors can deliver the unit using a wide range of teaching and learning strategies including lectures, discussions, seminar presentations, case studies, video clips, internet research and library resources, where the learner can work individually and in a group researching and gathering information about the subject.

Tutors can illustrate points with reference to examples of businesses that are recognised as having effective strategic planning and development practices. Many learners will use self-directed study together with the expertise and skills they may have developed in a career and be able to reflect on their experience of strategic planning.

To introduce the unit, it could be useful for learners to conduct research into the concept of strategic planning and the frameworks and models that support this. For learning outcome 1, tutor input on the concept of strategic planning can lead to a whole group discussion where learners can contribute based on their research and their experiences of organisational strategy, whether from their employing organisations or societal. It is important that learners are able to underpin their understanding of the concepts with the relevant theories. Learning outcome 2 would be suitable for case studies of strategic audits and the different frameworks/models used, and small group discussions into these supported by tutor input to summarise and emphasise key concepts and principles. This learning outcome presents a good opportunity for learners to reflect on their own experiences of strategic audit, whether as the leader/manager or part of a team in relation to the assessment criteria. For learning outcome 3, a guest speaker with a strategic planning background could be used to introduce the topic by presenting an insight into the use of different models in strategy formulation. This can then be followed up by tutor input and whole group discussion.

Assessment

Assessment for this unit could be through a written assignment, a reflective journal or perhaps a presentation. If a presentation is used evidence should be collected in the form of an observation record which is sufficiently detailed to enable internal and external verification to take place. This should be supported by other evidence such as the learner's presentation notes, slides or visual aids.

If the learner is concurrently working towards a competency based qualification in management a holistic approach to assessing similarly-themed units within the two qualifications could benefit the learner; for example, the learner could reflect on whether theory can be used to explain their organisation's use of different frameworks and models when planning strategy.

For learning outcome 1, the learner needs to analyse, discuss and evaluate so the assessment method should encourage the type of reflection needed to fulfil these criteria. The learners' work could be based on a case study for a selected organisation which can be supplemented with examples from the learners' own research, observations and experiences. Using a selected organisation allows the learner to consider the practical dimensions of strategic planning, such as the role of stakeholders in AC1.4, in a specific situation.

For learning outcome 2, the learner needs to demonstrate understanding of the different types of strategic environmental analysis and the tools commonly used. AC2.3 requires the learner to interpret SWOT and PEST analysis in particular contexts. As this refers to more than one context the learner will need to use carefully chosen case examples for this assessment criterion. Using one case study for all assessment criteria provides a more meaningful learning experience, demonstrating how the ideas in the criteria are linked and interact in business contexts.

Learning outcome 3 is about models used to assist with making strategic planning decisions. For AC3.3, the learner will need to select a particular organisation, examining its current position and suggesting what growth strategies could be used when the contexts change. For example, a public sector organisation might need to consider an alternative strategy for growth if it were to be privatised or if its mission were changed.

Indicative resource materials

Books

Boddy D – *Management: An Introduction* (6th edition) (FT Prentice Hall, 2013) ISBN: 9781292004242

Johnson G, Whittington R and Scholes K – *Exploring Strategy: Texts and Cases* (9th edition) (Pearson, 2011) ISBN: 9780273732020

Thompson J and Martin F – *Strategic Management Awareness and Change* (7th edition) (Cengage Learning EMEA, 2014) ISBN: 9781408064023

Websites

public.wsu.edu/~engrmgmt/holt/em534/Goldratt/Strategic-Tactic.html – link to work of Glodrat, Goldrat and Abramov on Strategy and Tactics

www.forbes.com/sites/mikalbelicove/2013/09/27/understanding-goals-strategies-objectives-and-tactics-in-the-age-of-social – website with some relevant resources on goals, strategy, objectives and tactics

www.quickmba.com/strategy/porter.shtml – website of resources provider with some relevant resources, including Porter's Five Forces

www.slideshare.net/milesweaver/analysing-the-external-environment-of-business-ie-general-competitive – website for slide-sharing with relevant presentations, including analysing the external business environment

www.som.cranfield.ac.uk/som/p13903/Think-Cranfield/2009/September-2009/Stakeholder-Engagement-and-Corporate-Responsibility – information on stakeholder engagement and corporate social responsibility

www.tutor2u.net/business/strategy/Strategic_audit.htm – website with relevant resources on strategic audit

Other

Evan Davis 'Bottom line' podcast – *Rejuvenation, (03/02/11),* available from www.bbc.co.uk/podcasts/series/bottomline/all

Evan Davis 'Bottom line' podcast – *Plan B, (11/11/10),* available from www.bbc.co.uk/podcasts/series/bottomline/all

Peter Day's 'World of Business' podcast – *The Art of Strategy, (02/02/13),* available from www.bbc.co.uk/podcasts/series/worldbiz/all

Unit 24: Principles of Business Skills Needed for Proposals and Pitches

Unit reference number: F/506/4221

QCF Level: 4

Credit value: 12

Guided learning hours: 68

Unit aim

The aim of this unit is to provide learners with an understanding of the concepts and skills involved in the development and implementation of a business idea through the practical application of relevant theories.

Unit introduction

This is a broad-based unit which focuses on the application of business concepts in a practical context. Learners will understand the academic and business skills involved in researching a market, analysing data and making informed decisions.

In this unit, you will be required to develop a business idea by identifying a gap in the market. Through this process, you will practice and further develop skills in market research and data analysis. You will then consider the market environment for your chosen product and/or service using a variety of business tools, for example PESTEL analysis and Porter's Five Forces.

Next you will understand how to create a business proposal and analyse the importance of checking the proposal with the customer or department that it affect and then circulate the proposal for consideration.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand ways of researching and analysing a market	1.1 Analyse the importance of using appropriate online resources, including market and industry reports, when conducting market research
	1.2 Evaluate the importance of analysing current trends in a market
	1.3 Evaluate the importance of establishing the strengths and weaknesses of a potential product or service
2 Understand the areas that need to be analysed before starting a business proposal	2.1 Evaluate the importance of including a PESTAL analysis on the macro-environment in a proposal
	2.2 Explain why a target market should be identified
	2.3 Explain Porter's Five Forces
	2.4 Evaluate the importance of analysing the micro-environment in a proposal
3 Understand how to create a business proposal	3.1 Describe the sections that need to be included in a business proposal
4 Understand the importance of checking the business proposal and circulating to the appropriate people	4.1 Analyse the importance of checking the business proposal with the customer/department that it effects
	4.2 Explain who a business proposal is circulated to

Unit content

1 **Understand ways of researching and analysing a market**

Market research: market share; growth; market trends; market reports; industry profiles; data

Current trends in market: new products/services; old products/services being withdrawn; new marketing techniques; competitors leaving market; new competitors joining the market

Importance of establishing strengths and weaknesses of a potential product or service: make improvements, changes that are appropriate; understanding costings and resources; marketing strategy

2 **Understand the areas that need to be analysed before starting a business proposal**

Macro-environment: PESTEL analysis (political, economic, social, technological, environmental, legal); external factors; uncontrollable factors; market potential

Target market: market segmentation (geographic, demographic, psychographic and behavioural); positioning

Porter's Five Forces: factors that affect an organisations ability to serve its customers and make a profit; factors (supplier power, threat of substitution, buyer power, threat of new entry, competitive rivalry)

Micro-environment: challenges inside a company, e.g. resource, marketing, suppliers

Business proposal: factors to consider for robustness, e.g. competitors (direct and indirect market share), strengths and weaknesses, research and analysis of proposal

3 **Understand how to create a business proposal**

Business proposal: outline problem; analysis, e.g. PESTEL, SWOT; solution and intended outcome; impact on other departments/products/services; costings; resources needed

4 **Understand the importance of checking the business proposal and circulating to the appropriate people**

Importance of checking business proposals with the customer/department that it effects: ensure the proposal can be done; check timescales are appropriate; check outcomes are correct

Essential guidance for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, guest speakers, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on business skills needed for proposals and pitches. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with business skills needed for proposals and pitches.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as a written business proposal or presentation. If a presentation is used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

At the start of this unit, learners could be given a proposal for a new potential product. Learners could begin by analysing current trends in the market (AC1.2) and evaluating the importance of establishing strengths and weaknesses of the potential product (AC1.3). During this research, the learner will need to analyse the importance of using appropriate online resources, including market and industry reports.

Learners could begin by setting out their business proposals, highlighting the different sections that will need to be completed (AC3.1). This can then be developed for learning outcome 2.

Learners can complete a PESTAL analysis on the macro-environment for their potential product (AC2.1), identify their target market (AC2.2) and analyse Porter's Five Forces as part of the micro-environment (AC2.4). By analysing and identifying these areas the learner will also be evaluating the importance of these areas.

For assessment criterion 2.3, learners will need to explain Porter's Five Forces.

For learning outcome 4, learners will need to analyse the importance of checking the business proposal with the customer and/or department that it effects (AC4.1) and explain who a business proposal is circulated to (AC4.2).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Indicative resource materials

Books

Forsyth P – *Persuasive Writing for Business: How to Write Proposals, Letters, Emails and Other Business communications to Influence, Impress and Persuade* (Book Shaker, 2014) ISBN: 9781781331026

Lewis H – *Bids, Tenders and Proposals: Winning Business Through Best Practice (Bids, Tenders & Proposals: winning Business Through Best Practice)* (4th edition) (Kogan Page, 2012) ISBN: 9780749465605

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.edexcel.com/btec**
- Pearson Work Based Learning and Colleges: **www.edexcel.com/about-wbl**
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at www.edexcel.com/btec/delivering-BTEC/quality/Pages

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/Pages

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources/publications/Pages

How to obtain National Occupational Standards

Please contact:

Skills CFA
6 Graphite Square
Vauxhall Walk
London
SE11 5EE

Telephone: 0207 091 9620

Email: info@skillscfa.org

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: www.edexcel.com/resources/Training.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/resources/Training. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: www.edexcel.com/contactus

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/Aboutus/contact-us/Pages
- Ask the Expert: submit your question online to our Ask the Expert online service www.edexcel.com/aboutus/contact-us/ask-expert/Pages and we will make sure your query is handled by a subject specialist.

Annexe A

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 4 Diploma in Business Administration (QCF) and the Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF) against the underpinning knowledge of the Pearson Edexcel Level 4 NVQ Diploma in Business Administration (QCF).

KEY
indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	Unit 1 - Business Administration Systems	Unit 2 - Communicating in a Business	Unit 3 - Managing Self Development	Unit 4 - Culture and Ethics in a Business	Unit 5 - Negotiation and Influencing in the Workplace	Unit 6 - Principles of Quality Management	Unit 7 - Principles of Operational Planning	Unit 8 - Managing Information and Knowledge	Unit 9 - Understand How to Manage Work Activities to Improve Business Performance	Unit 10 - Principles of Project Management	Unit 11 - Principles of Internet and E-Business	Unit 12 - Human Resource Management	Unit 13 - Principles of Marketing	Unit 14 - Information Systems	Unit 15 - Finance for Administrative Managers	Unit 16 - Business Risk Management	Unit 17 - Managing People and Performance in a Business Environment	Unit 18 - Stakeholder Engagement and Management	Unit 19 - Principles of Administration for Executive Assistants	Unit 20 - Principles of Customer Service Management	Unit 21 - Principles of Management and Leadership in Organisations	Unit 22 - Collaborating with Other Departments	Unit 23 - Principles of Business Strategic Planning and Development	Unit 24 - Principles of Business Skills Needed for Proposals and Pitches
Pearson Edexcel Level 4 NVQ Diploma in Business Administration (QCF)																								
Unit 1 – Resolve administrative problems									#							#								
Unit 2 – Manage the work of an administrative function									#												#			
Unit 3 – Communicate in a business environment		#																						

Units	Unit 1 - Business Administration Systems	Unit 2 - Communicating in a Business	Unit 3 - Managing Self Development	Unit 4 - Culture and Ethics in a Business	Unit 5 - Negotiation and Influencing in the Workplace	Unit 6 - Principles of Quality Management	Unit 7 - Principles of Operational Planning	Unit 8 - Managing Information and Knowledge	Unit 9 - Understand How to Manage Work Activities to Improve Business Performance	Unit 10 - Principles of Project Management	Unit 11 - Principles of Internet and E-Business	Unit 12 - Human Resource Management	Unit 13 - Principles of Marketing	Unit 14 - Information Systems	Unit 15 - Finance for Administrative Managers	Unit 16 - Business Risk Management	Unit 17 - Managing People and Performance in a Business Environment	Unit 18 - Stakeholder Engagement and Management	Unit 19 - Principles of Administration for Executive Assistants	Unit 20 - Principles of Customer Service Management	Unit 21 - Principles of Management and Leadership in Organisations	Unit 22 - Collaborating with Other Departments	Unit 23 - Principles of Business Strategic Planning and Development	Unit 24 - Principles of Business Skills Needed for Proposals and Pitches
Unit 4 – Manage personal and professional development			#																					
Unit 5 – Contribute to the Design and Development of an Information System														#										
Unit 6 – Manage Information Systems														#										
Unit 7 – Prepare Specification for Contract																								
Unit 8 – Manage Events																								

Units	Unit 1 - Business Administration Systems	Unit 2 - Communicating in a Business	Unit 3 - Managing Self Development	Unit 4 - Culture and Ethics in a Business	Unit 5 - Negotiation and Influencing in the Workplace	Unit 6 - Principles of Quality Management	Unit 7 - Principles of Operational Planning	Unit 8 - Managing Information and Knowledge	Unit 9 - Understand How to Manage Work Activities to Improve Business Performance	Unit 10 - Principles of Project Management	Unit 11 - Principles of Internet and E-Business	Unit 12 - Human Resource Management	Unit 13 - Principles of Marketing	Unit 14 - Information Systems	Unit 15 - Finance for Administrative Managers	Unit 16 - Business Risk Management	Unit 17 - Managing People and Performance in a Business Environment	Unit 18 - Stakeholder Engagement and Management	Unit 19 - Principles of Administration for Executive Assistants	Unit 20 - Principles of Customer Service Management	Unit 21 - Principles of Management and Leadership in Organisations	Unit 22 - Collaborating with Other Departments	Unit 23 - Principles of Business Strategic Planning and Development	Unit 24 - Principles of Business Skills Needed for Proposals and Pitches
Unit 9 – Support Environmental Sustainability in a Business Environment				#																				
Unit 10 – Contribute to the Improvement of Business Performance									#															
Unit 11 – Monitor Information Systems													#											
Unit 12 – Negotiate in a Business Environment																								
Unit 13 – Evaluate the Provision of Business Travel or Accommodation																								

Units	Unit 1 - Business Administration Systems	Unit 2 - Communicating in a Business	Unit 3 - Managing Self Development	Unit 4 - Culture and Ethics in a Business	Unit 5 - Negotiation and Influencing in the Workplace	Unit 6 - Principles of Quality Management	Unit 7 - Principles of Operational Planning	Unit 8 - Managing Information and Knowledge	Unit 9 - Understand How to Manage Work Activities to Improve Business Performance	Unit 10 - Principles of Project Management	Unit 11 - Principles of Internet and E-Business	Unit 12 - Human Resource Management	Unit 13 - Principles of Marketing	Unit 14 - Information Systems	Unit 15 - Finance for Administrative Managers	Unit 16 - Business Risk Management	Unit 17 - Managing People and Performance in a Business Environment	Unit 18 - Stakeholder Engagement and Management	Unit 19 - Principles of Administration for Executive Assistants	Unit 20 - Principles of Customer Service Management	Unit 21 - Principles of Management and Leadership in Organisations	Unit 22 - Collaborating with Other Departments	Unit 23 - Principles of Business Strategic Planning and Development	Unit 24 - Principles of Business Skills Needed for Proposals and Pitches
Unit 14 – Develop a Presentation																								
Unit 15 – Manage an Office Facility																								
Unit 16 – Deliver a Presentation																								
Unit 17 – Analyse and Present Business Data																								
Unit 18 – Create Bespoke Business Documents																								
Unit 19 – Manage a Budget														#										

Units	Unit 1 – Business Administration Systems	Unit 2 – Communicating in a Business	Unit 3 – Managing Self Development	Unit 4 – Culture and Ethics in a Business	Unit 5 – Negotiation and Influencing in the Workplace	Unit 6 – Principles of Quality Management	Unit 7 – Principles of Operational Planning	Unit 8 – Managing Information and Knowledge	Unit 9 – Understand How to Manage Work Activities to Improve Business Performance	Unit 10 – Principles of Project Management	Unit 11 – Principles of Internet and E-Business	Unit 12 – Human Resource Management	Unit 13 – Principles of Marketing	Unit 14 – Information Systems	Unit 15 – Finance for Administrative Managers	Unit 16 – Business Risk Management	Unit 17 – Managing People and Performance in a Business Environment	Unit 18 – Stakeholder Engagement and Management	Unit 19 – Principles of Administration for Executive Assistants	Unit 20 – Principles of Customer Service Management	Unit 21 – Principles of Management and Leadership in Organisations	Unit 22 – Collaborating with Other Departments	Unit 23 – Principles of Business Strategic Planning and Development	Unit 24 – Principles of Business Skills Needed for Proposals and Pitches
Unit 20 – Manage Knowledge in an Organisation								#																
Unit 21 – Develop Working Relationships with Stakeholders										#								#						
Unit 22 – Develop and Maintain Professional Networks																								
Unit 23 – Manage Physical Resources																								
Unit 24 – Prepare for and Support Quality Audits						#																		
Unit 25 – Manage Business Risk																#								

Units	Unit 1 – Business Administration Systems	Unit 2 – Communicating in a Business	Unit 3 – Managing Self Development	Unit 4 – Culture and Ethics in a Business	Unit 5 – Negotiation and Influencing in the Workplace	Unit 6 – Principles of Quality Management	Unit 7 – Principles of Operational Planning	Unit 8 – Managing Information and Knowledge	Unit 9 – Understand How to Manage Work Activities to Improve Business Performance	Unit 10 – Principles of Project Management	Unit 11 – Principles of Internet and E-Business	Unit 12 – Human Resource Management	Unit 13 – Principles of Marketing	Unit 14 – Information Systems	Unit 15 – Finance for Administrative Managers	Unit 16 – Business Risk Management	Unit 17 – Managing People and Performance in a Business Environment	Unit 18 – Stakeholder Engagement and Management	Unit 19 – Principles of Administration for Executive Assistants	Unit 20 – Principles of Customer Service Management	Unit 21 – Principles of Management and Leadership in Organisations	Unit 22 – Collaborating with Other Departments	Unit 23 – Principles of Business Strategic Planning and Development	Unit 24 – Principles of Business Skills Needed for Proposals and Pitches
Unit 26 – Encourage Learning and Development			#																					
Unit 27 – Manage a Project										#														
Unit 28 – Initiate and Implement an Operational Plan																								
Unit 29 – Conduct Quality Audits						#																		
Unit 30 – Develop and Implement an Operational Plan							#																	
Unit 31 – Design Business Processes																								

Units	Unit 1 - Business Administration Systems	Unit 2 - Communicating in a Business	Unit 3 - Managing Self Development	Unit 4 - Culture and Ethics in a Business	Unit 5 - Negotiation and Influencing in the Workplace	Unit 6 - Principles of Quality Management	Unit 7 - Principles of Operational Planning	Unit 8 - Managing Information and Knowledge	Unit 9 - Understand How to Manage Work Activities to Improve Business Performance	Unit 10 - Principles of Project Management	Unit 11 - Principles of Internet and E-Business	Unit 12 - Human Resource Management	Unit 13 - Principles of Marketing	Unit 14 - Information Systems	Unit 15 - Finance for Administrative Managers	Unit 16 - Business Risk Management	Unit 17 - Managing People and Performance in a Business Environment	Unit 18 - Stakeholder Engagement and Management	Unit 19 - Principles of Administration for Executive Assistants	Unit 20 - Principles of Customer Service Management	Unit 21 - Principles of Management and Leadership in Organisations	Unit 22 - Collaborating with Other Departments	Unit 23 - Principles of Business Strategic Planning and Development	Unit 24 - Principles of Business Skills Needed for Proposals and Pitches
Unit 32 – Optimise the Use of Technology																								
Unit 33 – Establish Business Risk Management Processes																#								
Unit 34 – Promote Equality of Opportunity, Diversity and Inclusion																								
Unit 35 – Manage Team Performance																	#							
Unit 36 – Manage Individuals' Performance																	#							
Unit 37 – Manage Conflict within a Team																	#							

Units	Unit 1 - Business Administration Systems	Unit 2 - Communicating in a Business	Unit 3 - Managing Self Development	Unit 4 - Culture and Ethics in a Business	Unit 5 - Negotiation and Influencing in the Workplace	Unit 6 - Principles of Quality Management	Unit 7 - Principles of Operational Planning	Unit 8 - Managing Information and Knowledge	Unit 9 - Understand How to Manage Work Activities to Improve Business Performance	Unit 10 - Principles of Project Management	Unit 11 - Principles of Internet and E-Business	Unit 12 - Human Resource Management	Unit 13 - Principles of Marketing	Unit 14 - Information Systems	Unit 15 - Finance for Administrative Managers	Unit 16 - Business Risk Management	Unit 17 - Managing People and Performance in a Business Environment	Unit 18 - Stakeholder Engagement and Management	Unit 19 - Principles of Administration for Executive Assistants	Unit 20 - Principles of Customer Service Management	Unit 21 - Principles of Management and Leadership in Organisations	Unit 22 - Collaborating with Other Departments	Unit 23 - Principles of Business Strategic Planning and Development	Unit 24 - Principles of Business Skills Needed for Proposals and Pitches
Unit 38 – Implement and Maintain Business Continuity Plans and Processes																								
Unit 39 – Procure Products and/or Services																								
Unit 40 – Collaborate with other Departments																						#		
Unit 41 – Chair and Lead Meetings																			#					
Unit 42 – Champion Customer Service																				#				

Units	Unit 1 - Business Administration Systems	Unit 2 - Communicating in a Business	Unit 3 - Managing Self Development	Unit 4 - Culture and Ethics in a Business	Unit 5 - Negotiation and Influencing in the Workplace	Unit 6 - Principles of Quality Management	Unit 7 - Principles of Operational Planning	Unit 8 - Managing Information and Knowledge	Unit 9 – Understand How to Manage Work Activities to Improve Business Performance	Unit 10 - Principles of Project Management	Unit 11 - Principles of Internet and E-Business	Unit 12 - Human Resource Management	Unit 13 - Principles of Marketing	Unit 14 - Information Systems	Unit 15 - Finance for Administrative Managers	Unit 16 - Business Risk Management	Unit 17 - Managing People and Performance in a Business Environment	Unit 18 - Stakeholder Engagement and Management	Unit 19 - Principles of Administration for Executive Assistants	Unit 20 - Principles of Customer Service Management	Unit 21 - Principles of Management and Leadership in Organisations	Unit 22 - Collaborating with Other Departments	Unit 23 - Principles of Business Strategic Planning and Development	Unit 24 - Principles of Business Skills Needed for Proposals and Pitches
Unit 43 – Encourage Innovation																								
Unit 44 – Recruitment, Selection and Induction Practice												#												

Annexe B

Unit mapping overview

Mapping of units from the old Pearson BTEC Level 4 Diploma in Business and Administration (end date 31/08/2014) to the new Pearson BTEC Level 4 Diploma in Business Administration (QCF) (start date 01/09/2014) and Pearson BTEC Level 4 Extended Diploma in Business Administration (QCF) (start date 01/09/2014).

Old units / New units	Unit 1 - Supporting Business Activities	Unit 2 - Communicating in Business	Unit 3 - Culture and Ethics in a Business Environment	Unit 4 - Business Administration Systems	Unit 5 - Personal Effectiveness in a Business Environment	Unit 6 - Managing People and Performance in a Business Environment	Unit 7 - Understanding Sustainability and Environmental Issues un un Organisation	Unit 8 - Managing Business Facilities	Unit 9 - Understanding Stakeholder Expectations	Unit 10 - Principles of Administration for Executive Assistants	Unit 11 - Managing Quality	Unit 12 - Finance for Administrative Managers	Unit 13 - Principles of Customer Service Management	Unit 14 - Principles of Management and Leadership	Unit 15 - The Internet and E-Business	Unit 16 - Human Resource Management	Unit 17 - Principles of Project Management
Unit 1 – Business Administration Systems				F													
Unit 2 – Communicating in a Business		F															
Unit 3 – Managing Self Development					P												

New units / Old units	Unit 1 - Supporting Business Activities	Unit 2 - Communicating in Business	Unit 3 - Culture and Ethics in a Business Environment	Unit 4 - Business Administration Systems	Unit 5 - Personal Effectiveness in a Business Environment	Unit 6 - Managing People and Performance in a Business Environment	Unit 7 - Understanding Sustainability and Environmental Issues un an Organisation	Unit 8 - Managing Business Facilities	Unit 9 - Understanding Stakeholder Expectations	Unit 10 - Principles of Administration for Executive Assistants	Unit 11 - Managing Quality	Unit 12 - Finance for Administrative Managers	Unit 13 - Principles of Customer Service Management	Unit 14 - Principles of Management and Leadership	Unit 15 - The Internet and E-Business	Unit 16 - Human Resource Management	Unit 17 - Principles of Project Management
Unit 4 – Culture and Ethics in a Business			P				P										
Unit 5 – Negotiation and Influencing in the Workplace																	
Unit 6 – Principles of Quality Management											P						
Unit 7 – Principles of Operational Planning																	
Unit 8 – Managing Information and Knowledge																	
Unit 9 – Understand How to Manage Work Activities to Improve Business Performance																	

New units \ Old units	Unit 1 - Supporting Business Activities	Unit 2 - Communicating in Business	Unit 3 - Culture and Ethics in a Business Environment	Unit 4 - Business Administration Systems	Unit 5 - Personal Effectiveness in a Business Environment	Unit 6 - Managing People and Performance in a Business Environment	Unit 7 - Understanding Sustainability and Environmental Issues in an Organisation	Unit 8 - Managing Business Facilities	Unit 9 - Understanding Stakeholder Expectations	Unit 10 - Principles of Administration for Executive Assistants	Unit 11 - Managing Quality	Unit 12 - Finance for Administrative Managers	Unit 13 - Principles of Customer Service Management	Unit 14 - Principles of Management and Leadership	Unit 15 - The Internet and E-Business	Unit 16 - Human Resource Management	Unit 17 - Principles of Project Management
Unit 10 - Principles of Project Management																	P
Unit 11 - Principles of Internet and E-Business															P		
Unit 12 - Human Resource Management																P	
Unit 13 - Principles of Marketing																	
Unit 14 - Information Systems																	
Unit 15 - Finance for Administrative Managers												P					

New units / Old units	Unit 1 – Supporting Business Activities	Unit 2 – Communicating in Business	Unit 3 – Culture and Ethics in a Business Environment	Unit 4 – Business Administration Systems	Unit 5 – Personal Effectiveness in a Business Environment	Unit 6 – Managing People and Performance in a Business Environment	Unit 7 – Understanding Sustainability and Environmental Issues un an Organisation	Unit 8 – Managing Business Facilities	Unit 9 – Understanding Stakeholder Expectations	Unit 10 – Principles of Administration for Executive Assistants	Unit 11 – Managing Quality	Unit 12 – Finance for Administrative Managers	Unit 13 – Principles of Customer Service Management	Unit 14 – Principles of Management and Leadership	Unit 15 – The Internet and E-Business	Unit 16 – Human Resource Management	Unit 17 – Principles of Project Management
Unit 16 – Business Risk Management																	
Unit 17 – Managing People and Performance in a Business Environment						F											
Unit 18 – Stakeholder Engagement and Management									P								
Unit 19 – Principles of Administration for Executive Assistants										F							
Unit 20 – Principles of Customer Service Management													F				

Old units / New units	Unit 1 – Supporting Business Activities	Unit 2 – Communicating in Business	Unit 3 – Culture and Ethics in a Business Environment	Unit 4 – Business Administration Systems	Unit 5 – Personal Effectiveness in a Business Environment	Unit 6 – Managing People and Performance in a Business Environment	Unit 7 – Understanding Sustainability and Environmental Issues un an Organisation	Unit 8 – Managing Business Facilities	Unit 9 – Understanding Stakeholder Expectations	Unit 10 – Principles of Administration for Executive Assistants	Unit 11 – Managing Quality	Unit 12 – Finance for Administrative Managers	Unit 13 – Principles of Customer Service Management	Unit 14 – Principles of Management and Leadership	Unit 15 – The Internet and E-Business	Unit 16 – Human Resource Management	Unit 17 – Principles of Project Management
Unit 21 – Principles of Management and Leadership in Organisations																	
Unit 22 – Collaborating with Other Departments																	
Unit 23 – Principles of Business Strategic Planning and Development																	
Unit 24 – Principles of Business Skills Needed for Proposals and Pitches																	

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

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9781446913413_BTEC_PROF_L4_BA.DOC.1-216/1

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